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| **NC.K.CC.3, NC.K.CC.4, & NC.K.CC.5 Counting Out Groups and Writing Numerals (up to 20 objects)** | |
| **Domain** | Counting and Cardinality |
| **Cluster** | Know number names and the count sequence & Count to tell the number of objects |
| **Standard(s)** | **NC.K.CC.3** Write numbers from 0 to20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects  **NC.K.CC.4** Understand the relationship between numbers and quantities.   * When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one-to-one correspondence). * Recognize that the last number name tells the number of objects counted regardless of their arrangement (cardinality). * State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing).   **NC.K.CC.5** Count to answer “How many?” in the following situations:   * ~~Given a number from 1- 20, count out that many objects.(Focus on numbers to 10)~~ * ~~Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.~~ * Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. * Given 10 objects in a scattered arrangement, identify how many. |
| **Materials** | Set of 20 objects (e.g., cubes, bears), pencil, paper for student recording, teacher recording sheet |
| **Task Overview** | Students are asked to count objects in a variety of arrangements and record the quantity using numerals. |
| **Task** | 1. Give the student a set of **4** objects in a scattered arrangement. Say:  * *How many do you think there are?* * *Now count to see how many there are.* * *How many are there? Write the number on this piece of paper.*  1. Repeat with **7** objects in a scattered arrangement. 2. Repeat with **10** objects in a scattered arrangement. 3. Show the student a set of **20** objects arranged in a line.  * *How many do you think there are?* * *Now count to see how many there are.* * *How many are there? Write that number on this piece of paper.*  1. Repeat with **16** arranged in a 2x8 array. 2. Repeat **12** objects arranged in a circle |

\*NOTE: Reversal of numbers is anticipated due to varied development of fine motor and visual development. A numeral that is reversed is still correct if it resembles the numeral.

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| **Continuum of Understanding** | |
| **Not Yet Proficient** | * Is unable to pair each object with one and only one number. (one to one correspondence) * Cannot keep track of objects counting (counts some objects more than once) * Does not recognize the last number name tells the number of objects counted regardless of their arrangement (cardinality) * Unable to correctly identify how many objects are in a set * Cannot represent the number of objects in a set using written numerals |
| **Progressing** | * Makes errors in pairing each object with one and only one number name. (one to one correspondence) * Difficulty keeping track of objects counted (counting one object more than once or skipping objects). * Inconsistently recognizes that the last number name tells the number of objects counted regardless of their arrangement (cardinality). * Inconsistently identifies how many objects are in sets of up to 20 objects arranged in a line, rectangular array and circle * Inconsistently represents the number of objects in a set of up to 20 objects with a written numeral\* |
| **Meets Expectations** | * Consistently pairs each object with one and only one number name. (one to one correspondence) * Keeps track with ease * Recognize that the last number name tells the number of objects counted regardless of their arrangement (cardinality). * Correctly identifies how many objects are in sets of up to 20 objects arranged in a line, rectangular array and circle * Correctly represents the number of objects in a set of up to 20 objects with a written numeral\* |

\*NOTE: Reversal of numbers is anticipated due to varied development of fine motor and visual development. A numeral that is reversed is still correct if it resembles the numeral.

