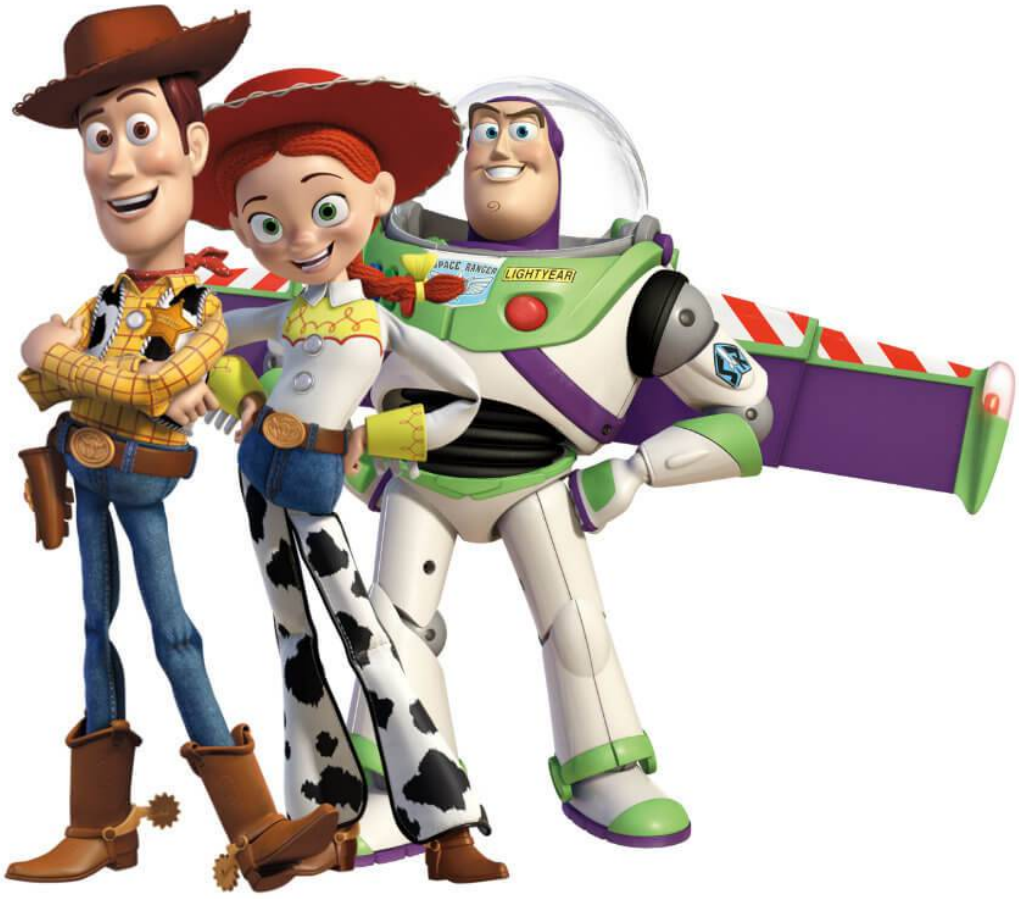
BAILEY
EDUCATION GROUP, LLC

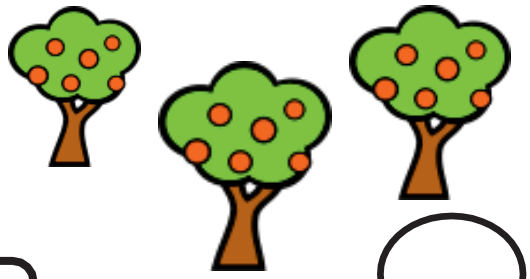
Kindergarten Math



To Proficiency and Beyond!

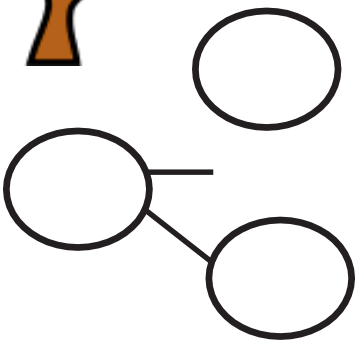
Name_____ Date _____

There are 8 trees. 5 are palm trees, and 3 are apple trees. Fill in the number sentences and the number bond.

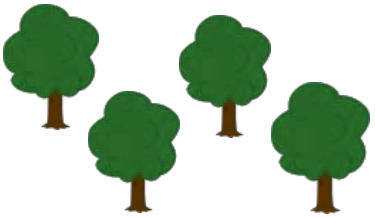


☐ = ☐ + ☐

☐ + ☐ = ☐

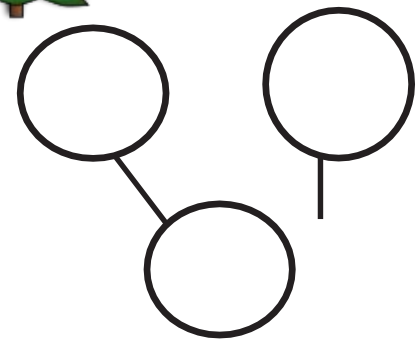


There are 8 trees. 4 are oak trees, and 4 are spruce trees. Fill in the number sentences and the number bond.



☐ = ☐ + ☐

☐ + ☐ = ☐



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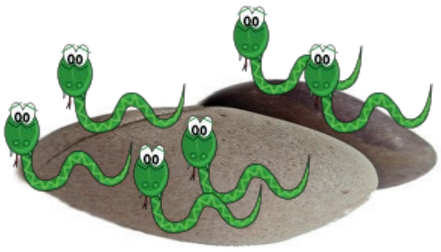
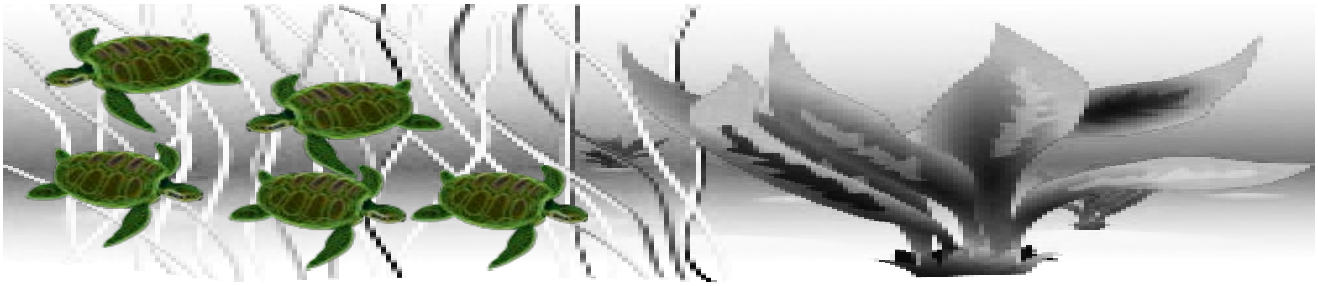
Name_____ Date _____

There are 4 snakes sitting on the rocks. 2 more snakes slither over. How many snakes are on the rocks now? Put a box around all the snakes, trace the mystery box, and write the answer inside it.



4 + 2 = ☐

There are 5 turtles swimming. Draw 2 more turtles that come to swim. How many turtles are swimming now? Draw a box around all the turtles, draw a mystery box, and write the answer.



5 + 2 =

Today is your birthday! You have 7 presents. A friend brings another present. Draw the present. How many presents are there now? Draw a mystery box, and write the answer inside it.

7 + 1 =

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Listen and draw. There were 6 girls playing soccer. A boy came to play. How many children were playing soccer then? Draw a box around all the children.

6 + 1 = ☐

Listen and draw. There were 3 frogs on a log. 5 more frogs hopped onto the log. How many frogs were on the log then? Draw a box around the frogs, and box the answer.

3 + 5 =

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Name _____ Date _____

There are 3 penguins on the ice. 4 more penguins are coming. How many penguins are there?

3 + 4 = ☐

There is 1 mama bear. 5 baby bears are following her. How many bears are there? Draw a box for the answer.

1 + 5 =

Draw 7 balls in the ball box. Draw a girl putting 1 more ball in the ball box. Circle all the balls, and draw a box for the answer. Write your answer.

7 + 1 =

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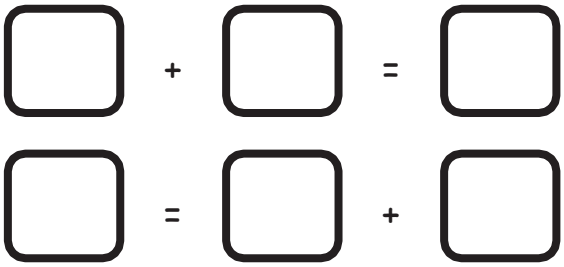
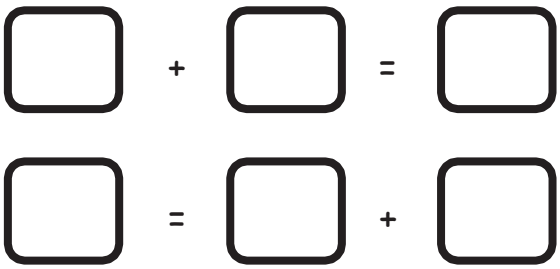
Listen and draw. Charlotte is playing with pattern blocks. She has 3 squares and 3 triangles. How many shapes does Charlotte have?



Listen and draw. Gavin is making a tower with linking cubes. He has 5 purple and 3 orange cubes. How many linking cubes does Gavin have?



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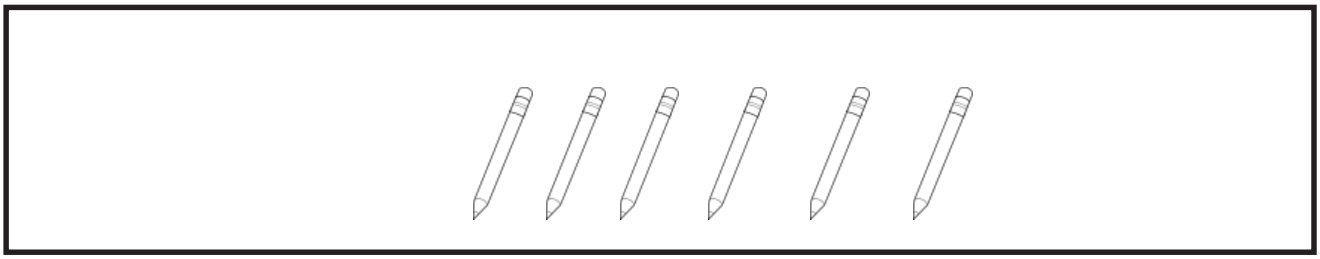
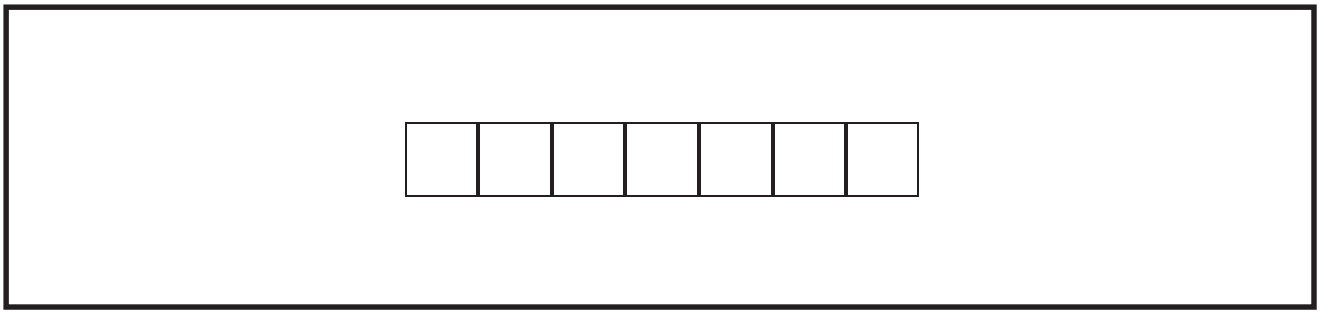
Name_____ Date _____

Devin has 6 Spiderman pencils. He put some in his desk and the rest in his pencil box. Write a number sentence to show how many pencils Devin might have in his desk and pencil box.



6 = ☐ + ☐

Shania made 7 necklaces. She wore some of the necklaces and put the rest in her jewelry box. Use the linking cubes to help you think about how many necklaces Shania might have on and how many are in her jewelry box. Then, complete the number sentences.



☐ + ☐ = ☐

☐ = ☐ + ☐

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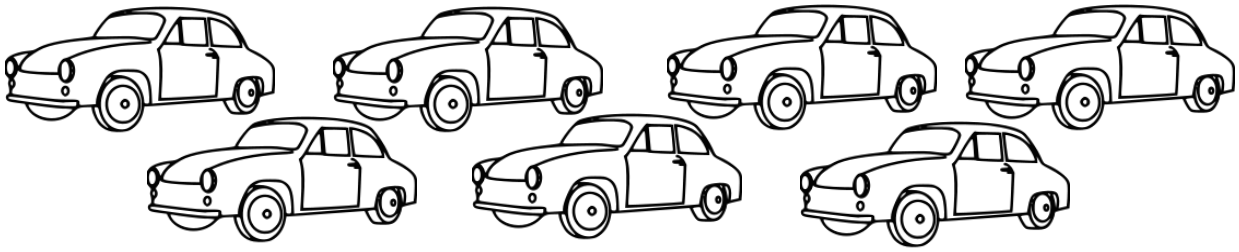
Name_____ Date _____

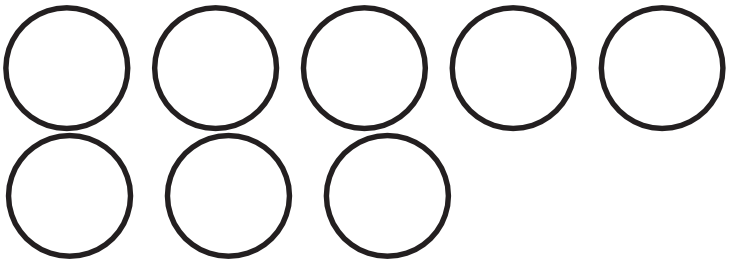
Ted has 7 toy cars. Color some cars red and the rest blue. Write a number sentence that shows how many are red and how many are blue.



7 = ☐ + ☐

☐ + ☐ = ☐

Chuck has 8 balls. Some are red, and the rest are blue. Color to show Chuck's balls. Fill in the number sentences.



