

MA.K.NSO.1.2

Overarching Standard: MA.K.NSO.1 *Develop an understanding for counting using objects in a set.*

Benchmark of Focus

MA.K.NSO.1.2: Given a number from 0 to 20, count out that many objects.

Benchmark Clarifications

Clarification 1: Instruction includes giving a number verbally or with a written numeral.

Related Benchmark/Horizontal Alignment

- MA.K.NSO.2.1
 - MA.K.NSO.3.1/3.2
 - MA.K.M.1.3
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Vertical Alignment

Previous Benchmarks

- [VPK](#)

Next Benchmarks

- MA.1.NSO.1.1
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Terms from the K-12 Glossary

- Cardinality Principle
 - Whole Number
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Purpose and Instructional Strategies

The purpose of this benchmark is to help students further develop the concept that counting gives the number of objects in a set and to reinforce the counting sequence. Students should count out a given number of objects, and if the counted set is rearranged or moved, students should restate the number of objects without counting.

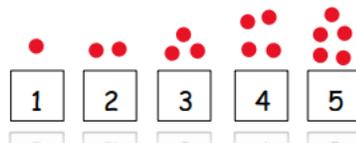
- Instruction includes the use of manipulatives and pictorial representations.
 - Instruction may use ten-frames or similar organizers to help students organize their counting. *(MTR.5.1)*
 - Instruction includes context to provide a purpose for counting. *(MTR.7.1)*
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Common Misconceptions or Errors

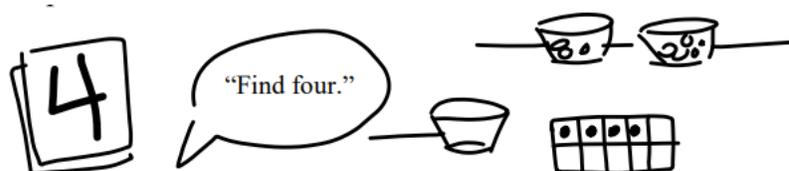
- Students may skip or repeat numbers when counting out objects.
 - For example, a student may say "14, 15, 17."
 - Students may lose track of which objects have been counted.
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Strategies to Support Tiered Instruction

- Instruction includes modeling of a given target number to produce a set of objects beginning with quantities 0-5. The container holding the objects should contain a quantity greater than the target number so that students can demonstrate producing an exact set without going over the target number. Students must be able to identify the target number, what quantity that number represents, and where the target number is in relation to other numbers.
 - Examples may include the following statements and questions to elicit student understanding:
 - "What number is this?"
 - "When you are counting, how will you know when to stop?"
 - "Can you show me how many counters make this number?"
 - "How can you keep track of how many you counted?"
- Instruction includes presenting students with number cards to 5 for matching quantities of counters to each number card.
 - Example:



- Teacher includes tasks for students exploring various containers to find which one contains the quantity of the target number card and match the remaining cards to their containers. Use five or ten frames to keep track of each quantity being counted.
 - Example:



Questions to ask students:

Show students a collection of objects and ask, "How many are there?"

- Sample answer that indicates understanding: *Students keep track of objects counted, identifies the last number stated as the total number counted, and correctly counts objects in a line and in random arrangement.*
- Sample answer that indicates an incomplete understanding or a misconception: *Students skip number names in standard order or does not keep track of objects counted.*

Give students a written number from 0-20 and ask, "How could you represent this number with counters?" Give students time to count out the specified number of objects by counting each object as they place it.

- After they have finished representing the given number ask, "What was the total number of objects?" If students have to re-count to answer, then they need support

with understanding the last number counted represents the total number of objects in the set.

Instructional Tasks

Instructional Task 1

Students can work together in a teacher center, or this task could be completed in a center independently. Students are given various objects to count (counters, bears, beans, paperclips, etc.), and bags labeled with various numbers 1-20. Choosing from the objects, students will count out the number and place each set in the bag. The teacher can scaffold by pairing students or strategically assigning certain numbers to students.

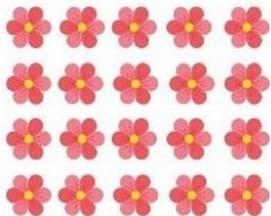
Instructional Task 2

There are five people sitting around a table. Everyone at the table needs to have one piece of paper and you want to make sure each person gets one. From a pack of paper, count out enough sheets to make sure everyone gets one.

Instructional Items

Instructional Item 1

Count out and circle 15 flowers.



Additional Resources:

[CPALMS](#)

Video: [Counting out a given number of objects](#)

Resources/Tasks to Support Your Child at Home:

Task: Give the student 20 objects such as: cereal, pennies, counters, stickers, etc.

Give the student a number from 0-20 and ask them to count out that many of the object. Encourage them to count each object one by one, assigning it a number name.

After they have counted ask, "How many total stickers did you count?" They should understand the last number counted represents the total number of objects in the set.