STEMscopes TEXAS MATH
POWERED BY ACCELERATE LEARNING

Kindergarten

Lesson Sample

Content Review

Built for Texas Math

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A Math Program for Texas Educators

GUIDED LESSON TOUR

Welcome to Your Lesson Sample

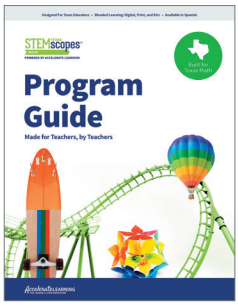
The following pages feature resources that mirror what teachers and students can access digitally. Each section includes clear navigation steps that seamlessly guide you through the content online, ensuring quick and easy access. Look for red circle callouts in the top left corner, which correspond directly to the titles of online documents.

Our lessons are also referred to as Scopes online. Scopes are built on a solid foundation of proven educational strategies, featuring a wealth of resources and materials fully aligned to the TEKS.

From our online platform, you can:

- Personalize your experience by bookmarking your favorite elements, crafting lesson plans, and effortlessly managing your students and classes.
- Access detailed preparation instructions, facilitation prompts, discussion questions, and sample student answers, providing everything you need for successful hands-on learning.
- Preview assignments from the student's view.
- Assign activities and assignments to students digitally, grade submissions, and provide feedback seamlessly within our user-friendly interface.
- Download and print files for added flexibility!

Explore the STEMscopes Texas Math Program Guide for a deeper dive into our lesson design and comprehensive program details.



Log In and Review!

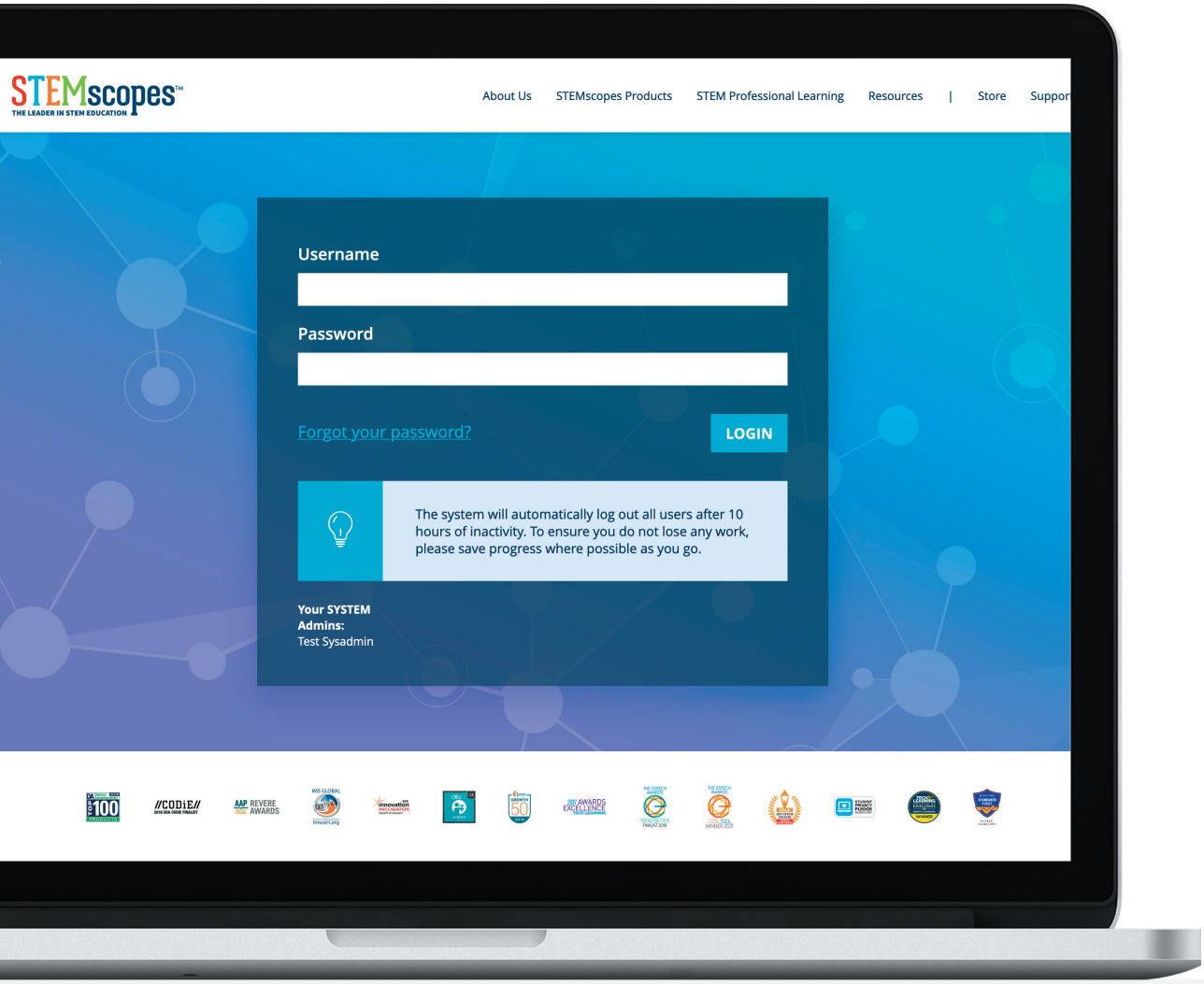
The entire STEMscopes Texas Math curriculum is online.

Use the **navigation steps** to follow along online and explore all that STEMscopes Texas Math offers educators and students.

Access our full curriculum online in two easy ways:

1. Log in using your district's unique review URL and credentials.
2. Sign up at ***acceleratelearning.com/math/tx***.

All student digital and print resources are available in English and Spanish.



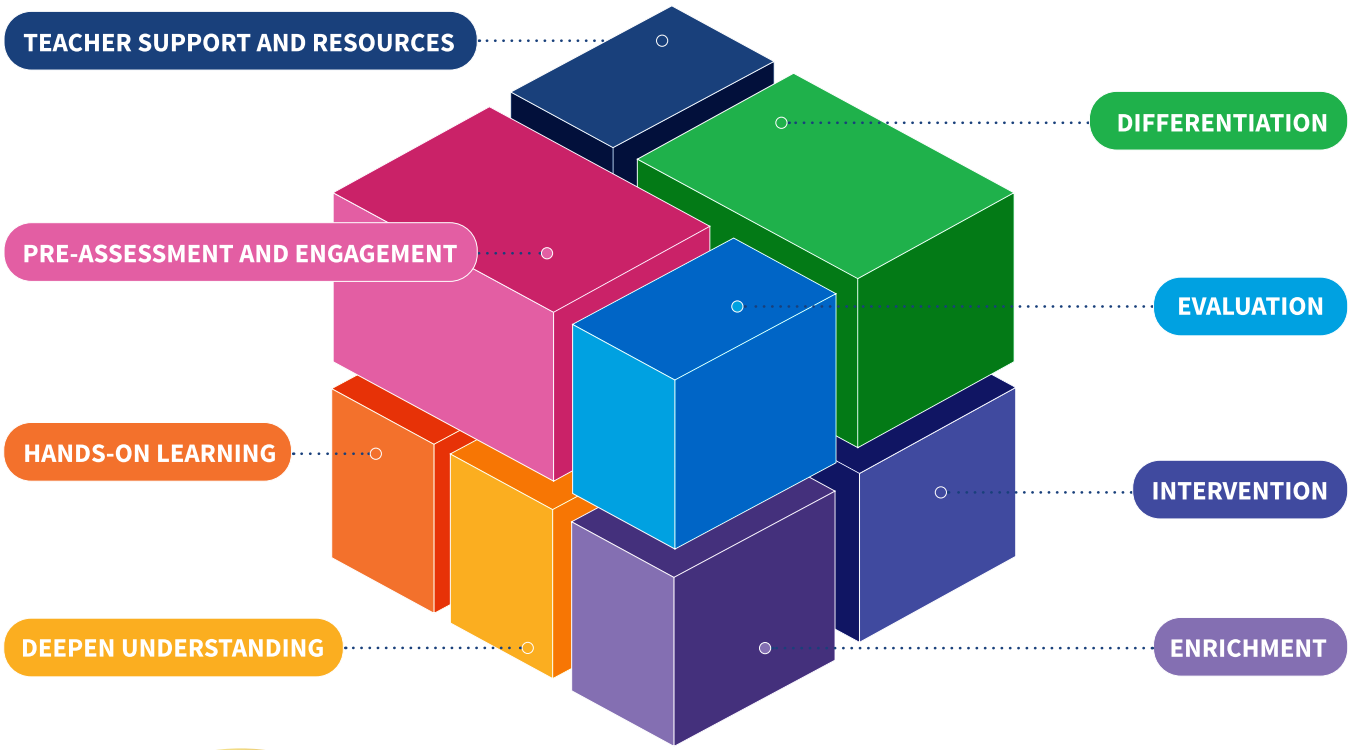
AccelerateLEARNING
THE LEADER in STEM EDUCATION

Lesson Design

A Comprehensive Math Solution

Each lesson is intentionally designed to provide teachers and students with everything they need for engaging and meaningful math instruction and learning.

Everything You Need, All In One Place



Kindergarten Lessons

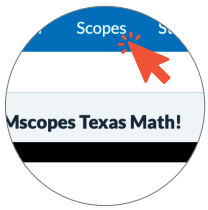
LESSON	TEKS
Count Objects	**K.2A, K.2B, K.2C, K.5A**
Compare Numbers to 10	K.2D, K.2E, K.2F, K.2G, K.2H
Compose and Decompose Numbers to 10	K.2I
Join and Separate	K.3A, K.3B, K.3C
Represent Numbers to at Least 20	K.2B, K.2C
Compare Numbers to 20	K.2E, K.2F, K.2G, K.2H
Two-Dimensional Shapes	K.6A, K.6D, K.6E, K.6F
Three-Dimensional Solids	K.6B, K.6C, K.6E
Measurement	K.7A, K.7B
Data Analysis	K.8A, K.8B, K.8C
Money	K.4A
Personal Financial Literacy	K.9A, K.9B, K.9C, K.9D

Kindergarten, Count Objects

NAVIGATION STEPS

Log In

Use Your Credentials

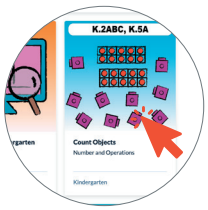


Click Scopes

Click on Scopes in the Blue Navigation Bar

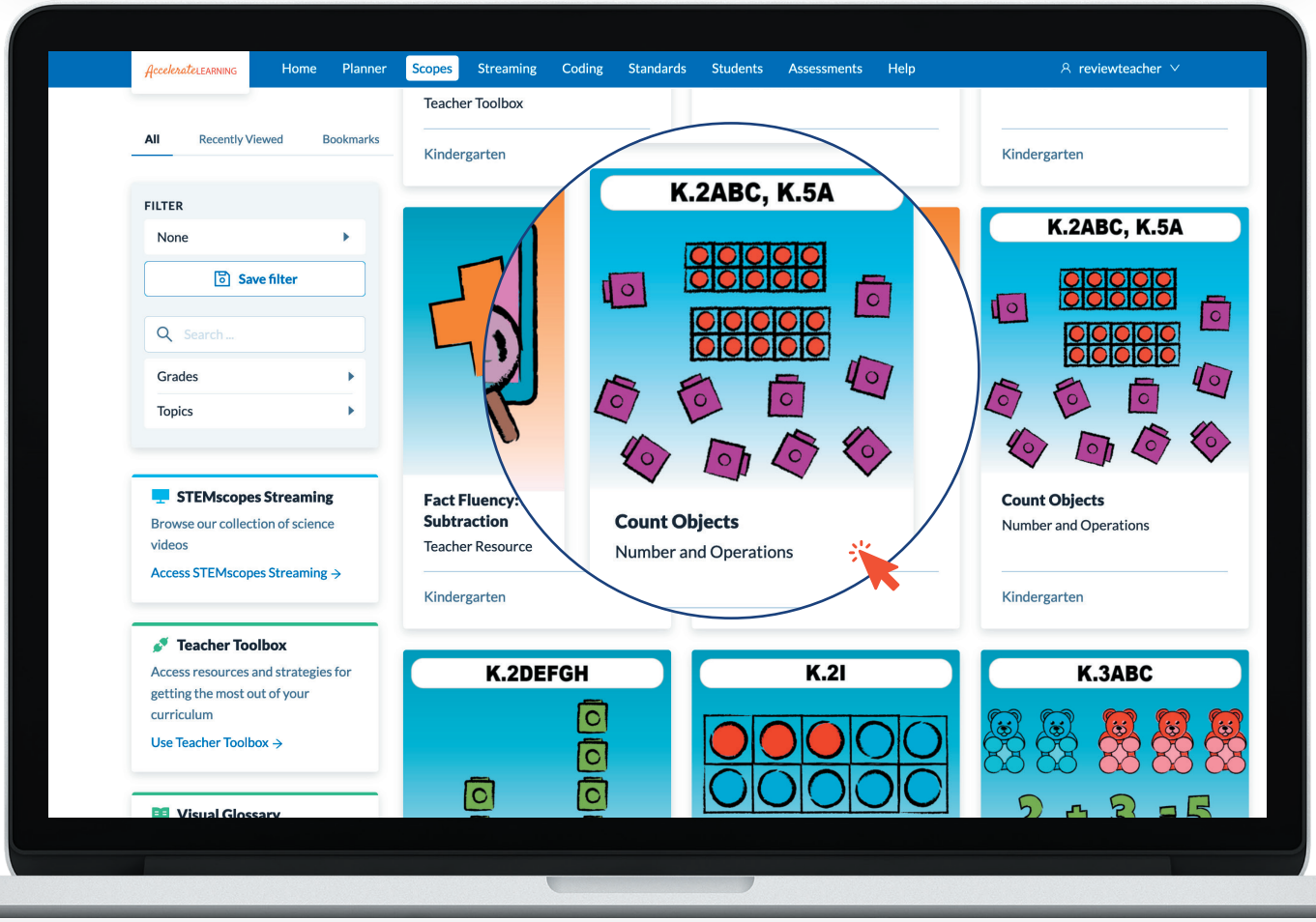
Filter

Filter to Kindergarten on the Left-Hand Side



Select Tile

Select and Click on the Count Objects Scope Tile



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Home

NAVIGATION STEPS

Click Home

Click on Home in the White Menu Bar

Review Content

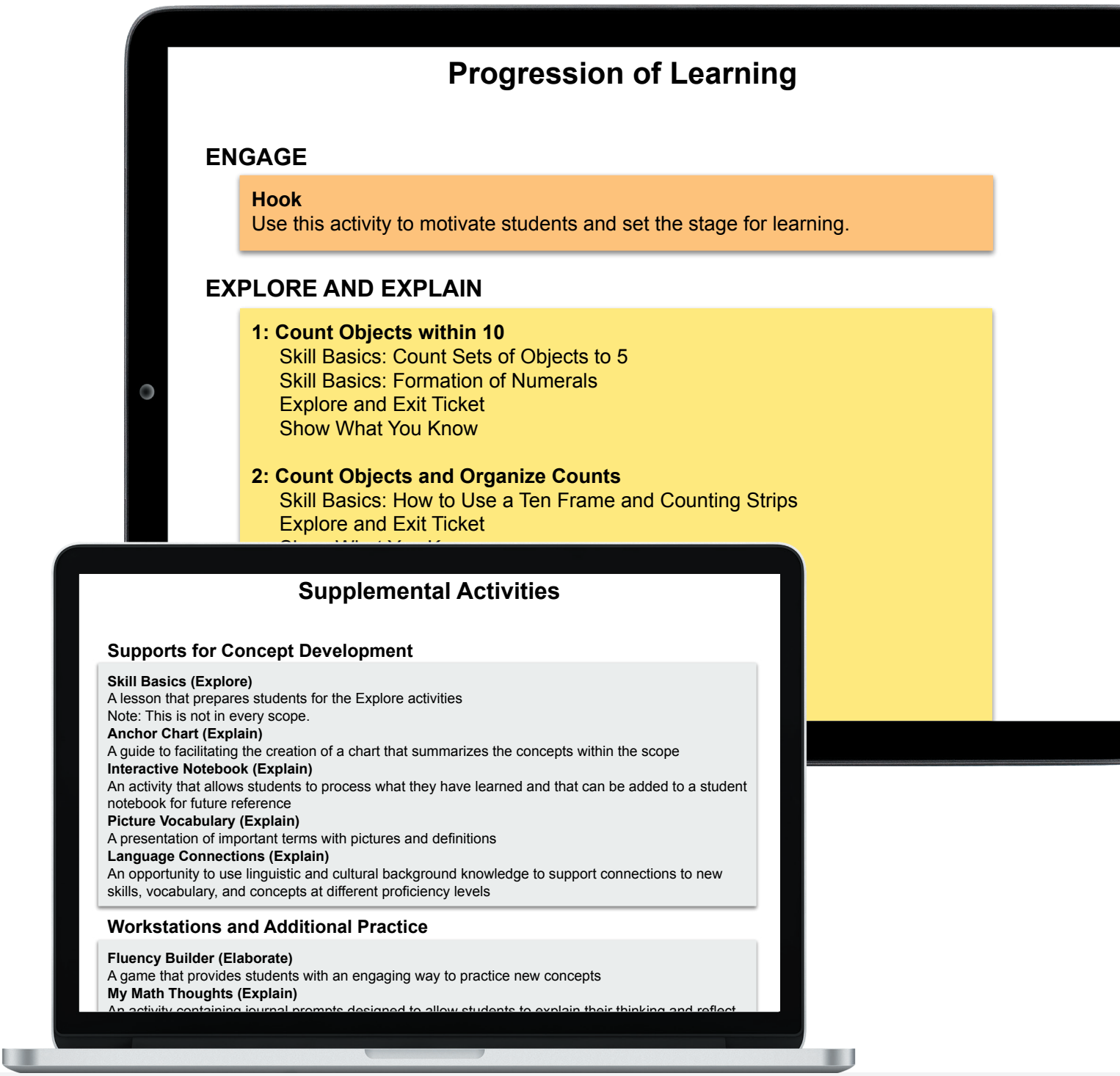
Use the Dropdown to Review Teacher Support and Resources

Our program is built by practicing and former teachers, so we know what you need to teach and that your curriculum should provide it all.

Each lesson starts with a tailored **Home** section with planning essentials, including a daily lesson calendar, comprehensive standards analysis, and letters for communicating with families.

SCOPE OVERVIEW

The Scope Overview provides a comprehensive insight into the key components that enable teachers to deliver a well-rounded and effective learning experience. It includes a Progression of Learning, which details the essential elements for mastering the standards and offers Supplemental Activities that present various options for assessment, intervention, and enrichment of the core content.



CONTENT SUPPORT

Content Support is a comprehensive unit overview that provides the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

K.2A Count forward and backward to at least 20 with and without objects.

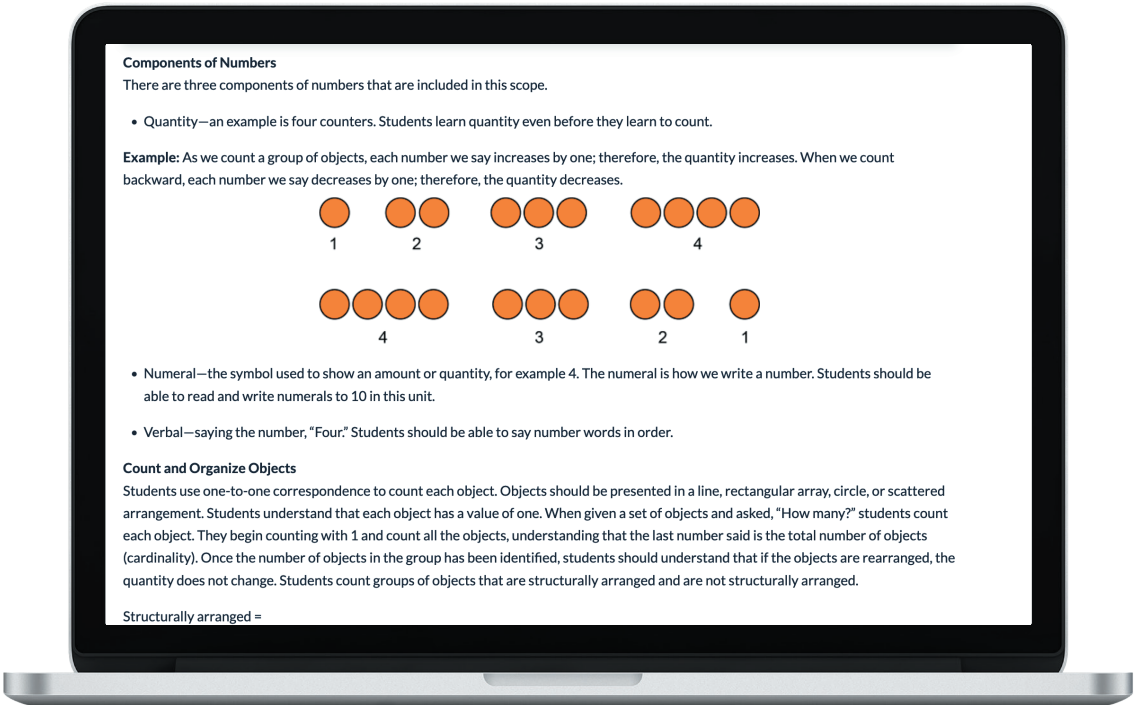
K.2B Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.