☐ + ☐ = ☐

☐ = ☐ + ☐

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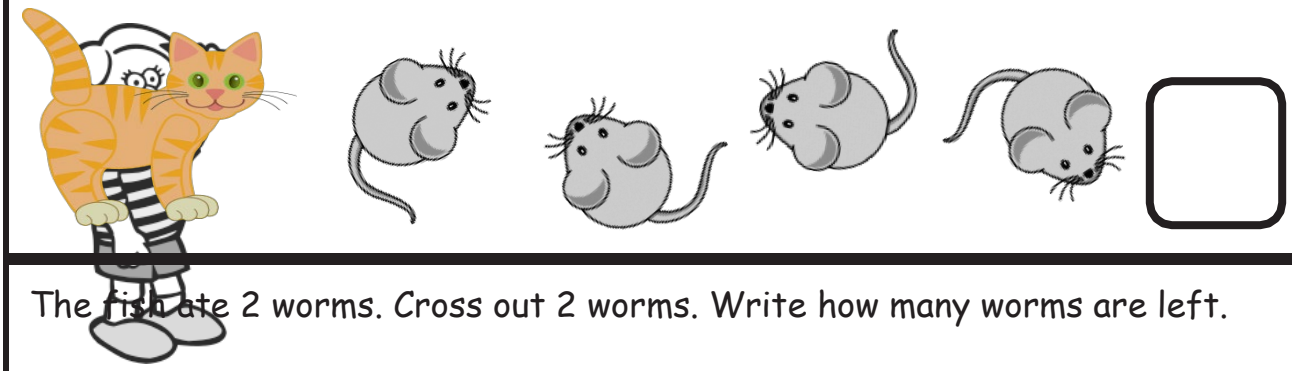
Name _____ Date _____

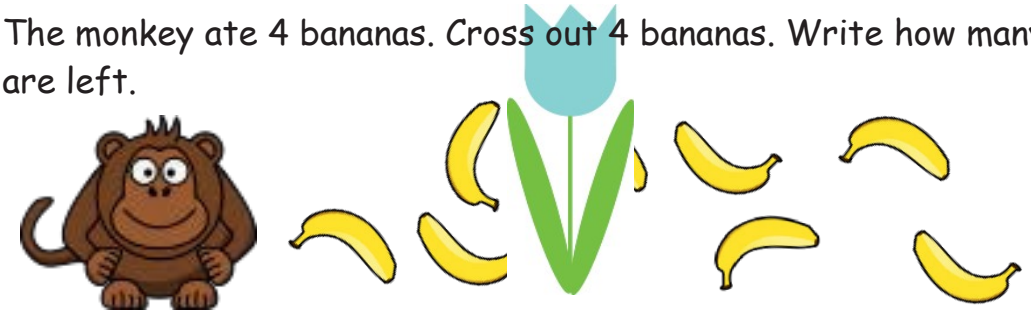
The cat ate 3 mice. Cross out 3 mice. Write how many mice are left.



The fish ate 2 worms. Cross out 2 worms. Write how many worms are left.

The frog ate 5 flies. Cross out 5 flies. Write how many flies are left.

The monkey ate 4 bananas. Cross out 4 bananas. Write how many bananas are left.



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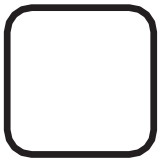
Draw 6 balls. The boy kicked 3 balls down the hill. How many balls does he have left?



There are 5 butterflies flying around the flower. Draw them. 1 of the butterflies flew away, so cross it out. How many butterflies are left?

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Name_____ Date _____

1 train drove away. Cross out 1. Write how many were left.

2 horses were bought. Cross out 2. How many were left at the store?

4 ducks swam away. Cross out 4. Write how many are left.

There are 7 apples in the tree. Draw them. A bird ate 1 of them, so cross it out. How many apples are left?

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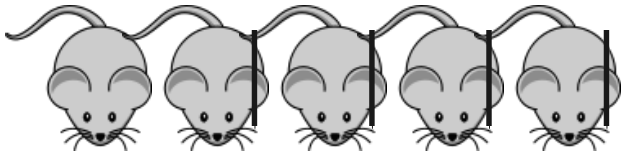
Name _____ Date _____

Draw a line from the picture to the number sentence it matches.

3 - 1 = 2

5 - 4 = 1

4 - 2 = 2



5 - 1 = 4

Pick 1 mouse picture, and tell a story to your partner. See if your partner can pick the picture you told the story about.

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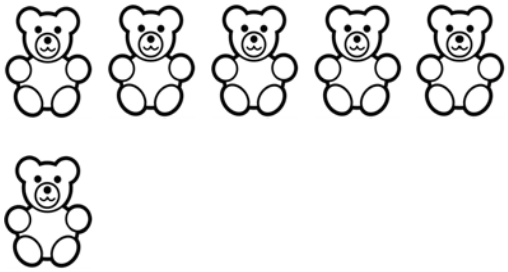
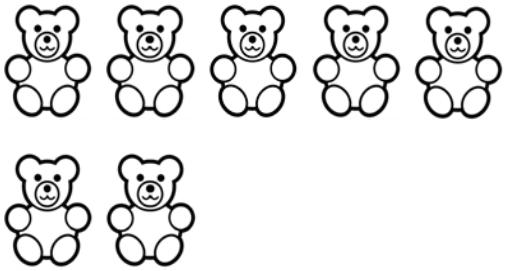
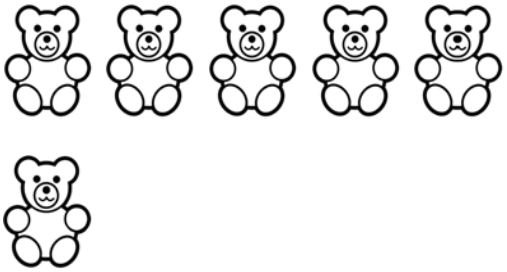
Cross out the bears to match the number sentences.



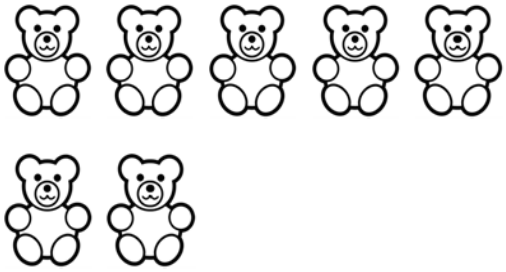
6 - 1 = 5



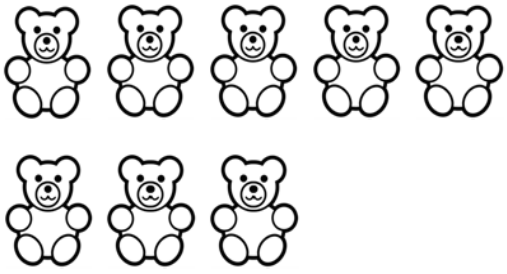
7 - 2 = 5



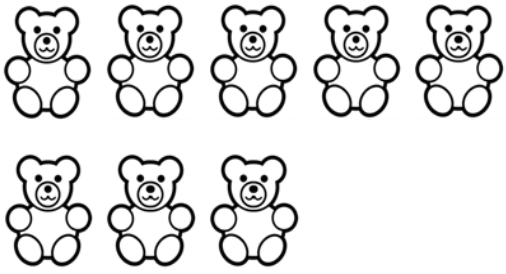
6 - 4 = 2



7 - 3 = 4



8 - 1 = 7



8 - 2 = 6

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Name _____ Date _____

Tyler bought a cone with 4 scoops. He ate 1 scoop. Cross out 1 scoop. How many scoops were left?

4 - 1 = ☐

Eva ate ice cream, too. She ate 2 scoops. How many scoops were left?

4 - 2 = ☐

There were 4 bottles. 3 of them broke. How many bottles were left?

4 - 3 = ☐

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Anthony had 5 erasers in his pencil box. He dropped his pencil box, and 4 erasers fell on the floor. How many erasers are in Anthony's pencil box now? Draw the erasers, and fill in the number sentence.

5 - 4 = ☐

Tanisha had 5 grapes. She gave 3 grapes to a friend. How many grapes does Tanisha have now? Draw the grapes and fill in the number sentence.

☐ - ☐ = ☐

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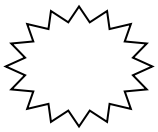
Name : _____ Score : _____

Numbers 1-20

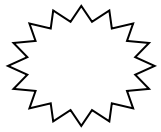
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Number Correct: 

Name _____ Date _____

Write the missing number.

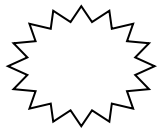
1	2 + 1 = ☐	11	☐ = 3 + 2
2	1 + 1 = ☐	12	1 + 3 = ☐
3	1 + 4 = ☐	13	☐ = 2 + 2
4	3 + 1 = ☐	14	☐ = 1 + 2
5	2 + 2 = ☐	15	1 + 4 = ☐
6	2 + 3 = ☐	16	☐ = 2 + 3
7	1 + 2 = ☐	17	☐ = 5 + 1
8	4 + 1 = ☐	18	5 + 2 = ☐
9	3 + 2 = ☐	19	1 + 0 = ☐
10	1 + 3 = ☐	20	5 + 0 = ☐

Number Correct: 

Name _____ Date _____

Write the missing number.

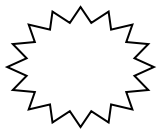
1	2 - 1 = ☐	11	☐ = 4 - 2
2	4 - 1 = ☐	12	5 - 3 = ☐
3	5 - 1 = ☐	13	☐ = 3 - 1
4	3 - 1 = ☐	14	☐ = 5 - 2
5	3 - 2 = ☐	15	4 - 1 = ☐
6	4 - 2 = ☐	16	☐ = 5 - 4
7	5 - 3 = ☐	17	☐ = 5 - 1
8	5 - 2 = ☐	18	6 - 1 = ☐
9	4 - 3 = ☐	19	1 - 0 = ☐
10	5 - 4 = ☐	20	5 - 5 = ☐

Number Correct: 

Name _____ Date _____

Write the missing number.

1	2 + 1 = ☐	11	3 + 2 = ☐
2	2 - 1 = ☐	12	3 - 2 = ☐
3	3 + 1 = ☐	13	4 + 0 = ☐
4	3 - 1 = ☐	14	4 - 0 = ☐
5	4 + 1 = ☐	15	5 + 0 = ☐
6	4 - 1 = ☐	16	5 - 0 = ☐
7	1 + 1 = ☐	17	5 - 5 = ☐
8	1 - 1 = ☐	18	4 + 1 = ☐
9	2 + 2 = ☐	19	5 - 4 = ☐
10	2 - 2 = ☐	20	5 - 1 = ☐

Number Correct: 

Name _____ Date _____

Write the missing number.

1	2 + 1 = ☐	11	☐ = 1 + 2
2	4 + 1 = ☐	12	5 + 0 = ☐
3	5 - 1 = ☐	13	☐ = 3 - 1
4	3 + 1 = ☐	14	☐ = 2 + 2
5	3 + 2 = ☐	15	4 - 1 = ☐
6	4 - 2 = ☐	16	☐ = 5 - 4
7	5 - 3 = ☐	17	☐ = 5 - 1
8	5 - 2 = ☐	18	3 + 0 = ☐
9	2 + 3 = ☐	19	1 - 0 = ☐
10	5 - 4 = ☐	20	5 - 5 = ☐

Kindergarten
Math Fact Fluency Builders

1. CHORAL COUNTING

Materials: 100 chart or number line and a pointer

Directions:
T: If I say 9, you say 1, because 9 needs 1 to be 10.
• As a whole group, have students chant the counting sequence starting with one to thirty, using the pointer to follow the number sequence. Over time, increase the range to one to fifty and then one to one hundred. Eventually have a student take over the job of pointing out the numbers in the sequence. Highlight the multiples of ten using a marker or a colored screen and have students chant the counting sequence by 10s. This should be done daily.
• Counting the days in the month every day is another great place to practice the counting sequence; first count the number of days total, and then count from the current date to the end of the month to get practice starting at numbers other than one.
• Daily transitions are another great opportunity to practice oral counting; for example, the teacher can say, "Clean up by the time I count to twenty, count with me," or "Meet me in the meeting area before I count backward from 10."
• Individual student number lines can be made using two 0-99 charts copied on two different colors of paper. Cover the back of each paper with masking tape and leave a short

piece hanging off the edge of the paper on the right side. Make sure the left side of the paper is cut flush with the edge of the chart. Cut each 0-99 chart into strips, i.e. 0-9 into one strip, 10-19 into another and so on, then connect the 0-9 of one coo the 10-19 of the other color, alternating until you have a complete number line from 0-99 that alternates colors for each different number family. This will make two complete number lines. Students can be given individual number lines and practice counting on their own or in pairs. Multiples of ten can be highlighted with a marker and students can practice counting by 10s.

Solution : Start the counting sequence with one to thirty, then over time increasing to one to fifty and then one to one hundred.

Count by tens: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

2. COUNTING CIRCLES

Directions:

- _Have students stand and form a circle facing in toward each other.
- _Select a counting sequence to be practiced with no more than 8-10 numbers in the sequence.
- _Have the students start counting around the circle one by one until the last number in the sequence is reached.
- _When the last number is reached all students clap and that student is out and sits down on the floor in the middle of the circle.
- _Start the counting sequence over again until another student reaches the number at the end of the sequence; everyone claps and that student sits in the center with the first student.

Solution:

Possible counting sequences for forward counting: the ones (1-10), the teens (10, 11, 12, 13, 14, 15, 16, 17, 18, 19), and "crossing the decade" (15, 16, 17, 18, 19, 20, 21, 22, 23, 24, or similarly 26-34, 35-44 etc.).

Possible counting sequences for backward counting: the ones (10, 9, 8, 7, 6, 5, 4, 3, 2, 1) or similarly the teens, 20-11 or any crossing the decade sequences going backward

3. START AND STOP COUNTING

Directions:

• Have students form a circle and sit facing in toward each other. The teacher selects a range of the number sequence to practice. Start with the teacher walking around the outside of the circle while counting aloud starting at the beginning of the selected counting sequence.

• After a few moments the teacher taps a student on the head and sits in the student's spot. The student then gets up from the circle and continues the counting at the point that the teacher left off while walking around the outside of the circle.

• At the teacher's signal the student who is counting selects the nearest student to them by tapping them on the head to take over counting and sits in that student's spot. The next child then continues the counting sequence until the teacher indicates a change and so on until each child has had a turn. If the class reaches the end of the counting sequence before each child has participated simply start the sequence over again.

• This is similar to Duck, Duck, Goose but without the chasing to get to a spot.

