

Core Content

Cluster Title: Count to tell the number of objects.
Standard 5: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
MASTERY Patterns of Reasoning:
<p>Conceptual: Students will understand that a set of 1-20 objects arranged in a line, rectangular array, circle or scattered have a specific count.</p> <p>Procedural: Students can count objects in a given set from 1-20 in a variety of ways such as a line, rectangular array, or a circle. Students can count objects in a given set from 1-10 in a scattered configuration.</p> <p>Representational: Students can represent the count of objects in a line, rectangular array or circle.</p>

Supports for Teachers

Critical Background Knowledge
<p>Conceptual: Students will understand that a set of 1-10 objects arranged in a line, rectangular array, circle or scattered have a specific count</p> <p>Procedural: Students can count objects to answer “how many” in a given set from 1-10. Students can place objects in sequential order on a number line from 0-10. Students can show how to count objects to find the answer “how many” in a set from 1-10.</p> <p>Representational: Students can show how to place objects one to one, corresponding with the numerals on a number line from 0-10.</p>

Academic Vocabulary and Notation	
count, set, objects, array, number line, scattered, how many, order	
Instructional Strategies Used	Resources Used
<p>Teacher models how to count objects to find the answer “how many” in a set from 1-20.</p> <p>Students will practice how to count objects to find the answer “how many” in a set from 1-20.</p> <p>Teacher models how to count objects using counting strategies (e.g., one-to-one correspondence, crossing out, beginning from left to right and top to bottom, in a line, rectangular array, or a circle).</p> <p>Students will practice how to count objects using counting strategies (e.g., one-to-one correspondences, crossing out, beginning from left to right, and top to bottom, in a line, rectangular array, or a circle).</p> <p>Teacher models how to use counting strategies as listed above to count objects from 1-10 in a scattered configuration.</p> <p>Students will practice a variety of counting strategies to show how to count objects from 1-10 in a scattered configuration.</p>	<p>Richardson, Kathy. <i>Developing Number Concepts Bk1; Counting, Comparing, and Patterns</i>. Math Perspectives</p> <p>http://www.uen.org/k-2interactives/math.shtml</p> <p><i>Hands-on Standards, Pre-K</i>. Learning Resources, Inc., 2006.</p> <p>Forsten, Char. <i>Math Talk: Teaching Concepts & Skills Through Illustrations & Stories</i>. Crystal Springs Books, 2010.</p> <p>Kuhns, Catherine. <i>Building Number Sense: Games & Activities to Practice Combinations to 10</i>. Crystal Springs Books, 2009.</p>
Assessment Tasks Used	
<p>Skill-Based Task:</p> <p>Teacher provides students with concrete and/or pictorial objects to find “how many” in a given set from 1-20.</p> <p>Teacher provides students with concrete and/or pictorial objects arranged in a line, rectangular array or circle from 1-20 in a given set.</p>	<p>Problem Task:</p> <p>Student uses counting strategies to find “how many” concrete objects in a given set from 1-20.</p> <p>Students are given pictorial representation of objects from 1-20 arranged in a line, rectangular array. Students use practiced counting strategies to find “how many” in a given set.</p>

<p>Teacher provides students with concrete and or pictorial objects arranged in a scattered configuration from 1-10 in a given set.</p>	<p>Students are given containers with sets of objects from 1-10. Students are instructed to shake and spill out the objects to make a scattered configuration. Students use counting strategies to find “how many.”</p>
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