K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.

K.5A Recite numbers up to at least 100 by ones and tens beginning with any given number.

Background Knowledge

By the end of prekindergarten, students are able to count out loud to 30. They count objects up to ten, using both concrete models and pictorial models. Students are able to identify numbers and know that there is a difference between a number and a letter. They understand that a number shows value. They are able to recognize and identify numerals 0 through 9. When counting items, pre-kindergartners understand that each object represents one number, and they practice one-to-one correspondence by using fingers to touch or point to objects while counting. They are able to answer the question "How many?" when examining a group of objects, because students can count objects in a variety of configurations—regardless of whether the objects are scattered, in a line, or in an array. Pre-kindergartners also understand the principle of cardinality: that the last number counted is the total number of objects.



CONTENT UNWRAPPED

Content Unwrapped breaks down the TEKS by identifying the nouns and verbs within the standards, includes a list of instructional implications, and provides a vertical alignment.

Standards

K.2A Count forward and backward to at least 20 with and without objects.

K.2B Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.

K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order (cardinality).

K.5A Recite numbers up to at least 100 by ones and tens beginning with any given number.

Dissecting the Standard

Breakouts

K.2A

(i) Count forward to at least 20 with objects.

(ii) Count forward to at least 20 without objects.

(iii) Count backward [from] at least 20 with objects.

(iv) Count backward [from] at least 20 without objects.

K.2B

(i) Read whole numbers from 0 to at least 20 with objects or pictures.

(ii) Read whole numbers from 0 to at least 20 without objects or pictures.

(iii) Write whole numbers from 0 to at least 20 with objects or pictures.

(iv) Write whole numbers from 0 to at least 20 without objects or pictures.

(v) Represent whole numbers from 0 to at least 20 with objects or pictures.

(vi) Represent whole numbers from 0 to at least 20 without objects or pictures.

K.2C

(i) Count a set of objects up to at least 20.

(ii) Demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order.

K.5A

(i) Recite numbers up to at least 100 by ones beginning with any given number.

(ii) Recite numbers up to at least 100 by tens beginning with any given number.

Verbs: What should students be doing?

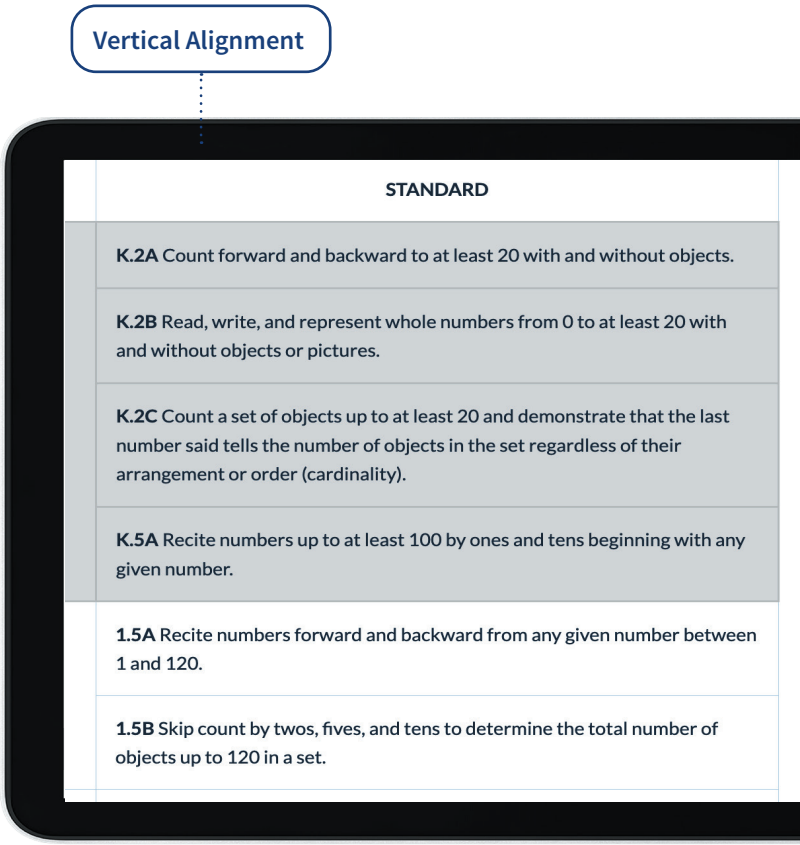
- *count*: to determine the total number of something
- *read*: to look at and comprehend the meaning of written letters, numbers, and symbols
- *recite*: to repeat in order
- *write*: to make marks that represent letters, words, or numbers
- *represent*: to show in some way
- *demonstrate*: to show clearly

Nouns: What concrete words should students know?

- *object*: a thing that can be seen, touched, grouped, counted and manipulated
- *whole number*: a numerical value with no decimal or fractional part

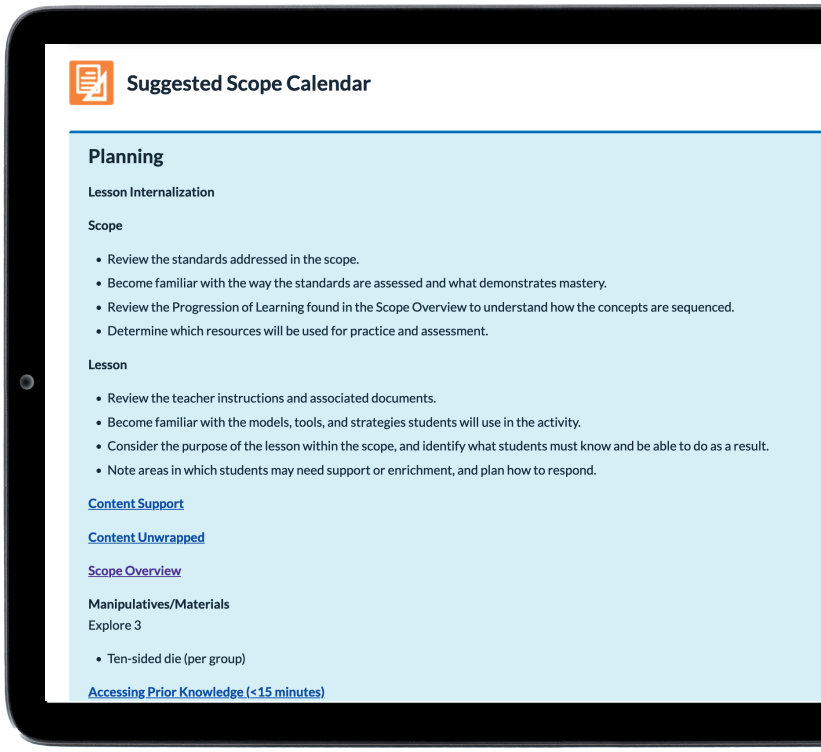
Implications for Instruction

- This may be the first time that students are being introduced to counting numbers to 20.
- The counting sequence is a rote procedure. Reciting numbers may become routine for students. However, this standard requires students to develop patterns within the number system so they may count by ones, starting with any given number, or count by tens, starting with any multiple of ten.
- Students should be given opportunities to count objects in a variety of arrangements, such as a straight line, an array, a circle, and a scattered arrangement. Scattered arrangements should only go up to 10 objects in this scope.
- Students should have an understanding of one-to-one correspondence to count objects.
- Use number lines, number paths, and counting charts to allow students to see and say numbers as they count the objects.

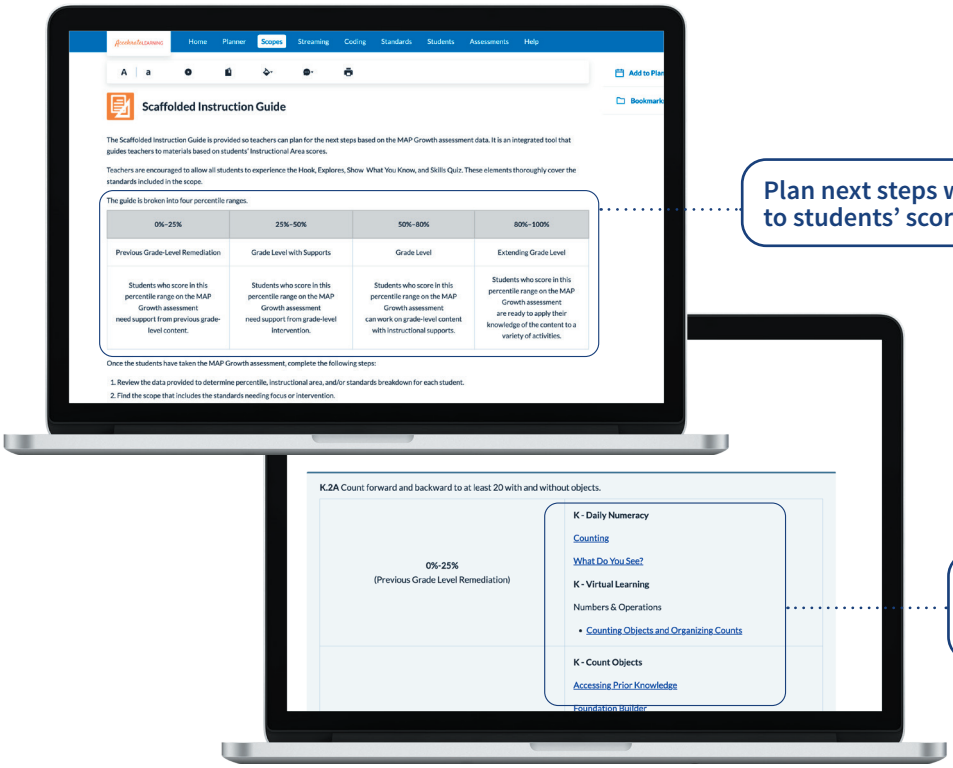


SUGGESTED SCOPE CALENDAR

Dive deep into comprehensive, structured unit and lesson plans that detail daily objectives, questions, tasks, materials, instructional assessments, and suggested timing.



SCAFFOLDED INSTRUCTION GUIDE



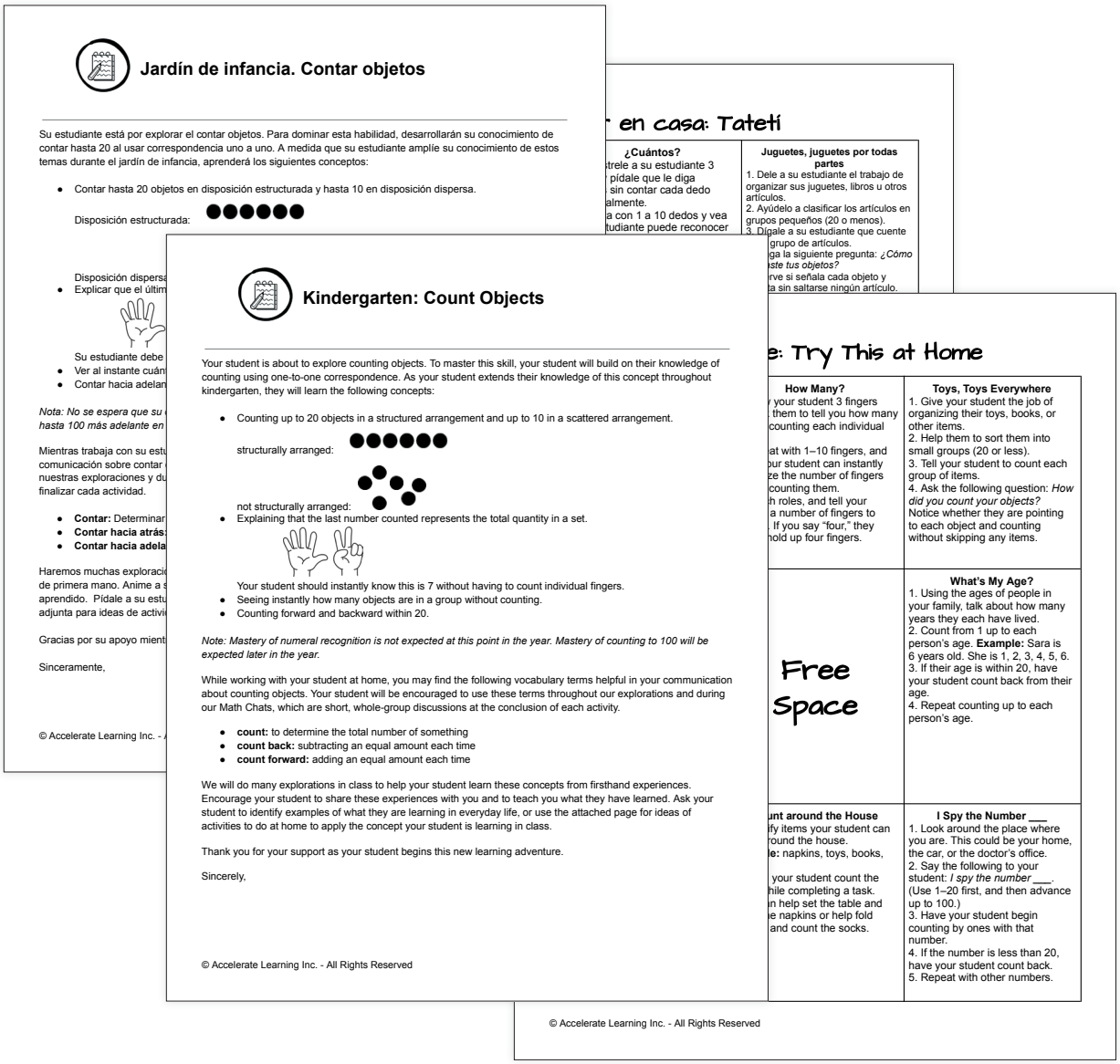
Plan next steps with activities tailored to students' scores.

Access activities through direct links and then print or digitally assign.

TAKE-HOME LETTER

Procedure and Facilitation Points

1. As you prepare for each scope, send a Take-Home Letter with students the week before to explain planned concepts and ways to help at home.
2. Have students return a signed copy of the Tic-Tac-Toe: Try This at Home page when completed to share with the class.
3. Be prepared to explain activities as questions arise. Some letters include resources that should be cut out and used with students.



Jardín de infancia. Contar objetos

Su estudiante está por explorar el contar objetos. Para dominar esta habilidad, desarrollarán su conocimiento de contar hasta 20 al usar correspondencia uno a uno. A medida que su estudiante amplíe su conocimiento de estos temas durante el jardín de infancia, aprenderá los siguientes conceptos:

- Contar hasta 20 objetos en disposición estructurada y hasta 10 en disposición dispersa.

Disposición estructurada:

Kindergarten: Count Objects

Your student is about to explore counting objects. To master this skill, your student will build on their knowledge of counting using one-to-one correspondence. As your student extends their knowledge of this concept throughout kindergarten, they will learn the following concepts:

- Counting up to 20 objects in a structured arrangement and up to 10 in a scattered arrangement.

structurally arranged:

not structurally arranged:

- Explaining that the last number counted represents the total quantity in a set.

Your student should instantly know this is 7 without having to count individual fingers.

- Seeing instantly how many objects are in a group without counting.
- Counting forward and backward within 20.

Note: Mastery of numeral recognition is not expected at this point in the year. Mastery of counting to 100 will be expected later in the year.

While working with your student at home, you may find the following vocabulary terms helpful in your communication about counting objects. Your student will be encouraged to use these terms throughout our explorations and during our Math Chats, which are short, whole-group discussions at the conclusion of each activity.

- **count:** to determine the total number of something
- **count back:** subtracting an equal amount each time
- **count forward:** adding an equal amount each time

We will do many explorations in class to help your student learn these concepts from firsthand experiences. Encourage your student to share these experiences with you and to teach you what they have learned. Ask your student to identify examples of what they are learning in everyday life, or use the attached page for ideas of activities to do at home to apply the concept your student is learning in class.

Thank you for your support as your student begins this new learning adventure.

Sincerely,

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en casa: Tateti

¿Cuántos?	Juguetes, juguetes por todas partes
trele a su estudiante 3 pídale que le diga sin contar cada dedo almente. a con 1 a 10 dedos y vea tudiante puede reconocer	1. Dele a su estudiante el trabajo de organizar sus juguetes, libros u otros artículos. 2. Ayúdelo a clasificar los artículos en grupos pequeños (20 o menos). 3. Dígale a su estudiante que cuente grupo de artículos. ga la siguiente pregunta: *¿Cómo ste tus objetos?* rve si señala cada objeto y a sin saltarse ningún artículo.

e: Try This at Home

How Many?	Toys, Toys Everywhere
your student 3 fingers them to tell you how many counting each individual at with 1–10 fingers, and ur student can instantly e the number of fingers counting them. h roles, and tell your a number of fingers to If you say "four," they hold up four fingers.	1. Give your student the job of organizing their toys, books, or other items. 2. Help them to sort them into small groups (20 or less). 3. Tell your student to count each group of items. 4. Ask the following question: *How did you count your objects?* Notice whether they are pointing to each object and counting without skipping any items.
Free Space	**What's My Age?** 1. Using the ages of people in your family, talk about how many years they each have lived. 2. Count from 1 up to each person's age. **Example:** Sara is 6 years old. She is 1, 2, 3, 4, 5, 6. 3. If their age is within 20, have your student count back from their age. 4. Repeat counting up to each person's age.
unt around the House fy items your student can round the house. **e:** napkins, toys, books, your student count the hile completing a task. n help set the table and e napkins or help fold and count the socks.	**I Spy the Number ___** 1. Look around the place where you are. This could be your home, the car, or the doctor's office. 2. Say the following to your student: *I spy the number ___.* (Use 1–20 first, and then advance up to 100.) 3. Have your student begin counting by ones with that number. 4. If the number is less than 20, have your student count back. 5. Repeat with other numbers.

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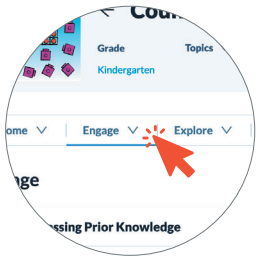
Engage

NAVIGATION STEPS



Click Engage

Click on Engage in the White Menu Bar

Review Content

Use the Dropdown to Review Engage Content

Our **Engage** activities kick off student learning by capturing students' attention and making math approachable! Use these elements to pinpoint knowledge gaps and inform your instructional approach.

ACCESSING PRIOR KNOWLEDGE

Diagnostic

Accessing Prior Knowledge is a brief, teacher-led activity to gauge students' prior knowledge before engaging in the inquiry process. This diagnostic assessment is aligned with previously taught content standards. Students count objects using one-to-one correspondence.

Preparation

- Plan to have students work in pairs to complete this activity.
- Fill bags with 1–10 pieces of small candy, one color per bag (3 bags per pair).
- Print the Student Handout for each student.

Procedure and Facilitation Points

1. Give a Student Handout to each student.
2. Read the following scenario to the class: *Tina's teacher gave her 3 bags of candy. Count the pieces of candy Tina's teacher gave her, and model your counting for your partner.*
3. Instruct students to take turns counting the candy aloud for their partners and recording the total number of pieces of candy on their Student Handouts.
4. Facilitate a class discussion about their counting strategies. This provides an opportunity to gather an understanding of prior student knowledge before beginning the lessons. Encourage students to support their answers, and check for understanding and misconceptions. Ask the following discussion questions:
   a. How did you count each bag of candy? *I touched each piece of candy and said the number.*
   b. How many pieces of candy are in this set? How do you know? *Answers will vary. I counted each one.*
   c. Show me how to write the number _____. *Students will write the number on their Student Handouts.*
5. If students are struggling to complete this task, do the Foundation Builder to fill the gap in prior knowledge before moving on to other parts of the scope.

Student Handout

Count Objects

cessing Prior Knowledge

Name: _____ Date: _____

Counting Candy

Pour the bag of candy onto the boxes below. Count how many pieces of candy you have, and write the number on the line.