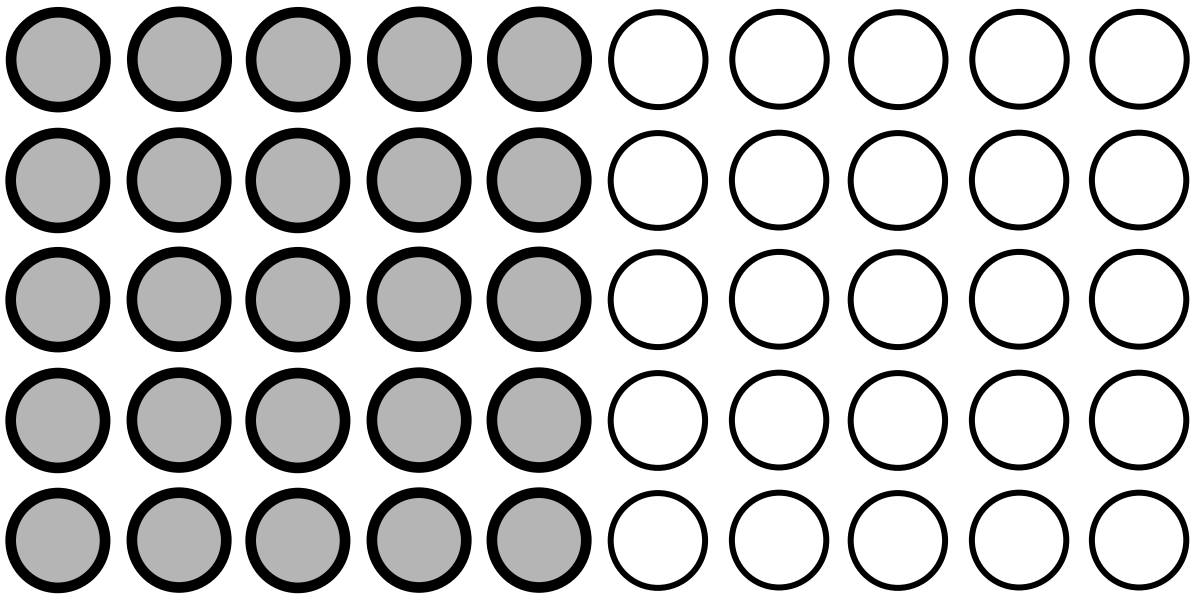
Solution:

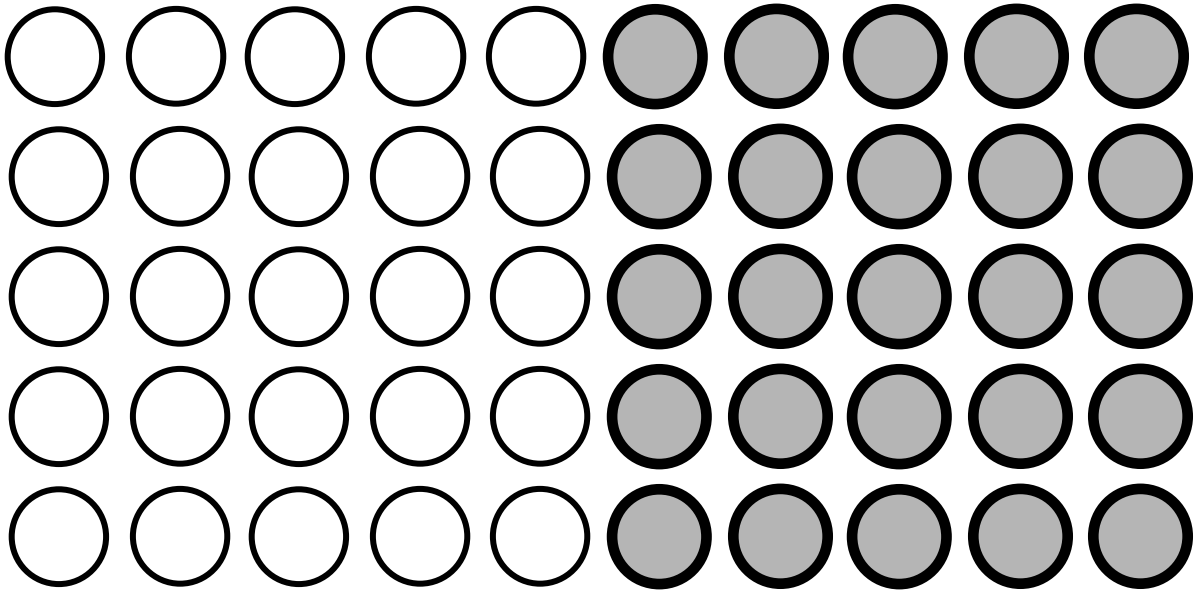
Any counting sequence can be selected depending on student abilities. In a kindergarten class 1-20 or 30 might be a starting point but this can easily be extended to 1-100 going forward and 50-1 going backward.

4. COUNT TO 100 BY ONES

Materials: Class rekenrek to 100 or Rekenrek fluency template

Directions: This routine calls attention to the structure of numbers to 100 with the use of the Rekenrek's rows of 10 and the verbal cue as they cross out the decades. Students count to 100 (or as high as they are able to) by touching the beads on the Rekenrek or fluency template and saying buzz after each decade number.





5. PICK A NUMBER COUNT ON

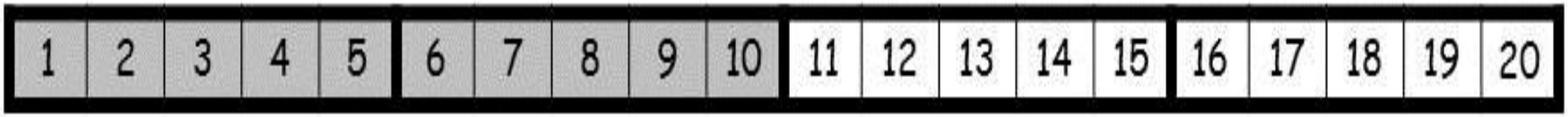
Materials: Number Line

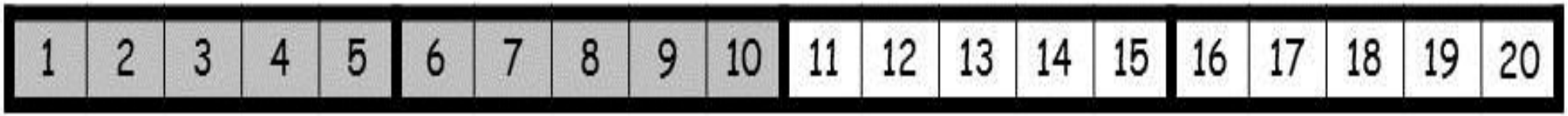
Directions: The teacher puts multiple numbers in a hat or on sticks from the known counting sequence. She randomly picks one number and asks the class to count on ten numbers from that number. The class does this chorally.

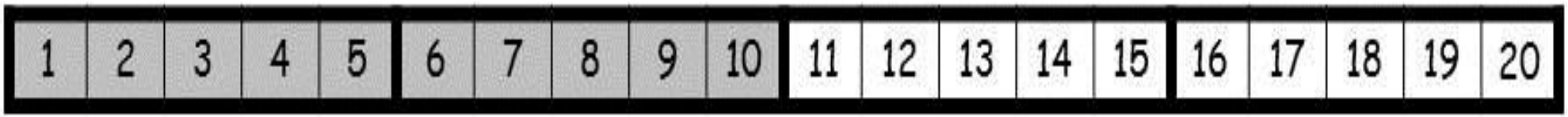
NOTE: This activity should be done with the whole group.

- It could be played a few times a week with just one number, or multiple times at once.
- The teacher will change the numbers in the hat or on the sticks as the class is able to count higher (as the known sequence increases).
- The teacher can have the class count more then ten numbers on from the chosen number as the class gains higher levels of counting fluency.
- The teacher can use a 100's chart or a number line to point to the numbers as students count to scaffold and create an association between the written numeral and the spoken number name.

Number Line – Copy and Laminate 1 per student







6. GOODY BAGS

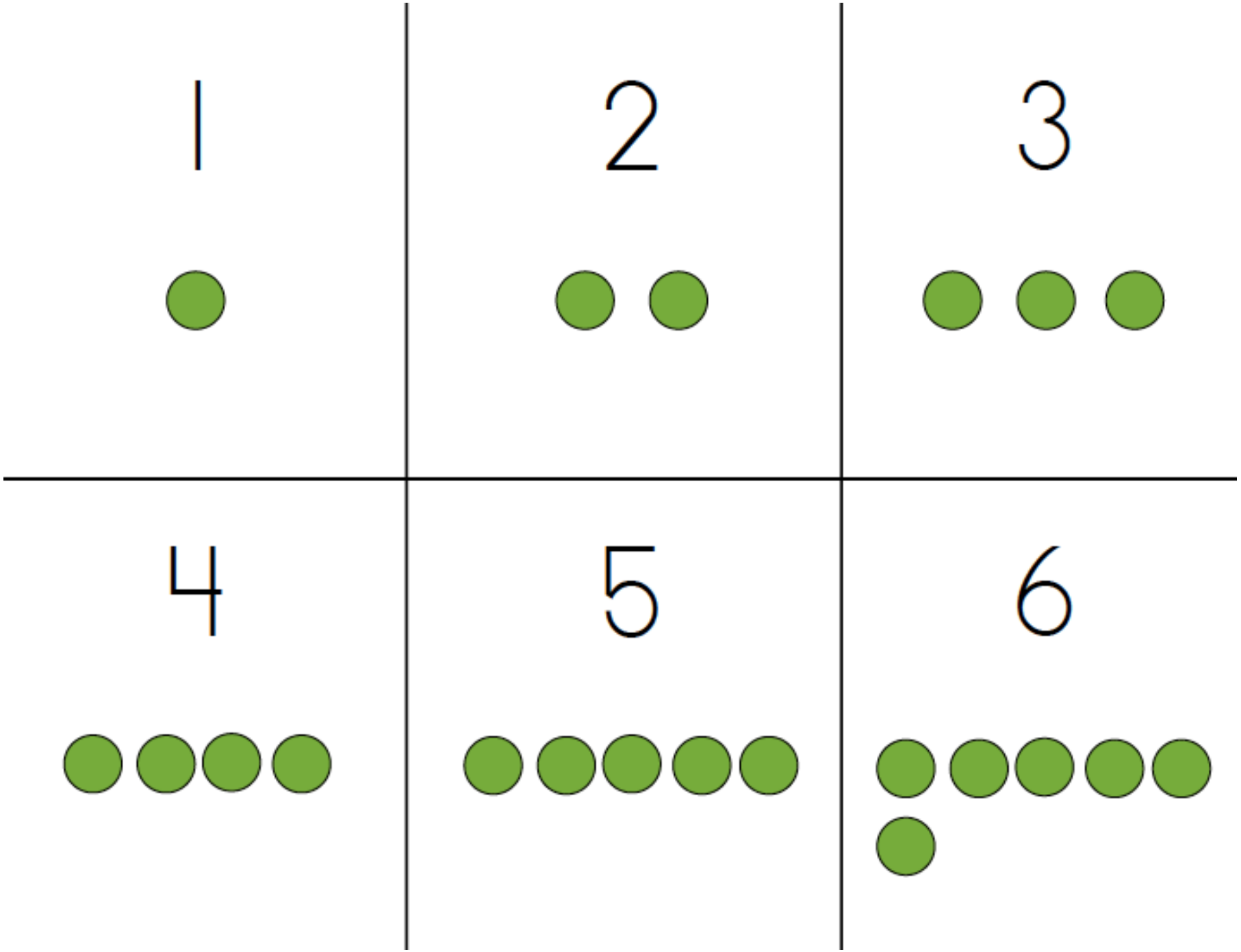
Materials: Many small zip lock bags of counting objects. Each bag should contain a number of objects in the counting sequence students are working on, between 1 and 20. Post-it notes and pencils.

Directions: Students count the objects, record the number on the post-it note and stick the post-it note onto the outside of the bag.
Illustrative Mathematics, Goody Bags

7. COUNTING MAT

Materials: counting mat and small objects

Directions: The teacher gives students the counting mat and many small objects to count with. Some students will automatically read the numbers and assemble the correct number of object then match them to the dots on the counting mat to verify they counted correctly. Other students who need more scaffolding will match each object to a dot. Students who do it this way should be guided to count the objects once they have assembled them on the dots. Once a student is done with each number they can move on to the next number.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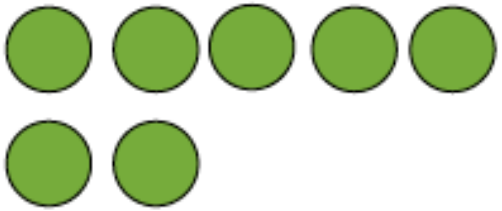
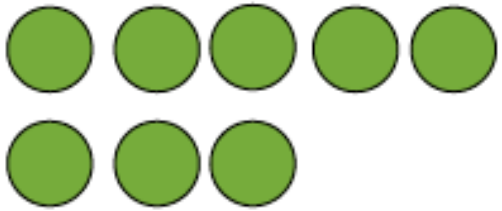
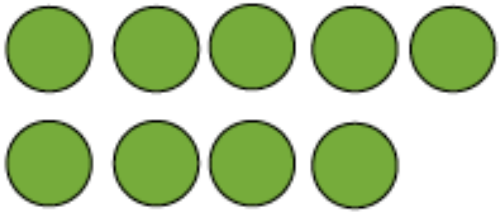
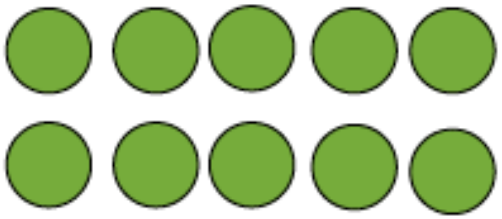
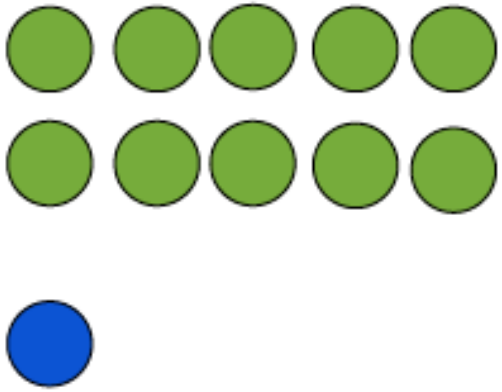
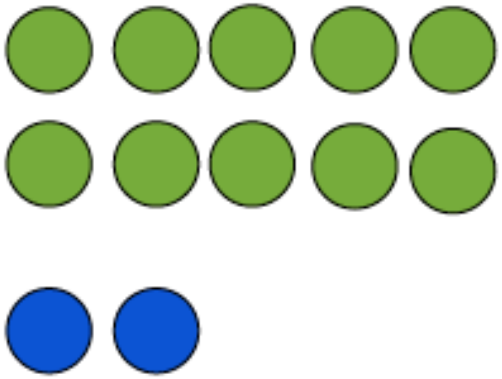
7 	8 	9 
10 	11 	12 

8. POP UP NUMBER

(5 minutes)

Directions: Students sit in a circle and pop up on a given number. Activity can be found in the fluency practice section. The directions in Module 1 lesson 5 use the number 3 as the pop up number, but any number can be used as the pop up number.

T: Come and sit in a circle on the rug. We're going to play Pop Up Number! The Pop Up Number is 3. What is the number?

S: 3.

T: We'll count around the circle to 5. If you say the Pop Up Number, you have to…

S: Pop up! (Stand up.)

