

K.CC.5

Cluster Heading: Count to tell the number of objects. **Content Standard:** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Practice Standard: MP2 Reason abstractly and quantitatively.

Problem/Task Suggestions**Letters in Your Name**

Show students a short name and a long name. Ask about differences.

Students will find out how many letters are in their own names by cutting apart the letters in their names and counting. Students glue their letters on a piece of construction paper. They then glue on a 2" × 2" paper with the number of letters in their name. Have students look at their neighbor's name. Ask, "Who has the shorter name, you or your neighbor?" They share responses with the class, comparing each others' names. Give each student a paper strip, which reads, "I have ___ letters in my name." Students will complete the sentence by writing the number of letters in their name, and gluing the sentence on their page. Students can finish their page for the class book by gluing on a snapshot of themselves or drawing a picture of themselves.

Differentiation**Support**

- Write their name on 1-inch graph paper with a letter in each square. Don't cut the letters apart but hold their name up to others to compare lengths. Put a mark on each letter as you say the number word.

Extensions

- Students' names, written on individual strips, are placed in a box. Have students draw names & count the number of letters.
- Students, in pairs, take turns rolling a die. They look for classmates' names containing the same number of letters as indicated on the die.
- Students write their names on 1-inch grids/graph paper, one letter per square. They cut their strips and compare with classmates' name strips.
- Read the story of Chrysanthemum, by Kevin Henkes. Have students count

the number of letters in Chrysanthemum's name & compare the number of letters in her name to the number of letters in their names.

Formative Assessment Suggestions**Observation of Students**

- Listen for accuracy as each student counts the letters in his or her name.
- Use completed name pages to determine if students were able to write the number of letters in their names.

Questions to Guide Student Thinking

- Look at names of students in our class. What is different about everyone's name?
- How did you find out what number you needed to write your sentence?
- Is your name longer or shorter than your neighbor's name?
- If we arrange our class book from shortest name to the longest name, whose name would be first?
- Show students the pages of the book. "If this is the first page what would the next page be?"

Misconceptions

Students may not understand that when they are counting the last number they say indicates how many items (in this case letters) are in the group