



## Grade K Module 1

## Numbers to 10

## Lesson 8: Answer How Many Questions to 5 in a Line and 4 in an Array

| Objective   | Materials  |  |  |
|---|--|--|--|
| Answer how many questions to 5 in linear configurations (5-group), with 4 in an array configuration. Compare ways to count 5 fingers.   | <ul style="list-style-type: none"><li>5 similar items (e.g. cotton balls, game pieces, fruit snacks)</li></ul> |  |  |
| <b>Items to share with families in advance of the lesson:</b> <ul style="list-style-type: none"><li>Links: Lesson 8 Daily Video, Student Edition (SE) Lesson 8</li><li>Materials list</li><li>Assignment: After watching the video, complete the ducks, party hats, stars, and 4 fingers Problems from the Problem Set. Students should work on the Problem Set for 5 minutes and should try to complete as many of the assigned problems as they can. Optionally, provide additional suggestions for students who finish in less than 5 minutes.</li></ul> |  |  |  |
| Asynchronous  | Remote Learning Recommendations  |  |  |
|   | Pacing   | Activity                                 | Notes  |
| Synchronous (Virtual or In-Person)  | 15–20 minutes  | Daily Video                              | <p>Ideally, students should watch the video and complete the assignment 1 or 2 days before the synchronous meeting for this lesson.</p> <p>Video description:</p> <ul style="list-style-type: none"><li>Begins by counting markers in different configurations</li><li>Demonstrate linear and array configurations with cotton balls</li></ul> |
|   | 5 minutes  | Assignment                               | <p>The video asks students to complete the ducks, party hats, stars, and 4 fingers Problems from the Problem Set.</p> <p>Consider encouraging students to complete additional problems if they finish in less than 5 minutes.</p>  |
| In-Person Delivery (Optional)   | 2–10 minutes   | Welcome                                  | Consider a routine designed to welcome students into your learning environment.  |
|   | 3 minutes  | Recommendations for Synchronous Learning | <p>Demonstrate where to find links and assignments for each day's lesson.</p> <p>Practice using the features of your meeting platform.</p> <p>Establish virtual classroom rules and engagement practices.</p>  |
| Synchronous (Virtual or In-Person)  | 5 minutes  | How Many Dots?                           | <p>Follow the Fluency activity How Many Dots, found in the Teacher Edition (TE) for this lesson.</p> <p><i>"Let's do some counting with dots."</i></p>   |
|   | 4 minutes  | Show Me Another Way                      | <p>Follow the Fluency activity Show Me Another Way, found in the TE for this lesson.</p> <p><i>"Let's do some finger counting, the Math Way and another way."</i></p>  |
|   | 2 minutes  | Focus of Today's Lesson                  | <p>Line up 3 cotton balls in a row going across, then move the 3 cotton balls in a row going up and down.</p> <p><i>"In the video for Lesson 8, we learned that we can count items in many different ways. Let's continue thinking about what we learned in the video."</i></p>  |



## Lesson-Level Learn Anywhere Plan

|           |                     |  |
|-----------|---------------------|--|
|           |                     | <p>Students may require additional support with this concept. Consider encouraging students to continue creating linear and array configurations with their cotton balls. Then, have students use their personal whiteboards to draw the configurations.</p>   |
| 8 minutes | Application Problem | <p>Present the Application Problem from the SE, either under the document camera or by screen sharing the PDF of the page or the Topic Facilitation slides.</p> <p>Have students record their work in their books, on a clean sheet of paper, or by using the annotation features of the fillable PDF. Refer to the TE for additional notes on facilitation.</p>   |
| 5 minutes | Student Debrief     | <p>The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Refer to the TE for additional notes on facilitation.</p> <p>Share the Topic Facilitation slides for Lesson 8 as you lead the debrief.</p> <p><i>"How did you know how many ducks there were?" Have students model how they counted. (Impact)</i></p> <p><i>Engage the students in a discussion about how the number stays the same even though the positioning of the objects changes. (Impact)</i></p> <p>As you facilitate the debrief, take the opportunity to review and reinforce vocabulary presented in the lesson: <b>how many</b>.</p> |