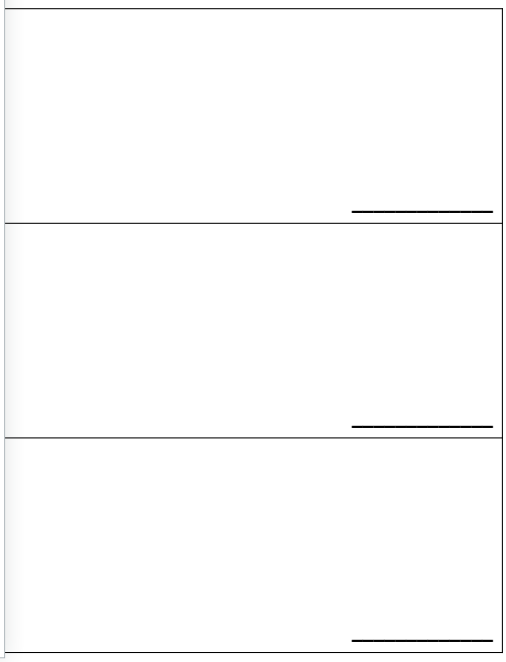
Count Objects

Prior Knowledge

Name: _____ Date: _____

Contar dulces

ces en las siguientes cajas. Cuenta cuántos dulces
mero en la línea.



FOUNDATION BUILDER

This early intervention activity fills gaps in understanding before diving into new content. Students count objects using one-to-one correspondence.

Preparation

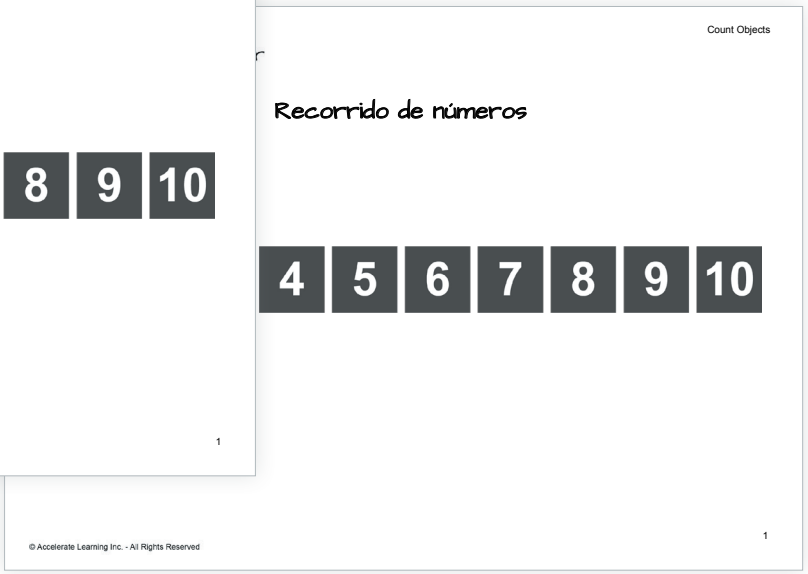
- Plan to have students work with partners to complete this activity.
- Prepare to project the Slideshow for students.
- Gather the following manipulatives, and place each type in a resealable bag for each pair of students:
  - 8 buttons
  - 10 bear counters
  - 6 pattern blocks
- Print the Number Path for each student.

Procedure and Facilitation Points

1. Project the slide with the button counters. Ask students to count how many they see.
2. Discuss the following questions with the class:
   a. How many buttons did you count? *Answers may vary. 8 buttons*
   b. Was it hard to count the buttons on the screen? *Answers may vary. Yes, it was hard to keep track of how many I already counted. No, I got it right.*
   c. What would make it easier to count the buttons? *If we had the actual buttons, they would be easier to count. If we had our own copy to touch as we count, they would be easier to count.*
3. Give each pair of students a bag of buttons. Instruct students to count the buttons aloud to themselves and a partner. Discuss the following questions with the class:
   a. Was it easier to count the buttons? *Yes*
   b. How did you count the buttons? *Answers will vary. I counted them and slid them as I counted them. I used a number path.*
4. Give each pair of students a bag of bear counters. Instruct students to count the bear counters aloud to themselves and a partner. Discuss the following questions:
   a. How many bear counters did you count? *10 bear counters*
   b. How did you count the bear counters? *I counted them and slid them as I counted them. I used a number path.*
5. Give each pair of students a bag of pattern blocks. Instruct students to count the pattern blocks aloud to themselves and a partner. Encourage students to use a different strategy to count. Discuss the following questions with the class:
   a. How many pattern blocks did you count? *I counted 6 pattern blocks*
   b. How did you count the pattern blocks? *I counted them and slid them as I counted them. I used a number path.*

Slideshow

Number Path



HOOK - PIGGY BANKS

Use the Hook to motivate students and start to connect their learning to real-world contexts. Students count up to 20 objects in a variety of structured arrangements and up to 10 objects in a scattered arrangement.

Materials

Reusable

1 Phenomena (per class)

20 Coins (per student)

1 Resealable bag (per class)

1 Projector (per class)

Preparation

- Plan to show the Phenomena.
- Prepare a resealable bag of 20 coins for each student.

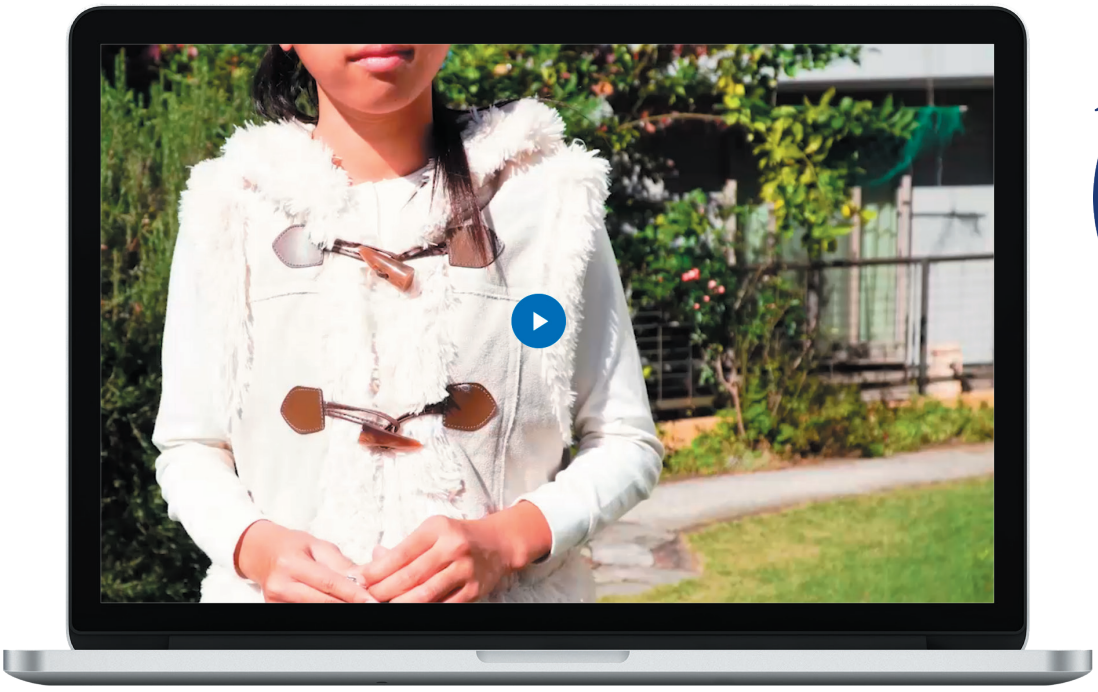
Procedure and Facilitation Points

Part I: Pre-Explore

1. Introduce this activity toward the beginning of the scope. The class will revisit the activity and solve the original problem after students have completed the corresponding Explore activities.
2. Show the Phenomena. Ask students the following questions: *What do you notice? Where can you see math in this situation? Allow students to share all ideas.*
3. Explain the scenario to the class: *Hayden and Braelyn save their coins all year to buy candy at the city pool snack bar. How many coins have they saved so far?*
4. Allow the students to ask questions and clarify the context as needed. Encourage them to share their thoughts and experiences with the class using the following questions:
    a. Have you ever saved coins?
    b. What type of candy would you spend your coins on?
5. Discuss the following questions with the class:
    a. **DOK-1** What can we do to find out how many coins are in the bag? *We can count them.*
    b. **DOK-2** How will we make sure we count them all and don't count them more than once? *Answers will vary. We will line them up or slide them to the side as we count.*
6. Give each student a bag of coins. Let them explore and try to determine the answer. After allowing a couple of minutes to count the coins, have students put the coins back into the bags.
7. Move on to complete the Explore activities.

Part II: Post-Explore

1. After students have completed the Explore activities for this topic, show the Phenomena again, and repeat the scenario.
2. Discuss the following questions with the class:
   a. **DOK-1** What can we do to find out how many coins are in the bag? *We can count them.*
   b. **DOK-2** How will we make sure we count them all and don't count them more than once? *Answers will vary. We will line them up or slide them to the side as we count.*
3. Give each student a bag of coins.
4. Instruct students to find out how many coins Hayden and Braelyn have saved so far this year.
5. Encourage students to use math tools (Hundreds Chart, counting strips, ten frames) and strategies (count and slide, draw a picture, use a tool) to help them count the coins.
6. Discuss the following questions with the class:
   a. **DOK-1** How many coins are in the bag? *20 coins*
   b. **DOK-2** How do you know? *Answers will vary. I counted them, and then my partner counted them.*
   c. **DOK-3** Explain how you organized the coins when counting. *Answers will vary. I used a Hundreds Chart. I put one coin in each box until I ran out of coins.*
7. As an extension, students could prepare a bag of coins for a partner (up to 20 coins) and trade to determine how many coins are in the bag.



Scan and Watch the Hook Phenomena Video

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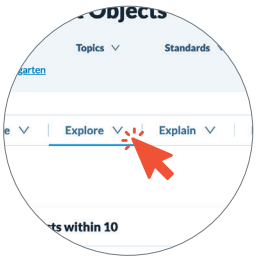
Explore

NAVIGATION STEPS



Click Explore

Click on Explore in the White Menu Bar

Review Content

Use the Dropdown to Review Explore Content

Scaffolded, hands-on **Explore** activities are at the heart of each lesson. We know students learn best by doing, so we go beyond worksheets and memorization, providing opportunities to engage in rich mathematical discourse within real-world contexts.

EXPLORE 1 - COUNT OBJECTS WITHIN 10

Students count various collections of objects up to 10. They demonstrate that the last number said is the number of objects in the set.

Mathematical Process Standards

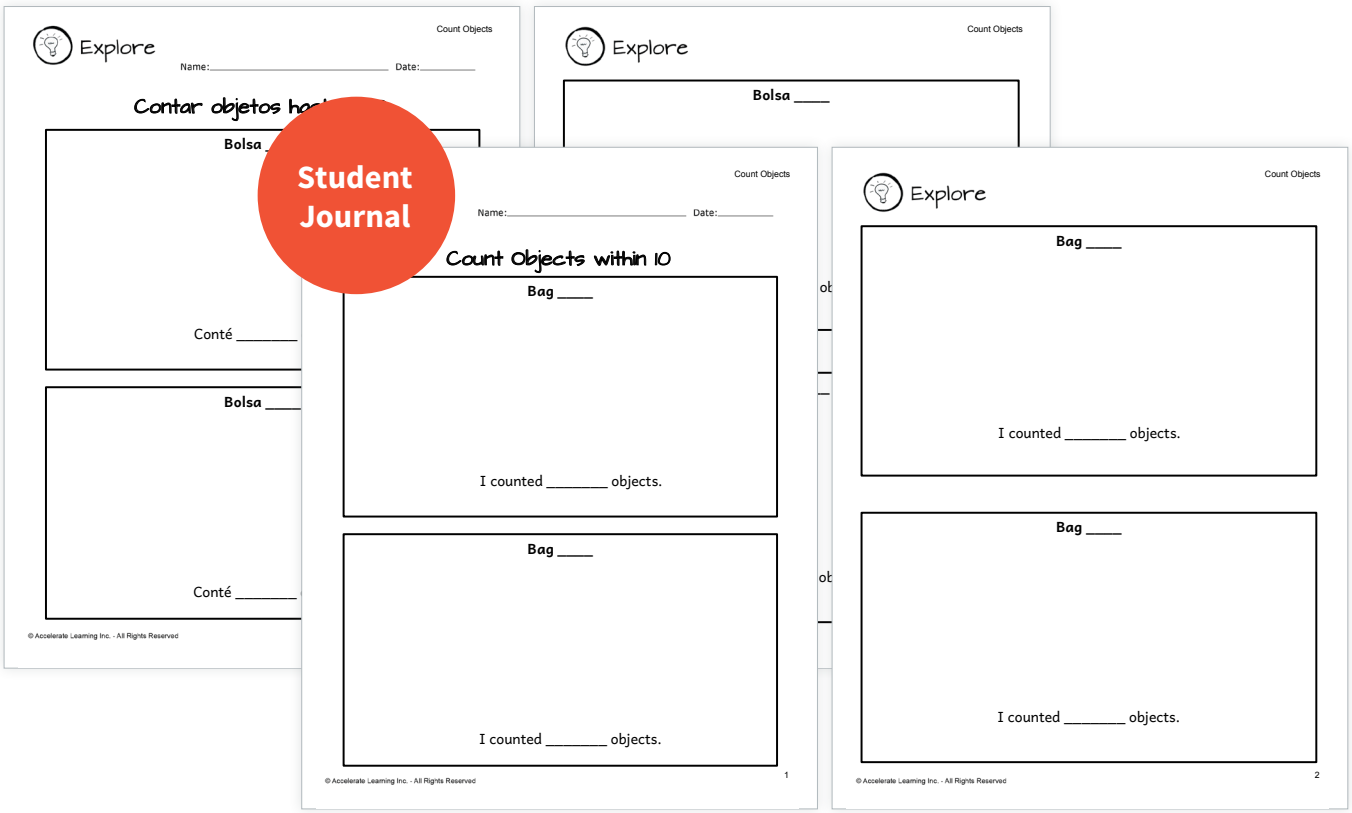
- (A) Apply mathematics to problems arising in everyday life, society, and the workplace.
- (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
- (D) Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
- (E) Create and use representations to organize, record, and communicate mathematical ideas.

Preparation

- Plan to have students work in pairs to complete this activity.
- Print a set of Number Cards, and place one card in a resealable bag for each pair of students. Student pairs should receive 10 bags with one card in each bag.
- Prepare a container of each of the following manipulatives (manipulatives can change depending on what is available in the classroom):
  - Bear counters
  - Pattern blocks
  - Linking cubes
  - Two-colored counters
  - Color tiles
- Print a Student Journal and an Exit Ticket for each student.
- Save all of the bags students create during this explore for Explore 2.
- For students who need more support in recalling information, please see our 1–10 Number Chart Supplemental Aids elements in the Intervention section.
- Go Digital! Have students explore or present their solutions using virtual manipulatives! The manipulatives used in this lesson can be found in the Explore drop-down menu and can be digitally assigned to students. (Pattern Blocks, Linking Cubes, Two-Colored Counters, Color Tiles)

Procedure and Facilitation Points

1. Help students access the task by asking the following guiding questions:
   a. Have you ever had to help your mom or dad count?
   b. Did you count things in preschool or pre-K?
   c. Why do you think it is important to count items correctly?
2. Read the following scenario to the class: *Mrs. K is preparing counting bags for her students. Each bag has a card with the number of manipulatives needed for that bag. Can you help her make sure she has the correct number of manipulatives in each bag?*
3. Give each pair of students 10 bags with one Number Card in each bag.
4. Direct students' attention to the bags, and point out that each bag has a Number Card.
5. Instruct each student to choose five bags and fill each bag with a different manipulative from the containers provided.
6. When students have filled their bags, ask them to return to their tables to trade bags with their partners and recount the manipulatives to make sure the bag has the correct number.
7. When pairs agree that all bags have the correct number of manipulatives, instruct students to choose four bags to draw on their Student Journals.
8. Monitor students, and check for understanding as needed using the following guiding questions:
   a. **DOK-1** How did you count your objects? *Answers will vary. I pointed to each object and counted from one to ten.*
   b. **DOK-1** What can you draw to represent your objects? *Answers will vary: circles for bears, squares for linking cubes, etc.*
   c. **DOK-1** Does your drawing match the number of objects in the bag? *Answers will vary. Yes, I counted nine erasers, and then I drew nine circles.*
   d. **DOK-1** What numeral did you write to represent how much you counted? *Answers will vary. I wrote the numeral 9 because I counted 9 erasers.*
9. After students have completed all 10 bags and their Student Journals, bring the class together.


Student Journal
Explore
Count Objects
Name: Date:
Count Objects within 10
Bag ____
I counted _____ objects.
Bag ____
I counted _____ objects.
© Accelerate Learning Inc. - All Rights Reserved
1
Explore
Count Objects
Bag ____
I counted _____ objects.
Bag ____
I counted _____ objects.
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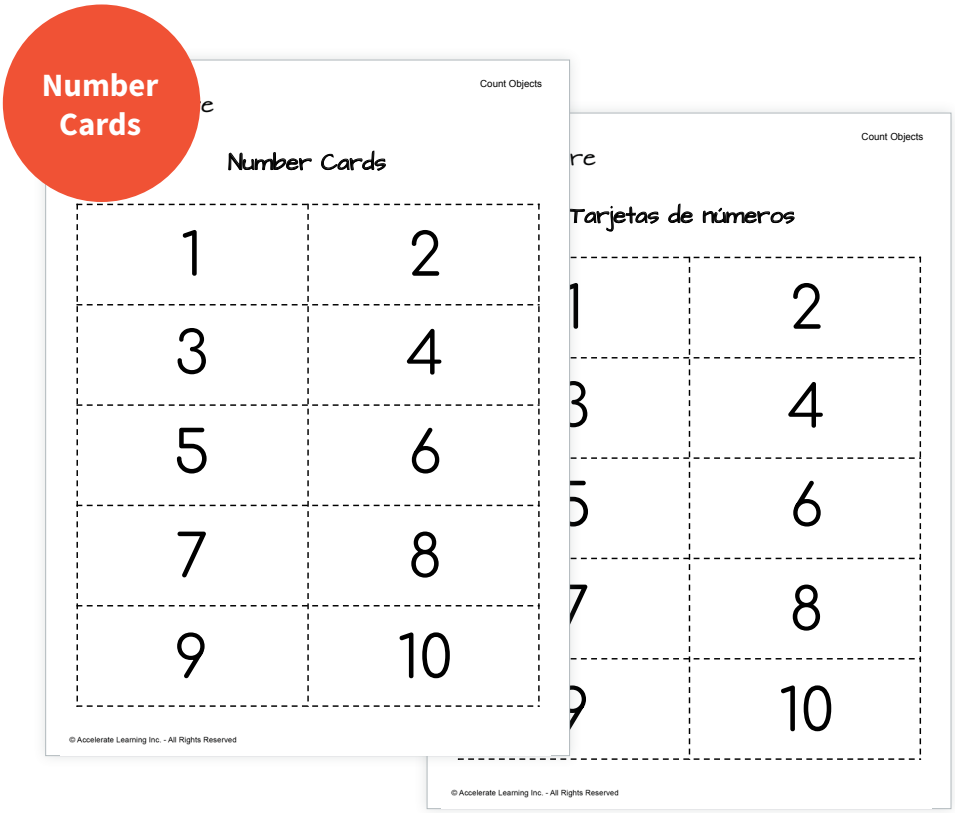
2


Number Cards
Count Objects
Number Cards
1 2
3 4
5 6
7 8
9 10
© Accelerate Learning Inc. - All Rights Reserved
Count Objects
Tarjetas de números
2
4
6
8
10
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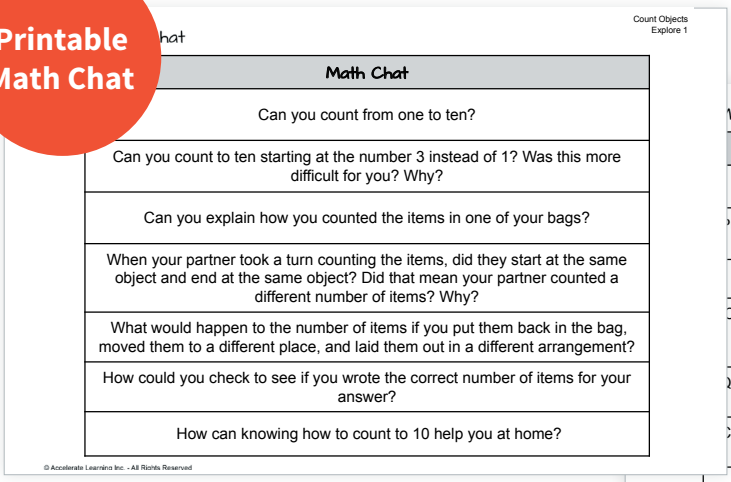
Math Chat

After the Explore, invite the class to a Math Chat to share their observations and learning.

