

**BIG IDEA:** Children conceptualize the value of a number by first making models and connecting the number name and its symbol to the model. Provide opportunities for student to count using a variety of objects such as buttons, counters, shells, coins, and dot cards. Ask students to count objects, beginning with a smaller range of items and increasing as students count accurately. After students have counted items placed in organized arrangements (straight line, circle), arrange objects randomly. Use five frames to model linear representation of objects and to help student begin to see patterns that make 5. When using a five frame, children point, count the counters, identify the number, and then record the symbol. Children can test their conceptual understanding of a given number by discriminating, for example, a set of 3 from sets of 1 and 4 objects. Students' progress through stages of rote counting and rational counting. The rote counter may not know the number names in sequence and may not be able to maintain one-to-one correspondence between objects being counted and the number names. Watch for students who find it confusing to say one number name with one object as they count (one-to-one correspondence.) Physically moving the object and saying one number name for each object will help reinforce one-to-one correspondence; that is, one object goes with one number name. The counting process is based on four principles:

1. Each object to be counted must be assigned one and only one number name.
2. The number name list must be used in a fixed order every time a group of objects is counted.
3. The order in which the objects are counted does not matter.
4. The last number name used tells the number of objects and is the cardinal number of the group. (Reys, et al., 2004)

Adapted from Go Math: Teaching for Depth, pg. 9E & The Common Core Math Companion (Gojak & Miles, 2015, pg. 9).

**Critical Area Project** [My Number Story](#)

#### Professional Development Videos

[Number Sense, Grades K-2, Segment 2](#)  
[Number Sense, Grades K-2, Segment 3](#)

#### Quarter 1 Fluency Resources

[Building Fluency Through Number Talks](#)  
[Dot Images for Number Talks](#)  
[Five Frames \(1-5\) for Number Talks](#)  
[Building Fluency Through Word Problems](#)  
[Building Fluency Through Word Problems \(Spanish\)](#)

**ESSENTIAL QUESTION: How can you show, count, and write numbers 0 to 5?**

**STANDARDS:** K.CC.3, K.CC.4a, K.CC.4b, K.CC.4c

#### ELD STANDARDS:

ELD.PI.K.1-Exchanging information/ideas via oral communication and conversations.

ELD.PI.K.3-Offering opinions and negotiating with/persuading others.

ELD.PI.K.5-Listening actively and asking/answering questions about what was heard.

ELD.PI.K.9- Expressing information and ideas in oral presentations.

ELD.PI.K.11- Supporting opinions or justifying arguments and evaluating others' opinions or arguments.

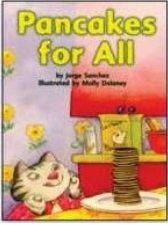
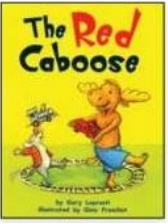
ELD.PI.K.12-Selecting and applying varied and precise vocabulary.

**LITERACY CONNECTIONS:** [Go Math! Math Readers](#) (The actual books can be found in your Grab-and-Go Kits)

[Pancakes for All \(pg. 27\)](#) - Students will read the book and count the five kittens.

[The Red Caboose \(pg. 26\)](#) - Students will read the book and count the number of toy trains.

