

15: Rekenrek Count for the Number

i Number of Students

Individual

/ Materials

For each student:

- Student Rekenrek

◆ Overview

In this activity, the teacher reads a statement about a number from 1 to 20 and the students use their Rekenreks to show the number described.



Common Core State Standards

Content Standards:

Grade Level: K

Domain: Counting and Cardinality (K.CC)

Count to tell the number of objects.

5. 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 Standards:

2. Reason abstractly and quantitatively.

Kindergarten students are learning to count a given number of objects from 1 to 20.

Presenting the Activity

1. Prepare a variety of statement cards such as those listed below. Use settings that students might encounter in the classroom or school.
2. Distribute a Rekenrek to each student.
3. Say to students:
 - ① I am going to read a statement to you about a number. You will count to show me that number on your Rekenrek. For example, I might say, “Our class has 7 windows. Count and show 7 beads on your Rekenrek.”
4. The activity continues as you read additional statements about numbers and students count and show those numbers on their Rekenreks. Here are some sample statements to use:
 - *There are 20 books on our bookshelf. Count and show me 20 on your Rekenrek.*
 - *11 of our students are wearing white shirts. Count and show me 11 on your Rekenrek.*
 - *14 of our students will eat a school lunch today. Count and show me 14 on your Rekenrek.*
 - *We have 4 balls to play with at recess. Count and show me 4 on your Rekenrek.*
 - *9 of our students are boys. Count and show me 9 on your Rekenrek.*
 - *Our calendar shows 5 Mondays this month. Show me 5 on your Rekenrek.*

Assessing Student Responses

The following questions will help you assess your students' responses to the activity:

- Did the students correctly count the number of beads using their Rekenreks?
- Did the students use one-to-one correspondence as they counted, touching one bead and saying one number at a time?