Questions	Sample Student Responses
DOK-1 Can you count from one to ten?	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
DOK-1 Can you count to ten starting at the number 3 instead of 1? **DOK-3** Was this more difficult for you? Why?	3, 4, 5, 6, 7, 8, 9, 10 Yes, it was more difficult because I memorized counting from 1, and I can do that really fast. I have to stop and think and go a little slower when I start from 3.
DOK-3 Can you explain how you counted the items in one of your bags?	I pointed to each object and said a number as I counted.
DOK-1 When your partner took a turn counting the items, did they start at the same object and end at the same object? **DOK-1** Did that mean your partner counted a different number of items? **DOK-3** Why?	No, I counted from the top down, and my partner counted from the bottom up. No, my partner counted the same number of items as I did. It does not matter which items you start with or in what order you count the items. The total number of items is the same.
Choose a Structured Conversation routine to facilitate the following question: **DOK-3** What would happen to the number of items if you put them back in the bag, moved them to a different place, and laid them out in a different arrangement?	The number of items would stay the same. It does not matter how or where they are put, the number of items does not change.
DOK-3 How could you check to see if you wrote the correct number of items for your answer?	I could see if my partner got the same number when they counted the objects; I could count the objects I drew on my paper and recount the objects on my desk to make sure they match.
DOK-4 How can knowing how to count to 10 help you at home?	When I am setting the table for a large family dinner, I need to set out 8 forks, knives, and spoons, so I need to count them all. When I work out with my mom, I have to do 10 jumping jacks, 10 sit-ups, and 10 push-ups, so I need to count to do the right number.

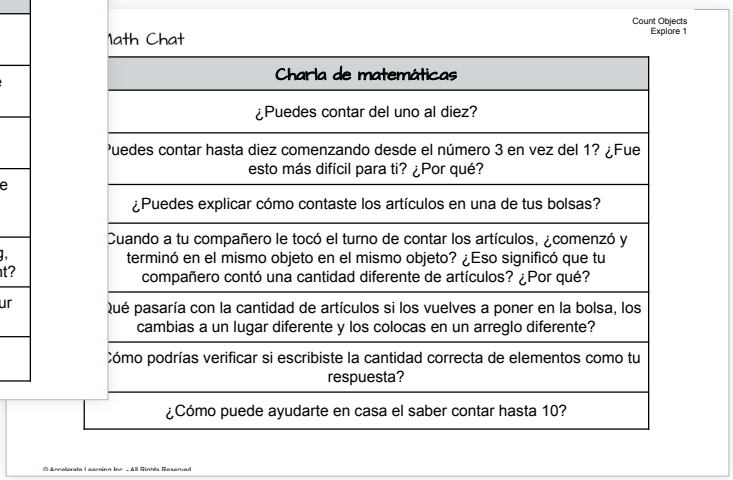
Printable Math Chat



Count Objects
Explore 1

hat

Math Chat
Can you count from one to ten?
Can you count to ten starting at the number 3 instead of 1? Was this more difficult for you? Why?
Can you explain how you counted the items in one of your bags?
When your partner took a turn counting the items, did they start at the same object and end at the same object? Did that mean your partner counted a different number of items? Why?
What would happen to the number of items if you put them back in the bag, moved them to a different place, and laid them out in a different arrangement?
How could you check to see if you wrote the correct number of items for your answer?
How can knowing how to count to 10 help you at home?



Count Objects
Explore 1

lath Chat

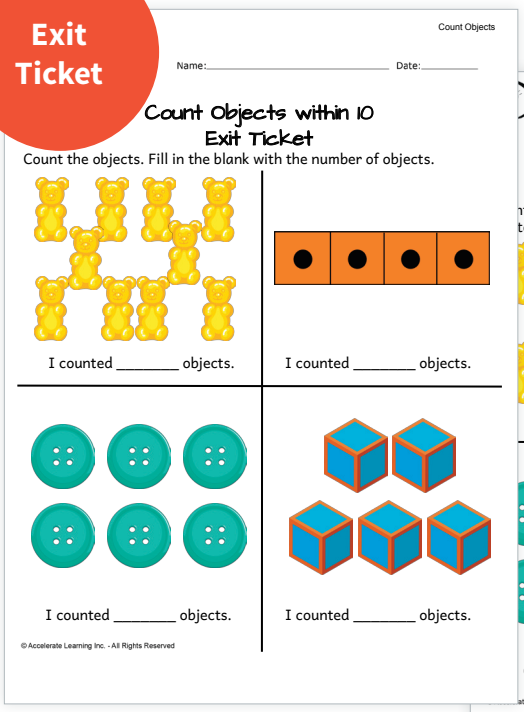
Charla de matemáticas
¿Puedes contar del uno al diez?
uedes contar hasta diez comenzando desde el número 3 en vez del 1? ¿Fue esto más difícil para ti? ¿Por qué?
¿Puedes explicar cómo contaste los artículos en una de tus bolsas?
uando a tu compañero le tocó el turno de contar los artículos, ¿comenzó y terminó en el mismo objeto en el mismo objeto? ¿Eso significó que tu compañero contó una cantidad diferente de artículos? ¿Por qué?
ué pasaría con la cantidad de artículos si los vuelves a poner en la bolsa, los cambias a un lugar diferente y los colocas en un arreglo diferente?
ómo podrías verificar si escribiste la cantidad correcta de elementos como tu respuesta?
¿Cómo puede ayudarte en casa el saber contar hasta 10?

Post-Explore - Exit Ticket

Formative

1. Have students complete the Exit Ticket to formatively assess their understanding of the concept.
2. Complete the Anchor Chart as a class.
3. Have each student complete their Interactive Notebook.

Exit Ticket



Count Objects

Name:_____ Date:_____

Count Objects within 10
Exit Ticket

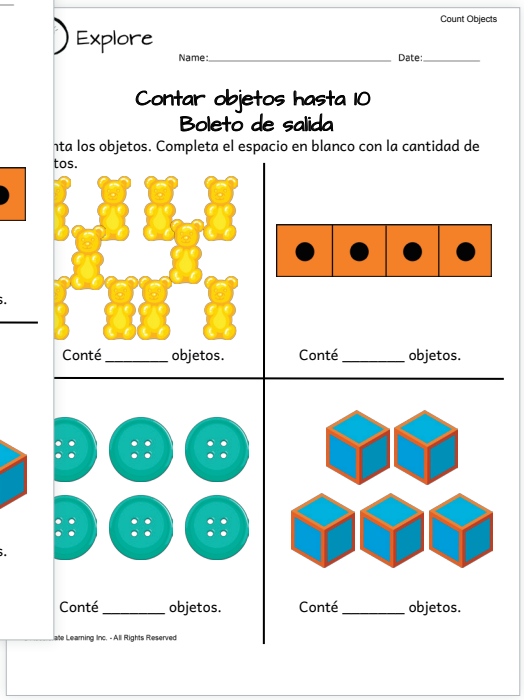
Count the objects. Fill in the blank with the number of objects.

I counted _____ objects.

I counted _____ objects.

I counted _____ objects.

I counted _____ objects.



Count Objects

Explore

Name:_____ Date:_____

Contar objetos hasta 10
Boleto de salida

nta los objetos. Completa el espacio en blanco con la cantidad de tos.

Conté _____ objetos.

Conté _____ objetos.

Conté _____ objetos.

Conté _____ objetos.

Instructional Supports

1. If students need additional support filling the bags with the correct number of manipulatives, model a think-aloud strategy. Look at the bag, and read the given Number Card. Use a number path to point and count to identify the number in the bag. Once identified, model picking up one manipulative at a time, counting it, and placing it in the bag until the correct number is collected.
2. If students need additional support in organizing their items to count, provide a number path. Model for students how to take one item at a time and place it under a number on the number path. Point out that the last number a manipulative is under represents the amount counted.
3. If students need additional support completing their Student Journals, encourage them to create a simple picture to represent the number of items they counted. Guide students to place their manipulatives on their Student Journals, and remove one at a time as they draw the representation. Encourage quick, simple drawings as they go.
4. If students need an additional challenge, ask them to identify the number of items when arranged differently. Encourage arrangements that allow students to identify the number by the grouping rather than needing to count each object.
5. Encourage students to be efficient in their counting of objects through grouping. If a student needs to collect or count 6 objects, challenge them to find ways to organize their count in a manner that makes it easy to count quickly, such as rows and columns.
6. As students count their objects, circulate around the room, looking for different ways students organize their pictures or counting. Encourage organization to help students not lose track of items that have been counted and not counted.
7. If students need additional support in counting numbers, use the anchor chart to practice counting 1–10 out loud while pointing to one object at a time. Have students start at various numbers when counting to increase their flexibility with counting from any given starting number.
8. If students need additional support with sets of objects six and higher, consider providing bags with just five or fewer items and building a solid foundation with five, including using five frames to help organize the count. Then as students are ready, introduce 6 to 10 items.

Language Supports

Practice counting aloud using the Number Cards in order. As you point to each number, say the name of the number, and allow time for the student to repeat.

Provide a visual of the following steps that are needed to complete the task: **choose** a bag, **look** at the number, **fill it up** with the same amount of items, and **draw** a picture.

Provide a visual for each bag of objects that are to be counted: *bear counters*, *pattern blocks*, *linking cubes*, *two-color counters*, and *color tiles* with the words under the visual. Read each object, point to the picture/word, and have students repeat the name of each manipulative.

Provide sentence structures for students to use during their group work: I counted _____ objects. I have the number _____. How many _____ do you have?

Actively monitor group work to make sure all students have the opportunity to speak and count out loud before recording by circulating and asking probing questions such as the following: How many __ are there? Count them out loud for me.

To describe any of the manipulatives that the students might choose, point out that the Spanish cognate for *object* is *objeto*.

The following English Language Proficiency Standards are supported:
1.ACF, 2.ACE, 3.ABCDFH, 4.ABCDF

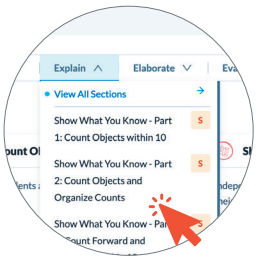
Home | Engage | Explore | **Explain** | Elaborate | Evaluate | Intervention | Acceleration

Explain

NAVIGATION STEPS

Click Explain

Click on Explain in the White Menu Bar



Review Content

Use the Dropdown to Review Explain Content

In the **Explain** section, students form authentic connections and apply their learning to various contexts. They deepen their understanding and build confidence as they master the lesson standards.

More practice and formative assessment opportunities!

SHOW WHAT YOU KNOW - PART 1: COUNT OBJECTS WITHIN 10

Formative

Students apply the knowledge and skills learned during the Explore using this practice.

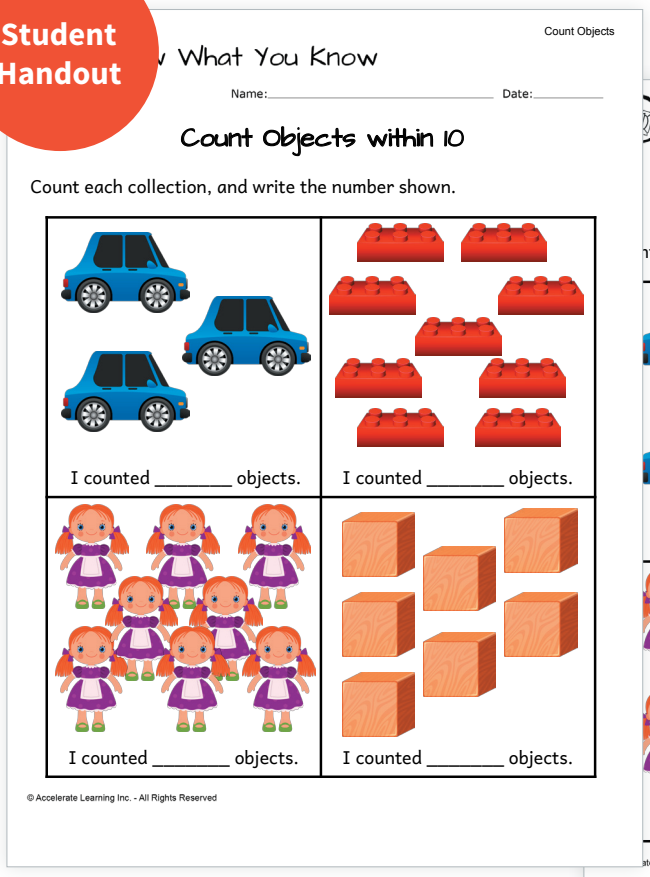
Preparation

- Print a Student Handout for each student.
- The Show What You Know correlates with the Explore of the same title.

Procedure and Facilitation Points

1. Reading assistance may be needed for some students to complete this activity.
2. Students should individually complete the Show What You Know activity that correlates with the Explore activity already completed.
3. Provide manipulatives as needed, especially those manipulatives used in the Explore.
4. This element can be used to assess whether intervention is needed for each student.

Student Handout


Count Objects

What You Know

Name:_____ Date:_____

Count Objects within 10

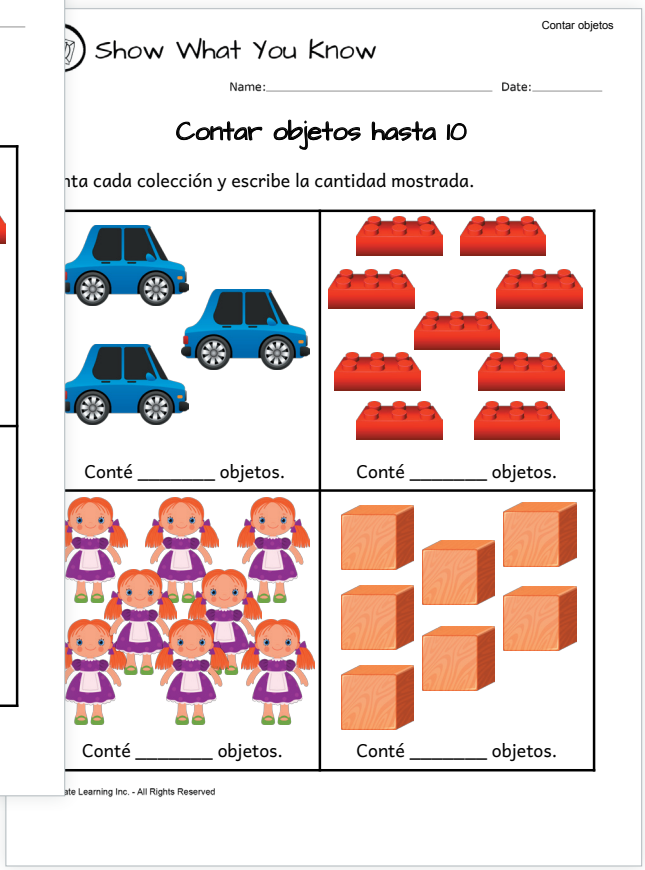
Count each collection, and write the number shown.

I counted _____ objects.

I counted _____ objects.

I counted _____ objects.

I counted _____ objects.


Contar objetos

Show What You Know

Name:_____ Date:_____

Contar objetos hasta 10

nta cada colección y escribe la cantidad mostrada.

Conté _____ objetos.

Conté _____ objetos.

Conté _____ objetos.

Conté _____ objetos.

INTERACTIVE NOTEBOOK

Students take notes, express ideas, and process the information presented in class using the activity and notebook.

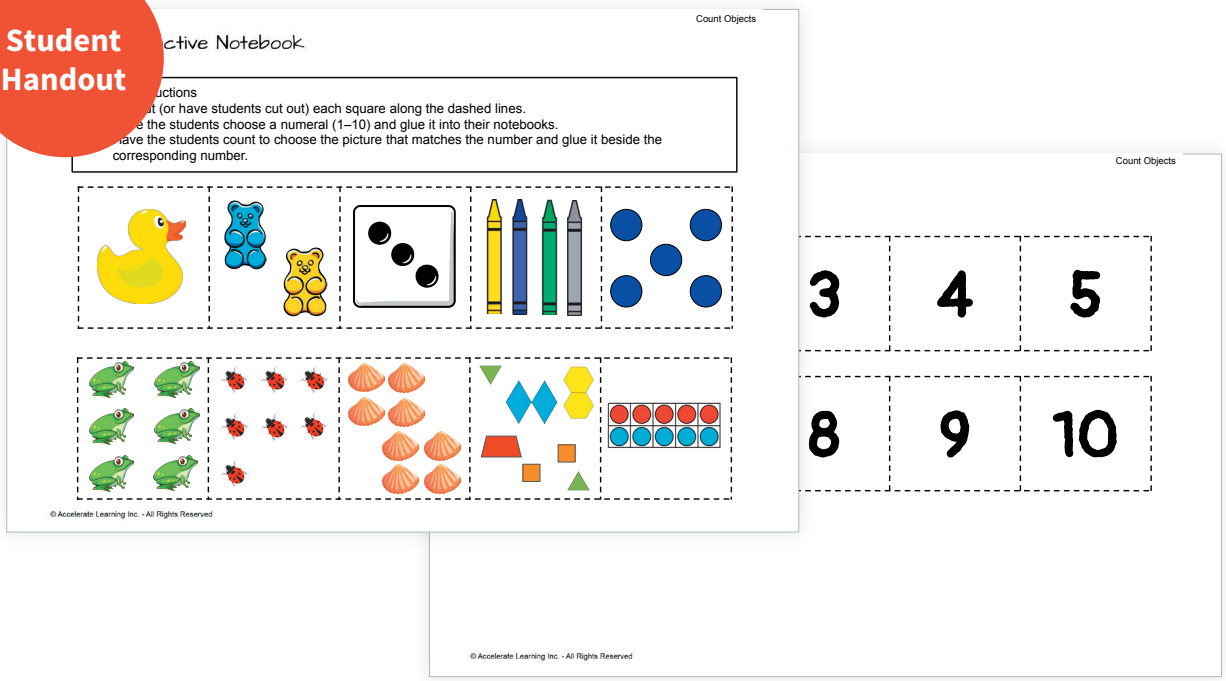
Preparation

- Print a Student Handout for each student.

Procedure and Facilitation Points

1. Prepare an Interactive Notebook using a spiral or composition notebook for each student. Students can use the first few pages to create a Table of Contents with page numbers to keep track of activities.
2. Pre-cut or allow students to cut the pieces for each Student Handout according to the teacher instructions given in the box on the first page.
3. Allow time for students to complete the activity and then glue the pieces in their Interactive Notebook.
4. Interactive Notebooks can be used as a student reference during independent work and can be sent home at the end of the year as a record of their learning.

Student Handout



LANGUAGE CONNECTIONS

Students have the opportunity to use their linguistic and cultural background knowledge to support connections to new skills, vocabulary, and concepts at their proficiency levels.

Preparation

- Determine each student's English proficiency level.
- Print a Student Handout for each student at their English proficiency level.
- Allow students to have access to the Picture Vocabulary for this scope.
- Print the Counting Mat for each student.
- Gather 20 counters for each student.