T: Let's begin. 1.

S: 2.

S: 3. (Stands up.)

S: 4.

S: 5.

The next student begins again at 1. Continue until several or all students are standing. For variation, try counting down from 5.

9. FINGER COUNTING

(3 minutes)

Note: Notice that the teacher does not say the numbers with the students, but rather listens intently for hesitations or errors. Return to a simpler sequence (within 3) if students begin to struggle.

T: Count with me. Ready? (Show pinky on the right hand.)

S: 1. (Show pinky on the left hand.)

T: (Show pinky and ring fingers on the right hand.)

S: 2. (Show pinky and ring fingers on the left hand.)

T: (Show pinky on the right hand.)

S: 3. (Show pinky, ring, and middle fingers on the left hand.)

T: (Show pinky and ring fingers on the right hand.)

Remain consistent in finger counting, moving from pinky to thumb, so that students can see their hands as a number line from left to right. (The teacher begins on the right so that the students do not see the reverse.)

Here is a recommended sequence: 1, 2, 1, 2, 3, 2, 3, 2, 3, 4, 3, 4, 3, 4, 5.

10. HOW MANY DOTS

(5 minutes)

Materials: Fluency dot cards

Directions: Teacher shows students dot cards and the students tell how many dots they see.

T: We're going to practice *listen, think, raise your hand, wait.* I'm going to show you some dots. Raise your hand when you have counted the dots, then wait for the snap to say the number. Ready? (Show the 1 dot card. Wait until all hands are raised, and then give the signal.)

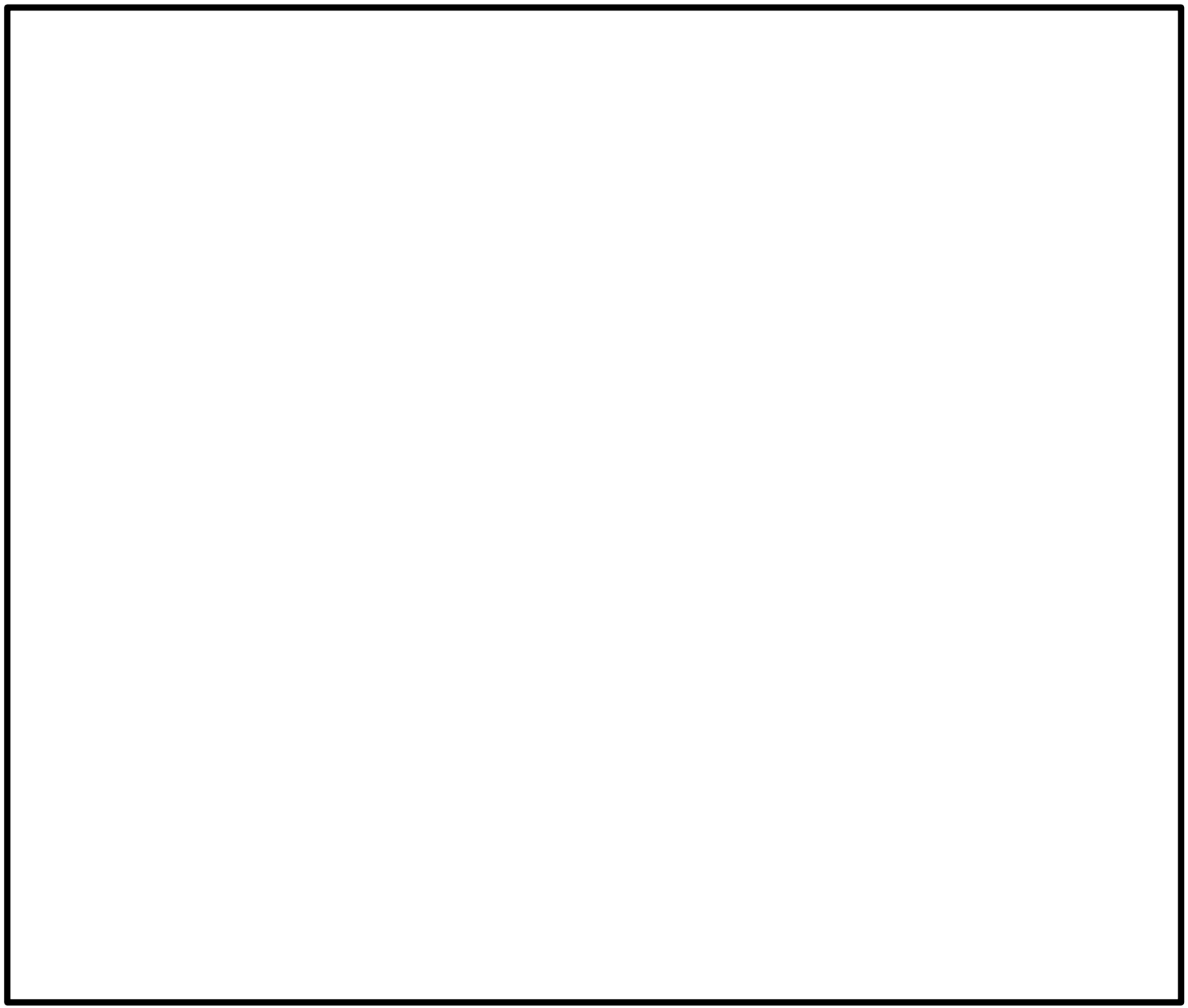
S: 1.

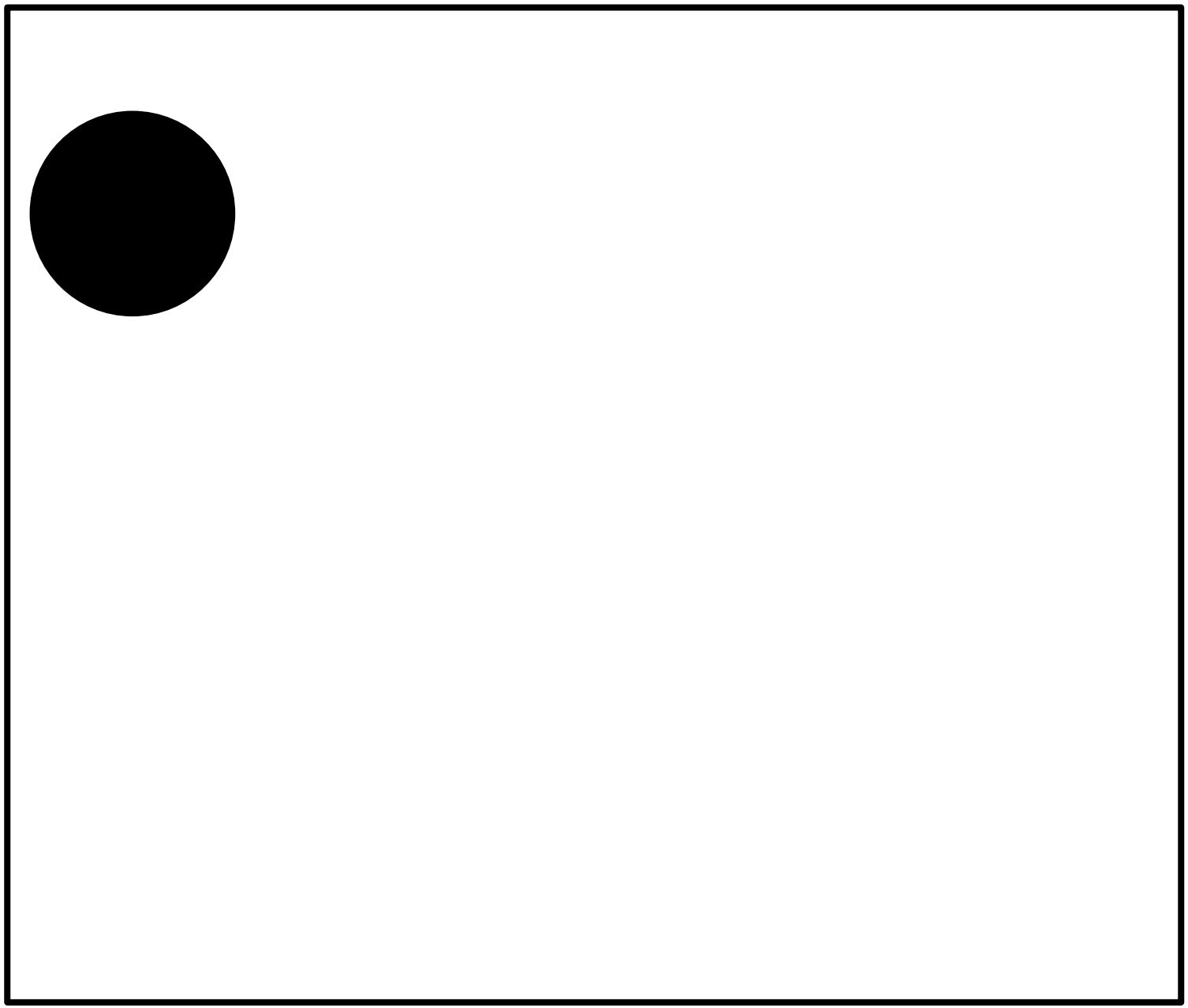
T: (Show the 2 dot card. Wait until all hands are raised, and then give the signal.)

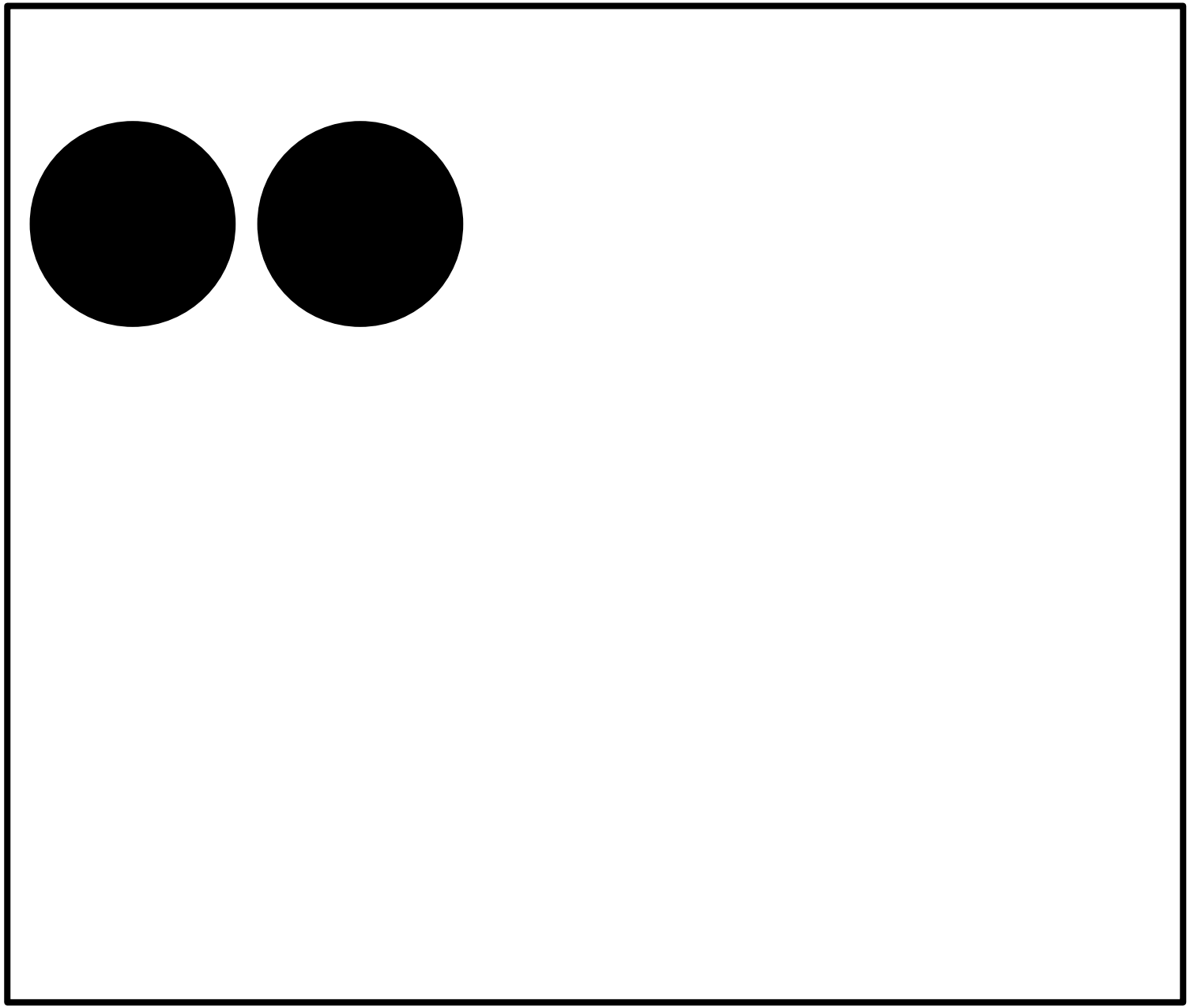
S: 2.