Lessons	Focus	Standards & Math Practices	Essential Question	Math Content and Strategies	Models/Tools& Resources <a href="#">Go Math Teacher Resources GK</a>	Vocabulary	Connections (ENGAGE prior knowledge)	Academic Language Support	Talk & Share
<p>1.1 Hands On: Model and Count 1&amp;2</p> <p>1.2 Count and Write 1&amp;2</p> <p>1.3 Hands On: Model and Count 3 &amp; 4</p> <p>1.4 Count and Write 3 and 4</p> <p>1.5 Hands On: Model and Count 5</p> <p>1.6 Count and Write 5</p>	Model, Count, and Write 1-5	<p><a href="#">K.CC.3</a> <a href="#">K.CC.4a</a> <a href="#">K.CC.4b</a> <a href="#">K.CC.4c</a></p> <p>Companion pg. 7-9</p> <p><a href="#">MP 1</a> <a href="#">MP 2</a></p>	<p>How can you show and count 1-5 with objects?</p> <p>How can you count and write 1-5 with words and numbers?</p>	<p>Students conceptualize the value of a number by first making models and connecting the number name and its symbol to the model. Counters, connecting cubes, the five frame, and classroom objects are effective models for numbers. When using a five frame, students point, count the counters, identify the number, and then record the symbol. To attach meaning to written numbers and number words, use story boards as well as manipulatives. As students work, invite them to talk about what they are doing. These lessons involve all ways of communication: listening, speaking, writing, and reading. Students will use a five frame as a type of visual. This tool helps students see that as they count each number in succession, the number named is related to a quantity that is one greater than the previous number. Numbers 1-4 are less than 5; when children place objects in the spaces of the five frame there are spaces left. 3 is 2 away from 5-three spaces are filled while two are empty. In time, children will learn that when the five frame is full, they need not count the objects-there are 5.</p>	<p><a href="#">Go Math! Grab and Go Kit</a> (This link is an overview of how to utilize this kit in the classroom)</p> <p><a href="#">Ways to Make 5</a></p> <p><a href="#">Storyboards</a> Kids create their own story problems</p> <p><a href="#">Count and Circle</a></p> <p><a href="#">Anchor Charts 1-10</a></p> <p><a href="#">Assessment Chart</a></p> <p><a href="#">Daily Number Template</a></p> <p>Five-Frame Dot Cards</p>	one; two; three; four; five; zero; match; pairs; larger	Ask students what they know about counting. What are some numbers you say when you count? How many fingers (1-5) am I holding up? How do you know? How can we show someone the number we counted to without saying it out loud?	<p><b>ELD Standards</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ELD Standards</a></li> <li>• <a href="#">ELA/ELD Framework</a></li> <li>• <a href="#">ELPD Framework</a></li> <li>• <a href="#">ELL Math Instruction Framework</a></li> </ul> <p><b>Access Strategies</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Organizing Learning for Student Access to Challenging Content</a></li> <li>• <a href="#">Student Engagement Strategies</a></li> <li>• <a href="#">Problem Solving Steps and Approaches</a></li> </ul>	<p>How can you show, count, and write (1-5) with objects, words, and numbers?</p> <p>Use the <a href="#">Multiple Representation Mat 1-5</a></p>
1.7 Hands On: Ways to Make 5	Use objects or drawings to decompose 5 into pairs in more than one way.	<p><a href="#">KCC.4b</a></p> <p>Companion pg. 8-9</p> <p><a href="#">MP 4</a> <a href="#">MP 7</a></p>	How can you use two sets of objects to show 5 in more than one way?	<p>Understanding part-whole relationships is the foundation for building the concepts of addition and subtraction and the inverse relationship between the two operations. In kindergarten, developing part-whole concepts begins when working with the numbers 4 and 5. Have children use a variety of materials, such as counters, cubes, and markers, to build each given quantity in two or more parts. As children do these activities, have them say or “read” the parts aloud and record them, using drawings or numerals. They may trace the objects to form the parts. Asking guiding questions such as, “Does everyone have the same parts? Does everyone have the same whole?” helps children see that different parts make up the same whole.</p>	<p>-Two-color counters to represent numbers</p> <p>-Mingle Movement Game: kids practice pairing up in partners.</p> <p><a href="#">Counting Game</a></p> <p>-Linking Cubes to represent numbers</p> <p>All About the Number <a href="#">posters</a></p> <p><a href="#">Subitizing Activities</a></p>	pairs, and	Have 5 students (boys and girls) stand up in front of the class. Ask students: how many children are standing up? Hold up fingers to show how many. Count with your partner to find that number. On a whiteboard have students write that many as a number and a word. Guide students into decomposing by having students talk about how the number of boys and girls in the group make 5. Ask for a new group of 5 volunteers to decompose 5 in another way.	<p><b>Equitable Talk</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Accountable Talk Simply Stated</a></li> <li>• <a href="#">Equitable Talk Conversation Prompts</a></li> <li>• <a href="#">Accountable Talk Posters</a></li> <li>• <a href="#">Five Talk Moves Bookmark</a></li> <li>• <a href="#">Effective Math Talks</a></li> </ul> <p><b>Cooperative Learning</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Cooperative Learning Role Cards</a></li> </ul>	Using your red and yellow counters show 5. How can you show 5 in another way?