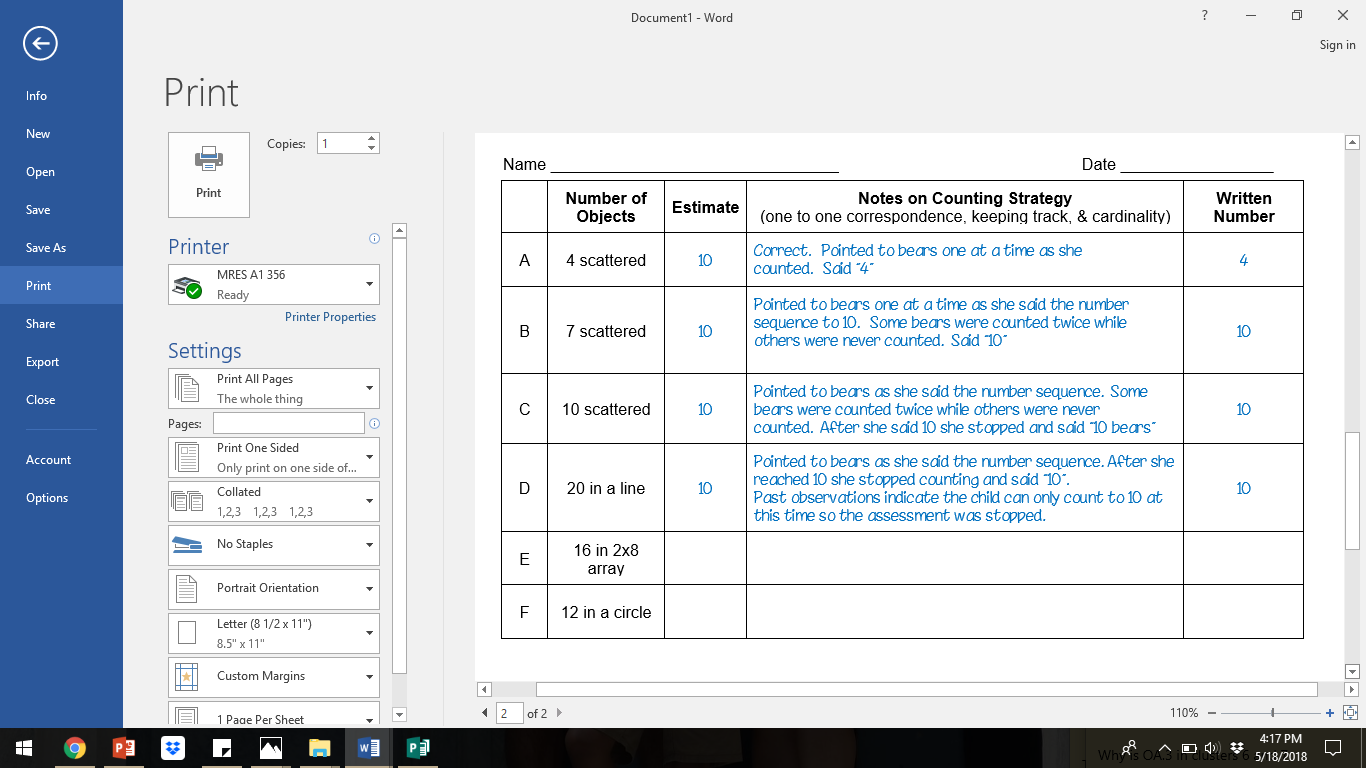
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| **Standards for Mathematical Practice** |
| 1. Makes sense and perseveres in solving problems. |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| **4. Models with mathematics.** |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

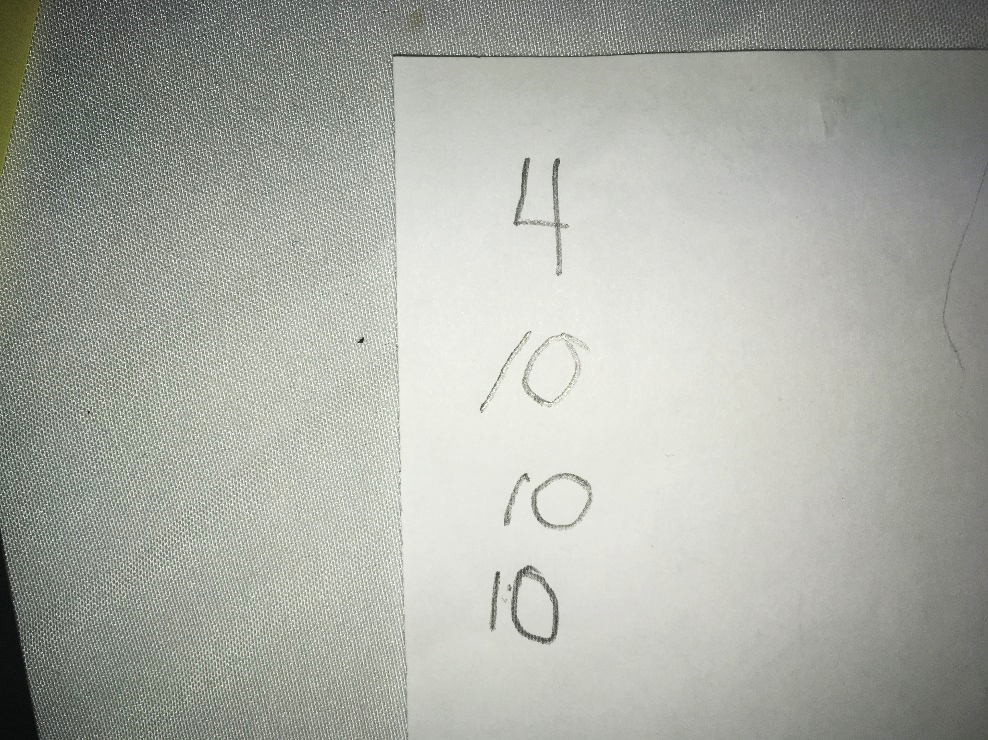
**Teacher Recording Sheet**

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| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
|  | **Number of Objects** | **Estimate** | **Notes on Counting Strategy**  (one to one correspondence, keeping track, & cardinality) | **Written Number** |
| A | 4 scattered |  |  |  |
| B | 7 scattered |  |  |  |
| C | 10 scattered |  |  |  |
| D | 20 in a line |  |  |  |
| E | 16 in 2x8 array |  |  |  |
| F | 12 in a circle |  |  |  |

