

**Unit Name: Counting and Cardinality: Count with Me**

**What are we doing?** Children will practice counting objects. Children will practice seeing an amount and knowing “how many” without counting. This is known as subitizing.

**Purpose/Why?** This activity will focus on counting to ten, counting up to 5 objects accurately, and using one number name for each object. This activity will also focus on recognizing and naming the number of items in a small set (up to 5) instantly. (Learning Pathways in Numeracy/WaKIDS WaKIDS is the Washington Kindergarten Inventory of Developing Skills)

Additionally, this activity will encourage children to count verbally up to 20 and beyond, count 10-20 objects, and create collections with the same number as another collection. (Learning Pathways in Numeracy)

**Materials Provided:** Big Buttons, dominoes, small metal bucket, foam 5 frame

**Books:**

- “Pete the Cat and His Four Groovy Buttons” by Eric Litwin; illustrated by James Dean
- “Blueberries for Sal” by Robert McCloskey
- “Race Car Count” by Rebecca Kai Dotlich



**Vocabulary Builder:**

Subitizing—knowing the number of objects without counting



**Ask a Question:**

- Count out \_\_\_\_ (number) of buttons.
- How many are there?
- How do you know?
- What if you had \_\_\_\_ (number of buttons) and I gave you \_\_\_\_ more, how many would you have?
- What if you had \_\_\_\_ (number of buttons) and I took away \_\_\_\_ buttons, how many would you have?

## Unit Name: Counting and Cardinality: Count with Me



### Quick Start:

After reading "Pete the Cat and His Four Groovy Buttons" have the child count out four buttons. Take one button away and ask how many are left? Continue until all the buttons are gone.

Set out a small of buttons (1-5) and encourage children to tell you "how many" without actually counting each button. This takes a lot of practice.



### Deeper Dive:

Using the five frame encourage the child to place one button in each square and count to five.

This time take away more than one button. Ask child to tell you how many are left. Can they do it without counting each button, but just by looking?



### Quick Start:

After reading "Blueberries for Sal" use the buttons and bucket to gather "blueberries". Let the child drop one button at a time into the bucket while counting aloud. After the child has dropped some in, ask them "How many are in the bucket?" As children gain greater understanding of numbers and counting they will realize that the last number they counted is "how many?" Some children will need to take out the buttons and count them again to reach the answer to "how many?"



### Deeper Dive:

For an added challenge, the adult will drop one button at a time into the bucket and have the child count each "plink" of the button landing. Ask "How many buttons are in the bucket?" Take the buttons out and count them. Continue this activity several times.

Have children create piles of equal number of buttons. How many groups of five can they make?

## Unit Name: Counting and Cardinality: Count with Me

### Show Me; Show a Friend:

Encourage the child to lay out buttons and ask you how many. Have the child drop buttons into the pail while you count. Then have two children count buttons together, asking 'how many'.

### Other Activities:

Using the dominoes, have children count the dots on each end. Point out to the child the patterns for each of the numbers. Can they tell you "how many" without counting just by looking at the pattern?

Match the dominoes tiles with same number.

Sort buttons by color or shape. How many of each kind?