Procedure and Facilitation Points

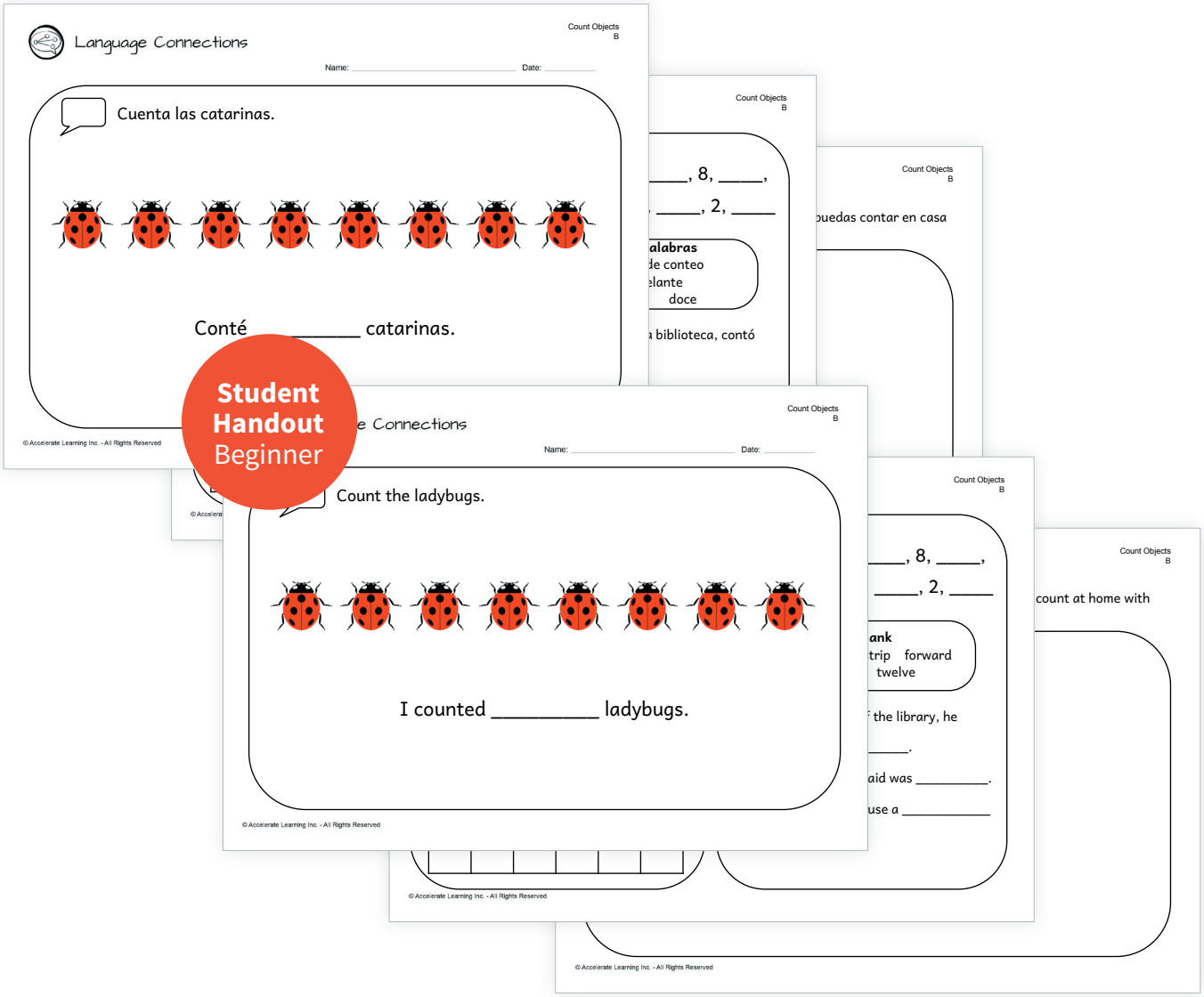
1. Distribute a Student Handout at the appropriate proficiency level to each student.
2. Use the prompts for the listening, speaking, reading, and writing portions. Use gestures, pointing at objects, and visuals as appropriate. See prompts for suggestions.
3. Allow time for students to think with their neighbors before responding.
4. Encourage students to persevere through their thinking and to use mathematical tools and models.
5. Invite students to respond appropriately to each linguistic domain.

Multilingual Learner Support!

Beginner

Read the prompt naturally and clearly to the students. Read the following prompts one at a time, observing as students respond.

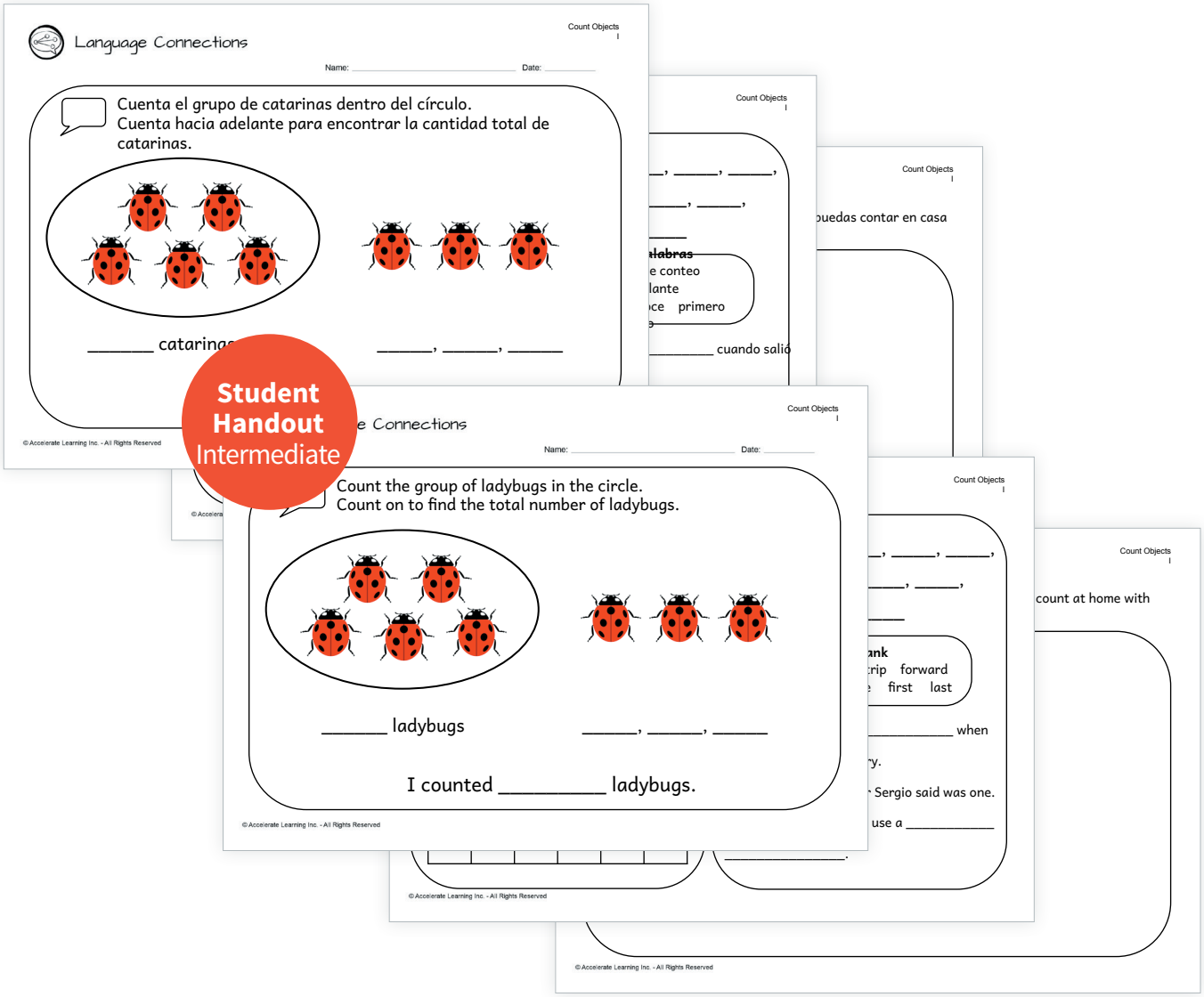
- *Point to the ladybugs.*
- *Let's count the ladybugs as we touch each one.* (Count out loud with the student to find how many ladybugs.)
- *Write the total number of ladybugs on the line*



Intermediate

Read the prompts naturally and clearly to the students. Read the following prompts one at a time, observing as students respond.

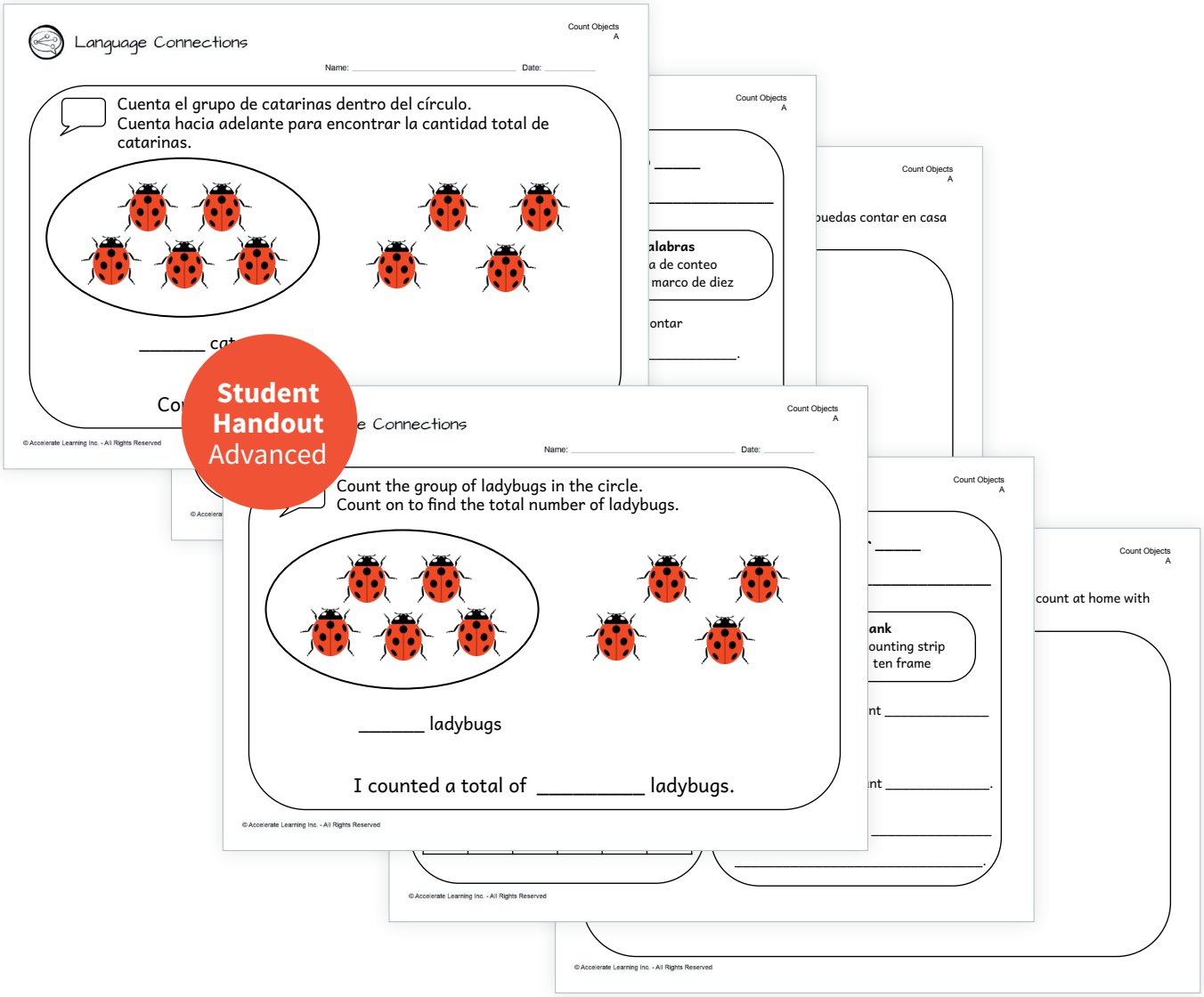
- *Point to the group of ladybugs in the circle.*
- *Count the group of ladybugs, and write the number below the group.*
- *Count on from that number.* (Observe how students count.)
- *Talk with your partners, and fill in the blanks on your paper.*



Advanced

Read the following prompts one at a time:

- *Look at the group of ladybugs in the circle. Count the ladybugs, and write the number.*
- *Count on to find the total number of ladybugs with your partners.*
- *Take turns reading the sentence out loud to each other.*
- *Discuss with your partners what you are supposed to do.*



MY MATH THOUGHTS

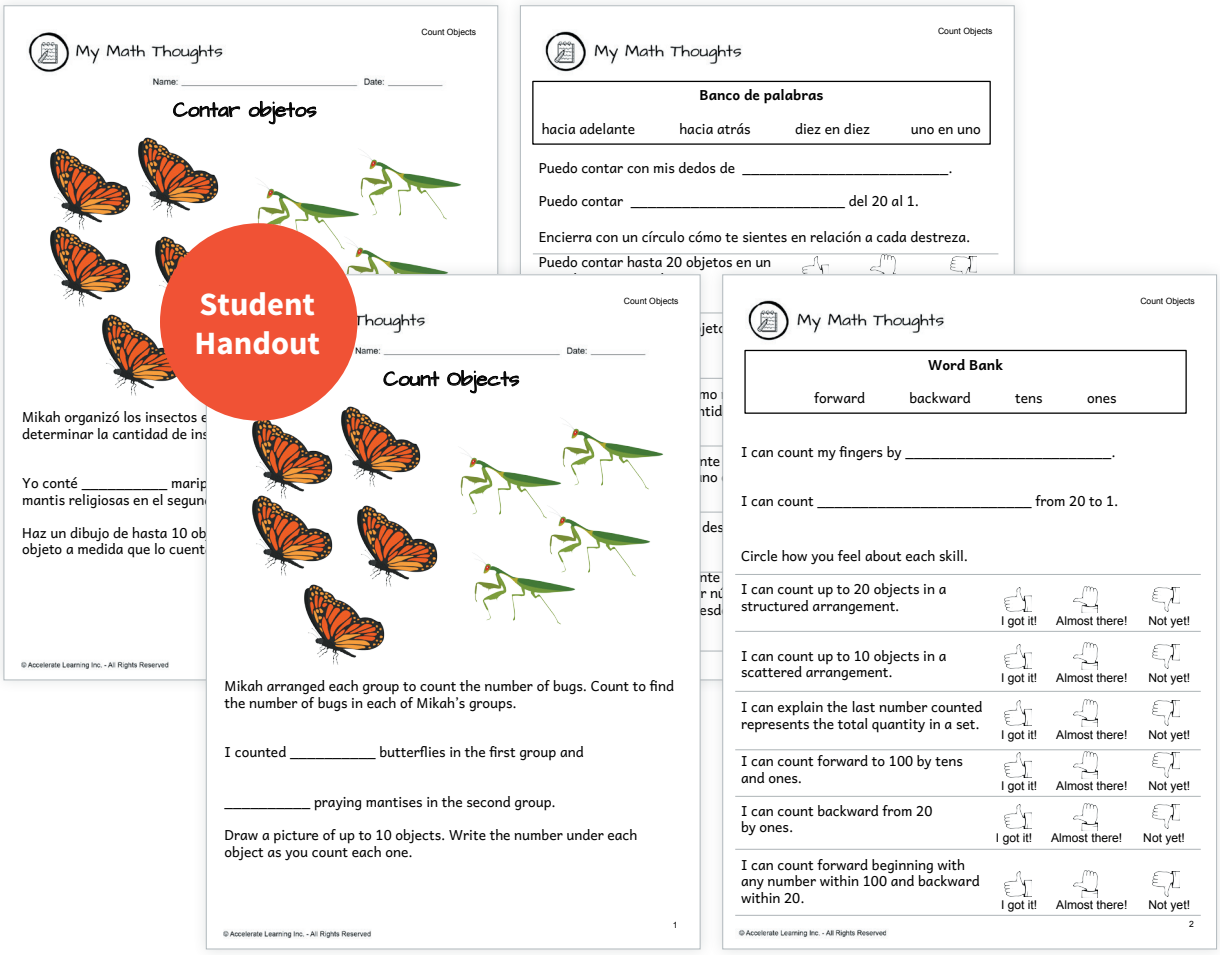
Students have the opportunity to write out their mathematical thoughts and ideas using several avenues.

Preparation

- Print a Student Handout for each student.
- Gather any mathematical tools and models used in this scope to aid students in the writing process.

Procedure and Facilitation Points

1. Reading assistance may be needed for some students to complete this activity.
2. Allow students to discuss their thinking with neighbors before writing their thoughts on paper.
3. Encourage students to persevere through their thinking and to use mathematical tools and models as necessary. Remind students of the word banks provided on most handouts.
4. Invite students to write their answers in complete sentences, using correct spelling, grammar, and punctuation when applicable.



PICTURE VOCABULARY

Students build academic vocabulary and connect vocabulary to their experiences. This element is meant to be used in tandem with Explores.

Preparation

- Prepare to project the Slideshow for the class.
- Print the Student Handout with multiple slides on one page for students to cut and add the Picture Vocabulary to their Interactive Notebooks.

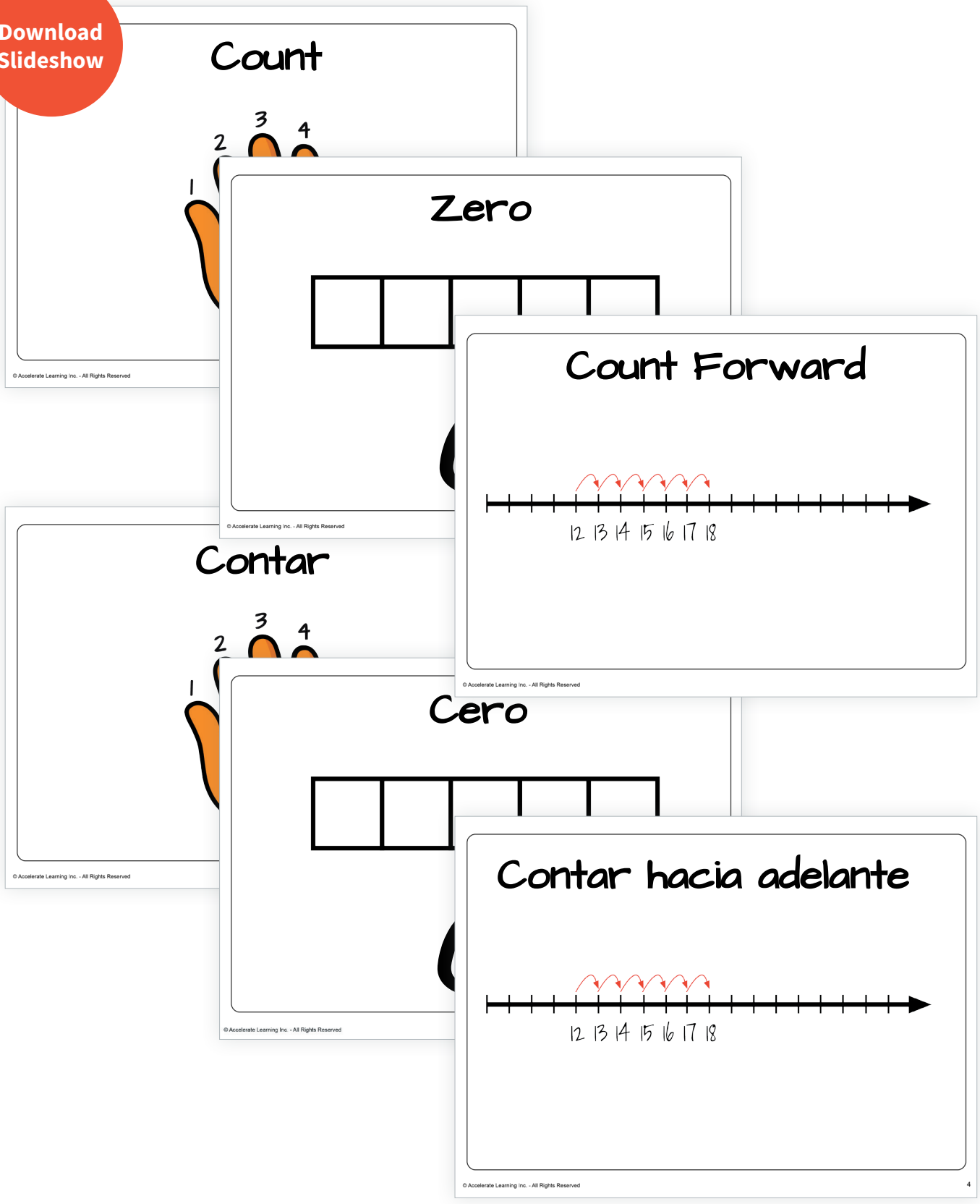
Procedure and Facilitation Points

1. Project the Slideshow for the class.
2. Read words and/or definitions with students. Discuss words or definitions that are unfamiliar to students.
3. Discuss the following questions:
    a. How can you connect this word to your work in the Explore?
    b. How would you rephrase the definition in your own words?
    c. What do you picture in your mind when you hear this word?
4. To practice vocabulary with an engaging game, see Vocabulary Strategies in the Explain section of each Launch scope.
5. Refer to the Slideshow to review Picture Vocabulary as students complete each Explore.

Tips and Tricks

- Print the Student Handout with four slides on a page. Cut out each slide, and create a math word wall in the classroom.
- Download the Picture Vocabulary slides in the Teacher Toolbox under Essentials. Use this to create a slideshow without pictures, and print with multiple slides on one page. To foster student ownership of their own learning, allow students to add their own pictures.

