

Does Order Matter When You Count?

Math Focus Points

- ◆ Connecting number words, numerals, and quantities
- ◆ Representing quantities with pictures, numbers, and/or words
- ◆ Considering whether order matters when you count

Today's Plan	Materials
<p>1 MATH WORKSHOP</p> <p>Counting and Writing the Numbers</p> <p>1A <i>Roll and Record</i></p> <p>1B <i>Counting Jar</i></p> <p>1C <i>Making a Counting Book</i></p>	<p>1A • Materials from Session 1.4, p. 43</p> <p>1B • Materials from Session 1.3, p. 39</p> <p>1C • Materials from Session 1.1, p. 26</p>
<p>2 DISCUSSION</p> <p>Does Order Matter When You Count?</p>	<p>• Counting Jar from Session 1.3, p. 39</p> <p>• Counting Jar Poster or Counting Jar Booklets</p>
<p>3 SESSION FOLLOW-UP</p> <p>Practice</p>	<p>• <i>Student Math Handbook Flip Chart</i>, p. 17</p>

Classroom Routines

Today's Question: Do you have a pet? On chart paper, create a two-column table entitled "Do you have a pet?" with the label "Yes" at the bottom of one column and "No" at the bottom of the other. Have students write their names above the appropriate label. Count the responses as a class. After counting, have a short discussion about the results of the survey.

1

MATH WORKSHOP



20–35 MIN

Counting and Writing the Numbers

Explain that the following three activities are available during this Math Workshop. Remind students what each activity entails, what materials are required, and where they are located.

Students who have not yet visited the Counting Jar should begin with this activity because the discussion at the end of this session will focus on it.

1A Roll and Record

INDIVIDUALS

For complete details on this activity, see Session 1.4, page 44.

DIFFERENTIATION: Supporting the Range of Learners**Extension**

Students who are ready for a variation of this activity could record dot images instead of numbers as they play.

					
					
					
1	2	3	4	5	6

1B Counting Jar

INDIVIDUALS

For complete details on this activity, see Session 1.3, page 40.

Remember to look for students who sort the tiles into lines of each color to count them. You will discuss this strategy at the end of this session.

1C Making a Counting Book

For complete details on this activity, see Session 1.1, page 28.



INDIVIDUALS

2

DISCUSSION

Does Order Matter When You Count?



10 MIN



CLASS

Math Focus Points for Discussion

- ◆ Considering whether order matters when you count

Gather your students so that they can see the Counting Jar and the range of ways students recorded the number of tiles in the Counting Jar on your Counting Jar Poster (or in students' Counting Jar Booklets). Ask students who sorted the objects by color in order to count them to model their strategy for the class. (If you did not see any students using this strategy, ask a volunteer to count the objects in the jar by counting the red ones first and then the blue ones.)

*This week there were tiles in the Counting Jar. I saw [Abby] do something interesting when she counted the tiles. First, she put the reds together, then she put the blues together, and *then* she counted them. [Abby], would you show us how you counted the tiles?*

Encourage students to watch closely while your volunteer counts the tiles.

I noticed that [Abby] counted the reds first and then the blues. I'm wondering if we'll get the same total if someone else counts the blues first, then the reds. What do you think will happen when we switch the order? ① ②

After some discussion, ask another student to count the tiles, starting with the blues and then the reds.

Math Note

- ① **Counting in Any Order** For some, it will not be immediately obvious that this change will not affect the total. This discussion will allow students to begin to think about an important idea in counting; which is that the order in which things are counted or added does not affect the total.

Professional Development

- ② **Algebra Connections in This Unit**, p. 16 and **Dialogue Box: Does the Order Matter?**, p. 165

When [Hugo] counted, he got [6] too! What do you think about that?
Does order matter when you count a set of objects?

Students might say:



“No, because we got the same number when we counted the reds first as we did when we counted the blues first.”



“Yes, because it was easier to count the number of reds than the number of blues.”

Students will have different responses. It is not important that a conclusion be drawn now; it is important that this idea stay at the forefront as students engage with counting and adding activities throughout the year.

3

SESSION FOLLOW-UP

Practice



Student Math Handbook Flip Chart: Use the *Student Math Handbook Flip Chart* page 17 to reinforce concepts from today’s session. See pages 176–181 in the back of this unit.