1.8 Hands On: Count and Order to 5	Know that each successive number refers to a quantity that is one larger	<a href="#">K.CC.4c</a> Companion pg. 8-9  <a href="#">MP 2</a> <a href="#">MP 5</a> <a href="#">MP 7</a>	How do you know that the order of numbers is the same as a set of objects that is one larger?	Asking open-ended questions and soliciting many responses encourages children to communicate and share ideas with others. Through critiquing the reasoning of others, students begin to realize that more than one answer and more than one way to reach a solution are often possible in mathematics. Questions such as these may help to encourage classroom communication: <ul style="list-style-type: none"> <li>• Does anyone have another idea?</li> <li>• How did you decide that?</li> <li>• Why did you do it that way? How can you check to be sure?</li> <li>• Is there another way to explain that?</li> <li>• Does your way work with other numbers?</li> </ul>	<a href="#">Find the Numbers 0-5</a>  <a href="#">Goody Bags (0-5)</a>  <a href="#">Shake and Spill</a> (5 two-color counters to show pairs of numbers that sum to 5)  <a href="#">Five Frame Interactive</a>	larger	Review counting up to five with students. Use manipulatives (cubes, counters, etc.) to display different numbers up to 5. How many ___ do you see? Guide students as they count each group of manipulatives. Are the groups all the same? How are they different?	<ul style="list-style-type: none"> <li>• <a href="#">Collaborative Learning Table Mats</a></li> <li>• <a href="#">Seating Chart Suggestions</a></li> </ul> <b>Literature:</b>  Children will read the book and count the five kittens.	In groups have students use linking cubes to make sets 1-5. Have students take turns putting the cube trains in order and then mixing them up for the next person. Have students explain how they know that the cube trains are in order. Students can use the sentence frame, "I know the cube trains are in order because ___ (each train is one larger/one smaller than the one before/after it)."
1.9 Problem Solving: Understand 0	Solve problems by using the strategy <i>make a model</i>	<a href="#">K.CC.3</a> Companion pg. 7  <a href="#">MP 1</a> <a href="#">MP 2</a> <a href="#">MP 4</a>	How can you solve problems using the strategy <i>make a model</i> ?	Zero is one of the more difficult concepts in number. The quantity 0 signifies a count of "none". It is very difficult even in counting books, to illustrate "nothing". Providing many opportunities for children to model sets with zero will help them develop a solid sense of this number. Counting backward, removing items from a set as each number name is said, is an excellent way to model a set with zero items.		Zero, fewer, more	Put manipulatives in front of students and have them practice making a model by asking them the following: <ul style="list-style-type: none"> <li>• How can you use connecting cubes to show 2?</li> <li>• How can you use counters to show 5?</li> <li>• How can you use your fingers to show 3?</li> </ul> As a class, write and use manipulatives to show a story about having some objects, and then write and show with manipulatives what happens when all the objects are gone.	 Children will read the book and count the number of toy trains.  <b>Vocabulary Strategy:</b> Post new words that children may need to practice on the word wall and practice these words as a	Listen to this problem and use your counters to model and solve. Jesse has 4 Skylanders in his toy box. He takes all 4 Skylanders to his neighbor's house to play. How many Skylanders are left in his toy box? How do you know? How does your model show that answer?
1.10 Identify and Write 0	Represent 0 objects with a number name and a written numeral	<a href="#">K.CC.3</a> Companion pg. 7  <a href="#">MP 2</a>	How can you identify and write 0 with words and numbers?	After students have begun the idea of counting, representing, and writing a number of objects, they are ready for the concept of a number to mean none. Later, students will encounter 0 as an important place holder in our base ten number system (20, 30, 400, etc.). They will learn about place value and the role of zero in numbers.		zero	Have students hold up two fingers. Have children put down one finger and repeat. Then repeat again for no fingers. What does it mean to have zero fingers showing? When might you have zero of something at home or school? How can you use counters to show zero?	"warm up: activity before the lesson. When the word appears in the lesson, reinforce it by pointing to it on the word wall	Sam has 4 cubes. He gives 4 cubes to Lisa. How can you show how many cubes Sam has now with objects, numbers, and words?

