

Counting in Groups

CBSE, Grade 2, Maths

Prior Knowledge: Students should know how to count one by one corresponded; perform basic single digit addition and subtraction; read and write numbers up to 100.

Learning Objectives:

- Counting in groups
- Skip counting by 2's, 3's & 5's

Teaching and Learning Materials: video, worksheet and games

Song: I asked the students to sing songs like “one two buckle my shoe” and “ஒரு குடம் தண்ணி ஊற்றி ஒரே ஒரு பூ பூத்ததாம்” Students were asked to guess the number, of things in front of them such as

- Chalk pieces on the table
- Colour pencils in the box

Most of the students counted the objects one by one. Two students were able to count in 2's initially upto 4 – i.e. 2,4 after which they started counting as 5,6...

Videos and discussion

To help students connect to prior knowledge, two videos were shown, allowing to explore the concept of counting in groups. The videos elaborate how counting is the process of finding the total number of objects in a given group. the teacher can pause the videos and ask questions based on it.

Links to the videos –

<https://www.youtube.com/watch?v=Q4H7dQsPOFE>

<https://www.youtube.com/watch?v=i4fHtF15umc>

Draw and group: A few stars were drawn on the blackboard and students were asked to group and count. The students started counting 1, 2, 3, 4, 5 and so on. It was a multi-grade class with students of Grade 2 and Grade 3. It was observed that students of Grade 2 were able to group and count smaller (single digit) numbers, but were unable to count bigger (two digit) numbers like 23, 18, 16 etc. Students of Grade 3 were able to group and count faster and also explained how it is done.

I explained to students of Grade 2 on how grouping is done by drawing the flowers in the pattern as shown in figure1. For example, in the first row, there are 2 flowers. In the second row, there are 3 flowers; $2+3=5$ flowers. Similarly, in the third row, there are 4 flowers, making it a total of $4+5=9$ flowers. Students found it easy to solve this type of problem.

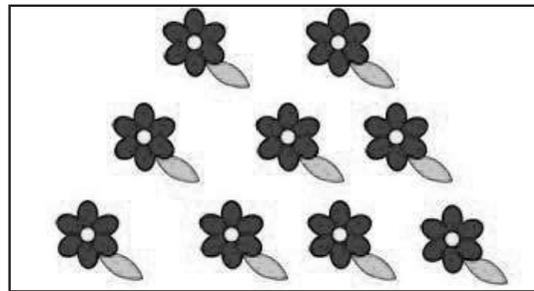
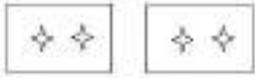


Figure 1

I gave another example, asking the students to count in two's.

Group counting in pairs (2s)



In the first row, 2 stars + 2 stars = 4 stars.



In the second row, also 2 + 2 = 4 stars.

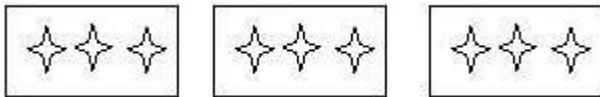
Once I explained the concept, students were also able to count in 2's, i.e. 2,4,6,8 stars.

Group counting in 3's

In the third example, I drew students 12 stars and asked them to count in groups of 3.

Counting in three's -> 3+3=6 ; 6+3=9

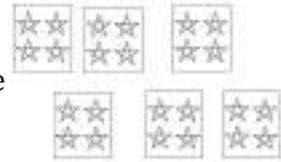
Likewise, students can be given different types of worksheets.



Group counting in 4's

Students were split into groups allowing them to discuss amongst themselves while answering

the following questions.

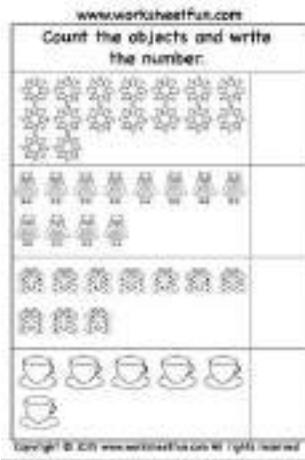


- 1) How many groups are there? ____
- 2) How many stars are there in each group? ____
- 3) Find the total number of stars. ____

After this example, I asked students to write the statements in the format: 1 group of 1 is 1. Continuing in this series, children were able to do up to 7 groups of 1 is 7. Numbers larger than 7 may require more time.

Assessment

A few worksheets were used to assess the students and reinforce this concept for better understanding. Some students merely counted the total number of objects and did not use grouping for counting them.



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