How Many? Count and Make Groups to 20

Teacher		**Class**	Kindergarten
Subject	Math	**Topic**	Counting objects
Date		**Room**	
Lesson length	60 minutes	**Country**	United Kingdom

Students learn to count lines, arrays, circles and scattered groups. They count out coins to fill shop orders to 20.

Curriculum links

- K.NS.A.4 Read and write numerals and represent a number of objects from 0 to 20 [1]
- K.NS.B.5 Say the number names when counting objects, in the standard order, pairing each object with one and only one number name and each number name with one and only one object [1]
- K.NS.B.6 Demonstrate that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted [1]

Learning objectives

- Students will count up to 20 objects in a line, array, or circle to answer how many.
- Students will count up to 10 scattered objects by moving each object as they count.
- Students will count out 1 to 20 objects to match a given number.

Success criteria

- I can touch, count, and tell how many in lines, rows, and circles.
- I can move and count a messy pile up to 10.
- I can count out the right number of coins for an order.

What students already know

Show 5 blocks close together. Ask: How could we find how many? Listen for point to each one and say 1, 2, 3, 4, 5.

Key words

count	to say numbers in order to find how many [3]
total	how many there are all together [3]
number	written marks that show how many [3]
arrange	the way things are put near each other, like a line [3]
circle	a round shape with no ends where counting must stop at the start

Materials

- Slides 1-6 and 8-11
- Slide 5 video: Counting Objects to 20
- play coins or large circular counters, small cups for each pair
- number cards 1 to 20

Before the lesson

- Print number cards 1 to 20, one set per pair, and test Slide 5 video sound and picture
- Make tray cards: line of 14, rows of 12, circle of 15, scattered pile of 9
- Put coins, cups, and trays in pairs on tables with space to move counters into a line

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- tray cards showing a line, a circle, rows, and a scattered pile
- whiteboard and marker

Lesson outline

0–5 min **Starter** 5 min · Whole class

To hook students with the shop and recall careful counting to 10.

YOU DO

1. Welcome class with the hook: Welcome to our shop! I will place an order for some coins. Can you count out just the right amount?
2. Show Slides 1-2 and point to the blocks photo: Look at the blocks. We will point, count, and tell how many.
3. Model counting 5 blocks, touching each once and saying numbers in order.
4. Ask class to count with you and hold up fingers to show the total.

STUDENTS DO

1. Chant numbers 1 to 5 while watching the teacher point.
2. Hold up 5 fingers and say 5 together.
3. Answer what the shop will count and make today.

Say: Shop helpers, we count to find how many we have. We touch each thing one time. We say numbers in order. The last number tells how many.

Worked example: Teacher points to 5 blocks: 1, 2, 3, 4, 5. Last number is 5, so there are 5 blocks in all.

Ask: What do we do for each block when we count? (Touch it one time and say one number for it [3]) · How do we know how many there are? (The last number we say tells how many [3])

Check understanding: All hold up fingers for 5. If many are off, recount the 5 blocks together slowly before moving on.

Support: Let the student only watch and clap each number while the teacher points. **Stretch:** Ask a ready student to count 5 blocks backward from the other end and tell the total.

Use: Slides 1–2

5–15 min **Teaching** 10 min · Whole class

To model how to count a line and rows without missing or double-counting.

YOU DO

1. Show Slide 3 Three Steps and read the three steps with actions: Point, Say, Tell.
2. Show Slide 4 and line up 14 coins in a line on the tray.
3. Touch each coin once, saying numbers in order, pairing each object with one and only one number name [1].
4. Repeat with 12 coins in rows, counting row by row and saying the last number tells the total [3].

STUDENTS DO

1. Watch where the teacher touches and listen for the number order.
2. Count aloud with the teacher on the rows, row by row.
3. Show the total with fingers or by pointing to the number card.

Say: I touch each toy once. I say numbers in order: 1, 2, 3. The last number tells all. That last number is the total.

Worked example: Line of 14 coins: touch and say 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14. Last number is 14, so there are 14 coins to represent a number of objects from 0 to 20 [1].

Ask: What must we do for each coin? (Touch it one time and say one number for it) · After we count 1 to 12 in rows, how many are there? (12, because the last number said tells the number counted [1])

Check understanding: Hold up number cards for the line total. If split, recount the line together pointing slowly.

Support: Slide each coin a little forward as it is counted so counted and not-yet-counted coins look different.
Stretch: Count the 14 line, then write the numeral 14 on a whiteboard.

Use: Slides 3–4

15–30 min **Guided practice** 15 min · Whole class

To count together in a circle, rows, and a scattered pile and see moving does not change the total.

YOU DO

1. Play Slide 5 video to model pointing and saying numbers, pausing to count along.
2. Make a circle of 15 coins, mark the start with a cup, and count around without counting twice.
3. Scatter 9 coins, move one at a time into a line while counting, saying one number for each object [3].
4. Spread the line far apart and recount to show the number is the same regardless of arrangement [1].

STUDENTS DO

1. Point in the air and say numbers with the video.
2. Count around the circle together, stopping at the start cup.
3. Tell a partner: Still 9 after moving.

Say: In a circle we start in one spot and stop before we count again. For a messy pile we move each thing as we count. Moving keeps how many. Spread out is still the same.