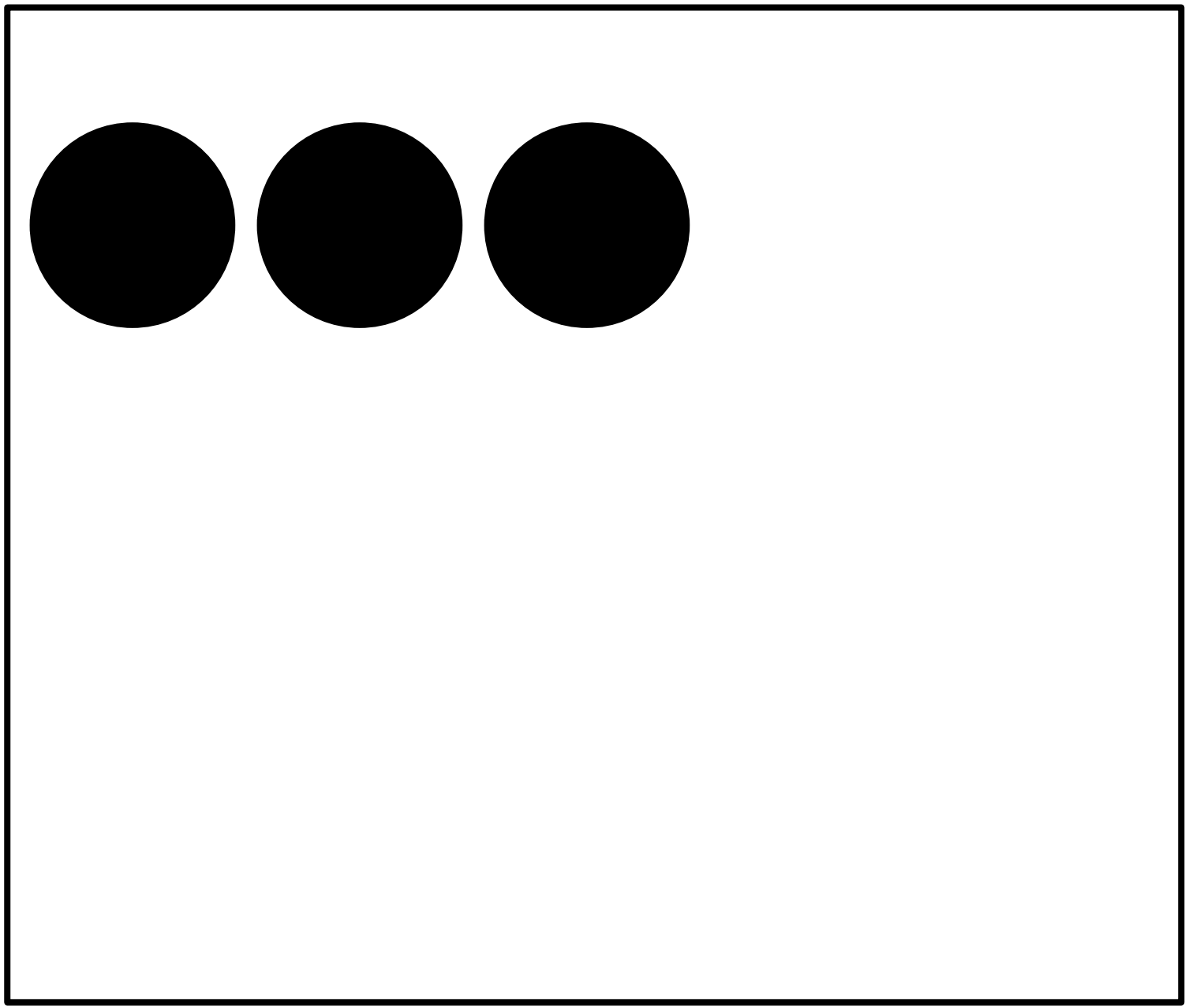
As students begin to demonstrate mastery, deviate from a predictable pattern and challenge them to recognize the groups of dots more quickly.

