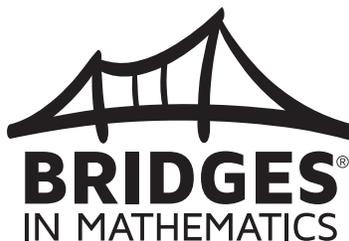


Teachers Guide

KINDERGARTEN – UNIT 1 – MODULE 3

Preview



Module 3

Friendly Tens

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Teacher Masters

Pages renumber with each module.

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Home Connections Pages

Page numbers correspond to those in the consumable books.

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Module 3

Friendly Tens

Overview

In this module, students expand their previous work with number up to ten. They have opportunities to practice counting, ordering, and comparing numbers, and to think about the different ways in which numbers can be put together and taken apart (composed and decomposed).

Using ten-frames, students discover relationships between small quantities visually. Five and ten become important landmarks in their thinking and, over time, they also come to recognize quantities between 0 and 5 instantly. At the same time, ten-frames accommodate students who are just learning to count quantities one by one.

Planner

Session & Work Places Introduced	P&I	WP	A	HC
<p>Session 1 Terrific Tens</p> <p>The teacher introduces the ten-frame, a powerful tool for building fluency with combinations to 10, and students compare it with the five-frame. Next, the teacher flashes Ten-Frame Display Cards, one at a time, as students build the quantity of dots they see on each card with their fingers. Students spend the rest of the session at Work Places.</p>	●	●		
<p>Session 2 How Many Dots? Part 1</p> <p>In this session, the class continues work with the Ten-Frame Display Cards. Students count the dots on each card, arrange the cards in order on the pocket chart, and match Number Cards to the Display Cards. Students spend the rest of the session at Work Places.</p>	●	●		
<p>Session 3 How Many Dots? Part 2</p> <p>Students count the dots on Ten-Frame Dot Cards, arrange the cards in order on the pocket chart, and match numeral cards to the dot cards. Then the teacher “flashes” dot cards (0–5) for three seconds and students build that number with Unifix cubes on ten-frame counting mats. Students spend the rest of the session at Work Places. The More Count & Match Home Connection is introduced and assigned.</p>	●	●		●
<p>Session 4 Beat You to Five</p> <p>The teacher introduces a new partner game, Beat You to Five. The class and the teacher take turns spinning for a number and covering cubes on a game board, each team trying to be the first to cover five. Students spend the rest of the session at Work Places.</p>	●	●		
<p>Session 5 Introducing Work Place 1G Beat You to Five</p> <p>The teacher and students play Beat You to Five together again before students go out to Work Places. They take turns spinning for a number and covering Unifix cubes on the game board, trying to be first to cover all five. During Work Places, the teacher takes the opportunity to observe children’s counting, comparing, and decomposing skills in the 0 – 5 range as they play Beat You to Five.</p> <p>Work Place 1G Beat You to Five</p> <p>Partners take turns spinning the spinner and placing the indicated number of Unifix cubes on their side of the game board. The first player to cover all five cubes exactly wins.</p>		●	●	
<p>Session 6 Introducing Work Place 1H Which Numeral Will Win?</p> <p>The Work Place activity focuses on numeral writing (0–5) and graphing. Students spin a spinner and trace numerals on record sheets. Students spend the rest of the session at Work Places. The Shapes & Numbers Home Connection is introduced and assigned.</p> <p>Work Place 1H Which Numeral Will Win?</p> <p>Students practice writing numerals on their chosen record sheet (0–5 or 6–10). They trace over the number they spin, continuing in the rows until one row is complete.</p>		●		●

P&I – Problems & Investigations, **WP** – Work Place, **A** – Assessment, **HC** – Home Connection

Materials Preparation

Each session includes a complete list of the materials you'll need to conduct the session, as well as notes about any preparation you'll need to do in advance. If you would like to prepare materials ahead of time for the entire module, you can use this to-do list.

Task		Done
Copies	Run copies of Teacher Masters T1–T7 according to the instructions at the top of each master.	
	Run a display copy of the Home Connections for this module, using pages 5–8 in the Home Connections Book.	
	If students do not have their own Home Connections books, run a class set of the assignments for this module using pages 5–8 in the Home Connections Book.	
Work Place Preparation	Prepare the materials for Work Places 1G and 1H using the lists of materials on the Work Place Guides (Teacher Masters T1 and T4).	



Additional Resources

Please see this module's Resources section of the Bridges Educator site for a collection of resources you can use with students to supplement your instruction.

Preview

Session 1

Terrific Tens

Summary

The teacher introduces the ten-frame, a powerful tool for building fluency with combinations to 10, and students compare it with the five-frame. Next, the teacher flashes Ten-Frame Five-Wise Display Cards, one at a time, as students build the quantity of dots they see on each card with their fingers. Students spend the rest of the session at Work Places.

Skills & Concepts

- Count objects one by one, saying the numbers in the standard order and pairing each object with only one number name (K.CC.4a)
- Identify the number of objects as the last number said when counting a group of objects (K.CC.4b)
- Demonstrate that each successive number name refers to a quantity that is one larger than the previous number name (K.CC.4c)
- Count up to 20 objects arranged in a line, rectangular array, or circle to answer “how many?” questions (K.CC.5)
- Recognize the number of objects in a collection of 6 or fewer, arranged in any configuration (supports K.CC)
- Attend to precision (K.MP.6)
- Look for and make use of structure (K.MP.7)

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Terrific Tens		
	<ul style="list-style-type: none"> • Ten-Frame Five-Wise Display Cards (set of 11) • Numbers to Ten Counting Mats (class set) 	<ul style="list-style-type: none"> • tub of Unifix cubes
Work Places in Use		
1A Unifix Cubes (introduced in Unit 1, Module, 1 Session 1) 1B Pattern Blocks (introduced in Unit 1, Module, 1 Session 1) 1C Polydrons (introduced in Unit 1, Module, 1 Session 1) 1D Geoboards & Geobands (introduced in Unit 1, Module, 1 Session 2) 1E Pennies & Mats (introduced in Unit 1, Module, 1 Session 3) 1F Spill Five Beans (introduced in Unit 1, Module 2, Session 4)		

HC – Home Connection, **SB** – Student Book, **TM** – Teacher Master

Copy instructions are located at the top of each teacher master.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

one*
two
three
four
five
six
seven
eight
nine
ten
ten-frame

Problems & Investigations

Terrific Tens

- 1 Have students gather in the discussion area facing the teacher.
- 2 Introduce the session by displaying a Numbers to Ten Counting Mat, Ten-Frame Side, and asking, “What do you notice? What do you see?”
 - Use the think-pair-share routine to have students share their ideas with their partner.
 - After one minute, randomly select several students and ask them to share what they see.

Teacher What did you notice about this card?

Students It looks like the five-frame but has more boxes.

I think there's 10.

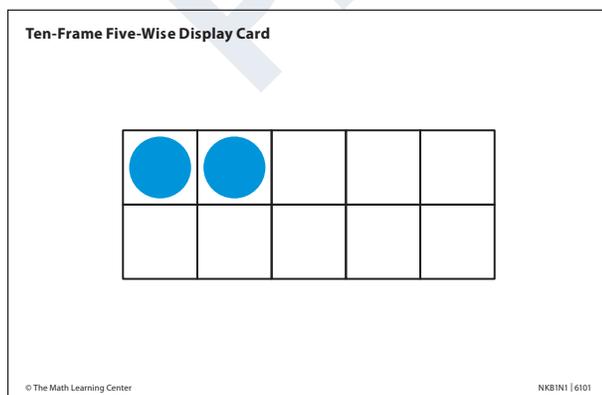
Yeah, 5 on top and 5 on the bottom.