Worked example: Scattered pile of 9: move and count 1, 2, 3, 4, 5, 6, 7, 8, 9. Total is 9. Spread them far apart and recount 1 to 9. Still 9, because moving does not change how many [1].

Ask: Where do we start and stop in a circle? (Start at the mark and stop before counting the first one again) · If we move 9 coins far apart, are there more coins now? (No, still 9, moving keeps how many) · How do you count a messy pile without missing? (Move one at a time into a line and say one number for each)

Check understanding: Thumbs up for the circle total of 15. Recount from the start cup if counts differ.

Support: Start with 5 scattered objects first and use a tray with sides so pieces do not roll away. **Stretch:** Close eyes while the teacher hides 1 from 10, then recount to find the new total of 9.

Use: Slide 5, Video clip 1 (0:00–4:57)

30–50 min **Main activity** 20 min · Pairs

To count arrangements and count out orders from 1 to 20 in pairs.

YOU DO

1. Show Slide 6: Hear a number, take that many blocks, count to check.
2. Show Slide 8 task and give each pair trays, coins, cups, and number cards 1 to 20.
3. Demo an order: flip 13, take coins one at a time into the cup counting aloud, stop at 13 to represent that number with objects [1].
4. Send pairs to count the line, circle, rows, and mixed pile, then fill 3 partner orders and recount for checking.

STUDENTS DO

1. Count the line, circle, rows, and scattered pile cards and say each total to a partner.
2. Flip a number card, count that many coins into a cup, then line them up and recount.
3. Check the partner's cup by recounting and saying yes or recount.

Say: Hear the number on the card. Take one coin at a time and count. Stop when you match the card. Line up your coins and count again to check.

Worked example: Order card 13: drop coins and count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13. Stop. Line them up and recount 1 to 13. Total is 13 coins.

Ask: Your card says 16. How do you know when to stop? (Stop when the count I say matches 16) · How do you check a partner's order of 12? (Line up the coins and recount 1 to 12, last number tells how many [3])

Check understanding: Teacher checks cups by asking pairs to recount line-ups. If off, take coins out and count in one by one again.

Support: Give numbers up to 10 first, and provide a ten-frame or egg carton to place one coin in each space while counting. **Stretch:** Give two orders, like 12 and 5, and ask which cup has more.

Use: Slides 6, 8

50–60 min **Plenary** 10 min · Whole class

To check counting to 20, moving invariance, and making 12.

YOU DO

1. Show Slide 9 and spread 10 coins wide, then bunch them: ask if more now.
2. Show Slide 10 vote: Which counting shape is most fun? Line, Circle, Mixed up.
3. Show Slide 11 Quick quiz and count 1 to 5, move-apart, and make-12 questions together.
4. Restate objectives and have class say totals with Still 10 and last-number-tells.

STUDENTS DO

1. Say Still 10 after each move and vote for line, circle, or mixed up.
2. Answer quiz: 5, No, 12.
3. Show I can statements with fingers and number cards.

Say: We can count lines, rows, and circles to 20. We can count messy piles to 10. We can make any number to 20. Moving things does not change how many.

Worked example: Make 12: count out 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 into cup. Recount. Total is 12.

Ask: Count 1 to 5. How many? (5) · Move toys apart. More toys? (No, still the same number [1]) · Make 12. How many did you make? (12)

Check understanding: Quick quiz hands up for 5, No, 12. Reteach any missed step with 5 coins if needed.

Support: Keep a row of 5 counters on the rug to look at and recount if unsure. **Stretch:** Predict what happens if one more joins 12, then test by counting to 13.

Use: Slides 9–11

Common mistakes

Mistake	How to spot it	How to fix it
Skipping or recounting objects, saying two numbers for one thing	Total does not match recount or finger touches and number words do not line up	Slow down, touch and slide each object once while saying one number for each object [3]
Thinking spread-out or moved groups have more	Says more after spreading 10 wide or moving a line into a circle	Recount both ways to show the number is the same regardless of arrangement [1]
Stopping at the wrong total when counting out an order	Cup has 14 for a 12 card or cannot tell when to stop	Count one coin at a time into the cup and stop when the number said matches the card, then recount to check [1]

Support

- Give numbers up to 10 first, and provide a ten-frame or egg carton to place one coin in each space while counting.
- Let students slide each counted object forward and count in small parts of 5 or 6.

Stretch

- Give two orders, like 12 and 5, and ask which cup has more.
- Count 15 to 20 in two colors and tell how many of each color.

For the LSE or teaching assistant

Stay with the coin-shop pairs, guide hand-to-coin touching, keep start-cup for the circle, and prompt stop-and-check recounts.

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Check for understanding

Question	Answer
Count 14 toys in a line. How many?	14
You scatter 8 counters and recount. How many now?	8, moving does not change how many
Make 17 coins for an order. How do you check?	Count out 1 to 17 and recount; last number 17 tells the total

Sources

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4. What is an example of counting objects?a)Writing numbersb)All of the abovec)Saying number namesd)Pointing to toysCorrect answer is option 'B'. Can you explain this answer? | EduRev Class 1 Question · edurev.in · https://edurev.in/question/5187554/What-is-an-example-of-counting-objects-a-Writing-numbersb-All-of-the-abovec-Saying-number-namesd-Poi