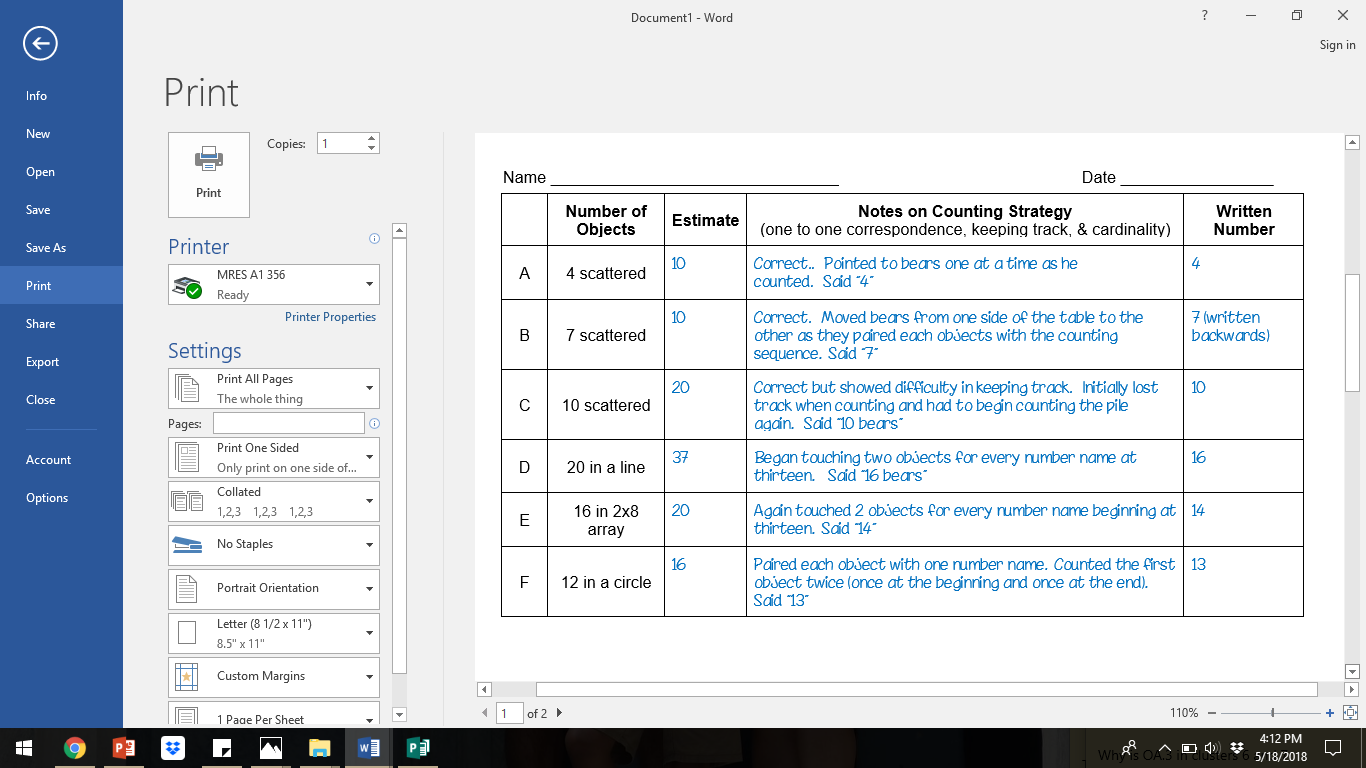
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| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
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| F | 12 in a circle |  |  |  |