Teacher Does everyone see 10 boxes?

Student Yes, I counted them, 1, 2, 3, 4... 10.

This is the first time the students are exploring the ten-frame. This visual support will be used repeatedly throughout kindergarten as tool for building fluency with combinations of 10. See the Unit Introduction for additional information.

- 3 Next, display a Numbers to Ten Counting Mat, Five-Frame side, alongside the Ten-Frame, and ask, “If this is called a five-frame, what do you think this one will be called and why?”
 - Use the think-pair-share routine to have students share their ideas with their partner.
 - After one minute, select a student at random and ask to share what she thinks.
 - Let students know that this tool is called a “ten-frame” because it has 10 boxes or frames.
- 4 Show the Ten-Frame Five-Wise Display Card containing 2 dots, and ask, “How many dots do you see?”



- 5 Continue displaying the ten-frame and invite the students to show 2 on their fingers.

Be observant about how the students create 2 on their fingers. Notice if they are raising the fingers simultaneously or if they need to build 2 by raising their fingers sequentially.

SUPPORT For any students struggling with one-to-one, finger patterns, or subitizing, suggest that they use a ten-frame counting mat and some Unifix cubes to build what they see. Have them sit next to a peer or close to you for additional support.

CHALLENGE Ask the students, “How many boxes are empty? How many more to make 10?”

Literature Connections

The following books are suggested read-alouds for Module 3:

The Very Hungry Caterpillar
by Eric Carle

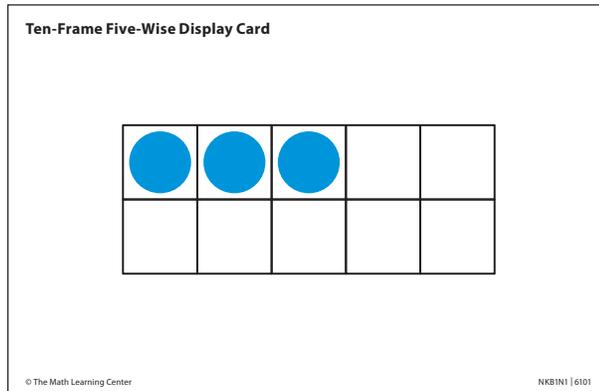
*Two Ways to Count to Ten:
A Liberian Folk Tale* by
Ruby Dee

Mouse Count by Ellen
Stohl Walsh

- 6 Next, show the Ten-Frame Five-Wise Display Card containing 3 dots, and invite students to show how many they see, on their fingers and without talking. Follow by having them say the number they see.

Again, watch how the students raise their fingers to show 3.

CHALLENGE Ask the students, “How many boxes are empty? How many more to make 10?”



- 7 Repeat with the other Ten Frame Five-Wise Display Cards, presenting them out of sequential order.
- 8 Remind students that the five-frames and the ten-frames are tools that support them in learning their combinations from 1 to 10.



Work Places

- 9 Invite students to spend the rest of the session at Work Places.
- Shuffle the name cards.
 - Call students' names and have them place their cards in the Work Places chart.
- While students do Work Places, circulate around the room to make observations and provide differentiation. The Work Place Guides include suggestions for differentiating the activities to meet students' needs.*
- 10 Close the session.
- Give students a few minutes of warning before clean-up time
 - Have students clean up and put away the Work Place materials.

Preview

Session 2

How Many Dots? Part 1

Summary

In this session, the class continues work with the Ten-Frame Display Cards. Students count the dots on each card, arrange the cards in order on the pocket chart, and match Number Cards to the ten-frame cards. Students spend the rest of the session at Work Places.

Skills & Concepts

- Read numbers from 0 to 10 (supports K.CC)
- Count objects one by one, saying the numbers in the standard order and pairing each object with only one number name (K.CC.4a)
- Identify the number of objects as the last number said when counting a group of objects (K.CC.4b)
- Demonstrate that each successive number name refers to a quantity that is one larger than the previous number name (K.CC.4c)
- Count up to 10 objects arranged in a line, rectangular array, or circle to answer “how many?” questions (K.CC.5)
- Recognize the number of objects in a collection of 6 or fewer, arranged in any configuration (supports K.CC)
- Attend to precision (K.MP.6)
- Look for and make use of structure (K.MP.7)

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations How Many Dots? Part 1		
	<ul style="list-style-type: none"> • Ten-Frame Five-Wise Display Cards (0–10) • Ten-Frame Dot Cards, Five-Wise (0–10) • Number Cards (1 set, 0–10) 	<ul style="list-style-type: none"> • standard pocket chart
Work Places in Use		
1A Unifix Cubes (introduced in Unit 1, Module, 1 Session 1) 1B Pattern Blocks (introduced in Unit 1, Module, 1 Session 1) 1C Polydrons (introduced in Unit 1, Module, 1 Session 1) 1D Geoboards & Geobands (introduced in Unit 1, Module, 1 Session 2) 1E Pennies & Mats (introduced in Unit 1, Module, 1 Session 3) 1F Spill Five Beans (introduced in Unit 1, Module 2, Session 4)		

HC – Home Connection, **SB** – Student Book, **TM** – Teacher Master
 Copy instructions are located at the top of each teacher master.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

one*
 two
 three
 four
 five
 six
 seven
 eight
 nine
 ten
 number*



Problems & Investigations

How Many Dots? Part 1

- 1 With students seated in your discussion circle, introduce the session.
 - Today we will work with the ten-frame cards again, counting how many dots we see and discussing how we count.
 - Then we will put ten-frame cards in order and match them with number cards.
- 2 Display the Ten-Frame Five-Wise Display Card that shows 8 dots and ask students to determine how many dots are shown, and think-pair-share with their neighbor.
- 3 Invite several students to share their counting strategies.
If it doesn't come from the students, ask: How many dots are in the top row? The bottom row? How many dots in all?

Teacher How did you count the 8 dots?

Student I knew there were 5 on top and then I said 6, 7, 8.

Teacher Does someone have a different way that they counted?

Students I just counted them all. 1, 2, 3, 4, 5, 6, 7, 8.

There's 10 boxes and 2 are empty, so that makes 8 with dots.

5 and 3 is 8—I just know it!

- 4 Display two or three more of the Ten-Frame Five-Wise Display Card, and discuss how many dots they can see on each and how they counted them.
- 5 Then hand out the first five Ten-Frame Dot Cards (0–4) and ask the students who are holding them to line themselves up in order, from the least to the most.