**Assessments:**[Go Math Chapter 1 Test](#)Go Math Chapter 1 Performance Task: [Count On It](#)



**BIG IDEA:** Students use one-to-one correspondence to identify sets with the same number, more, or fewer. When two sets of items are placed in an orderly arrangement, students can make comparisons without counting. Working with comparisons builds the foundation for understanding the concepts of equality and inequality. Two basic ways to compare sets of objects are direct comparison (matching) and counting the number in each set. Both methods can help children decide whether two sets have the same number of objects. Using matching helps students visualize that when each object has a “partner”, the sets have the same number. Counting to determine how many are in each set is used when direct comparison is not possible or when student’s number concepts are strong enough to compare numbers. Students struggle more with the less/fewer concept than how many more. A possible explanation is that students have had many more opportunities to use the word more, but have limited exposure to the word less.

Adapted from Go Math: Teaching for Depth, pg. 57C.

**Critical Area Project** [My Number Story](#)

**Professional Development Videos**

- [Number Sense, Grades K-2, Segment 1](#)
- [Number Sense, Grades K-2, Segment 4](#)

**Quarter 1 Fluency Resources**

- [Building Fluency Through Number Talks](#)
- [Dot Images for Number Talks](#)
- [Five Frames \(1-5\) for Number Talks](#)
- [Building Fluency Through Word Problems](#)
- [Building Fluency Through Word Problems \(Spanish\)](#)

**ESSENTIAL QUESTION:** How can building and comparing sets help you compare numbers?

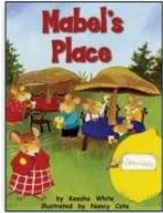
**STANDARDS:** K.CC.6

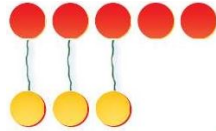
**ELD STANDARDS:**

- ELD.PI.K.1-Exchanging information/ideas via oral communication and conversations.
- ELD.PI.K.3-Offering opinions and negotiating with/persuading others.
- ELD.PI.K.5-Listening actively and asking/answering questions about what was heard.

- ELD.PI.K.9- Expressing information and ideas in oral presentations.
- ELD.PI.K.11- Supporting opinions or justifying arguments and evaluating others’ opinions or arguments.
- ELD.PI.K.12-Selecting and applying varied and precise vocabulary.

**LITERACY CONNECTIONS:** [Go Math! Math Readers](#) (The actual books can be found in your Grab-and-Go Kits)  
Mabel’s Place (pg. 29) - Students compare numbers through 5.

Lessons	Focus	Standards & Math Practices	Essential Question	Math Content and Strategies	Models/Tools& Resources <a href="#">Go Math</a> <a href="#">Teacher Resources GK</a>	Vocabulary	Connections (ENGAGE prior knowledge)	Academic Language Support	Talk & Share
2.1 Hands On: Same Number 2.2 Hands On: Greater Than 2.3 Hands On: Less Than	Comparing and identifying Greater Than/Less Than within 5	<a href="#">K.CC.6</a> Companion pg. 11-12  <a href="#">MP 2</a> <a href="#">MP 3</a> <a href="#">MP 5</a>	How can you use matching and counting to compare sets with the same number of objects?  How can you compare sets when the	Two basic ways to compare sets of objects are direct comparison (matching) and counting the number in each set. Both methods can help children decide whether two sets have the same number of objects. Using matching helps children visualize that when each object has a “partner,” the sets have the same number. Counting to determine how many are in each set is used when direct comparison is not possible or when children’s number concepts are strong enough to compare numbers. The “same number” idea sets the stage for later learning to use	<a href="#">Go Math! Grab and Go Kit</a> (This link is an overview of how to utilize this kit in the classroom)  <a href="#">Ways to Make 5</a>  <a href="#">Comparing Numbers to 5</a>	Same, number, compare, match, greater, more, less, fewer, one, two, three, four, five	Have each student show the number 3 with manipulatives. Have students check their partner’s cubes to see if they are showing the same number. Ask students how they know that they are showing the same number as their partner. As you introduce greater than and less than you can ask students what	<b>Literature:</b> 	Show students a set of 2-5 objects. Ask them to show a set that is greater/less than the number of objects you have. Ask students to explain how they know their set is greater/less than your set.