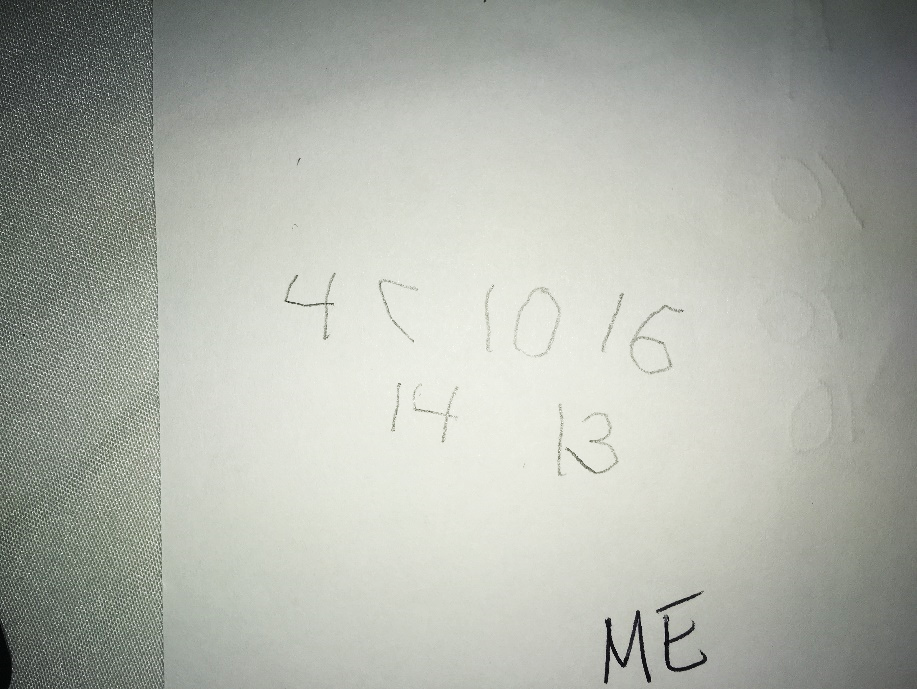
**Scoring Examples**

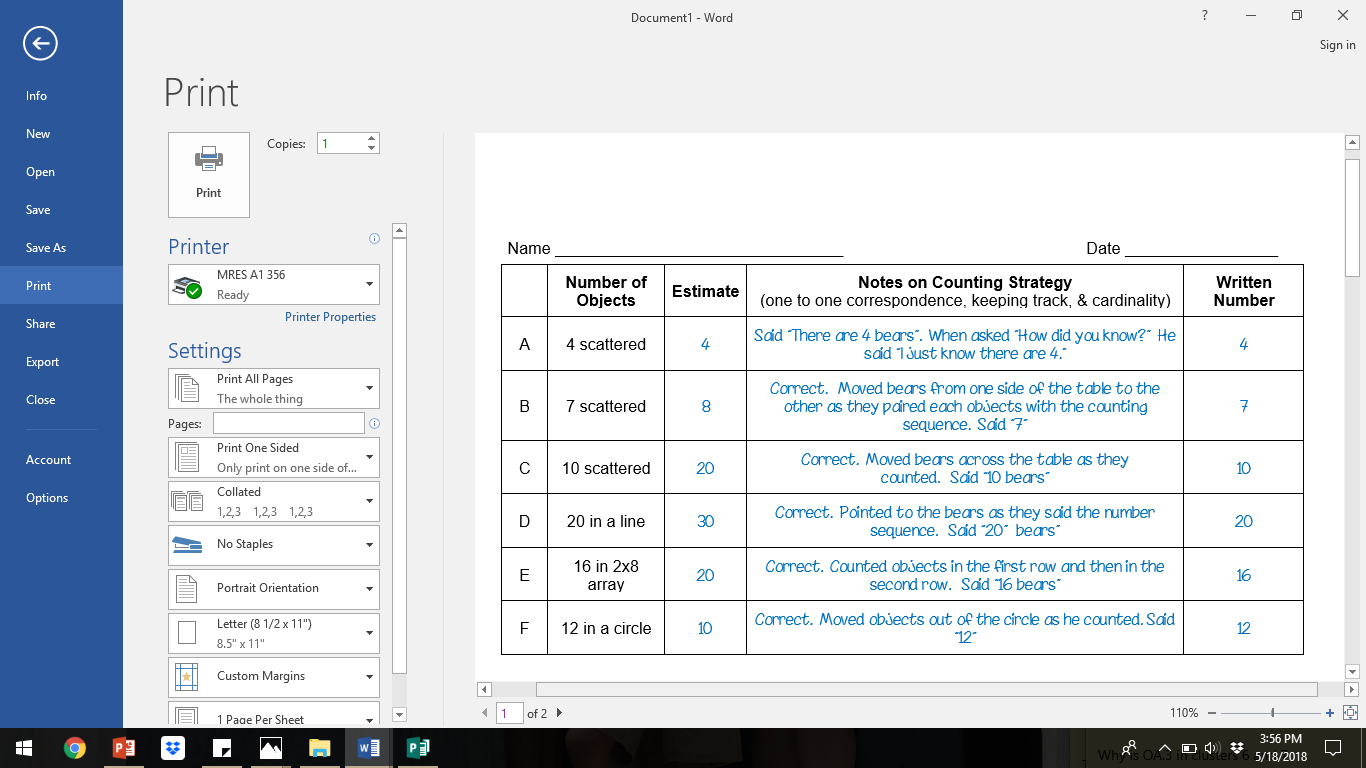
**Not Yet Proficient:**

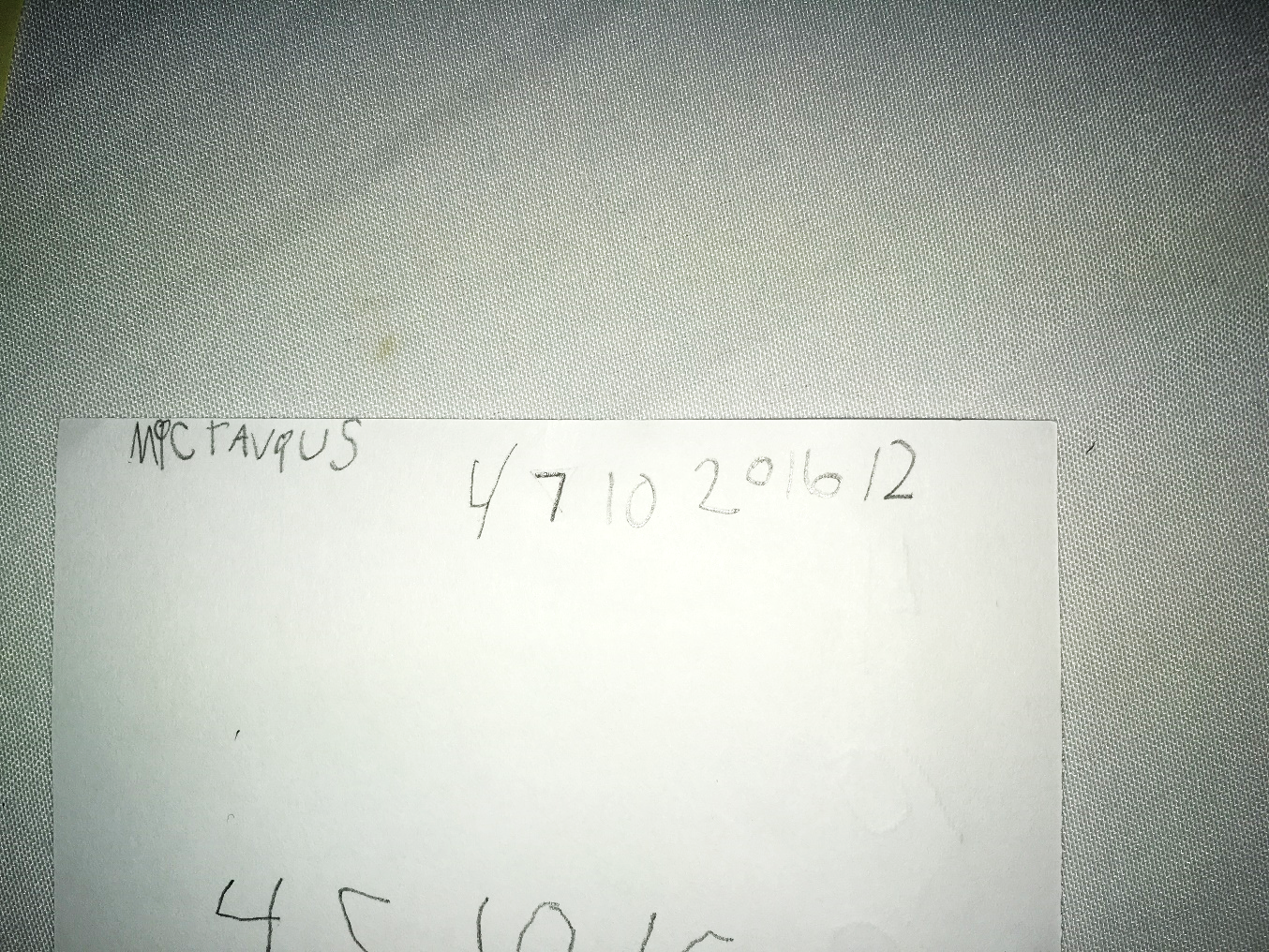
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**Progressing:**



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**Meets Expectation:**

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