Download Slideshow



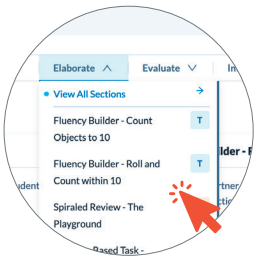
Home | Engage | Explore | Explain | **Elaborate** | Evaluate | Intervention | Acceleration

Elaborate

NAVIGATION STEPS

Click Elaborate

Click on Elaborate in the White Menu Bar



Review Content

Use the Dropdown to Review Elaborate Content

Learning math requires a personalized approach. Each lesson's **Elaborate** section offers various resources and activities to differentiate instruction and deepen understanding of diverse learners. This section is ideal for small group instruction, center and station activities, and independent practice.

FLUENCY BUILDER - COUNT OBJECTS TO 10

Students turn over two cards and look to match the pictures, numbers, and/or words.

Preparation

- Print and cut out a set of Match Cards for each pair. When printing the cards, be sure to print them double-sided so the game logo is on one side of each card.
- Print an Instruction Sheet to go with each set of Match Cards.
- Consider laminating all printed materials except for the Student Recording Sheet for long-term use. You can place smaller pieces in envelopes or resealable bags.
- Print the Student Recording Sheet for each student.

Procedure and Facilitation Points

1. Show students how to shuffle the cards, and place them facedown in a 4 × 6 array.
2. Demonstrate playing the game with a student.
   a. The first player flips over two cards to try to find a match.
   b. If the player matches two cards, the player keeps the matched set and goes again.
   c. If the player does not find a match, they place the turned cards facedown again, and it is the next player's turn.
   d. Players continue taking turns until all of the matches have been found.
   e. The player who collects more cards wins.
3. Distribute materials.
4. Have students play the game.
5. At the end of the game, have each player record two of the matches they made on the Student Recording Sheet. Have students explain why the 2 cards are a match. Encourage students to share their responses with their partners.

Instruction Sheet

Match

Turn 2 cards over.

Keep them if they match!

Turn them back over if they do not match.

Join and Separate

2 tarjetas.

Student Recording Sheet

Fluency Builder

Name: Date:

Match

Student Recording Sheet

At the end of the game, choose two matches you made. Draw the matches in the boxes below.

	Card 1	Card 2	Why do they match?
Match 1			
Match 2			

Match Cards

Cards (Front of Page 1)

de la página 1)

1

2

3

FLUENCY BUILDER - ROLL AND COUNT WITHIN 10

Students work in pairs to collect and sort data by using a die or dice.

Preparation

- Print an Instruction Sheet for each pair of students.
- Print a Student Recording Sheet for each student.
- Consider laminating each Instruction Sheet for long-term use.
- Gather enough dice as appropriate for this grade and activity for each pair of students.

Procedure and Facilitation Points

1. Demonstrate playing the game with a student.
    a. Players decide who goes first.
    b. The first player rolls the die or dice. Each player records the number on the Student Recording Sheet.
    c. The second player rolls the die or dice. Each player records the number on the Student Recording Sheet.
    d. Students answer the question.
    e. One player earns a point depending on the answer.
    f. Players play 10 rounds and then add their points. The player with the greater number of points wins.
2. Distribute materials.
3. Have students play the game.

Instruction Sheet

ency Builder

ROLL OF THE DICE

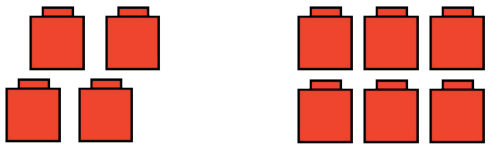
Roll the die.
Write the number.

First Number	Second Number	Points
4		

Your partner rolls the die.
Write the number.

First Number	Second Number	Points
4	6	

Count out the number of objects.



Do you have more objects? Then you get a point!

First Number
4

Builder

LANZAR LOS DADOS

el dado.
el número.

	Segundo número	Puntos

pañero lanza el dado.
el número.

	Segundo número	Puntos
	6	

a el número de objetos.

Fluency Builder

Name: _____

LANZAR LOS DADOS
HOJA DE REGISTRO DEL ESTUDIA

Primer número	Segundo número

Puntuación total

Student Recording Sheet

ncy Builder

Name:_____ Date:_____

ROLL OF THE DICE
STUDENT RECORDING SHEET

First Number	Second Number	Points

Total Points

SPIRALED REVIEW - THE PLAYGROUND

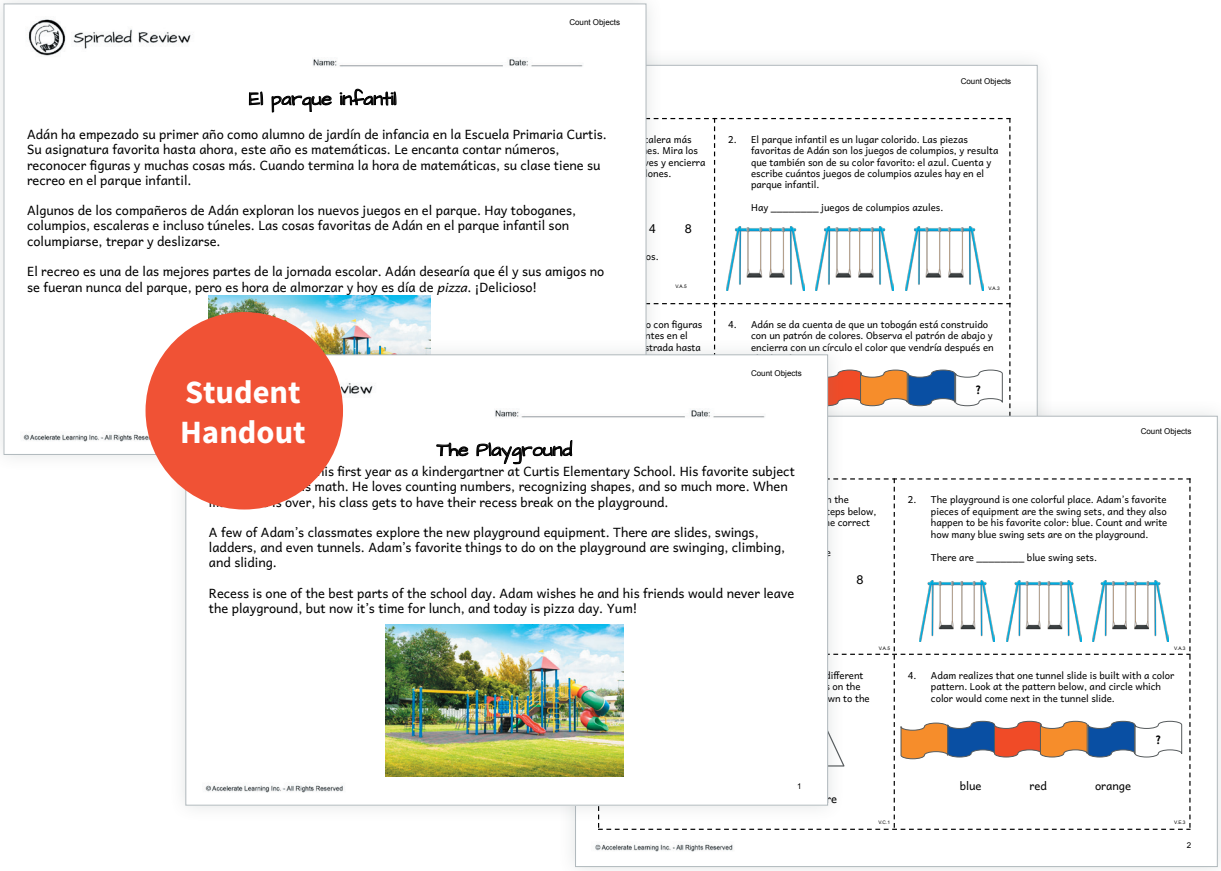
Students review previous or current grade-level content based on the focal points set for each grade.

Preparation

- Print a copy of the Spiraled Review handout for each student.

Procedure and Facilitation Points

1. Reading assistance may be needed for some students to complete this activity.
2. Read the story on the first page to engage student interest before moving on to the questions.
3. This can be used as a warm-up in class or sent home for homework, but answers and strategies should be discussed as a whole group.



PROBLEM-BASED TASK - BIRTHDAY FUN

Students work collaboratively to apply the knowledge and skills they have learned to an open-ended, real-world challenge.

Procedure and Facilitation Points

1. Allow students to work in groups.
2. Encourage students to look back at their Student Journals from the Explore activities if they need to review the skills they have learned.
3. If students are stuck, use guiding questions to help them think through it without telling them what steps to take next. If time permits, allow each group to share their solution with the class.
4. Discuss how different groups tackled the challenge in different ways.

Instruction Sheet

Count Objects

blem-Based Task

Name: _____ Date: _____

Birthday Fun

It is Ivy's birthday. She wants to take cupcakes to her class at school. Can you help Ivy count her cupcakes so she can be sure that she has enough? She has 14 classmates and 2 teachers.

- Use counters to represent cupcakes.
- Line them up in a line.
- Touch and count each one, saying the number as you count.

Think About
How will you count all of the items?
How will you know if you have enough?
What are the names of the numbers in order?
Can you count them if they are arranged in a different way?

Count Objects

oblem-Based Task

Name: _____ Date: _____

Cumpleaños divertido

años de Ivis. Ella quiere llevar magdalenas a su clase en la
edes ayudar a Ivis a contar sus magdalenas para que esté
iene suficientes? Ella tiene 14 compañeros de clases y 2

ntadores para representar las magdalenas.
os en fila.
cuenta cada uno, menciona el número mientras cuentas.

contar todos los objetos?
ás si tienes suficientes?
nombre de los números en orden?
tarlos si están ordenados de una manera diferente?

MATH STORY - EASTER AT GRANDMA'S

Students read along as text is read aloud. The reader pauses to allow students to answer math and literacy questions.

Preparation

- Decide whether this activity will be completed as a whole group or a small group.
- Download the Math Story as a PDF, and select the option to print it as a booklet on both sides.
- Fold and staple the booklet for each student.
- Make sure that each student has a pencil to answer the questions within the text.

Procedure and Facilitation Points

1. Give each student a Math Story in booklet form. Ask students to have a pencil ready to answer questions.
2. Read the Math Story with the class. Pause to read and answer the questions.
3. Ask students to turn and talk with partners to discuss the answer to each question.
4. After the Math Story has been completed as a class, encourage students to keep the booklet in their classroom book bag or take it home to practice reading and math skills.

Student Handout

Flipbook online!

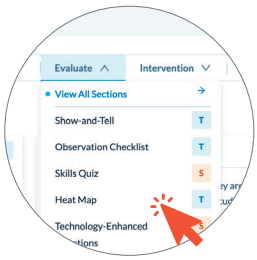
Home | Engage | Explore | Explain | Elaborate | **Evaluate** | Intervention | Acceleration

Evaluate

NAVIGATION STEPS

Click Evaluate

Click on Evaluate in the White Menu Bar



Review Content

Use the Dropdown to Review Evaluate Content

Assessments are intentionally integrated so that you can **evaluate** student progress and mastery. Collect data through TEKS-aligned assessments, along with student self-reflections and performance tasks.

OBSERVATION CHECKLIST

Diagnostic | Formative

This element provides a breakdown of the key concepts and skills in the scope. It can be used as a formative assessment for teachers and as a self-assessment for students.

Preparation

- Print a Teacher Handout and Student Handout for each student.

Procedure and Facilitation Points

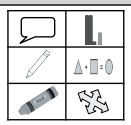
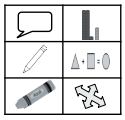
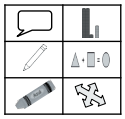
1. Distribute a Student Handout to each student.
2. As students are working through the Explore and Explain activities in the scope, formatively assess their progress by taking anecdotal notes on how key concepts and skills were observed. Reflection questions can be considered to measure the impact of both whole-group and small-group activities.
3. Have students reflect on ways they can demonstrate their understanding and self-assess their progress on each key concept or skill as they work through both whole-group and small-group activities.
    a. Students circle or color in the appropriate response. Use this key:
        - Speech bubble: Talk about it.
        - Cubes: Model or build it.
        - Pencil: Write about it.
        - Shape sentence: Solve or apply it.
        - Crayon: Draw it.
        - Arrows: Student choice
4. Students can reflect on their thinking, learning, and work in the scope; identify ways they have improved; and establish new learning goals.
5. Colleagues who provide instructional support to students can be equipped with the accommodations and modifications noted on the Teacher Handout.
6. Anecdotal notes provided on the Teacher Handout can be used as documentation for standards-based report cards.
7. Once student data has been collected after the assessment, refer to the Scaffolded Instruction Guide in the Home section of this scope to differentiate instruction for each student.

Count Objects

Observation Checklist

Name: _____ Date: _____

Contar objetos

Estándar	Destreza o concepto clave	¿Cómo podrías demostrar que sabes esto?	¿Cómo te calificarías?
K.2A	Puedo contar hacia adelante y hacia atrás hasta 20 con y sin objetos.		¡Lo tengo! ¡Ya casi! ¡Aún no!
K.2B	Puedo leer, escribir y representar números enteros del 0 al 20 con y sin objetos o imágenes.		¡Lo tengo! ¡Ya casi! ¡Aún no!
K.2C	Puedo contar un conjunto de objetos hasta 20 y sé que el último número que digo indica la cantidad total de objetos en ese		¡Lo tengo! ¡Ya casi! ¡Aún no!

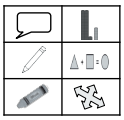
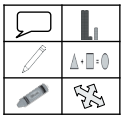
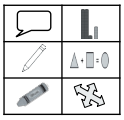
Student Handout

Count Objects

Observation Checklist

Name: _____ Date: _____

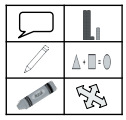
Count Objects

Standard	Skill or Key Concept	How could you show you know this?	How would you rate yourself?
K.2A	I can count forward and backward to 20 with and without objects.		I've got it! Almost there! Not yet!
K.2B	I can read, write, and represent whole numbers from 0 to 20 with and without objects or pictures.		I've got it! Almost there! Not yet!
K.2C	I can count a set of objects to 20, and I know the last number I say tells the total number of objects in that set.		I've got it! Almost there! Not yet!

1

Count Objects

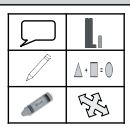
Observation Checklist

Estándar	Destreza o concepto clave	¿Cómo podrías demostrar que sabes esto?	¿Cómo te calificarías?
K.2A	ontar hasta uno en uno al ar con er número sta 20 en esta		¡Lo tengo! ¡Ya casi! ¡Aún no!
K.2B			
K.2C			

2

Count Objects

Observation Checklist

Estándar	Destreza o concepto clave	¿Cómo podrías demostrar que sabes esto?	¿Cómo te calificarías?
K.2A	unt to 100 by arting with any (only to 20 in pe).		I've got it! Almost there! Not yet!
K.2B			
K.2C			

Count Objects

Observation Checklist

es del proceso	¿Cómo te calificarías?
s para resolver problemas	☆☆☆☆☆
mientas y estrategias r problemas.	☆☆☆☆☆
esentaciones para omunicar ideas	☆☆☆☆☆
atemáticas para conectar	☆☆☆☆☆
ción, formular un plan, justificar mi pensamiento y l de mi respuesta.	☆☆☆☆☆
nsamiento matemático esentaciones.	☆☆☆☆☆
eciso para mostrar, explicar áticas.	☆☆☆☆☆

samiento, aprendizaje y trabajo en esta lección.

Aún no

BJETIVO

Count Objects

Observation Checklist

s Standard	How would you rate yourself?
real-world problems.	☆☆☆☆☆
tools and strategies to	☆☆☆☆☆
resentations to organize, te mathematical ideas.	☆☆☆☆☆
relationships to connect	☆☆☆☆☆
on, formulate a plan, find a king, and evaluate my ess.	☆☆☆☆☆
mathematical thinking by tations.	☆☆☆☆☆
age to display, explain, and eas.	☆☆☆☆☆

, learning, and work in this scope.

yes not yet

the GOAL I met today!

3

SHOW-AND-TELL

Diagnostic | Summative

Students are prompted to complete several tasks by the teacher, and their performances are assessed using a rubric.

Preparation

- Decide whether student performance will be assessed individually or in small groups.
- Print the Teacher Prompts to read from during the assessment.
- Print the Student Cards (if applicable) and an Interview Rubric for each student.
- Gather any materials and manipulatives needed for students to complete each task.

Procedure and Facilitation Points

1. Meet with each student or group of students separate from the class.
2. Read each Teacher Prompt card, and observe each student as they follow the directions.
3. Ask students to record their thinking on the Student Cards (if applicable).
4. Evaluate each student's performance of the task using the Interview Rubric.
5. Once student data has been collected after the assessment, refer to the Scaffolded Instruction Guide in the Home section of this scope to differentiate instruction for each student.

Tips and Tricks

- This element is a performance-based assessment specifically designed for kindergarten and first-grade students.
- It is recommended for this element to be used in small-group settings or one-on-one with students.
- A rubric and an answer key are available to support the teacher in evaluating students' work. The rubric is broken down into specific student actions to support the teacher in objectively scoring each student's assessment. This specific data also reveals what skills the student may need support with so the teacher can make informed instructional decisions.
- Intervention strategies are also provided at the end of the rubric. These assist in providing individualized support for students based on the results of their assessments.

Teacher Prompts

Count Objects

v-and-Tell

Teacher Prompt Card 1

1. Give the student at least 25 objects. Have the student make a group of 20 objects, counting out loud as they are making the group.
2. Ask the student to use the same group of objects and count backward aloud from 20.
3. Ask the student to count to 20 without using objects.
4. Ask the student to count backward from 20 to zero without using objects.

Teacher Prompt Card 2

1. Give the student a group of objects (at least 20). Have the student create a group of 8 objects. Give the student a whiteboard and marker. Ask the student to write the number 8.
2. Have the student create a group of 5 objects. Ask the student to write the number 5 on the whiteboard.
3. Show the student the number 2. Ask the student to read the number.
4. Repeat the directions in the second and third prompts for the following numbers:
   - 6
   - 10
   - 8

Count Objects

Show-and-Tell

Teacher Prompt Card 3

Show the student a random set of 9 objects. Ask how many objects are in the set.

Repeat the steps from the first prompt with the following numbers:

- 7
- 10
- 3
- 6

Tarjeta 1: Instruccione

1. Dé al estudiante al menos 25 objetos. Haga que el estudiante forme un grupo de 20 objetos, que cuente en voz alta mientras lo hace.
2. Pida al estudiante que use el mismo grupo de objetos y que cuente hacia atrás en voz alta desde el 20.
3. Pida al estudiante que cuente hasta 20 sin usar objetos.
4. Pida al estudiante que cuente hacia atrás desde 20 hasta cero sin usar objetos.

Tarjeta 2: Instrucciones del maestro

1. Dé al estudiante un grupo de objetos (al menos 20). Pida al estudiante que cree un grupo de 8 objetos. Entregue al estudiante una pizarra y un marcador. Pídale que escriba el número 8.
2. Pida al estudiante que cree un grupo de 5 objetos. Pídale que escriba el número 5 en la pizarra.
3. Muestre al estudiante el número 2. Pídale que lea el número.
4. Repita las instrucciones del segundo y tercer enunciado para los siguientes números:
   - 6
   - 10
   - 8

Count Objects

Tarjeta 3: Instrucciones del maestro

Muestre al estudiante un conjunto aleatorio de 9 objetos. Pregunte cuántos objetos hay en el conjunto.

Repita los pasos del primer enunciado para los siguientes números:

- 7
- 10
- 3
- 6

SKILLS QUIZ

Formative Summative

Skills Quiz is a short, standards-based formative assessment to determine student mathematical fluency with the key concepts and skills in the scope.

Preparation

- Print a Student Handout for each student. The Student Handout can also be assigned digitally.
- Allow students to use manipulatives by request.
- Prepare Supplemental Aids for students who meet eligibility criteria.

Procedure and Facilitation Points

1. Distribute the Student Handout to each student.
2. Prompt students to show what they know in completing the assessment.
3. Allow students to reflect on their performances using the Heat Map.
4. Once student data has been collected after the assessment, refer to the Scaffolded Instruction Guide in the Home section of this scope to differentiate instruction for each student.

Tips and Tricks

- This element can be used as an assessment for learning and can be assigned to students to complete independently at their seats or as part of a workstation.
- For kindergarten and first grade, this element can be used as a one-on-one assessment or a guided small-group task to check for mastery of the standards.
- This element is a perfect opportunity to have a one-on-one conference with each student to discuss their performance, and it can be used as a foundation for setting individualized goals.
- The data from this assessment can be used to provide specific support and intervention.
- A Skills Quiz from a previous unit can also be used as a spiral review.