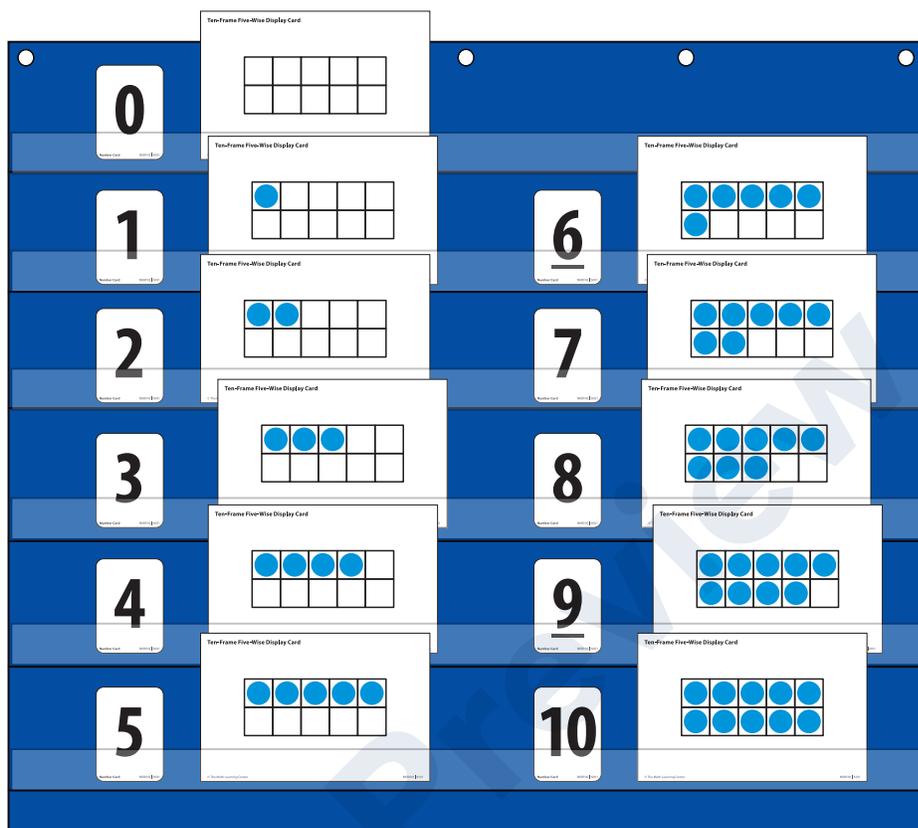


- 6 Once they're lined up, have these students place the cards in the pocket chart in column formation (top to bottom), still ordered from least to most.
- 7 Hand out the remaining Ten-Frame Dot Cards (5–10) to another set of six students, and have them put themselves in order from least to most and then add their cards to the pocket chart.
- 8 Now hand out the Number Cards 0 to 10 to different students.
- 9 Pointing to one of the Ten-Frame Dot Cards, ask:
 - How many dots are on that card?
 - How did you count them?

- Can you build that on your fingers?
- Who has the Number Card that will match that card? Can you put it up here right next to the matching dot card?

- 10 Continue in this manner until all the Number and Dot Cards are matched on the pocket chart.

These kinds of counting tasks will be repeated in many different forms throughout the year. If some of your students seem confused, trust that with time and opportunity, their confidence will grow.



Math Practices in Action K.MP.7

When students pair the numerals and quantities and then arrange them in order, they are looking for and making use of structure. Many students will see clearly that each number is 1 more than the number before it. Other students might begin to notice that each number from 6 to 10 is a full row of 5 and some more. These are just a few of the patterns that the ten-frame structure helps students recognize.

- 11 Close this part of the session by asking students if there is an easy way to see how many dots are on the cards.

They may mention having rows of five, being able to “see” small groups without counting, or even knowing that there are ten in all and some are missing.



Work Places

- 12 Invite students to spend the rest of the session at Work Places.

- Shuffle the name cards.
- Call students names’ and have them place their cards in the Work Places chart.

While students do Work Places, circulate around the room to make observations and provide differentiation. The Work Place Guides include suggestions for differentiating the activities to meet students’ needs.

- 13 Close the session.

- Give students a few minutes of warning before clean-up time.
- Have students clean up and put away the Work Place materials.

Preview

Session 3

How Many Dots? Part 2

Summary

In this session, the activity from the previous session is repeated. Students count the dots on each card, arrange the cards in order on the pocket chart, and match number cards to the dot cards. Then a new game is introduced, in which the teacher “flashes” a ten-frame dot card (0–5) for three seconds and then hides it from sight as students build that number with Unifix cubes on individual ten-frame counting mats. Students are offered a challenge of trying the game with the 6–10 dot cards. Students spend the rest of the session at Work Places. The Home Connection More Count & Match is introduced and assigned.

Skills & Concepts

- Read numbers from 0 to 10 (supports K.CC)
- Count objects one by one, saying the numbers in the standard order and pairing each object with only one number name (K.CC.4a)
- Identify the number of objects as the last number said when counting a group of objects (K.CC.4b)
- Demonstrate that each successive number name refers to a quantity that is one larger than the previous number name (K.CC.4c)
- Count up to 10 objects arranged in a line, rectangular array, or circle to answer “how many?” questions (K.CC.5)
- Recognize the number of objects in a collection of 6 or fewer, arranged in any configuration (supports K.CC)
- Attend to precision (K.MP.6)
- Look for and make use of structure (K.MP.7)

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations How Many Dots? Part 2		
	<ul style="list-style-type: none"> • Ten-Frame Five-Wise Display Cards (0–10) • Number Cards (1 set, 0–10) • pocket chart • Numbers to Ten Counting Mats (class set) 	<ul style="list-style-type: none"> • Unifix cubes (10 per student, 5 one color, 5 another)
Work Places in Use		
1A Unifix Cubes (introduced in Unit 1, Module, 1 Session 1) 1B Pattern Blocks (introduced in Unit 1, Module, 1 Session 1) 1C Polydrons (introduced in Unit 1, Module, 1 Session 1) 1D Geoboards & Geobands (introduced in Unit 1, Module, 1 Session 2) 1E Pennies & Mats (introduced in Unit 1, Module, 1 Session 3) 1F Spill Five Beans (introduced in Unit 1, Module 2, Session 4)		
Home Connection		
HC 5–6* More Count & Match		

HC – Home Connection, **SB** – Student Book, **TM** – Teacher Master
 Copy instructions are located at the top of each teacher master.

*Run 1 copy of these pages for display.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

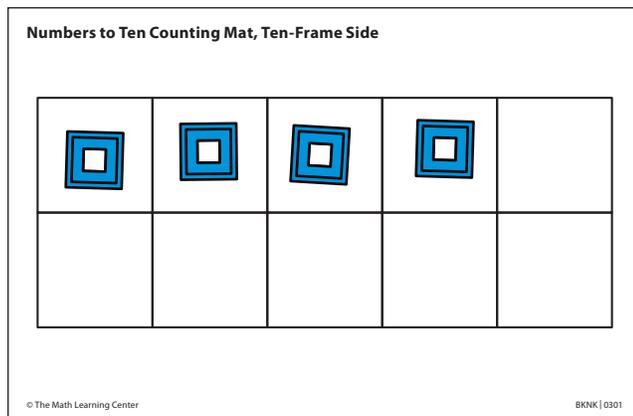
one*
 two
 three
 four
 five
 six
 seven
 eight
 nine
 ten
 number*



Problems & Investigations

How Many Dots? Part 2

- 1 With students seated in a circle in the discussion area, explain that you are going to repeat the Ten-Frame Dot Card activity from the previous session and then learn a new game.
- 2 Repeat the activity from the last session so that students who did not get a turn, do today, and so that students who had a Ten-Frame Five-Wise Display Card yesterday have a Number Card today, and vice versa. Move along quickly.
 - Display a few of the Ten-Frame Five-Wise Display Cards, one at a time, discussing how many dots they see and how they counted them and having students build them on their fingers.
 - Then hand out the first five dot cards (0–4) and ask the students who are holding them to line themselves up in order, from the least to the most and then place the cards in the pocket chart in column formation, still ordered from least to most.
 - Hand out the remaining dot cards (5–10) to another set of six students. Ask these children to put themselves in order from least to most and then add their cards to the pocket chart.
 - Now hand out the Number Cards 0 to 10. Pointing to one of the Ten-Frame Five-Wise Display Card in the pocket chart, ask:
 - » How many dots are on that card?
 - » Who has the numeral that will match that card?
 - Continue in this manner until all the Number and Dot cards are matched in the pocket chart.
- 3 Now give each student a Numbers to Ten Counting Mat (ten-frame side up) and five Unifix cubes.
- 4 Pull the 0–5 Ten-Frame Dot Cards out of the pocket chart, mix them up, and place them face-down in front of you.
- 5 Explain to students that you are going to “flash” one of the cards for three seconds, and then they will use their cubes to build the number of dots they have seen from memory.
- 6 Do a couple of practice rounds.
 - Flash a card for three seconds.
 - Have students build the number of dots they have seen.
 - When most have finished setting out their cubes, show the card again so students can confirm, discuss, and correct the number of cubes they set out.



