

Lesson 7: Count Images in Different Arrangements

Standards Alignments

Addressing K.CC.B, K.CC.B.4, K.CC.B.4.b, K.CC.B.5

Teacher-facing Learning Goals

- Count organized groups of up to 10 images.
- Understand that the order counted does not change the number of images.

Student-facing Learning Goals

- Let's figure out how many images there are.

Lesson Purpose

The purpose of this lesson is for students to count groups of up to 10 images and understand that the order counted does not change the number of images.

Students count and keep track of images in organized arrangements, such as in lines, arrays, on 5-frames, in dot cube arrangements, and on fingers. As students count and observe their peers counting, they notice that if you count a group of images in a different order, the number stays the same as long as you count each image one time. This understanding develops over time and it is not necessary for all students to articulate at the end of this lesson.

The second activity is an optional activity that provides support in keeping track of which images have been counted. In the lesson synthesis, students practice saying the verbal count sequence to 20. Add variety to the counting by adding movement. For example, students can count as they clap, stomp their feet, or jump.

Access for:

Students with Disabilities

- Representation (Activity 2)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Questions About Us (Warm-up)

Materials to Gather

- Chart paper: Warm-up
- Counters: Activity 2

Materials to Copy

- Images in Stations (groups of 30): Activity 1
- Math Stories Stage 1 and 4 Pictures (groups)

- Materials from previous centers: Activity 3 of 8): Activity 3

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	10 min
Activity 3	20 min
Lesson Synthesis	5 min

Teacher Reflection Question

In an upcoming section, students will count images organized in circles. What do you notice in their work from today's lesson that you might leverage in that future lesson?

Cool-down (to be completed at the end of the lesson)

 0 min

Unit 2, Section B Checkpoint

Standards Alignments

Addressing K.CC.B.4, K.CC.B.5

Student-facing Task Statement

Lesson observations

Student Responses

- Say one number for each object.
- Answer how many without counting again.
- Use the structure of 5 (in 5-frames or fingers) to count on from 5 to tell how many.