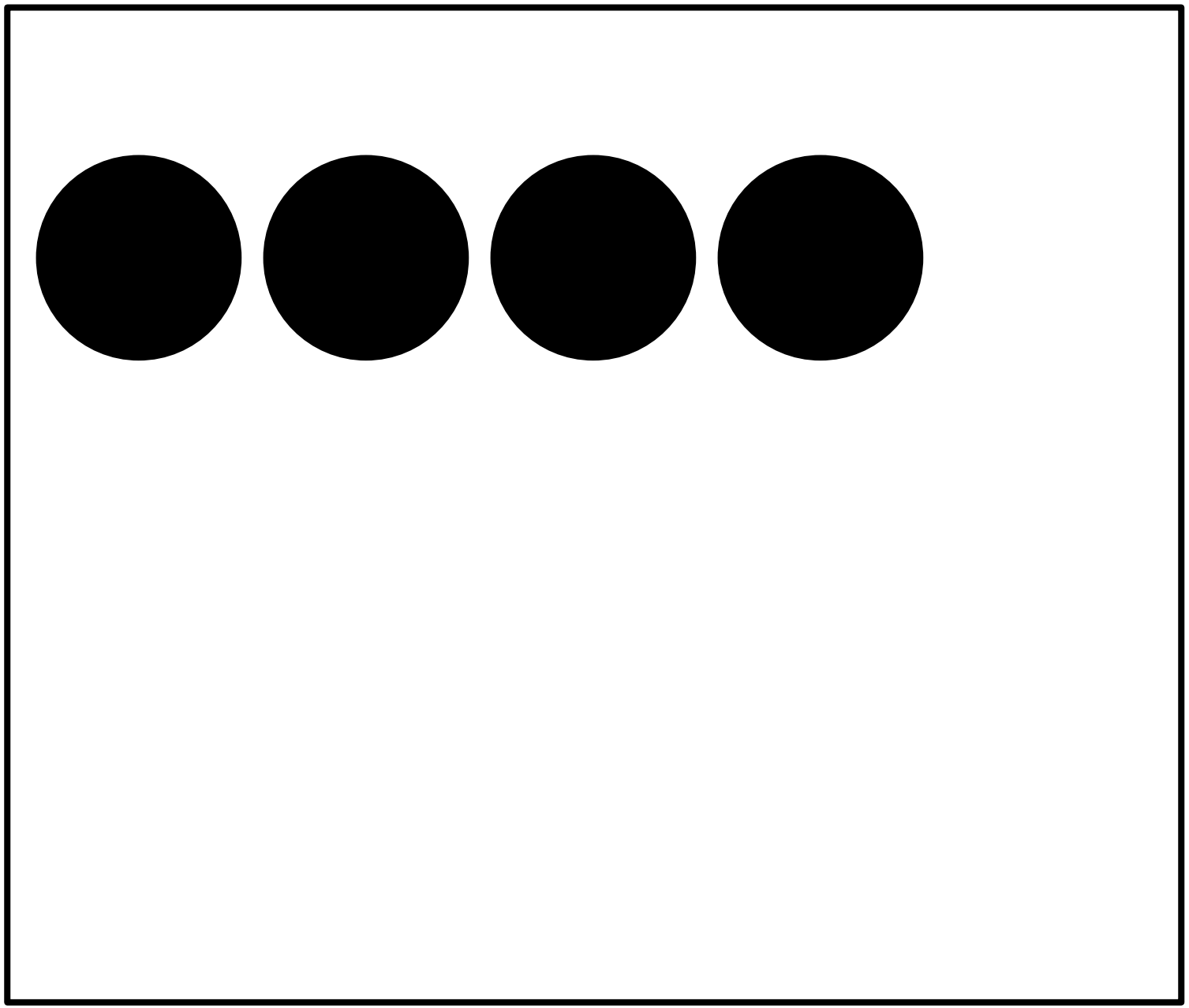
TEACHER DOT CARDS

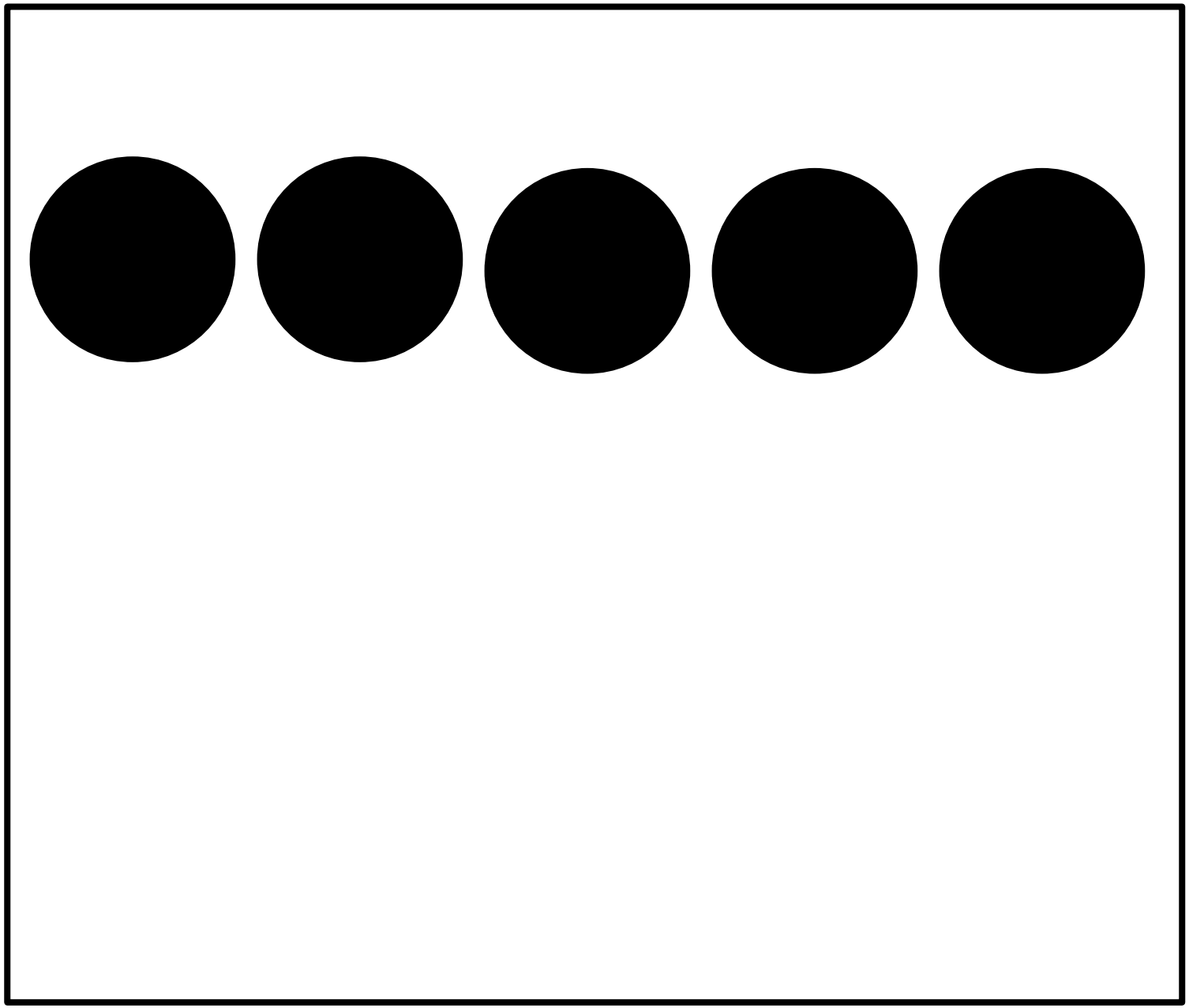


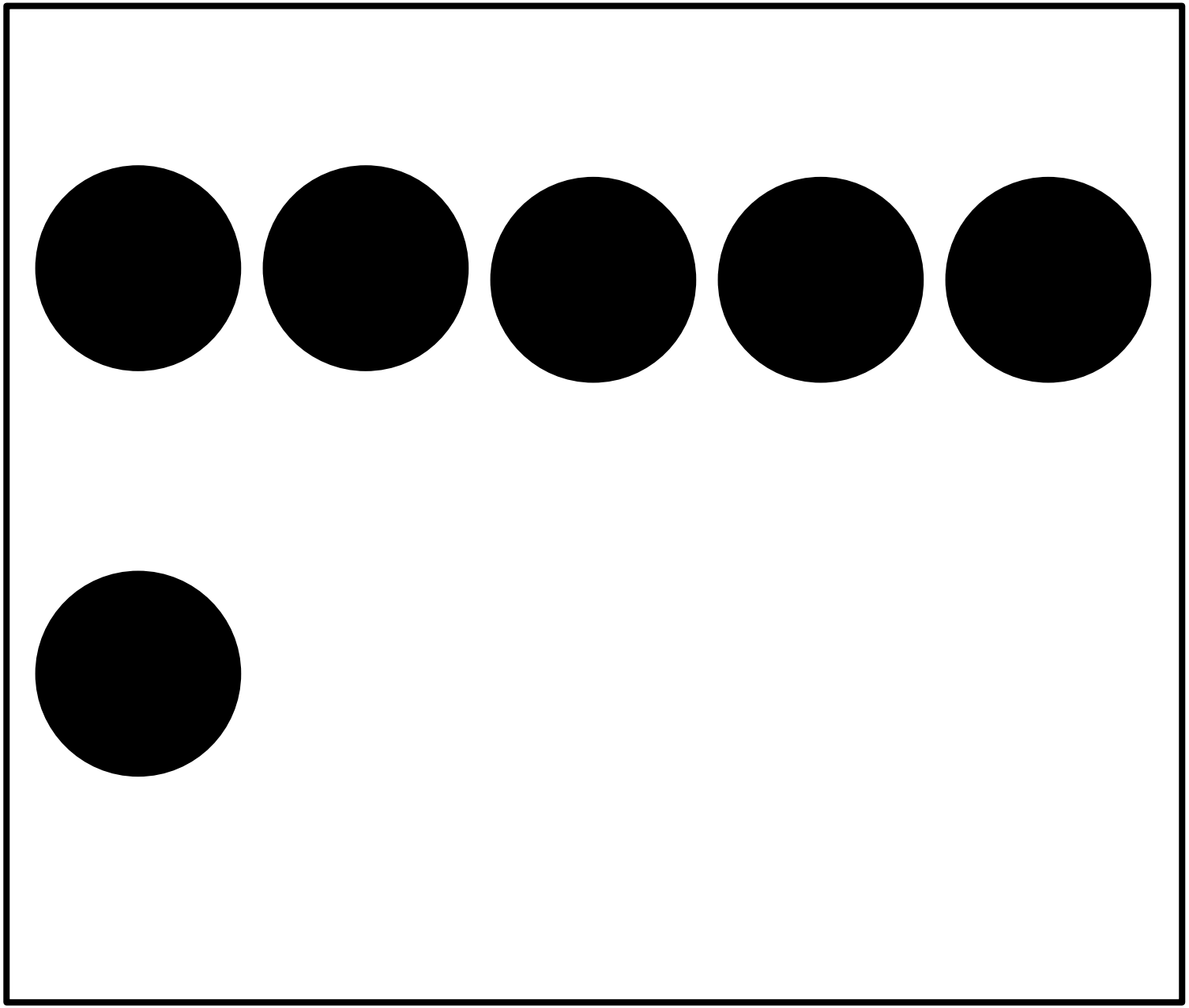


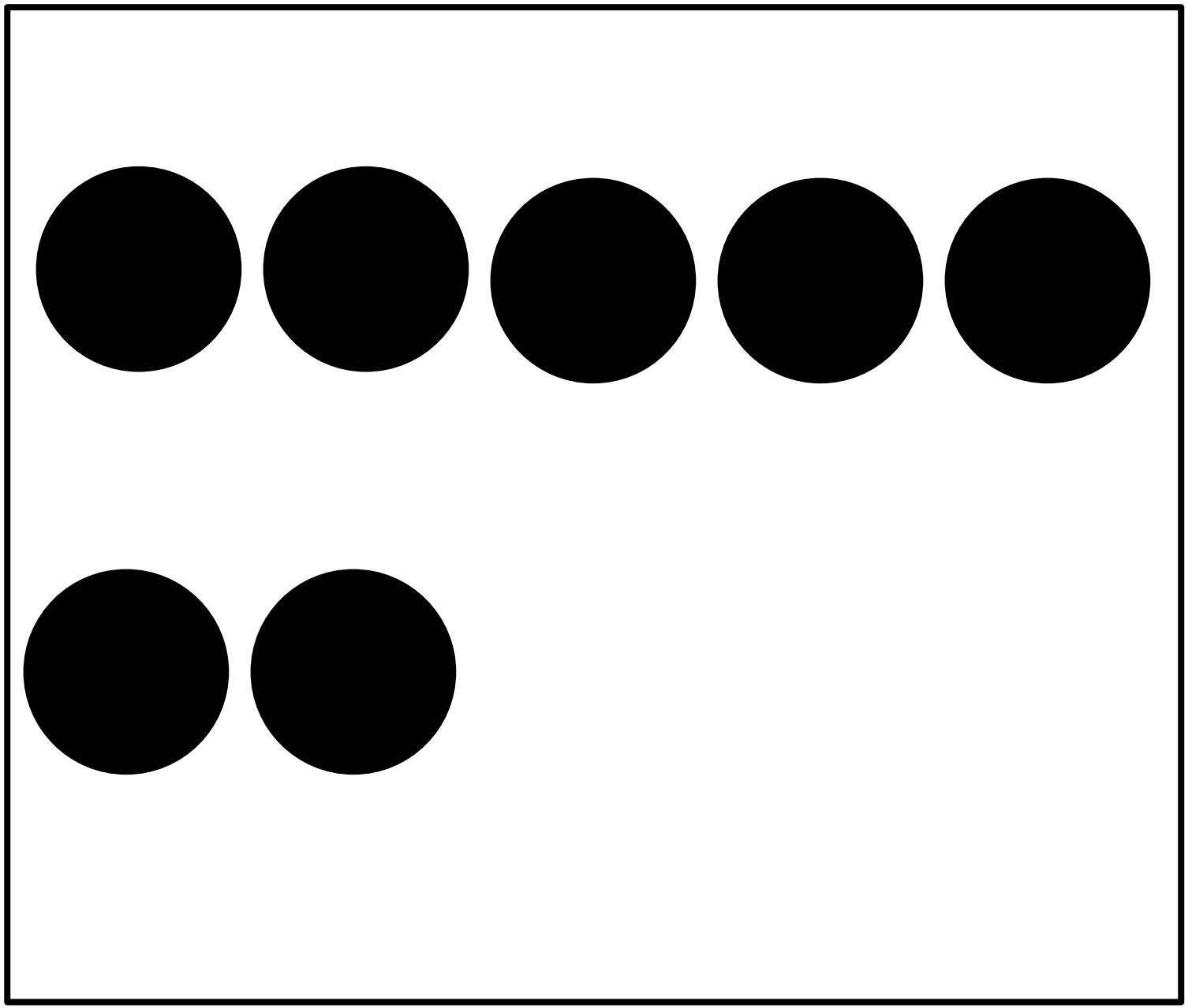


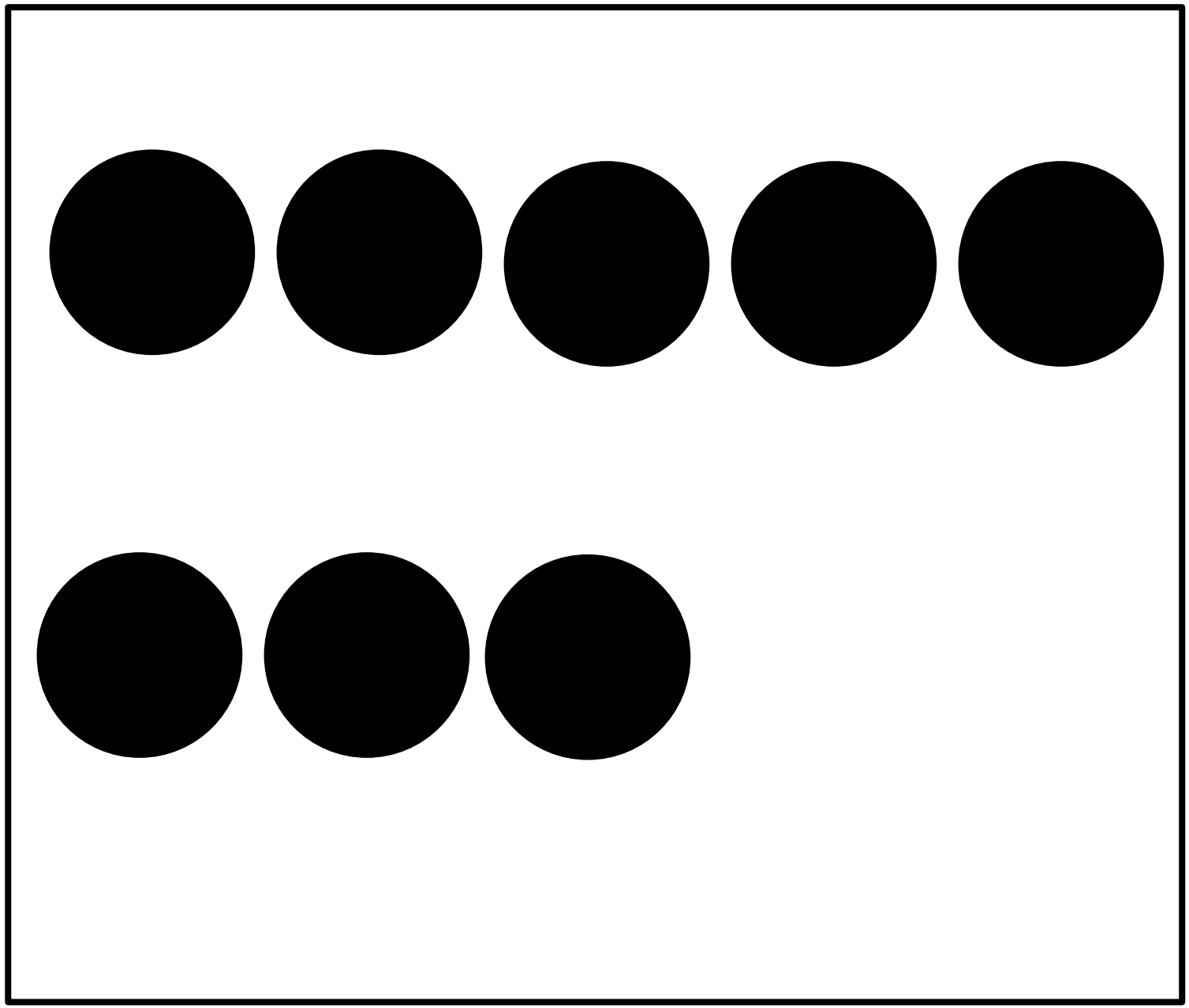


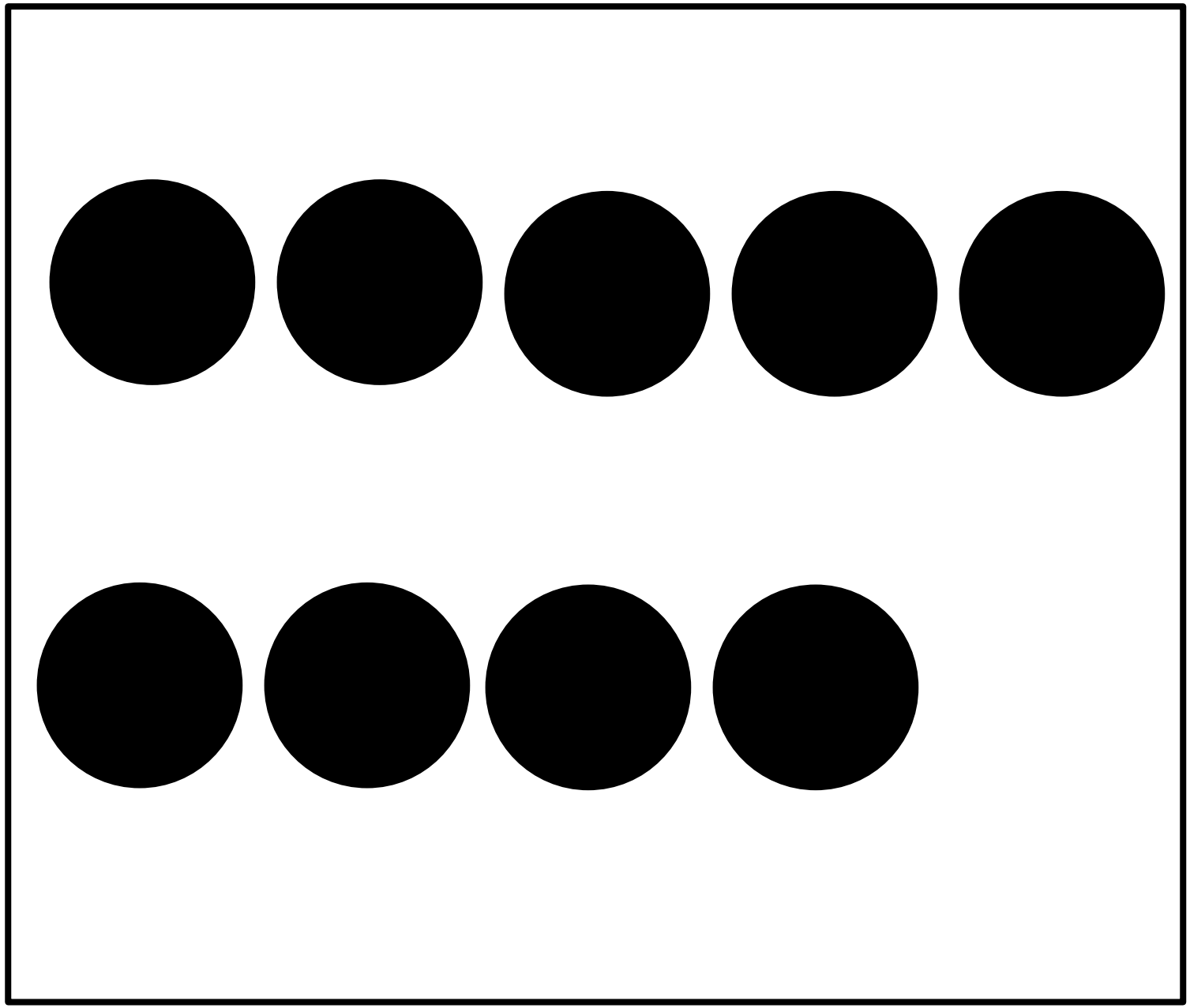


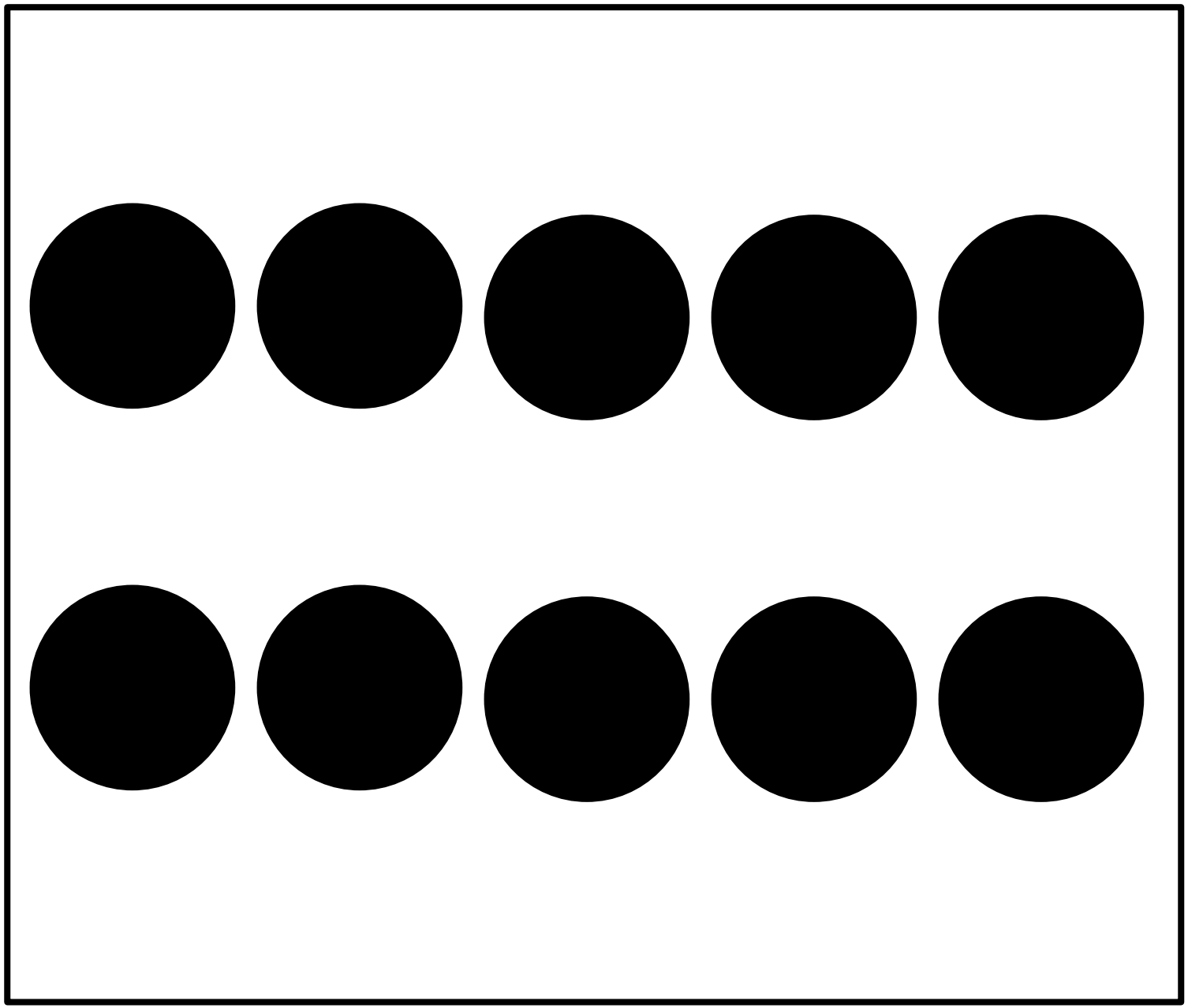




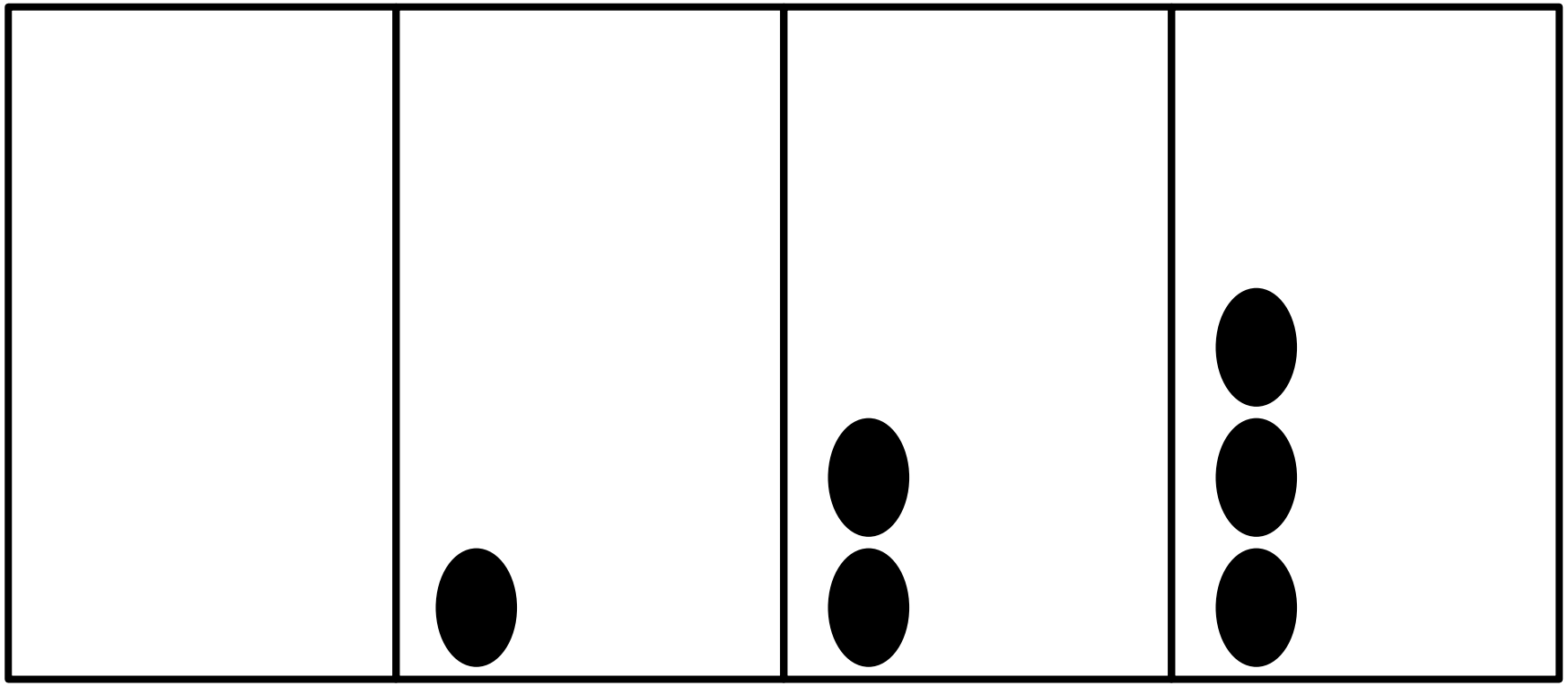


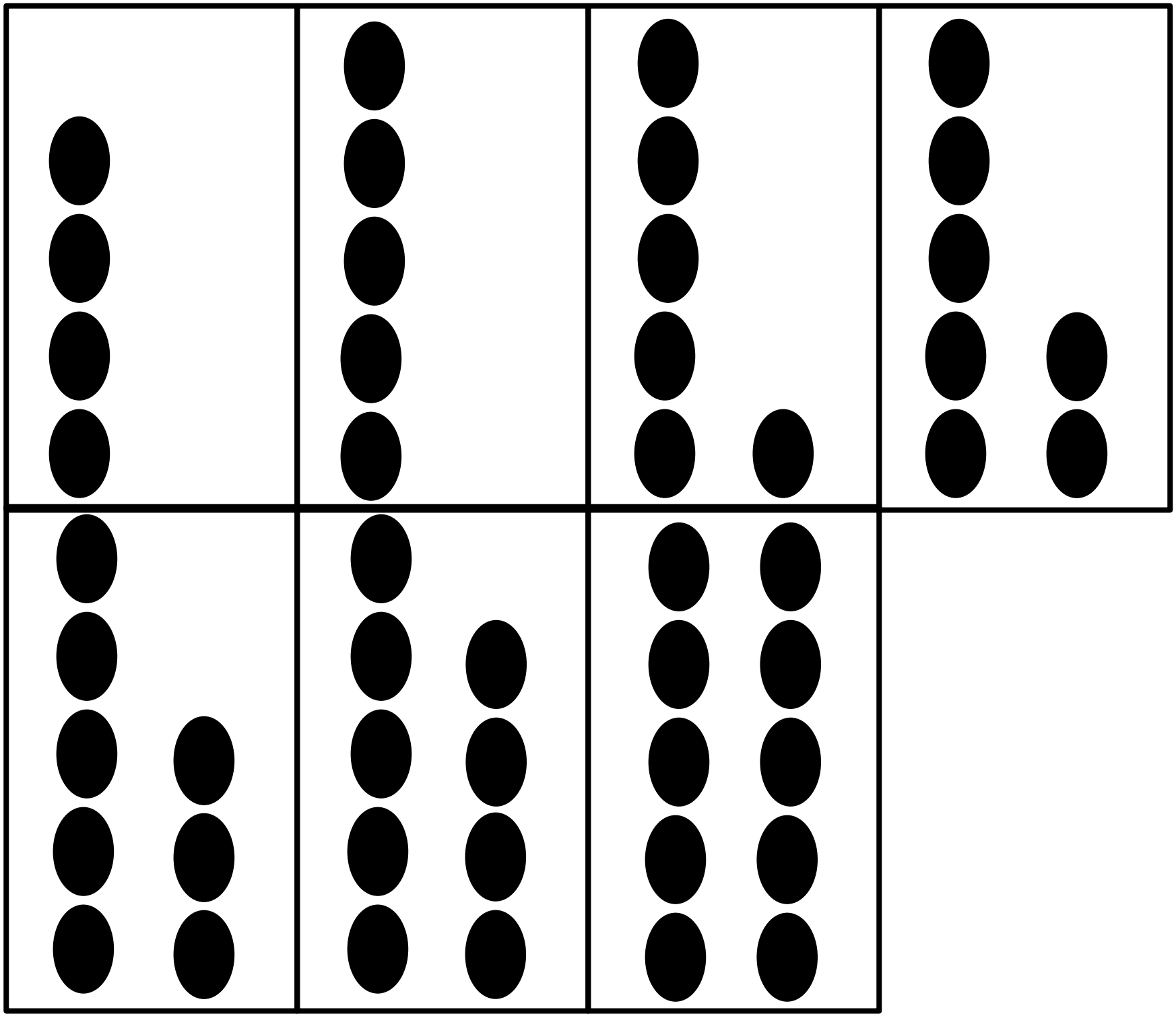






STUDENT DOT CARDS





11. FIVE FRAME PEEK-A-BOO

(4 minutes)

Materials: Fluency Dot Cards (1-5)

Directions: Teacher uses the 10 frame dot cards (1-5) and flashes them to work with students
to begin to subitize the quantity without counting.