- 7 Play a few more rounds of the game, following the same procedure, keeping this part of the session to about 20 minutes.
- CHALLENGE** Ask students if they'd like to try the game with some of the other dot cards (6–10). You will need to hand out another five Unifix cubes to each student.
- 8 Close this part of the session by asking students to think about and use what they've learned about counting during their time at Work Places.



Work Places

- 9 Invite students to spend the rest of the session at Work Places, encouraging them to try something new.
- Shuffle the name cards.
 - Call students' names and have them place their cards in the Work Places chart.
- While students do Work Places, circulate around the room to make observations and provide differentiation. The Work Place Guides include suggestions for differentiating the activities to meet students' needs.*
- 10 Close the session.
- Give students a few minutes of warning before clean-up time.
 - Have students clean up and put away the Work Place materials.



Home Connection

- 11 Introduce and assign the More Count & Match Home Connection, which provides more practice with the following skills:
- Write numbers from 0 to 5 (K.CC.3)
 - Count up to 5 objects arranged in a line or a scattered configuration to answer “how many?” questions (K.CC.5)
- Point out that there are shape words on page 1 that they can read, and that they get to color on page 2. What are some options at home for coloring? (crayons, pencil, colored pencils)

Preview

Session 4

Beat You to Five

Summary

During this session and the next, the teacher introduces a new partner game, Beat You to Five. In today's version, the class and the teacher take turns spinning for a number and covering pictures on a game board with Unifix cubes. Students work as a team to see if they can cover five cubes on their side of the game board before the teacher's side is covered. Students spend the rest of the session at Work Places.

Skills & Concepts

- Read numbers from 0 to 10 (supports K.CC)
- Count objects one by one, saying the numbers in the standard order and pairing each object with only one number name (K.CC.4a)
- Identify the number of objects as the last number said when counting a group of objects (K.CC.4b)
- Demonstrate that each successive number name refers to a quantity that is one larger than the previous number name (K.CC.4c)
- Given a number from 1–10, count out that many objects (K.CC.5)
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups of up to ten objects (K.CC.6)
- Decompose numbers less than or equal to 10 into pairs in more than one way (K.OA.3)
- Attend to precision (K.MP.6)
- Look for and make use of structure (K.MP.7)

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Beat You to Five		
	• Beat You to Five Game Board	• 10 Unifix cubes, 5 of one color and 5 of another
Work Places in Use		
1A Unifix Cubes (introduced in Unit 1, Module, 1 Session 1) 1B Pattern Blocks (introduced in Unit 1, Module, 1 Session 1) 1C Polydrons (introduced in Unit 1, Module, 1 Session 1) 1D Geoboards & Geobands (introduced in Unit 1, Module, 1 Session 2) 1E Pennies & Mats (introduced in Unit 1, Module, 1 Session 3) 1F Spill Five Beans (introduced in Unit 1, Module 2, Session 4)		

HC – Home Connection, **SB** – Student Book, **TM** – Teacher Master
 Copy instructions are located at the top of each teacher master.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

one*
 two
 three
 four
 five
 six
 seven
 eight
 nine
 ten
 less than*
 greater than*



Problems & Investigations

Beat You to Five

- 1 With students seated in a circle in the discussion area, introduce the session.
 - Today we're going to play a game called Beat You to Five. You'll all be one team and I'll be the other.
 - We're going to race to see who can be the first to collect 5 Unifix cubes.

- 2 Show students the Beat You to Five Game Board, and have students pair-share observations.

- 3 Invite several students to share their observations with the class.
If it doesn't come from students, be sure to have them count and compare the Unifix cubes pictured on each side of the game board.

- 4 Explain how you will play, and demonstrate how the spinner works.

Teacher We will take turns spinning the spinner and covering that number of Unifix cubes on our side of the board.

The first team to get to 5 wins! You must get to 5 exactly—if you spin too many, you have to wait to try again.

We will use a different color each time we spin so we can see how many we are adding.

Using a new color begins to communicate the idea of adding more. In games like these, some children may cover a two and then spin a three and end up with only three cubes covered, having confused the second quantity with the total. Using a new color for each turn helps prevent such confusion. It also makes the number combinations stand out more clearly, and provides additional practice with subitizing.

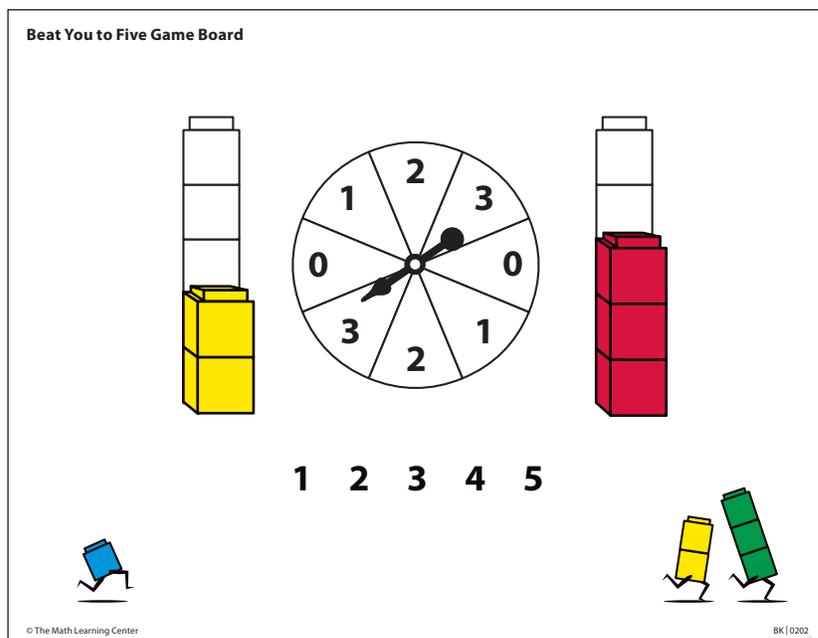
- 5 Take the first turn to model the procedure.
 - Spin the spinner, count out that number of Unifix cubes, and cover cubes on the game board, starting at the bottom.
 - Engage students in helping you count and discussing how many more cubes are needed to get to 5.

Teacher I spun a 2 so I'll cover two cubes on my side. Help me count - one, two. How many more cubes do I need to get to 5? Now it's your turn.

- 6 Randomly select a student to come up and spin, count, and cover the cubes for the student team.

Students He got 3—that's more than you!

Teacher Let's help him count—1, 2, 3. How many more do you need to get to 5?



- 7 Continue playing until one team covers 5 cubes exactly, choosing a new student for each class turn, and using a different color for each turn.

Teacher It's my turn again. How many would I need to catch up with you? How many did I spin? I got 0 this time. Can I cover any cubes?