Teacher Prompts

Count Objects

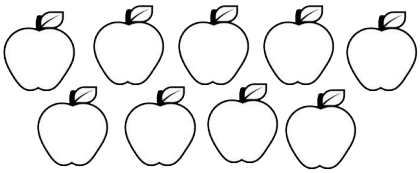
Quiz

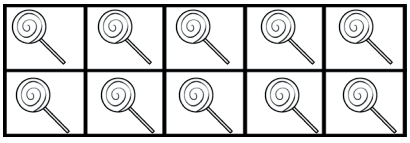
Name: _____ Date: _____

Count Objects

Count the number of objects, and write the number.

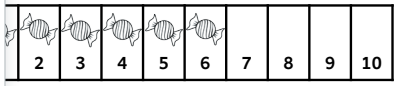
1. 

2. 

3. 

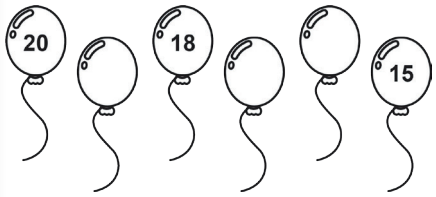
Count Objects

) Skills Quiz



ll in the numbers to count forward.

ll in the numbers to count backward.

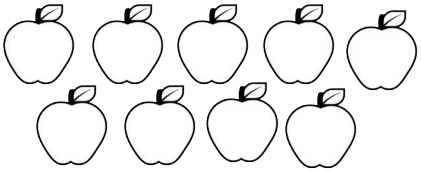


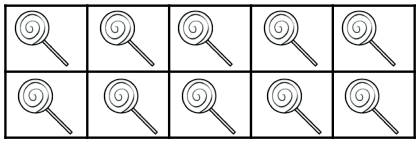
Name: _____

Contar obj...

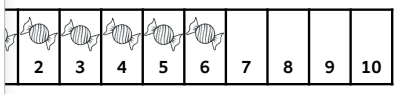
Cuenta la cantidad de objetos y escribe el número.

1. 

2. 

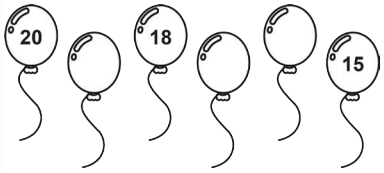
3. 

Count Objects



ompleta los números para contar hacia adelante.

ompleta los números para contar hacia atrás.



HEAT MAP

Student Self-Reflection

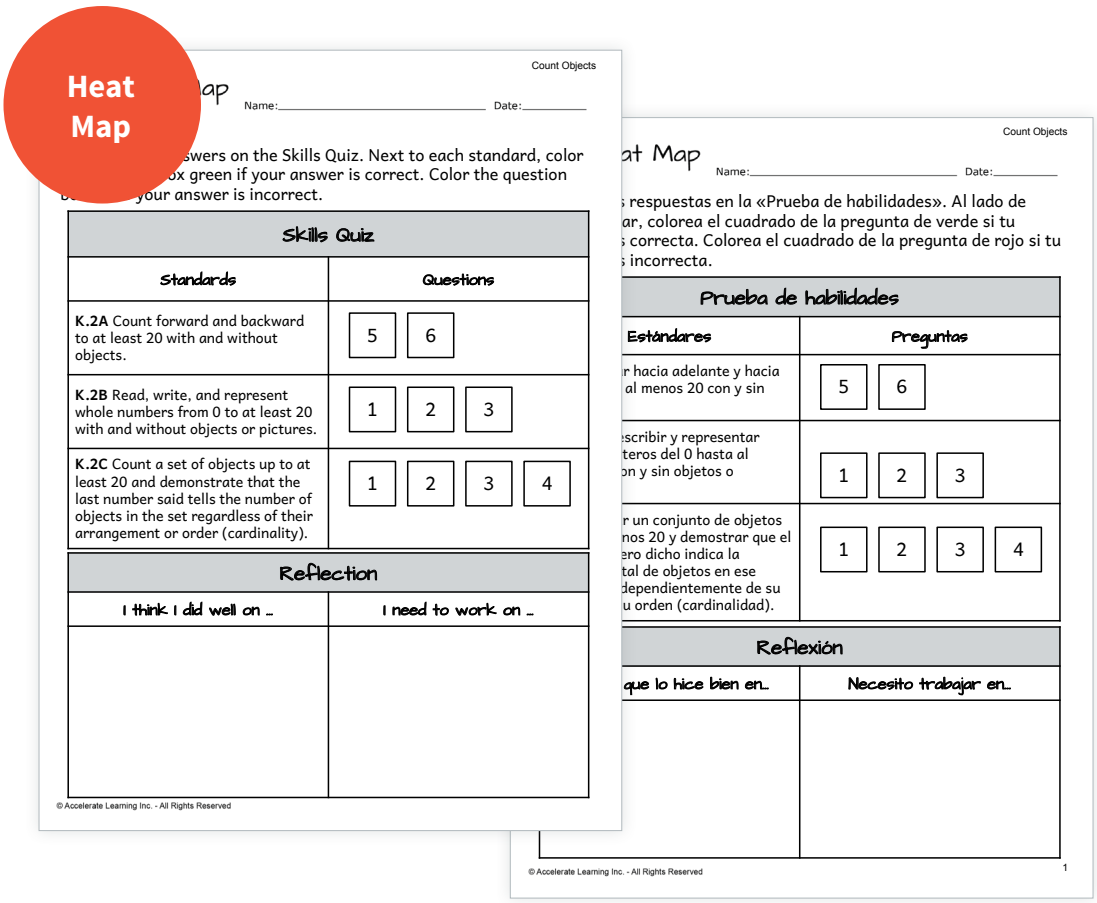
Students analyze their assessment results and determine what they did well and where they can improve.

Preparation

- Determine if students will analyze their Skills Quiz, Standards-Based Assessment, or both.
- Print a Heat Map for each student.
- Gather a red crayon and a green crayon for each student.

Procedure and Facilitation Points

1. Distribute a Heat Map to each student along with red and green crayons. Students should have their graded assessment(s) available.
2. Students use their graded assessment(s) to color-code the Heat Map. For each question answered correctly, students color the corresponding box green. For each question answered incorrectly, students color the corresponding box red.
3. Encourage students to look for patterns in their data, such as a certain standard that was missed more frequently or a standard they have clearly mastered, and use this information to reflect and set goals in the provided table.
4. Refer to the Scaffolded Instruction Guide found in the Home section to provide extension or additional support.



TECHNOLOGY-ENHANCED QUESTIONS

Summative

Technology-Enhanced Questions are designed to allow students to answer question types that are not possible in a paper/pencil format. These computer-based questions use formats that allow for non-conventional question types, including multiple answer, sequence, griddable, fill-in-the-blank, sorting, and bar graph.

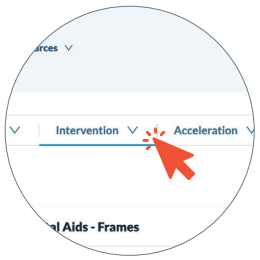
Procedure and Facilitation Points

1. Students work individually to complete the questions digitally. This assessment is only available in a computer-based format. Assign students to the assessment before they begin so the system captures their responses and produces data on their performances.

Technology-Enhanced Question Type	Skill to Practice
Multiple answer	Selecting and deselecting answer choices Understanding that one or more answers are possible
Sequence	Putting in the correct order (both forward and backward)
Griddable	Using numerical ans Using correct pla Correct location applicable)
Fill-in-the-blank	Explaining accura
Sorting	Placing in the cor
Bar graph	Adjusting the bar

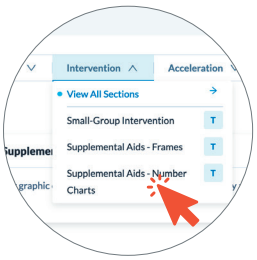
Intervention

NAVIGATION STEPS



Click Intervention

Click on Intervention in the White Menu Bar



Review Content

Use the Dropdown to Review Intervention Content

Unleash the power of hands-on learning to provide targeted instruction and tackle conceptual misunderstandings head-on! Perfect for **intervention**, re-teaching, or test preparation, these dynamic resources are your go-to tools for transforming math challenges into triumphs in the classroom.

SMALL-GROUP INTERVENTION

Formative

Students count up to 10 objects in structured and scattered arrangements. Students count forward and backward within 20 beginning with any number.

Preparation

- Prepare 20 linking cubes for each student.
- Prepare a set of Number Cards for each pair of students.
- Prepare 7 resealable bags with the following numbers of linking cubes for Part I and Part II:
  - Bag 1 – 10 cubes
  - Bag 2 – 5 cubes
  - Bag 3 – 9 cubes
  - Bag 4 – 8 cubes
  - Bag 5 – 7 cubes
  - Bag 6 – 3 cubes
  - Bag 7 – 6 cubes
- Reuse the Counting Mats (from Explore 2) for each pair of students.
- Reuse the Number Path (from Explore 4) for each student.
- Print a Teacher Checklist.
- Print a Checkup for each student.

Procedure and Facilitation Points

Part I: Count Objects within 10

1. Before the activity, ask students to count with you to 10.
2. Count out four linking cubes one at a time, and ask students to point to the Number Card that represents four. Encourage students to look at the number of cubes and read the number that corresponds out loud. Mix the group of four up in a different arrangement, and ask students how many cubes there are again. Identify any student misconceptions.
3. Divide the class into pairs, and give each pair a bag of linking cubes.
4. Instruct students to count the linking cubes. Then tell students to locate the Number Card that represents the number of cubes. Rotate the bags of linking cubes to practice counting different collections.
5. Watch and listen to each pair as they count and locate the numbers.
6. Discuss the following questions:
   a. How did you count the objects? *Answers will vary. We pointed to each object and counted from one to ten.*
   b. (Point to one of the written numerals.) How do you say this number? *Answers will vary: 6.*
   c. Can you count from one to ten? *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*
   d. Can you show me a collection of _____ linking cubes? *Answers will vary. Students count out the number of linking cubes.*
   e. What would happen to the number of linking cubes if I moved them to a different place and laid them out in a different order? *The number of cubes would stay the same. It does not matter how they are arranged; the number of cubes would not change.*

Part II: Count Objects and Organize Counts

1. Divide the class into pairs.
2. Give each pair a dry-erase board and marker, a set of Counting Mats, and a bag of linking cubes.
3. Instruct students to count their linking cubes by using the ten frame or the counting strip on their Counting Mats. After counting, partners take turns writing the total on their dry-erase boards, using the counting strip as a model if needed.
4. As students work, ask them how they are placing their cubes in each box. Listen to their explanations, and ask the following guiding questions:
    a. How does this ten frame or counting strip help organize your collection? *Answers will vary. The ten frame helps me count the collection by spacing out my objects and counting one number per object. It helps me see groups of 10. The counting strip goes from left to right like when we are reading.*
    b. How do you know what number to write? *Answers will vary. The last number I say is how many there are. I know what the number 3 looks like. I used the counting strip to help me remember which way the number 2 goes.*
5. Discuss the following questions:
    a. Which mat was easier to use to count your collection? *Answers will vary. We chose the ten frame.*
    b. Why did you choose that mat? *Answers will vary. We chose the ten frame because we could place one object in each space to help us count.*
    c. How did you count your objects? *Answers will vary. We counted from left to right and pointed with our fingers so we did not skip any objects.*
6. Rotate bags of linking cubes to practice counting different collections. Encourage students to try different ways to organize their counts by choosing different mats from the Counting Mats.
7. Discuss the following questions:
    a. Can you explain your strategy for counting one of your collections? *Answers will vary depending on the collection and the group of students. Because there were more than five in bag 1, we used a ten frame to organize the cubes and make sure we did not count any of them more than once.*
    b. (Point to a number from 1 to 10.) How do you say this number? *Answers will vary. One, two, three, four, five, six, seven, eight, nine, ten*

Part III: Count Forward and Backward within 10

1. Give each student a Number Path and 10 linking cubes.
2. Place students in pairs, and have them practice counting forward from 1 to 10 with their partners. Students should place a linking cube on the Number Path for each number they count.
3. Have students practice counting backward from 10 to 1 with their partners. Students should remove a linking cube from the Number Path for each number they count as they count back.
4. Watch and listen as students count.
5. When students have had sufficient time to count forward from 1 to 10 and backward from 10 to 1, practice counting beginning with any number.
6. Say the following to students: Count forward beginning with 5. Count backward beginning with 8.
7. For each prompt, have students place linking cubes on the Number Path until they reach the starting number. Students should then add or remove one cube at a time as they count.

8. Discuss the following questions:
   a. How did you count forward beginning with 5? *5, 6, 7, 8, 9, 10*
   b. How did you count backward from 8? *I began with 8 and counted 8, 7, 6, 5, 4, 3, 2, 1.*
   c. Is there a strategy you can use to help you? *Answers will vary. I can look at the Number Path.*
   d. How could you check to see whether you counted correctly? *Answers will vary. My partner could check me by looking at our Number Path.*
9. Repeat the process by having students count forward and backward from different numbers within 10. As students are ready, prompt them to count forward and backward without using the cubes or the Number Path.

Part IV: Count Forward and Backward within 20

1. Give each student a Number Path and 20 linking cubes.
2. Place students in pairs, and have them practice counting forward from 1 to 20 with their partners. Students should place a linking cube on the Number Path for each number they count.
3. Have students practice counting backward from 20 to 1 with their partners, using the path to help if needed. Students should remove a linking cube from the Number Path for each number they count as they count back.
4. Watch and listen as students count.
5. When students have had sufficient time to count forward from 1 to 20 and backward from 20 to 1, practice counting beginning with any number.
6. Say the following to students: Count forward beginning with 9. Count backward beginning with 17.
7. For each prompt, have students place linking cubes on the Number Path until they reach the starting number. Students should then add or remove one cube at a time as they count.
8. Discuss the following questions:
   a. How did you count forward beginning with 9? *9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20*
   b. How did you count backward from 17? *I began with 17 and counted 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1.*
   c. Is there a strategy you can use to help you? *Answers will vary. I can look at the Number Path.*
9. Instruct students to repeat the process by asking their partners to count forward and backward from different numbers within 20. As students are ready, prompt them to count forward and backward without using the cubes or the Number Path.
10. Afterward, allow time for students to complete the Checkup individually.

Formative

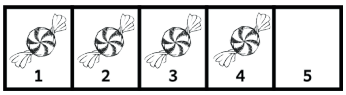
Checkup

Count Objects

Name: _____ Date: _____

Revisión de contar objetos

Cuenta la cantidad de objetos y escribe el número.

1. 

2. 

3. 

4. 

Checkup

Count Objects

5. Llena los números para contar hacia adelante.

6. Llena los números para contar hacia atrás.

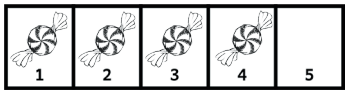
Checkup

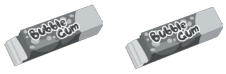
Count Objects

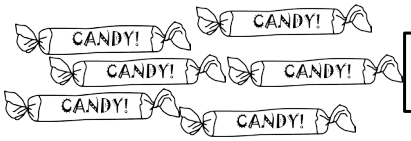
Name: _____ Date: _____

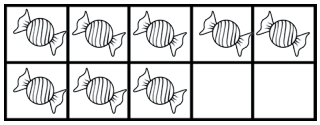
Count Objects Checkup

Count the number of objects, and write the number.

1. 

2. 

3. 

4. 

Checkup

Count Objects

5. Fill in the numbers to count forward.

6. Fill in the numbers to count backward.

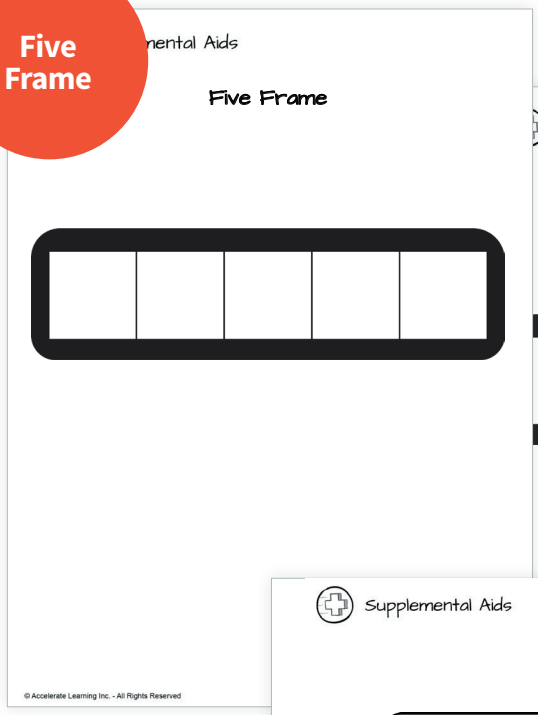
SUPPLEMENTAL AIDS - FRAMES

Students use frames to visualize number concepts, single-digit addition and subtraction, and basic estimation and rounding.

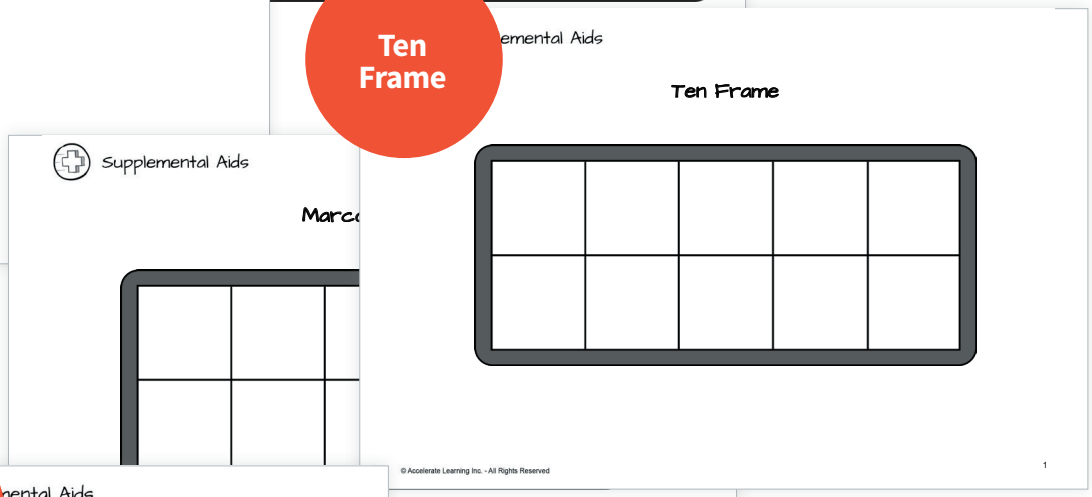
Procedure and Facilitation Points

- Frames can be used in a variety of settings to reinforce the following concepts:
  - Number concepts
  - Basic addition and subtraction
  - Basic estimation and rounding
- Model how to use a frame using the following steps:
  - Demonstrate number concepts:
    - Display the frame that best meets the students' needs. The Five Frame uses 5 as an anchor, and the Ten Frame uses 10 as an anchor.
    - Explain that only one counter may be placed in each section of the frame.
    - For early number concepts, start with the Five Frame before moving on to the Ten Frame. When the Ten Frame is used, explain to students that the first row should be filled first, moving left to right, before filling the second row.
    - If there are leftover counters, such as when representing the number 12 on a Ten Frame, discuss how this is equal to ten plus two more.
    - The frame can be reproduced and used as flashcards by placing various amounts of dots on each frame. This is a helpful practice to reinforce concepts.
    - Students can also practice matching numerals to the representation on the frame.
  - Demonstrate addition and subtraction:
    - Display the frame that best meets the students' needs.
    - Place counters on the frame. Ask students how many spaces are on the frame, and ask how many more or how many less are needed to reach an anchor number.
    - Use two different color counters to fill the frame. Challenge students to come up with as many combinations as they can to reach the anchor number.
    - Display the Double Ten Frame to illustrate the addition of two single-digit numbers. Provide a single-digit addition fact. Ask students to place counters on each frame to represent the problem. Then have students combine the counters in order to determine the total without counting. This will assist students when using 10 as an anchor. Ask the students to identify when the counters make up ten and when they exceed ten.
  - Demonstrate estimation and rounding:
    - Display the frame that best meets the students' needs.
    - Place counters on the frame. Ask students how many more are needed to reach the anchor number. This will reinforce rounding up or down to multiples of 5 or 10.
- Allow students to use the frame to practice number concepts. Students may use counters, buttons, or other manipulatives.
- Encourage students to draw their own frame if one is not provided for them during an assessment.