			number of objects in one set is greater than/less than the number of objects in the other set?	the equal sign to indicate that quantities are the same. Thus number sentences such as $2 + 3 = 5$ and $5 = 2 + 3$ have meaning: $2 + 3$ is the same as 5. Helping children represent, model, and identify, a number greater than a given number or which of two sets is greater reinforces the meaning of numbers 1 to 5 and helps students internalize the order of whole numbers. Students will learn that “one more” results in the next counting number. Help students see that the term <i>less than</i> is used to compare numbers and should not be confused with <i>fewer</i> , which is used to describe countable objects.	<a href="#">Storyboards</a> Kids create their own story problems  <a href="#">Count and Circle</a>  Five-Frame Dot Cards  -Two-color counters to represent numbers  -Mingle Movement Game: kids practice pairing up in partners. <a href="#">Counting Game</a>  -Linking Cubes to represent numbers  All About the Number <a href="#">posters</a>  <a href="#">Subitizing Activities</a>		happens if you add or take away an object from one of the groups.	Children will read the book and compare numbers through 5.  <b>Vocabulary Strategy:</b> Post new words and review words that children may need to practice on the word wall and practice these words as a “warm up: activity before the lessons. When the word appears in the lesson, reinforce it by pointing to it on the word wall.  <b>Model and Discuss:</b> Aligning counters in two rows with pieces of yarn between each set of two objects helps children see the one-to-one correspondence and provides tactile reinforcement for pairing objects. Working with comparisons builds the foundation for understanding the concepts of equality and inequality.	
2.4 Problem Solving: Compare by Matching Sets to 5		<a href="#">K.CC.6</a>  Companion pg. 11-12  <a href="#">MP 3</a> <a href="#">MP 4</a> <a href="#">MP 5</a>	How can you make a model to solve problems using a matching strategy?	Children have been taught to compare sets by matching using one-to-one correspondence. Students can also use cube trains as length models to compare sets of numbers to 5. After creating cube trains with different numbers of cubes, children should align one end of the cube trains. Then they can see which cube train is longer and which is shorter. The longer cube train has a greater number of cubes than the shorter cube train. Children can verify this by counting the cubes on each cube train.	<a href="#">Find the Numbers 0-5</a>  <a href="#">Goody Bags (0-5)</a>  <a href="#">Shake and Spill</a> (5 two-color counters to show pairs of numbers that sum to 5)  <a href="#">Five Frame Interactive</a>	Match, same number, greater, less, more, fewer, compare	Use students to model a compare problem. For example, have 2 girls and 3 boys stand up and face each other in two lines. Ask students which one there is more of or less of? Ask students how they know. Highlight strategies where students are matching one boy with one girl to see which one has more or less.	On whiteboards ask students to draw to represent 5 windows and 3 doors. Have them match to show which one there is more of or less of and explain to their partner how they know. Use a student’s whiteboard/model to summarize the learning.	
2.5 Compare by Counting Sets to 5		<a href="#">K.CC.6</a>  Companion pg. 11-12  <a href="#">MP 2</a> <a href="#">MP 3</a> <a href="#">MP 6</a>	How can you use a counting strategy to compare sets of objects?	When students are comparing numbers, encourage them to find patterns and structure in the numbers. Students use matching when they first compare numbers, but should soon see that counting has more advantages. Counting allows students to compare numbers more easily than matching, especially when numbers are not in close proximity. Internalizing counting order and how it relates to values is an important skill students will use. Once they know relationships among 1, 2, 3, 4, and 5, they can use them to relate to 11, 12, 13, 14, and 15, and then the greater numbers 21, 22, 23, 24, and 25.		Compare, one, two, three, four, five	Write the numbers 1 to 5 in counting order or refer to a number line. Ask students how each number in the counting order compares to the number before it. Guide students to see that each number is one more than the number before it. Give students pairs of numbers and ask which is greater or less and how they know? Focus on responses that that emphasize the counting order. Next have children use greater/greater than and less/less than to compare objects in the classroom and explain their reasoning. For example, the number of chairs is greater than the number of clocks because there are 5 chairs and only 1 clock and 5 comes after 3.		On a whiteboard have students draw a number of objects 1-5. On your whiteboard draw a different number of objects 1-5 and have students tell whether their set of objects is greater than or less than yours using a counting strategy.