Students No, you don't get any this time.

Teacher It's your turn. How many did you spin?

Students Two!

Teacher You already have 3 cubes. Let's use a different color this time and count out 2—one, two. When we add 2 more, how many will you have?

Students 1, 2, 3, 4, 5! We win!

- 8 Play the game a second time with the class if interest holds and time allows, keeping this part of the session to about 20 minutes.
- 9 Tell students that you'll play the game again tomorrow and then it will be available as a Work Place.



Math Practices in Action K.MP.6

When you help young students “keep track” of their counting, you are helping them attend to precision. This game encourages precision in students’ work by showing the 5 total cubes needed to win the game and using a different color for the cubes collected in each spin. As students get older, they will develop ways of attending to precision more independently.



Work Places

- 10 Invite students to spend the rest of the session at Work Places.
- Shuffle the name cards.
 - Call students’ names and have them place their cards in the Work Places chart.
- While students do Work Places, circulate around the room to make observations and provide differentiation. The Work Place Guides include suggestions for differentiating the activities to meet students’ needs.*
- 11 Close the session.
- Give students a few minutes of warning before clean-up time.
 - Have students clean up and put away the Work Place materials.

Preview

Session 5

Introducing Work Place 1G

Beat You to Five

Summary

The teacher and students play Beat You to Five together again before students go out to Work Places. They take turns spinning for a number and covering Unifix cubes on the game board, trying to be first to cover all five. Students spend the rest of the session at Work Places, and the teacher takes the opportunity to observe children's counting, comparing, and decomposing skills in the 0–5 range as they play Beat You to Five.

Skills & Concepts

- Read numbers from 0 to 10 (supports K.CC)
- Count objects one by one, saying the numbers in the standard order and pairing each object with only one number name (K.CC.4a)
- Identify the number of objects as the last number said when counting a group of objects (K.CC.4b)
- Demonstrate that each successive number name refers to a quantity that is one larger than the previous number name (K.CC.4c)
- Given a number from 1–10, count out that many objects (K.CC.5)
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups of up to ten objects (K.CC.6)
- Decompose numbers less than or equal to 10 into pairs in more than one way (K.OA.3)
- Attend to precision (K.MP.6)
- Look for and make use of structure (K.MP.7)

Materials

Copies	Kit Materials	Classroom Materials
Work Places Introducing Work Place 1G Beat You to Five		
TM T1 Work Place Guide 1G Beat You to Five TM T2 Work Place Instructions 1G Beat You to Five	<ul style="list-style-type: none"> • Beat You to Five Game Board • 1G Beat You to Five Menu Card 	<ul style="list-style-type: none"> • 10 Unifix cubes, 5 of one color and 5 of another
Work Places in Use		
1B Pattern Blocks (introduced in Unit 1, Module 1, Session 1) 1C Polydrons (introduced in Unit 1, Module 1, Session 1) 1D Geoboards & Geobands (introduced in Unit 1, Module 1, Session 2) 1E Pennies & Mats (introduced in Unit 1, Module 1, Session 3) 1F Spill Five Beans (introduced in Unit 1, Module, 2 Session 4) 1G Beat You to Five (introduced in this session)		
Assessment Beat You to Five Checkpoint		
TM T3 Beat You to Five Checkpoint		

HC – Home Connection, **SB** – Student Book, **TM** – Teacher Master
Copy instructions are located at the top of each teacher master.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

one*
 two
 three
 four
 five
 six
 seven
 eight
 nine
 ten
 less than*
 greater than*

Preparation

In today's session, you'll introduce Work Place 1G Beat You to Five. Before this session, you should review the Work Place Guide and assemble the bin for Work Place 1G, using the materials listed. These guides also includes suggestions for differentiating the game to meet students' needs. The Work Place Instructions provide detailed directions for the game.

Remove Work Place 1A and add Work Place 1G, and replace the Menu Card for 1A with the Menu Card for 1G in the Work Place pocket chart.



Work Places

Introducing Work Place 1G Beat You to Five

- 1 With students seated in a circle in the discussion area, explain that you are going to play Beat You to Five again, and summarize the game.

Partners take turns spinning the spinner and placing the indicated number of Unifix cubes on their side of the game board. The first player to cover all 5 cubes exactly wins.

To students you might say:

You and I will take turns spinning the arrow. Whatever number we land on is the number of Unifix cubes we'll put on the board. You need to get 5 exactly to win!

- 2 Play the game, following the directions on the Work Place Instructions 1G Beat You to Five.
- 3 Although you'll still want to have students count and compare the cubes frequently, today's game should go much more quickly.
- 4 Show students the Work Place bin of new materials and the new Menu Card.
 - Pull out all three Beat You to Five Game Boards and three containers of cubes and talk about the fact that six students can play.
 - Remind them that even though they're used to working on their own, this time they'll need to find a friend to play with. Discuss how to go about this.
 - Remind students to change colors for each new turn.
- 5 Invite students to spend the rest of the session at Work Places.
 - Shuffle the name cards.
 - Call students' names and have them place their cards in the Work Places chart.

While students do Work Places, circulate around the room to make observations and provide differentiation. The Work Place Guides include suggestions for differentiating the activities to meet students' needs.
- 6 While students are engaged in Work Places, use the time for a checkpoint, during which you will observe students playing Beat You to Five.
- 7 Close the session.
 - Give students a few minutes of warning before clean-up time.
 - Have students clean up and put away the Work Place materials.



Assessment

Beat You to Five Checkpoint

- 8 While students are engaged in Work Places, observe students playing Beat You to Five so that you can complete the Beat You to Five Checkpoint, using the teacher master of the same title.

This checkpoint focuses on some of the skills and concepts addressed during this module: one-to-one correspondence; counting to answer “how many?” questions; determining if one group of objects is greater than, less than, or equal to another group; and decomposing numbers in more than one way. Continue observing students and recording your observations on the Beat You to Five Checkpoint Teacher Master over the next few days, or until you have had a chance to observe all of the students playing this game.

Assessment Guide

See the Kindergarten Assessment Guide for scoring and intervention suggestions.

Preview

Preview

Session 6

Introducing Work Place 1H

Which Numeral Will Win?

Summary

This session introduces a new Work Place activity that focuses on numeral writing (0–5) and graphing. Students trace numerals on their own record sheets as the teacher spins a spinner at the projector and graphs the results. Once the game has been introduced, the teacher shows students the Work Place version of Which Numeral Will Win? and sends them out to Work Places. The Shapes & Numbers Home Connection is introduced and assigned.

Skills & Concepts

- Write numbers from 0 to 10 (K.CC.3)
- Count the number of objects in different categories (K.MD.3)
- Sort categories of objects by the numbers of objects they contain (K.MD.3)
- Attend to precision (K.MP.6)
- Look for and make use of structure (K.MP.7)

Materials

Copies	Kit Materials	Classroom Materials
Work Places Introducing Work Place 1H Which Numeral Will Win?		
TM T4 Work Place Guide 1H Which Numeral Will Win? TM T5 Work Place Instructions 1H Which Numeral Will Win? TM T6 1H Which Numeral Will Win?, 0–5 Record Sheet	<ul style="list-style-type: none"> • 1H Which Numeral Will Win? Menu Card • spinner overlay 	<ul style="list-style-type: none"> • felt pen
Work Places in Use		
1C Polydrons (introduced in Unit 1, Module 1, Session 1) 1D Geoboards & Geobands (introduced in Unit 1, Module 1, Session 2) 1E Pennies & Mats (introduced in Unit 1, Module 1, Session 3) 1F Spill Five Beans (introduced in Unit 1, Module 2, Session 4) 1G Beat You to Five (introduced in Unit 1, Module 3, Session 5) 1H Which Numeral Will Win? (introduced in this session)		
Home Connection		
HC 7* Shapes & Numbers		

HC – Home Connection, **SB** – Student Book, **TM** – Teacher Master

Copy instructions are located at the top of each teacher master.