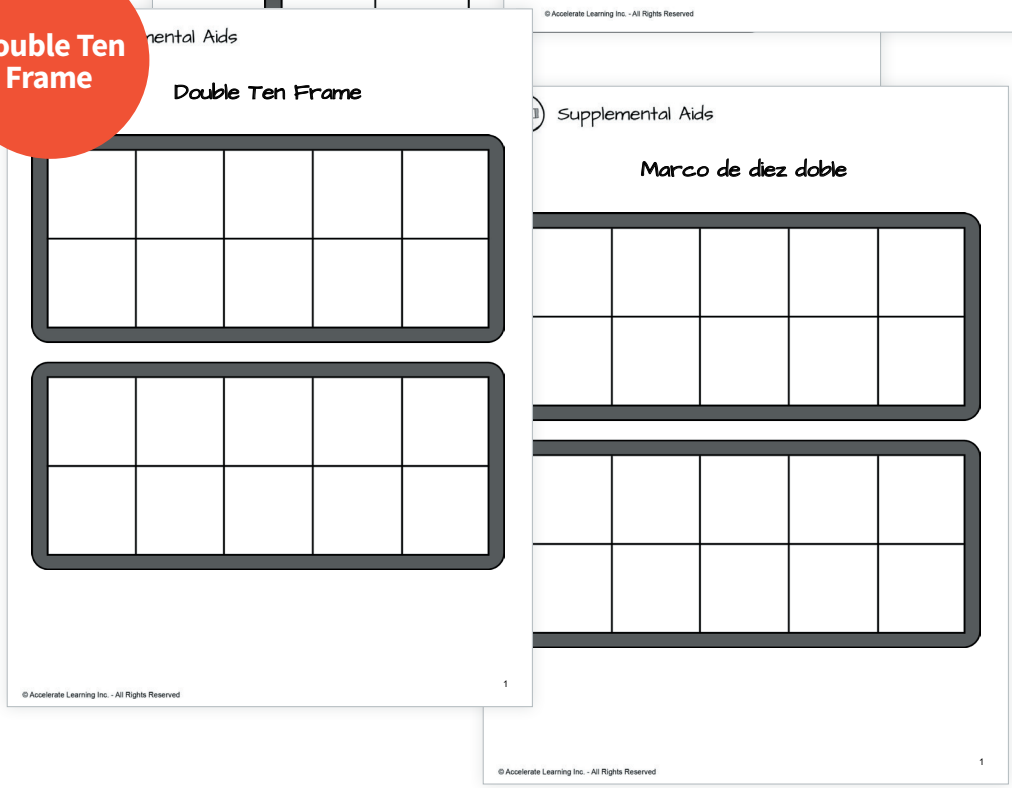
Five Frame



Ten Frame



Double Ten Frame

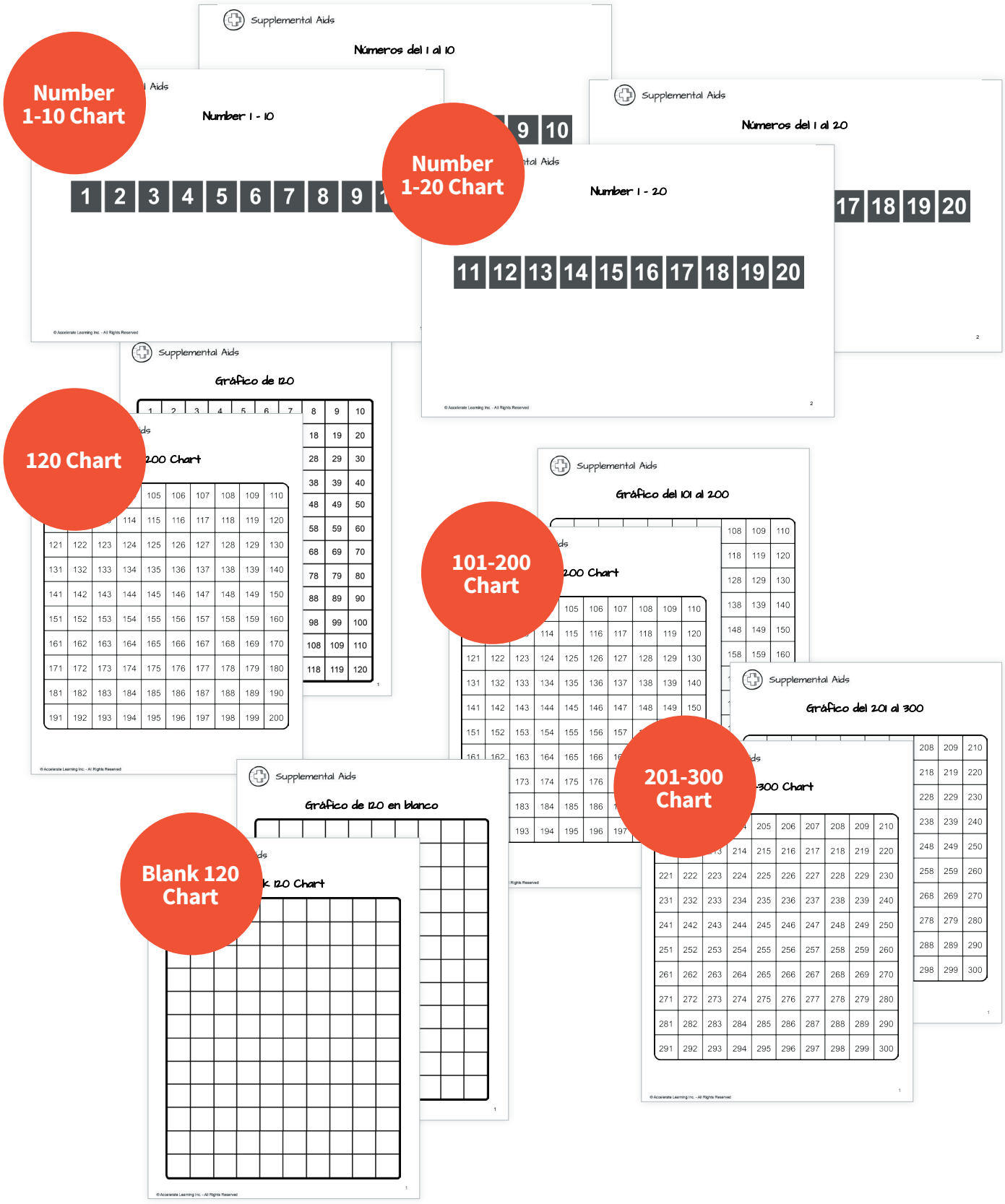


SUPPLEMENTAL AIDS - NUMBER CHARTS

Students use assorted number charts to reinforce a variety of number concepts.

Procedure and Facilitation Points

- Number charts are a tool that can be used for a variety of mathematical concepts, including the following:
  - Whole numbers
  - Addition and subtraction
  - Comparing numbers
  - Ordering numbers
  - Rounding
- A number chart can be used as a supplemental aid for students who need assistance visualizing numerical concepts.
- Display the number chart provided on the Student Handout that is applicable to the concepts being taught. Model how to use the chart. Examples include the following:
  - Coloring in numbers while counting
  - Skip counting by twos, fives, tens, etc.
  - Identifying evens and odds
  - Counting nickels or dimes
  - Recognizing multiples
  - Identifying prime numbers
  - Rounding to the nearest ten
- If possible, provide a laminated copy of the number charts for each student. The students may then use dry-erase markers to utilize the charts to solve a variety of problems.
- Students may also write their own numbers on the blank versions of the Student Handouts for additional practice.


Number 1-10 Chart
Supplemental Aids
Números del 1 al 10
Number 1 - 10
1 2 3 4 5 6 7 8 9 10
Number 1-20 Chart
Supplemental Aids
Números del 1 al 20
Number 1 - 20
11 12 13 14 15 16 17 18 19 20
17 18 19 20
120 Chart
Supplemental Aids
Gráfico de 120
101-200 Chart
Supplemental Aids
Gráfico del 101 al 200
201-300 Chart
Supplemental Aids
Gráfico del 201 al 300
Blank 120 Chart
Supplemental Aids
Gráfico de 120 en blanco

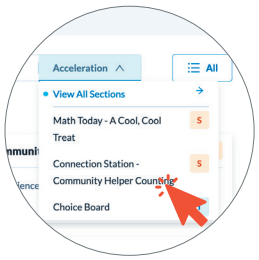
Home | Engage | Explore | Explain | Elaborate | Evaluate | Intervention | **Acceleration**

Acceleration

NAVIGATION STEPS

Click Acceleration

Click on Acceleration in the White Menu Bar



Review Content

Use the Dropdown to Review Acceleration Content

Acceleration activities allow students to dive deeper into the content and its applications, enhancing their understanding and engagement. These enrichment activities are designed for all students, providing opportunities to explore advanced concepts and develop critical thinking skills.

CONNECTION STATION - COMMUNITY HELPER COUNTING

Students explore real-world connections and applications of math content through interactions with engaging activities. Students discuss the roles of community helpers and count objects or people associated with these jobs. This activity aligns to the following social studies standard:

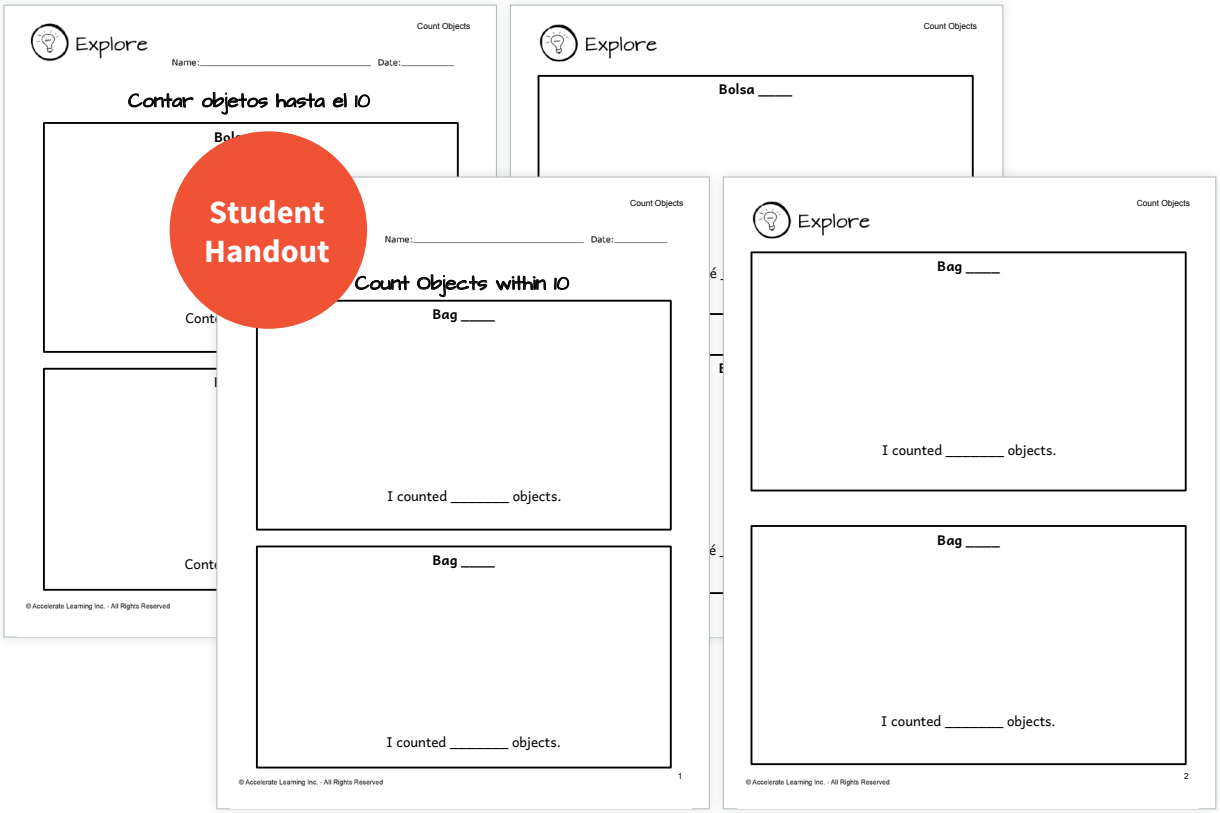
Identify jobs in the home, school, and community.

Preparation

- Plan to have students work in groups or pairs.
- Print a Student Handout for each student.
- Be prepared to explain key terms.

Procedure and Facilitation Points

1. Divide students into pairs or groups, and give each student a Student Handout.
2. Read the sections for each community helper to the class, and give students a few minutes to discuss with their partners or groups how this helper helps the community. Then allow the pairs or groups to share out loud with the class.
3. Give students time to count the objects or people related to each community helper before moving on to the next one. Remind students to write the number of objects in the box provided on the Student Handout.
4. Once both pages have been completed, give students time to discuss other community helpers and their roles before ending the activity.

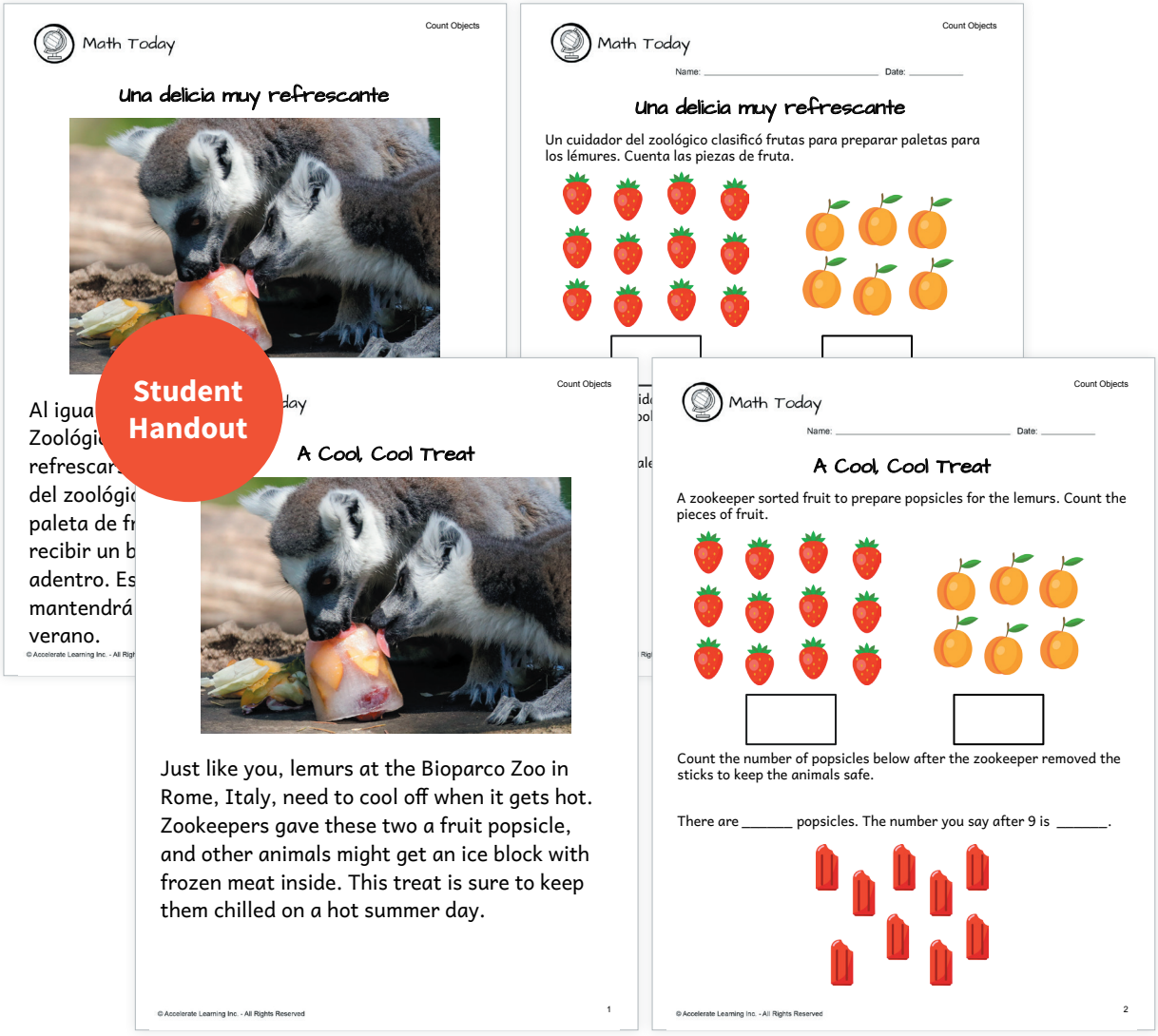


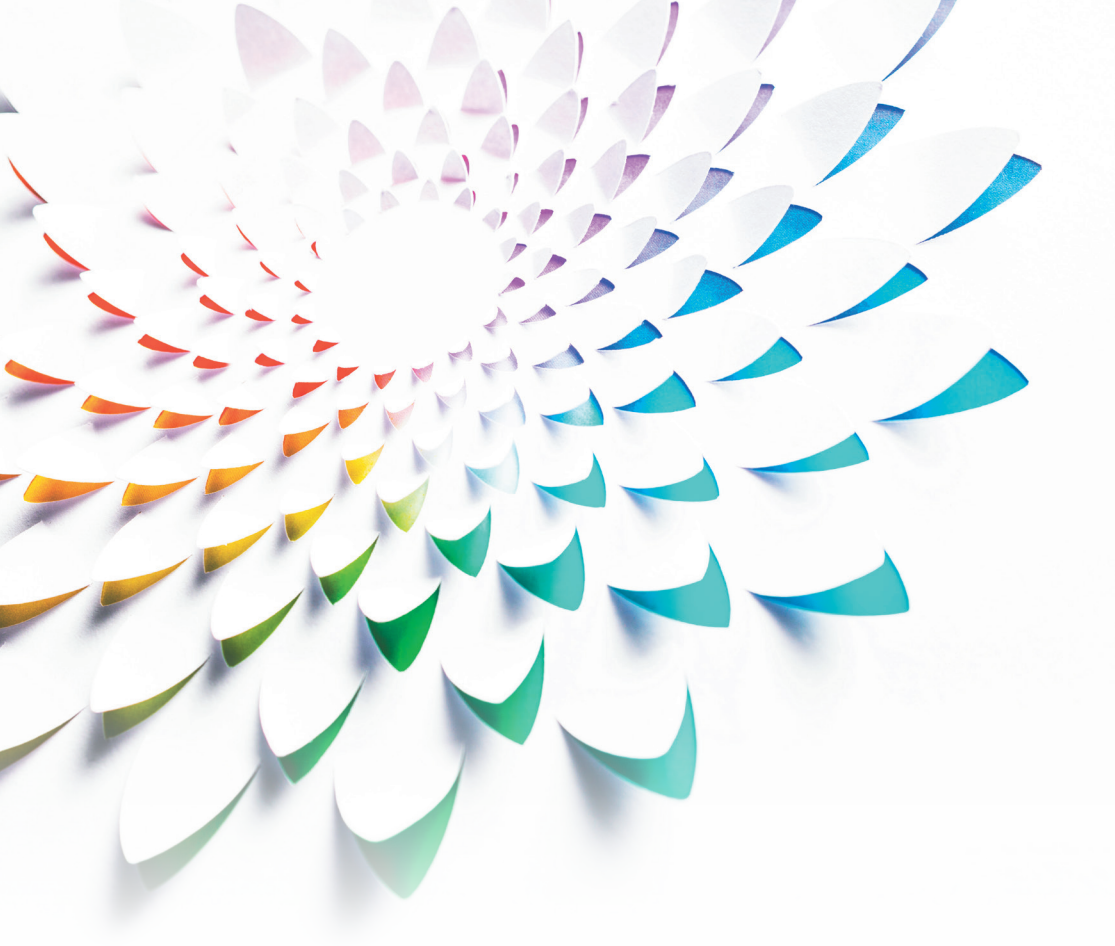
MATH TODAY - A COOL, COOL TREAT

Students explore connections and applications of math and other cross-curricular content through interactions with authentic, real-world media provided by Associated Press.

Procedure and Facilitation Points

1. Give each student the Student Handout, and read the caption together as students look at the picture.
2. Discuss the following questions:
   a. How do you like to stay cool when it gets hot? *Answers will vary. I like to eat popsicles like the lemurs; I go to the pool to swim; I stay inside with air conditioning.*
   b. Do you see any math in this picture? *Answers will vary. We could count how many lemurs are eating the popsicles; we could count the pieces of fruit in the popsicle.*
3. Students should complete the Student Handouts independently or with partners.





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