T: I'm going to show you my 5-frame Dot cards, but only for a second! Like this (hold up the card briefly and then quickly take it out of view). Quickly count the dots, and raise your hand when you know how many. Remember to wait for the snap. (Wait for all students to raise hands, and then give the signal.)
S: 1!

Work within numbers to 3 at first, and as students demonstrate mastery, introduce 4 and 5. A possible sequence is 1, 2, 1, 2, 3, 2, 3, 4, 3, 2, 3, 2, 3, 4, 5, 4, 5, 4, 3. Then, say numbers randomly.

12. FIVE FRAME FLASH

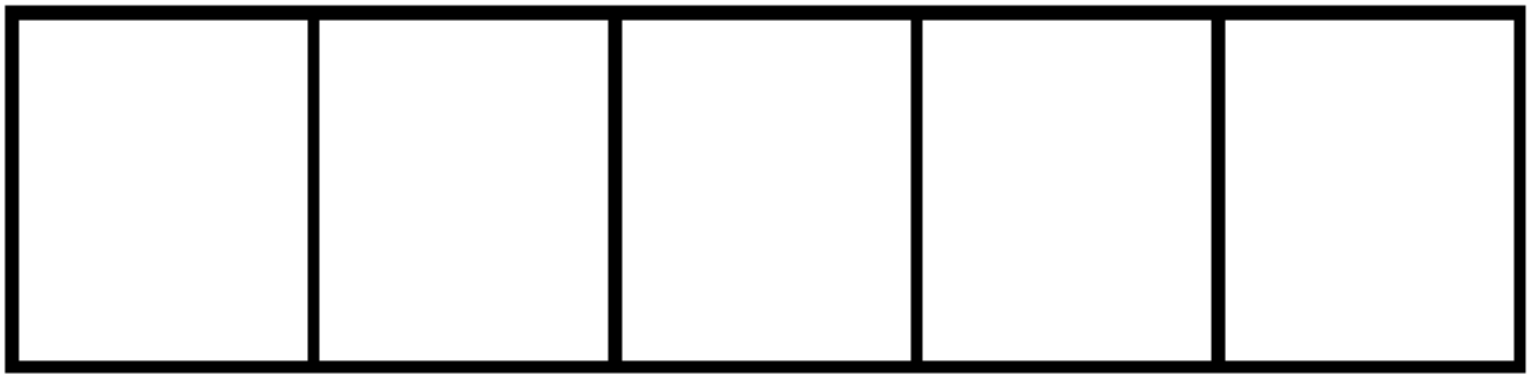
(4 minutes)

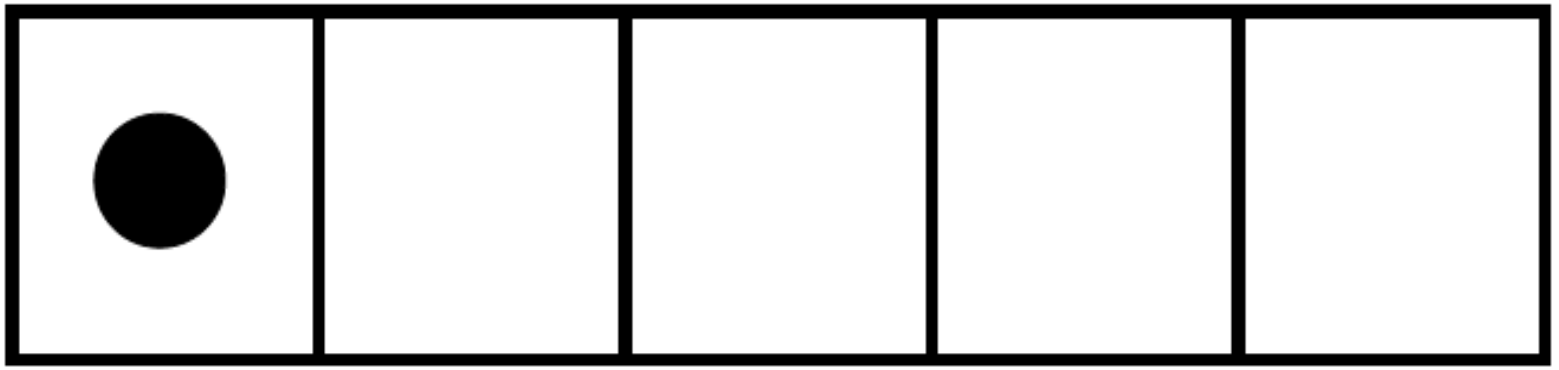
Materials: (T) Large 5-frame DOT cards

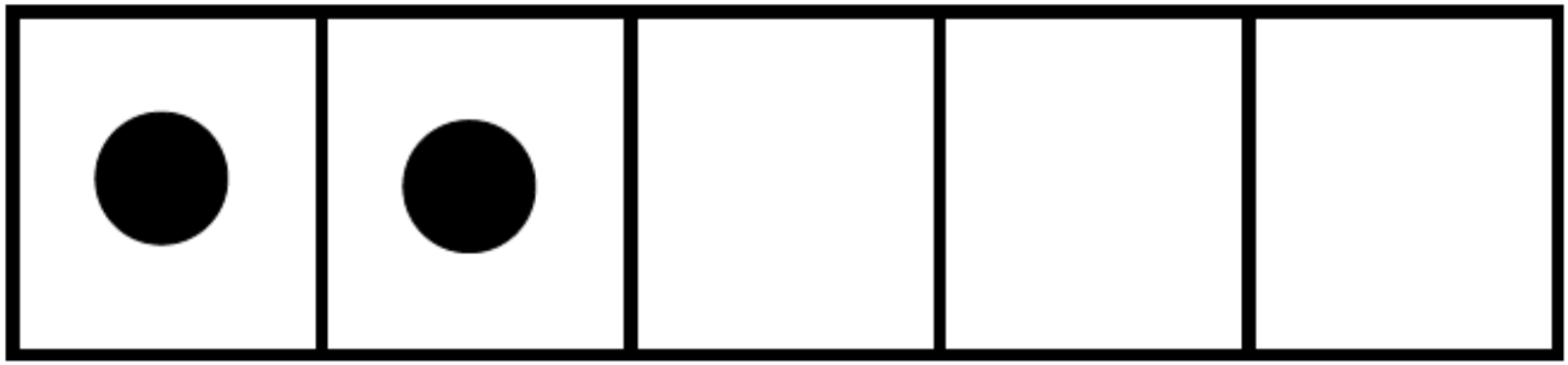
Note: Reviewing compositions of 5 leads to proficiency with the core fluency for the grade, K.OA.5, add and subtract within 5.