* Run 1 copy of these pages for display.

Preparation

In today's session, you'll introduce Work Place 1H Which Numeral Will Win? Before this session, you should review the Work Place Guide and assemble the bin for Work Place 1H, using the materials listed. This guide also includes suggestions for differentiating the activity to meet students' needs. The Work Place Instructions provide detailed directions for the activity.

Remove Work Place 1B and add Work Place 1H, and replace the Menu Card for 1B with the Menu Card for 1H in the Work Place pocket chart.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

one*
 two
 three
 four
 five
 number*
 numeral



Work Places

Introducing Work Place 1H Which Numeral Will Win?

- 1 With students seated where they can see the projection screen and have a hard writing surface, explain that you have a new Work Place activity to share with them and display a copy of 1H Which Numeral Will Win? 0–5 Record Sheet.
- 2 Have students think-pair-share with a partner about what they see on the record sheet, and then have a few share their observations with the class.
- 3 Summarize the activity.
Students practice writing numerals on their chosen record sheet (0–5 or 6–10). They trace over the number they spin, continuing in the rows until one row is complete.
To students you might say:
In this game you spin numbers and trace over them on the record sheet. You keep going until one row of numerals is all filled up.
- 4 Demonstrate how to use the spinner overlay, then spin and trace the indicated number, beginning at the left.
Teacher I'm going to take the first spin to show you how to play. Oh, look! The arrow landed on 4. That means I get to trace over the first 4 here on my sheet—the dotted 4 right next to the picture of the 4 ladybugs.
- 5 Take a moment to have students review writing each numeral, 0–5, in the air and on their desks or tables (finger writing) as you model the proper stroke sequence at the projector or the board. Review the Numerals rhyme if you wish.
- 6 Pass out one copy of 1H Which Numeral Will Win? 0–5 Record Sheet to each student.
- 7 Invite students up to the projector one at a time to spin a number and record the results. Students record on their own record sheets as well.
- 8 Ask questions as you play:
 - Which numeral is ahead?
 - How many 0s (1s, 2s, 3s, 4s, 5s) do we have so far?
 - Which numeral has come up the fewest times?
 - How many more 0s (1s, 2s, 3s, 4s, 5s) will we have to spin to fill the row?
 - Which numeral do you think will win? Why?
- 9 Continue until one row is filled.

NAME _____ | DATE _____

1H Which Numeral Will Win? 0–5 Record Sheet

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

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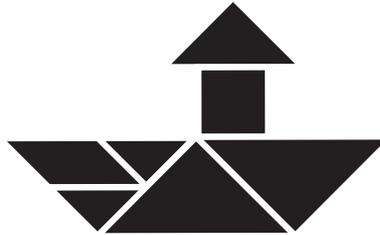
- 10 Take a few minutes to show students the contents of the new Work Place bin and the new Menu Card.
- Show students the record sheets, spinner overlays, and pens. Point out that there are two different record sheets in the basket, one with a spinner and graph numbered 0–5, the other with a spinner and graph numbered 6–10. Explain that when they visit this Work Place, they can choose the sheet with the numerals they would like to practice writing.
 - Tell them that if they choose this Work Place, they get to trace the numerals with felt pens instead of pencils. (This may seem like a small detail, but the opportunity to work with felt pens can make a routine task seem extra-special.)
- 11 Invite students to spend the rest of the session at Work Places.
- Shuffle the name cards.
 - Call students' names and have them place their cards in the Work Places chart. Encourage students to try something new.
- While students do Work Places, circulate around the room to make observations and provide differentiation. The Work Place Guides include suggestions for differentiating the activities to meet students' needs.*
- 12 Close the session.
- Give students a few minutes of warning before clean-up time.
 - Have students clean up and put away the Work Place materials.



Home Connection

- 13 Introduce and assign the Shapes & Numbers Home Connection, which provides more practice with the following skills:
- Write numbers from 0 to 5 (K.CC.3)
 - Count up to 5 objects arranged in a line to answer “how many?” questions (K.CC.5)
- Point out that they will need to read the numeral to know how many to color and then carefully count as they color.

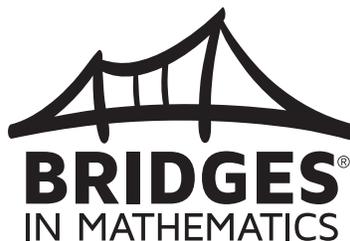
Preview



Teacher Masters

KINDERGARTEN – UNIT 1 – MODULE 3

Preview





Work Place Guide 1G Beat You to Five

Summary

Partners take turns spinning the spinner and placing the indicated number of Unifix cubes on their side of the game board. The first player to cover all 5 cubes exactly wins.

Skills & Concepts

- Read numbers from 0 to 10 (supports K.CC)
- Given a number from 1–10, count out that many objects (K.CC.5)
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups of up to ten objects (K.CC.6)
- Decompose numbers less than or equal to 10 into pairs in more than one way (K.OA.3)

Materials

Copies	Kit Materials	Classroom Materials
TM T1 Work Place Guide 1G Beat You to Five TM T2 Work Place Instructions 1G Beat You to Five	<ul style="list-style-type: none"> • 3 Beat You to Five Game Boards 	<ul style="list-style-type: none"> • 3 containers of 10 Unifix cubes each (5 of one color and 5 of a second color)

Assessment & Differentiation

Here are some quick observational assessments you can make as students begin to play this game on their own. Use the results to differentiate as needed.

If you see that...	Differentiate	Example
A student has difficulty counting to 5 or using one-to-one correspondence.	SUPPORT When the student spins, physically help her count out the correct number of cubes (hand-on-hand), while verbally counting.	
A student has difficulty comparing the amounts in two groups of objects.	SUPPORT Have the student line up the two groups of cubes next to each other to visually compare.	<ul style="list-style-type: none"> • If one student has 3 cubes and the other has 4, put the two cube trains directly next to each other.
A student has difficulty decomposing numbers up to 5.	SUPPORT When the game is done, look closely at the “winning” train of 5, take it apart by turns (each turn being a different color), and ask, “How did we make 5 in this train?” Give the student 5 new cubes in 2 colors and ask them to make 5 in a different way.	
Students easily count, compare, and decompose numbers to 5 and beyond.	CHALLENGE Have students play Game Variation A or B.	

English-Language Learners Use the following adaptations to support the ELL students in your classroom.

- Stress number words, saying them as the spinner is spun and again when counting.
- When using the terms “greater than” and “less than,” point to the groups to which you are referring.

