

Lesson 13: Numbers in Many Ways

Standards Alignments

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

Building Towards K.CC, K.CC.A.3

Teacher-facing Learning Goals

- Count to answer “how many” questions about images presented in lines, arrays, circles, on fingers, and on 5-frames.
- Match written numbers and groups of images.

Student-facing Learning Goals

- Let’s figure out how many things there are.

Lesson Purpose

The purpose of this lesson is for students to connect groups of images in different arrangements to spoken and written numbers.

In a previous section, students counted groups of images in lines, arrays, dot cube arrangements, on 5-frames, and on fingers. In this lesson, students initially match one group of images with a number as they practice counting and keeping track of images in a circle. Circular arrangements can be more challenging for students because they need to keep track of where they started counting. Students need repeated practice counting and keeping track of images arranged in circles. This skill will be revisited in future units and is not necessary for all students by the end of this lesson. Then students match more than one group of images to each number, which encourages them to notice that the arrangement of a group of images does not affect the number of images. Two-color counters and connecting cubes should be made available to students. As demonstrated in the optional activity in the previous section, students can place one object on each image as they count as one way to keep track.

Students have used sets of cards in the Image Cards blackline master in previous sections and lessons. Add the cards from the Images in Circles Cards blackline master to the existing sets of cards.

In the lesson synthesis, students practice saying the verbal count sequence to 20. Add variety to the counting by adding movement. For example, students can count as they clap, stomp their feet, or jump.

Access for:



Students with Disabilities

- Representation (Activity 2)



English Learners

- MLR8 (Activity 2)

Instructional Routines

How Many Do You See? (Warm-up)

Materials to Gather

- Materials from a previous activity: Activity 2
- Materials from previous centers: Activity 3

Materials to Copy

- Reference Sheet Numbers (1–10) with 5-Frames (groups of 2): Activity 1
- Circle Cards (groups of 2): Activity 2
- Sort By Number Mat 1-10 (groups of 2): Activity 2

Lesson Timeline

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

Teacher Reflection Question

How effective were your questions in supporting students' thinking today? What did students say or do that showed they were effective?

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

 0 min

Unit 2, Section C Checkpoint

Standards Alignments

Addressing K.CC.B.4

Student-facing Task Statement

Lesson observations

Student Responses

- Match groups of objects or images to the spoken number word that tells how many.