

## “Count Your Baskets”

### Objective:

By the end of the lesson/activity, the students will be able to:

- Count the number of objects regardless of their arrangement.

### Materials:

- “I Can Count the Baskets” sheet
- Any type of round manipulatives (balls, pom-poms, etc.)

### Teacher Preparation:

- Make copies of the “I Can Count the Baskets” sheet
- Place the students in pairs or group.
- Gather different items to use such as balls or pom-poms, and give each student approximately 10 items.

### Introduction:

- Show the students the number 7.
- Ask the students what number they see and to place seven balls in front of them.
- Have them look at their partner’s seven balls to see whether they organized their items to same way.

### Question(s):

- What number is this?
- Do you have the same number of balls on your desk as your partner?
- Do you have your seven balls on your desk exactly the way your partner has it on their desk?
- How are you sure you both still have the same number of balls if they are not arranged the same way?

South Carolina College- and Career-Ready Standards for Mathematics:

K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:





- the last number said tells the number of objects in the set (cardinality);
- the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);
- each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.









Name \_\_\_\_\_ Date \_\_\_\_\_

# I Can Count the Baskets!

Directions: How many baskets do you see?

		
		
_____	_____	_____

		
		
		
_____	_____	_____