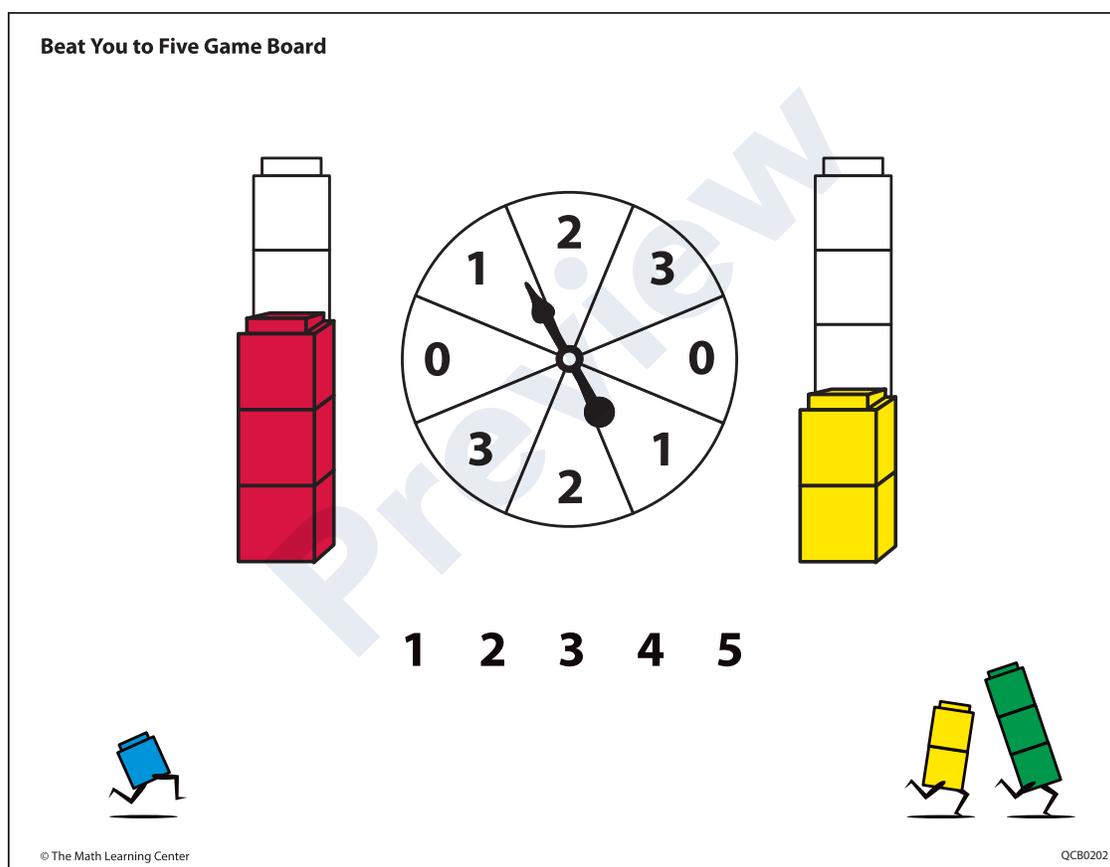


Work Place Instructions 1G Beat You to Five

Each pair of players needs:

- 1 Beat You to Five Game Board
- 1 container of Unifix cubes

- 1 Players place the Unifix cubes where they can easily share them, then decide who goes first and second.
- 2 Players take turns spinning the spinner, counting out the number of cubes indicated, and placing the cubes on the cube pictures on their side of the game board.
 - Players use a different color to record each spin in order to see clearly how many are being added.
 - Players help each other count carefully.



- 3 Play continues until one player covers all 5 cubes exactly.
 - If a player spins too many on a turn (goes over 5), that player has to wait to try again.

Game Variations

- A Players play up to 5 and back to 0, subtracting the number spun. The first to reach 0 exactly wins.
- B Players play to 10, making a second row of cubes next to the first.



Beat You to Five Checkpoint

Observe students while they are playing Beat You to Five during Work Places. Use the symbols below the chart to indicate how often you observe each student successfully using the skills on this checklist.

If you do not readily observe a student using a particular skill, you can ask the question shown in italics below that skill.

Student Name																	
Skills and Concepts																	
1 Counts the Unifix cubes in order to ____ (0–5). (K.CC.1) <i>How many cubes do you have now?</i>																	
2 Counts the Unifix cubes one by one, pairing each cube with one number name. (K.CC.4a) <i>How many cubes do you have now?</i>																	
3 Identifies the number of cubes as the last number said. (K.CC.4b) <i>How many cubes do you have now?</i>																	
4 Identifies whether the number of Unifix cubes in one group is greater than, less than, or equal to the number in another group. (K.CC.6) <i>Do you have more or less than your partner?</i>																	
5 Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., 3 + 2 and 4 + 1 both equal 5). (K.OA.3) <i>You have __ red cubes and __ yellow cubes. What does that equal? Is there another way you can show that total number with red and yellow cubes?</i>																	

Note Score using: + (almost always), √ (frequently), or – (rarely).



Work Place Guide 1H Which Numeral Will Win?

Summary

Students practice writing numerals on their chosen record sheet (0–5 or 6–10). They trace over the number they spin, continuing in the rows until one row is complete.

Skills & Concepts

- Write numerals from 0–10 (K.CC.3)
- Count the number of objects in different categories (K.MD.3)
- Sort categories of objects by the numbers of objects they contain (K.MD.3)

Materials

Copies	Kit Materials	Classroom Materials
TM T4 Work Place Guide 1H Which Numeral Will Win? TM T5 Work Place Instructions 1H Which Numeral Will Win? TM T6 1H Which Numeral Will Win? 0–5 Record Sheet TM T7 1H Which Numeral Will Win? 6–10 Record Sheet	<ul style="list-style-type: none"> • 6 spinner overlays 	<ul style="list-style-type: none"> • 6 narrow-tip markers

Assessment & Differentiation

Here are some quick observational assessments you can make as students begin to play this game on their own. Use the results to differentiate as needed.

If you see that...	Differentiate	Example
A student or several students have difficulty tracing the numerals.	SUPPORT. Gather students in a small group to practice writing numerals in ways that develop fine motor skills.	<ul style="list-style-type: none"> • Hold up number cards and have students “trace” the numeral in the air with their fingers. • Use a variety of materials to practice the numerals: salt trays, the chalkboard or whiteboard, play dough or clay. • Make dot-to-dot sheets of the numerals for students to practice on.
Students are fairly adept at writing their numerals.	CHALLENGE Invite students to use the Which Numeral Will Win? 6–10 Record Sheet. Invite students to play with a partner, trying to be the first one to complete a row.	
English-Language Learners Use the following adaptations to support the ELL students in your classroom.		
Stress number words as students spin the spinner and find them on their record sheets.		



Work Place Instructions 1H Which Numeral Will Win?

Each pair of players needs:

- 2 spinner overlays (1 per student)
- 2 fine-tip markers (1 per student)
- 2 Which Numeral Will Win? Record Sheets (either 0–5 or 6–10, 1 per student)

- 1 Each player spins the spinner, finds the numeral spun on the record sheet, and traces over the first dotted numeral in that row. Only one numeral is traced for each spin.
- 2 Players continue to spin and trace the numerals until one row fills completely.

