



Topic H

Counting 5, 4, 3, 2, 1

PK.CC.3c, PK.OA.2, PK.CC.2, PK.CC.5

Focus Standard:	PK.CC.3	Understand the relationship between numbers and quantities to 10; connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.
	PK.OA.2	Duplicate and extend (e.g., “What comes next?”) simple patterns using concrete objects.
Instructional Days:	5	
Coherence -Links to:	GK–M1	Classify and Count Numbers to 10

In Topic G, students recognized the pattern of *1 more* within the counting sequence by building number stairs. In Topic H, students use the same models, now to investigate 1 less.

Lessons 33 and 34 ask students to make step-down number stairs. They start at the concrete level, using linking cubes to create the stairs. Next, they work at the pictorial and abstract levels, using lines of pennies and stickers to match the numerals pre-arranged as 5, 4, 3, 2, 1.

In Lessons 35 and 36, students count 5, 4, 3, 2, 1. In Lesson 35, they dramatize a popular song where five little crabs wash away, one at a time, retelling the story by stating the number of crabs after each wave comes. Next, they count down on their fingers starting from showing 5 fingers on the left hand down to 1 (**PK.CC.3c, PK.OA.2**). In Lesson 36, students similarly dramatize the rhyme “Five Little Fishies,” counting down from 5 fish as Mr. Shark “snaps” each one out of the sea.

Finally, students participate in a culminating experience where they demonstrate the skills they have learned in this module by building towers and matching numerals (**PK.CC.1–4, PK.MD.2**).

Throughout Topic H Fluency Practice, students count up to 5 and down to 1 as they experience 1 more and 1 less in the context of songs, games, and movement. For example, the repetitive lyrics from “Farmer Brown” facilitate fluency in counting down. In this topic, students learn a fine motor strategy for counting the Math Way on their fingers, beginning with their left hand in a fist and stretching out one finger at a time, beginning with the pinky.

A Teaching Sequence Towards Mastery of Counting 5, 4, 3, 2, 1

Objective 1: Build descending number stairs at the concrete and pictorial levels.
(Lessons 33–34)

Objective 2: Count 5, 4, 3, 2, 1 using a story and the fingers of the left hand.
(Lessons 35–36)

Objective 3: Culminating task—sort objects by use and count each group; represent one group with group with a number tower and numeral.
(Lesson 37)