



Topic D

First and Last

PK.CC.6, PK.CC.4, PK.CC.3a, PK.CC.3b

Focus Standard:	PK.CC.6	Identify “first” and “last” related to order or position.
Instructional Days:	3	
Coherence -Links to:	GK–M3	Comparison of Length, Weight, Capacity, and Numbers to 10.

The comparison of length, weight, and volume in the first half of the module naturally leads to discussions about quantity and number. Topic D begins by building upon the work of Module 1 by having students count 5 bears in a scattered configuration while identifying the *first* and *last* bear counted (**PK.CC.6**). This concept is a prelude to thinking about *enough* in Topic E. Students mark the first and last bear counted in a scattered configuration by underlining them and by *connecting* the bears in the order counted with a path (**PK.CC.3a**). By comparing different paths, students discover that there is more than one way to count the same number of objects.

Work with identifying first and last continues in Lesson 14 as up to 10 students form a line (**PK.CC.4**), with the first and last students exclaiming, “I am first!” or “I am last!” When students turn around, they observe that, when counting from the other direction, the first becomes last, and vice versa. Students practice identifying the first and last bear in a linear configuration as they manipulate 4, 6, 8, or 10 bears in and out of a canoe and a rowboat (to show an array formation). Again, students see that, although the configurations and positions may change, the number of bears stays the same.

Finally, students see the importance of marking the first and last object counted as they revisit counting as many as ten objects in a circular configuration (**PK.CC.4**). “Let’s see how many children are in the circle.” The teacher starts counting around the circle and continues until students realize the *mistake*. “No, there aren’t 15 people in the circle! You counted some people twice!” Marking the first object counted reinforces that the last number named tells the number of objects counted (**PK.CC.3b**).



In Topic D Fluency Practice, students practice counting in scattered and circular configurations. Through familiar activities (*Number Cha-Cha* and *Say Ten Basketball*), they extend counting to 15. Students also recall the 0–5 numerals and remain attentive to the counting sequence and its corresponding finger representations (i.e., counting the Math Way).

A Teaching Sequence Toward Mastery of First and Last

Objective 1: Identify first and last in a scattered configuration with 2–5 objects.
(Lesson 13)

Objective 2: Identify first and last in a linear configuration with 2–10 objects.
(Lesson 14)

Objective 3: Identify first and last in a circular configuration with 2–10 objects.
(Lesson 15)