NAME _____

DATE _____

1H Which Numeral Will Win? Record Sheet

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

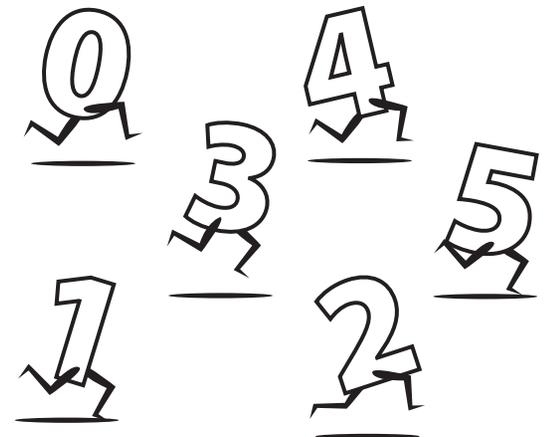
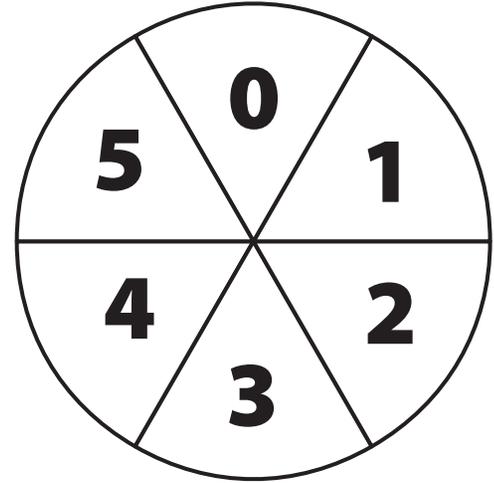
- 3 Players compare with their partners. Are there any numerals that seem to be winning most of the time?

NAME _____

DATE _____

 1H Which Numeral Will Win? 0–5 Record Sheet

0					
1 					
2 					
3 					
4 					
5 					

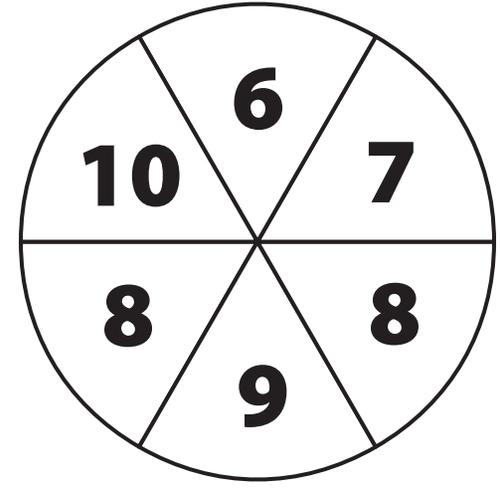


NAME _____

DATE _____

 1H Which Numeral Will Win? 6–10 Record Sheet

6		6	6	6	6	6
7		7	7	7	7	7
8		8	8	8	8	8
9		9	9	9	9	9
10		10	10	10	10	10

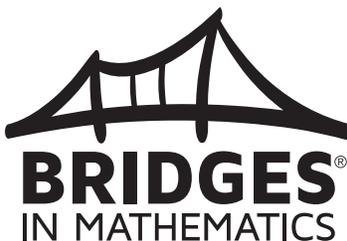




Home Connections

KINDERGARTEN – UNIT 1 – MODULE 3

Preview



NAME _____

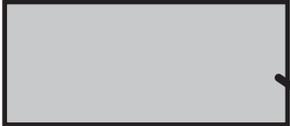
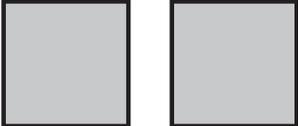
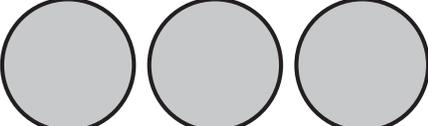
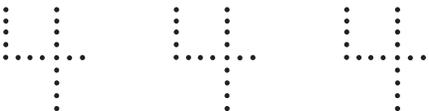
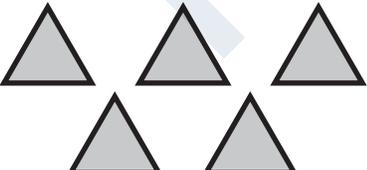
DATE _____



More Count & Match page 1 of 2

Sets & Numbers Match

1 Draw a line to match each set to the number that tells how many. Trace the number three times.

	3 circles
	
	
	
	
	

2 Trace the numbers below.

0 1 2 3 4 5

	•	• •	• • •	• • • •	• • • • •
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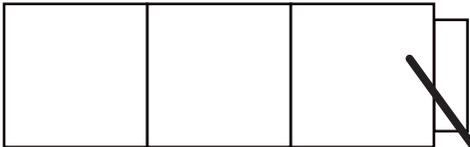
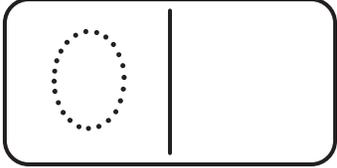
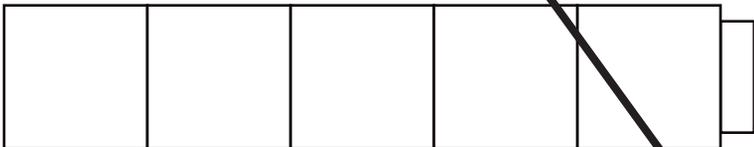
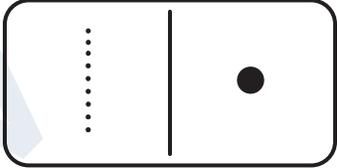
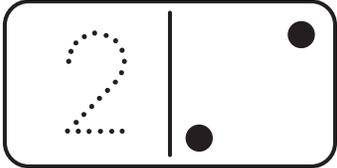
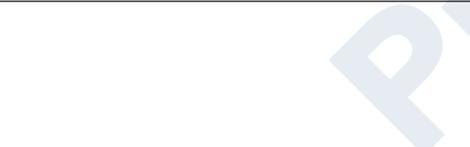
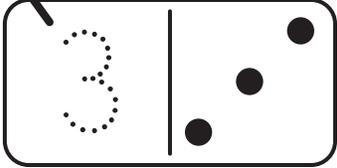
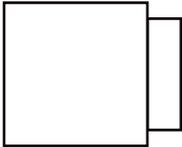
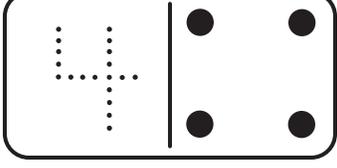
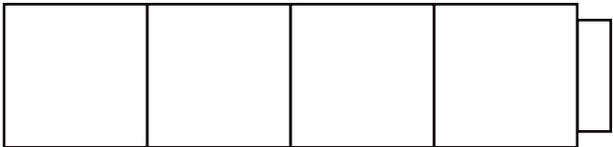
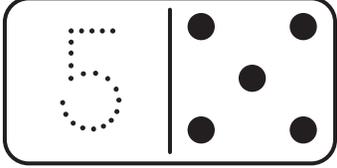
(continued on next page)

NAME _____

DATE _____

More Count & Match page 2 of 2**Counting Cubes**

Color the cubes as indicated. Draw a line to the domino that has the same number.
Trace the numbers.

Yellow 	
Blue 	
Orange 	
	
Red 	
Green 	

A large diagonal line is drawn from the top-right corner of the yellow cube row to the top-left corner of the domino with 3 dots on the left side.

NAME _____

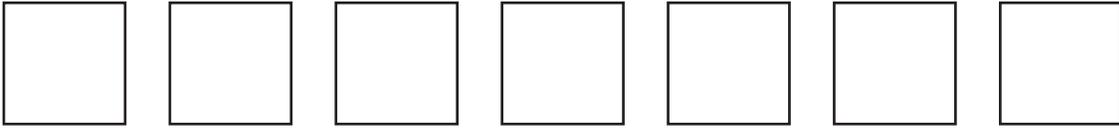
DATE _____



Shapes & Numbers

1 Color the number of shapes as indicated below:

Color 5 squares:



Color 4 rectangles:



Color 2 triangles:



Color 3 circles:



2 Trace the numbers.