**Assessments:**

[Go Math Chapter 2 Test](#)

Go Math Chapter 2 Performance Task: [Draw the Set](#)



**BIG IDEA:** In this chapter, students demonstrate their knowledge of numbers from 6 to 9 by: counting and determining how many, linking the number of objects in a set to the symbol and word in oral and written form, recognizing a number symbol and creating sets that correspond to that number, making sense of what a number means in terms of size or quantity, and understanding the relative position of a number (i.e., after 6 comes 7). When modeling, teachers should check for understanding of each step. Children can sketch what teachers have modeled or demonstrate understanding by performing the same actions. In addition to using manipulatives, teachers can model concepts by: color-coding examples to make it easier for students to focus on what the teacher is explaining, having students act out a scene in a word problem (which can aid in understanding problem situations in addition to understanding math), or drawing a process step-by-step and labeling each step. It takes sufficient practice before most students are comfortable counting and writing numbers. When they have ample practice counting and saying number names, students move from knowing that the last number tells how many are in the set to knowing how to count out a specific number of objects. Counting a specific number of things is a skill needed to solve subtraction and addition problems.

Adapted from Go Math: Teaching for Depth, pg. 985E.

**Critical Area Project** [My Number Story](#)

**Professional Development Videos**

[Number Sense, Grades K-2, Segment 2](#)

**Quarter 1 Fluency Resources**

[Building Fluency Through Number Talks](#)

[Dot Images for Number Talks](#)

[Five Frames \(1-5\) for Number Talks](#)

[Ten Frames \(6-10\) for Number Talks](#)

[Building Fluency Through Word Problems](#)

[Building Fluency Through Word Problems \(Spanish\)](#)

**ESSENTIAL QUESTION:** How does sorting help you display information?

**STANDARDS:** K.MD.3

**ELD STANDARDS:**

ELD.PI.K.1 - Exchanging information/ideas via oral communication and conversations.

ELD.PI.K.3 - Offering opinions and negotiating with/persuading others.

ELD.PI.K.5 - Listening actively and asking/answering questions about what was heard.

ELD.PI.K.9 - Expressing information and ideas in oral presentations.

ELD.PI.K.11- Supporting opinions or justifying arguments and evaluating others' opinions or arguments.


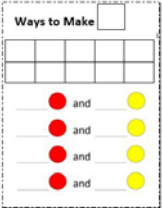
ELD.PI.K.12 - Selecting and applying varied and precise vocabulary.

**LITERACY CONNECTIONS:** [Go Math! Math Readers](#) (The actual books can be found in your Grab-and-Go Kits)

[A Nutty Story](#) (pg. 29) - Students read the book and count the number of nuts Ed and Anna gather

Lessons	Focus	Standards & Math Practices	Essential Question	Math Content and Strategies	Models/Tools& Resources <a href="#">Go Math</a> <a href="#">Teacher Resources GK</a>	Vocabulary	Connections (ENGAGE prior knowledge)	Academic Language Support	Talk & Share
3.1 Hands On: Model and Count 6  3.2 Count and Write 6	Model, Count, and Write numbers 6-9.	<a href="#">K.CC.3</a> <a href="#">K.CC.5</a> <a href="#">K.CC.6</a>  Companion pg. 7, 10-12  <a href="#">MP 2</a>	How can you show and count 6-9 with objects?  How can you count and write	In this lesson, children will use the ten frame, a graphic organizer arranged in two rows of five. It is designed this way for students to recognize sets of five displayed in two rows. It is helpful if students have used a five frame before they are introduced to the ten frame. The ten frame presents 10 as an important “anchor” number in our number system. Students will explore and recognize 10 as a vital number as they use the ten frame to	<a href="#">Go Math! Grab and Go Kit</a> This link provides an overview on how to utilize this in the classroom  <a href="#">Ten Frame</a> Students begin to use a Ten Frame and show	six; seven eight; nine; match	Place whiteboards, markers, ten frames, and manipulatives in front of students. Use a collection of 1-9 objects. Each day count out a number of objects. Have students represent that number any way they like (model, picture, number, words, on a ten frame) and have them share their representations. Have students make	<b>Literature:</b>	Place the <a href="#">Multiple Representation</a> graphic organizer in a sheet protector. Give one representation of a number and have them provide the others. Choose a student example and have other



