

# Count and Land

## Materials:

- Baggies of collections of objects to count ranging in a number that is a good fit for your mathematicians
- More objects than the target number.
- Pencil
- Clipboard with plain paper or recording sheet
- Hundreds chart

## Objective:

- Students will count objects and land/stop at a given number for one-to-one correspondence and cardinality.

## Directions:

Teacher/Advanced Partner Steps	Things to Notice
Give students a number.	
Invite the student to write the numeral.	
Could you draw that many circles?	<p>Look for how students keep track of objects.</p> <ul style="list-style-type: none"><li>- See the last page as an example.</li><li>- Recordings are a window into their thoughts</li><li>- They can draw a picture, use tally marks, etc.</li></ul> <p>How does the student count?</p> <ul style="list-style-type: none"><li>- Accurately and confidently</li><li>- Loses track or checks/rechecks</li><li>- Has difficulty with one-to-one counting.</li></ul> <p>Adaptation:</p> <ul style="list-style-type: none"><li>- Ask to recount</li><li>- Count with the student; teach to line-up or move</li><li>- Utilize the Hundreds Chart to Track</li></ul>
How many did you count?	<ul style="list-style-type: none"><li>- Remembers how many after counting</li></ul>

<p>Count Objects</p>	<ul style="list-style-type: none"> <li>- Invite students to count out the target number of objects and place them in the drawn circles.</li> <li>- Have more objects than the target number.</li> </ul> <p>How does the student count?</p> <ul style="list-style-type: none"> <li>- Accurately and confidently</li> <li>- Loses track or checks/rechecks</li> <li>- Has difficulty with one-to-one counting.</li> </ul> <p>Does the student stop at the given number?</p>
<p>Invite the student to count the objects as they are placed back into the bag. You could ask him/her to count backward from the given number to zero.</p>	<p>Look for how students keep track of objects.</p> <p>How does the student count?</p> <ul style="list-style-type: none"> <li>- Accurately and confidently</li> <li>- Loses track or checks/rechecks</li> <li>- Has difficulty with one-to-one counting.</li> </ul>

**Guiding Questions:**

- How will you count this collection?
- Would you count this collection again?
- Is there a way we can count together?
- How did you count?
- It looks like you are just getting started. Do you know what you are going to count by today?
- Is there a tool you might use to help you keep track or stay organized?
- Tell me about what you have written here. Does your picture match your count looks like?
- Does your picture match what your count looks like?

Name: \_\_\_\_\_

## Count and Land

Target Number: \_\_\_\_\_

Draw to show the collection.

A large, empty rectangular box with a thin black border, intended for a student to draw a collection of items. The box is currently blank.

I counted \_\_\_\_\_ in my collection.