<p>3.3 Hands On: Model and Count 7</p> <p>3.4 Count and Write 7</p> <p>3.5 Hands On: Model and Count 8</p> <p>3.6 Count and Write 8</p> <p>3.7 Hands On: Model and Count 9</p> <p>3.8 Count and Write 9</p>		<p><a href="#">MP 4</a> <a href="#">MP 5</a> <a href="#">MP 7</a> <a href="#">MP 8</a></p>	<p>6-9 with words and numbers?</p> <p>How can you use two sets of objects to show 1-9 in more than one way?</p> <p>How do you know that the order of numbers is the same as a set of objects that is one larger?</p>	<p>explore relationships of numbers that are less than 10 but more than 5. Using models helps students make connections between concepts and symbols. The appropriate tools can give students something to explore, think and talk about, and reason with. For example, students come to realize that the number of objects in a set remains the same regardless of their arrangement by representing numbers with manipulatives and real objects, people, and drawings. Using a Rek-n-Rek as a tool to represent numbers will help with later math content.</p>  <p>Young children tend to take things very literally. They tend to believe that there is only one way to answer a question or do something. An example of this may be when a new number, such as 8 is shown in two sets of 4. They do not realize that there are other ways to represent this number. Point out that many different models may represent a given number. Encourage students to share different answers to demonstrate that multiple answers can be correct. Give students guidance about how to mark objects as they are counted so as not to recount or skip items.</p> <p>Models help students test out their emerging ideas. When students draw pictures, they are making a model that promotes visualization. This allows them to see the parts and whole of a problem and how these problem parts relate to each other. Visualization is an important problem-solving strategy that can help students make the abstract concrete. It can also help students organize their thinking. Allow students to have access to manipulatives, to choose between different tools, and explore freely in order to support them in understanding mathematical relationships.</p>	<p>various ways to make a number. Using the red/yellow counters will be most helpful in finding the various ways.</p> <p>Have a student roll a dice. Say the number and show it using the red counters. Ask the student to tell how many more yellow counters are needed to make 6-9 and add that many to the set.</p> <p><a href="#">Ways to Make</a></p> <p><a href="#">Comparing to 10</a></p> <p><a href="#">Storyboards</a> Kids create their own story problems</p> <p><a href="#">Count and Circle</a></p> <p>Two-color counters to represent numbers</p> <p>Mingle Movement Game: kids practice pairing up in partners. <a href="#">Counting Game</a></p> <p>Linking Cubes to represent numbers</p> <p>All About the Number <a href="#">posters</a></p> <p><a href="#">Subitizing Activities</a></p>		<p>connections to each other's representations of the same number. If you recognize that students need more practice with a specific representation you can prompt them to all write the numeral, etc. (Note: K.CC.3 does not require students to write the number in words. Expose all students to it, challenge students who are ready for it, and have <a href="#">anchor charts</a> with the number words easily accessible.</p>	 <p>Children will read the book and compare numbers through 5.</p> <p><b>Model and Discuss:</b></p>  <p>Students should continue practicing composing and decomposing numbers to help them think flexibly about numbers.</p> <p><b>Vocabulary Strategy:</b> Post new words and review words that children may encounter on the word wall. When the word appears in the lesson, reinforce it by referencing it on the word wall and having students make connections to the mathematical concept and the word or phrase in context.</p>	<p>students reason and explain whether their representations are correct or incorrect. (Note: students should not be evaluated on writing the word form of the number. That portion can be provided by the teacher, ignored, or students can write the beginning sound, etc.)</p>
<p>3.9 Problem Solving: Numbers to 9</p>		<p><a href="#">K.CC.6</a></p> <p>Companion pg. 11-12</p> <p><a href="#">MP 1</a></p>	<p>How can you solve problems using the strategy</p>	<p>In this lesson, children will use drawing as a model to compare numbers to 9. For example, they will build, then draw pictures to show a set with seven objects and another set that is two greater than the first set. They discuss their drawings with their classmates. A variety of models should be</p>	<p><a href="#">Multiple Representations 1-10</a></p>	<p>how many are __, how many in all, more than, a set</p>	<p>Place whiteboards, markers, ten frames, and manipulatives in front of students Have students model the following problem, "Jack has 2 hats. His brother gives him 5 more hats. How many hats does Jack have now?"</p>		<p>Have students draw a picture to solve the following problem, "Skylar has 8 presents. Three have orange bows and the rest have green</p>

		<a href="#">MP 3</a>	<i>draw a picture.</i>	available for children to choose from and explore freely in developing mathematical relationships.			Highlight any students that modeled the problem using a drawing. Next, have them make a drawing of ___ objects and have students work in partners to tell a story problem about the drawing.		bows. How many presents have green bows?" Have students share their drawing and explain their answers.
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**Assessments:**  
[Go Math Chapter 3 Test](#)  
 \*\*Common Assignment Go Math Chapter 3 Performance Task: [Marco's Animals](#)