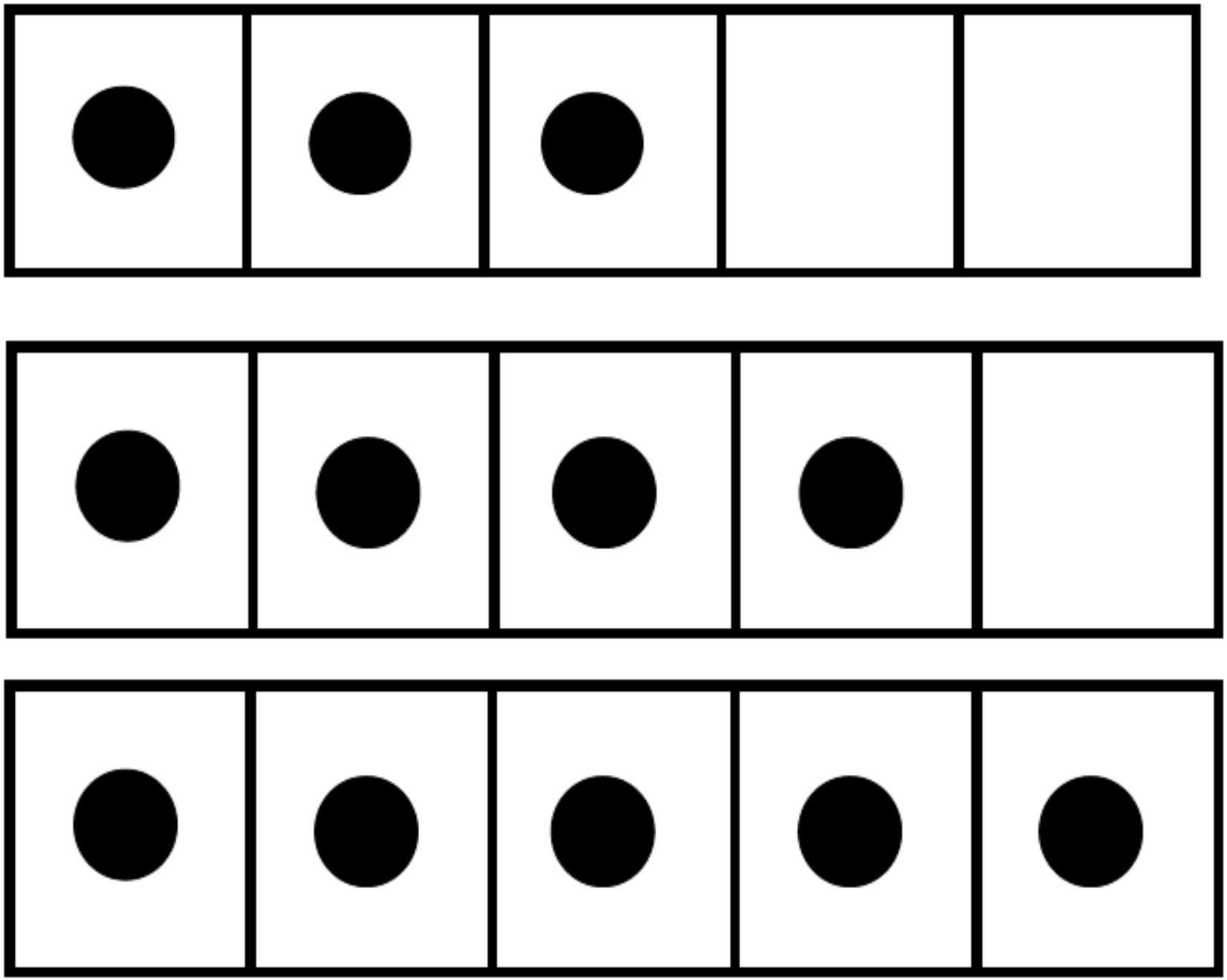
T: (Show 4 dots.) How many dots do you see?
S: 4.
T: How many more to make 5?
S: 1
T: Say the number sentence.
S: 4 and 1 makes 5.

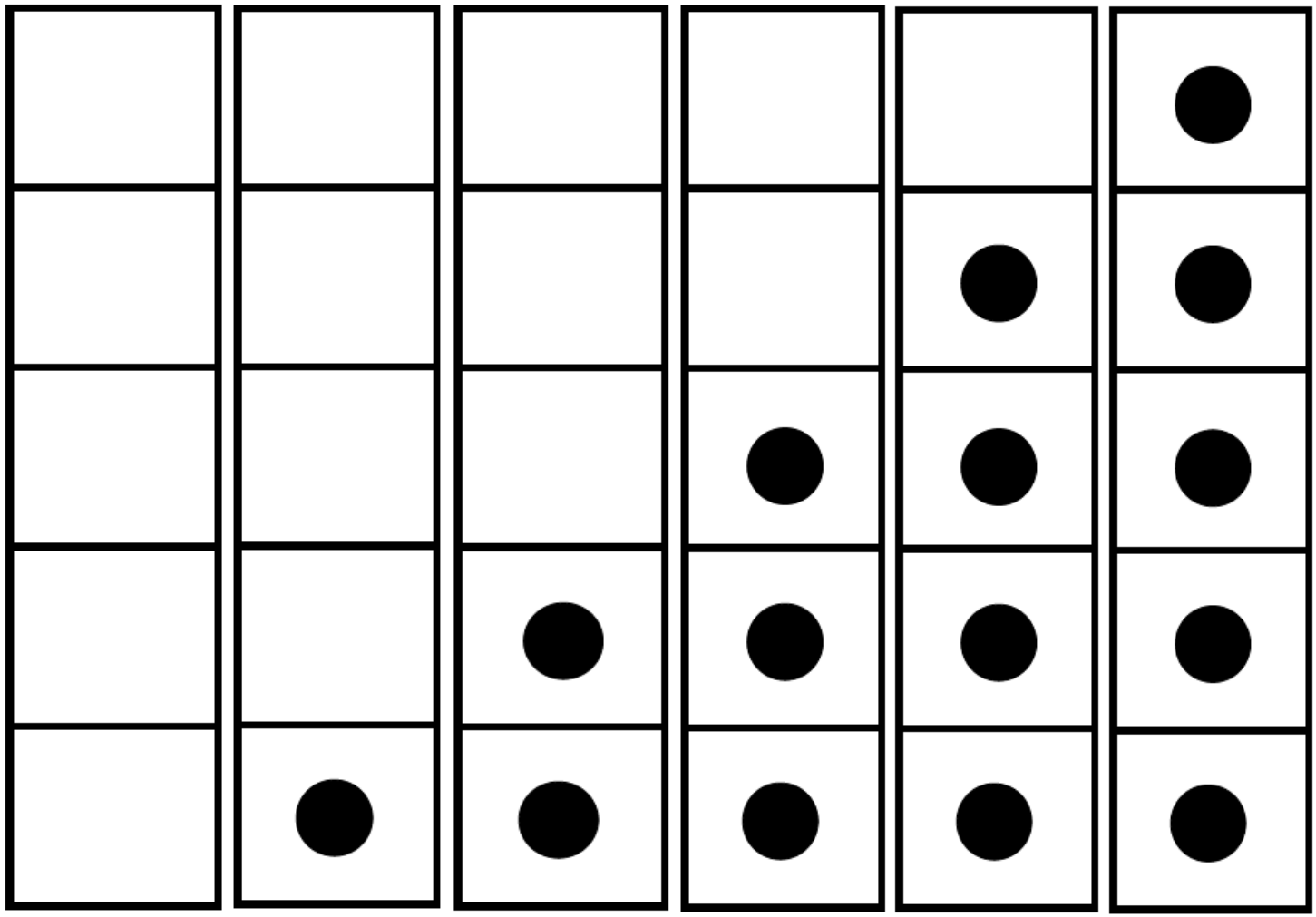
Continue with the following possible sequence: 3, 2, 1, 4, 2, 3, 5, 0, 5. Have students play with a partner. Give pairs sets of 5-frame cards.











13. TEN FRAME FLASH

(6 minutes)

Materials: (T) Large ten-frame cards (Fluency Template 3) (S) Ten-frame cards (Fluency Template 4)

Note: Reviewing partners to 10 prepares students to decompose 10 in the Application Problem.

T: (Show 9 dots.) How many dots do you see?
S: 9.
T: How many more does nine need to be 10?
S: 1.

Repeat for possible sequence: 8, 5, 7, 6, 1, 4, 3, 5, 2, 9. Have students play with a partner. Give pairs sets of cards.

14. LINE UP, SPRINKLE, CIRCLE

(4 minutes)

Materials: (S) Bag of beans, piece of construction paper or foam as a work mat, small plastic cup

Note: This fluency activity requires students to recount the beans, which not only gives more opportunities for one-to-one matching, but also develops the concept of conservation.

T: Take three beans out of your bag, and put them in your cup. (Wait for students to do this.) Spill them onto your mat, and put them in a straight line. Touch and count.

S: 1, 2, 3.

T: Are there still 3?

S: Yes!

T: Put them back in your cup. Spill them onto your mat, and sprinkle them around. Touch and count.

S: 1, 2, 3.

T: Are there still 3?

S: Yes!

Repeat with 4 and 5, including an additional last step to put the beans in a circular formation. Allow students to experiment with other formations.

15. BEEP NUMBER

(4 minutes)

Materials: (T) Personal white board (optional) (S) Number Line

T: Let's play Beep Number! Listen carefully while I count. Instead of saying a number, I'll say *beep*. When you know what the beep number is, raise your hand.
T: 4, 5, beep!
S: 6
T: Beep, 5, 6
S: 4

CHALLENGE:

T: 16, 17, beep! (Wait until all hands are raised, and then give the signal.)
S: 18.
T: 21, 22, beep, 24. (Wait until all hands are raised, and then give the signal.)
S: 23.

Continue from simple to complex, identifying the number after, the number between, and finally, the number before, which is most difficult. Then, introduce higher numbers.

Variation: Extend the sequences to four numbers, for example 7, 8, beep, 10.
Remind students to use the procedure for answering choral response questions described in Lesson 8 (listen, think, raise your hand, wait for the snap) to allow sufficient wait time.
If students are reliant on a number line for determining the missing number, challenge them to try with their eyes closed!

16. SHAKE AND SPILL

(3-5 minutes)

Materials: Per student - cup and at least five 2-sided counters

Directions:

● The students put the counters in the cup, shake it, and spill them onto the table. Alternatively they can use their hands.

● The students determine how many of each color is showing and record the sum using drawings or equations.

● The students should "shake and spill" several times to show different pairs of numbers that sum to 5.

17. HIDE AND SEE
(5 minutes)

Materials: (S) 5 linking cubes

Directions:

T: Show me 2 cubes.
S: 1, 2.
T: Hide 1 behind your back. How many can you see?
S: 1.
T: Put them back together. How many cubes do you have?
S: 2.
T: Say the number sentence with me. 2 take away 1 is 1.

Repeat using the following possible sequence: 3 – 1, 4 – 1, 5 – 1, 5 – 2, 4 – 2, 3 – 2, 4 – 3, 5 – 3, and 5 – 4.

18. ROLL AND SHOW ONE LESS

(4 minutes)

Materials: (S) Dice (with the 6-dot side covered as a scaffold, or uncovered as an extension)

1. Partner A rolls the die (or dice).
2. Both partners count the dots.
3. Partner B takes away 1 and shows that many fingers, the Math Way, and says, “4 take away 1 is 3.”
4. Partner A verifies that the number is 1 less.
5. Switch roles and play again.

Remind students that if they should roll a 1, they can show 1 less by indicating 0 as a closed fist. As students get more comfortable with subtraction sentences, they can try to tell about their fingers.

19. READY, SET, ADD!

(3 minutes)

Note: In this activity, students test their mastery of addition facts within 5, and when the total is greater than 5, they will be able to rely on the strategies of counting all or counting on with fingers.

1. Assign partners. Both students put one hand behind their back.
2. With the hand that is in view, they pump their fists two times as they say, "Ready, set," and then the third time, they show a number of fingers as they say, "Add!" (The motion is similar to rock, paper, scissors.)
3. Partners race to say an addition sentence that matches the number of fingers shown. The first partner (fastest) repeats the addition sentence for both to hear.
4. The second partner flips the addition sentence.
5. Repeat.

At first, have students use only one, two, or three fingers. As they demonstrate mastery, invite them to include four and five fingers as well.

20. HOW MANY IS ONE MORE

Materials: Dot Cards

Directions: Students work to identify the number of dots shown on a five group card and then tell how many is one more.

21. HIDE 1

(4 minutes)

Materials: Dot Cards

Note: This fluency activity advances the familiar work with the pattern of 1 less as it requires students to visualize removing a dot from the ten-frame.

T: (Show 5.) Use your imagination to hide 1. How many are left?
S: 4.
T: (Show 10.) Use your imagination to hide 1. How many are left?
S: 9.

Continue with the following possible sequence: 1, 6, 2, 7, 3, 8, 4, 9. Have students repeat the activity in pairs if there is time.

22. How Many Do You See?

(3 minutes)

Materials: (T) Large ten-frame cards

Note: This fluency activity advances students' ability to rapidly recognize quantities on ten-frames by requiring them to visualize.

T: (Show dots for several seconds, and then hide the card.) Wait for the signal. How many dots did you see?
S: 7.
T: Who can explain how they see 7?
S: I see a 5 group on top and 2 more on the bottom. (Draw as the student speaks.)

Continue with the following possible sequence: 3, 9, 1, 8, 7, 4.

23. Grouping 10 Objects

(3 minutes)

Materials: (S) Bag with about 20 small objects for each student

Note: Making groups of 10 ones in varied configurations brings attention to the number as significant in today's lesson and allows students to experience conservation of the number.

T: Place the items from your bag on your work mat. Count out 10 ones, and move them together into a bunch.
T: (Wait while they work.) By counting, prove to your partner there are 10 things in your bunch.
S: (Count.)
T: Push all your things back together. Mix them up. Count out 10 ones again, and move them together into a bunch.

Repeat process two or three more times. Ask students if the same 10 things are in the bunch each time.

24. TAKE AWAY 1

(3 minutes)

Note: Students begin to use subtraction sentences and their new take away language in the familiar context of 1 less.

T: Show me 3 fingers, the Math Way.
S: (Hold up the left pinky, left ring finger, and the left middle finger, to show 3 fingers the Math Way.)
T: Now, take away 1.
S: (Put down the left middle finger, so that only the left pinky and left ring finger remain, showing 2 the Math Way.)
T: How many fingers are you showing me now?
S: 2.
T: Say the number sentence after me. 3 take away 1 is 2.

Continue to take away 1 from numbers 1–5. (Show 0 as a closed fist.) Avoid showing the finger combinations yourself. Some students may still need to count all of the fingers each time. Allow time to do so, but invite students to share more efficient strategies.

25. COUNTING DOTS AND SPACES

Materials: Fluency Template A (large five frame cards)

Directions: Students use a five frame card to talk about the number of dots shown and how many dots are needed to fill the five frame. Activity works on all of the decompositions of five.

26. APPLICATION PROBLEM: SNAP

Materials: snap cubes

Directions: Students do this activity with a partner. Each group has a snap cube tower of no more than 5 cubes. One partner snaps the tower into two pieces and shows one of the parts. The other partner determines the hidden part to make the total

27. BUILDING ONE MORE AND 1 LESS TOWERS

Materials: 10 linking cubes per student.

Directions: This activity helps to transition student from counting to addition and subtraction. Students are guided through the process of building towers that are one more or one less.

28. COUNTING BY TENS

Directions: This activity can be done several times a day as it is quick and requires no materials. The objective of this lesson is to gain automaticity counting to 100 and to establish the importance of multiples of ten. The final goal of this lesson is for students to be able to count by tens and articulate the term for this.

- _For the first week of this activity have students count to 100 chorally. On each number students clap with their hands in front of them (a normal clap) and whisper the number. For each multiple of ten (10, 20, 30, etc) have students clap above their heads and say the number loudly.
- _After students are very comfortable with this routine and can effortlessly count to 100 ask students what would happen if you only counted the numbers where they clap above their heads. Students can try this out. Ask the students what we might call this (you will get answers such as “ten counting”) guide students by asking appropriate/ leading questions until they come up with the term “counting by tens” on their own.
- _Once students have graduated to counting by tens practice this skill often and quickly.

29. COUNTING WITH TEN FRAMES

Materials: Small ten frame cards

Directions: This activity provides a visual representation that each ten is composed of ten ones. Students make the connection between pictorial and abstract numbers as they count.

30. COUNT WITH HANDS

Materials: 10 Traced sets of hands

Directions: Activity connects the visual representation of their hands and tens to count to one hundred by tens.

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

$$\begin{array}{r} 1 \\ +\,4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +\,1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +\,2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +\,3 \\ \hline \end{array}$$

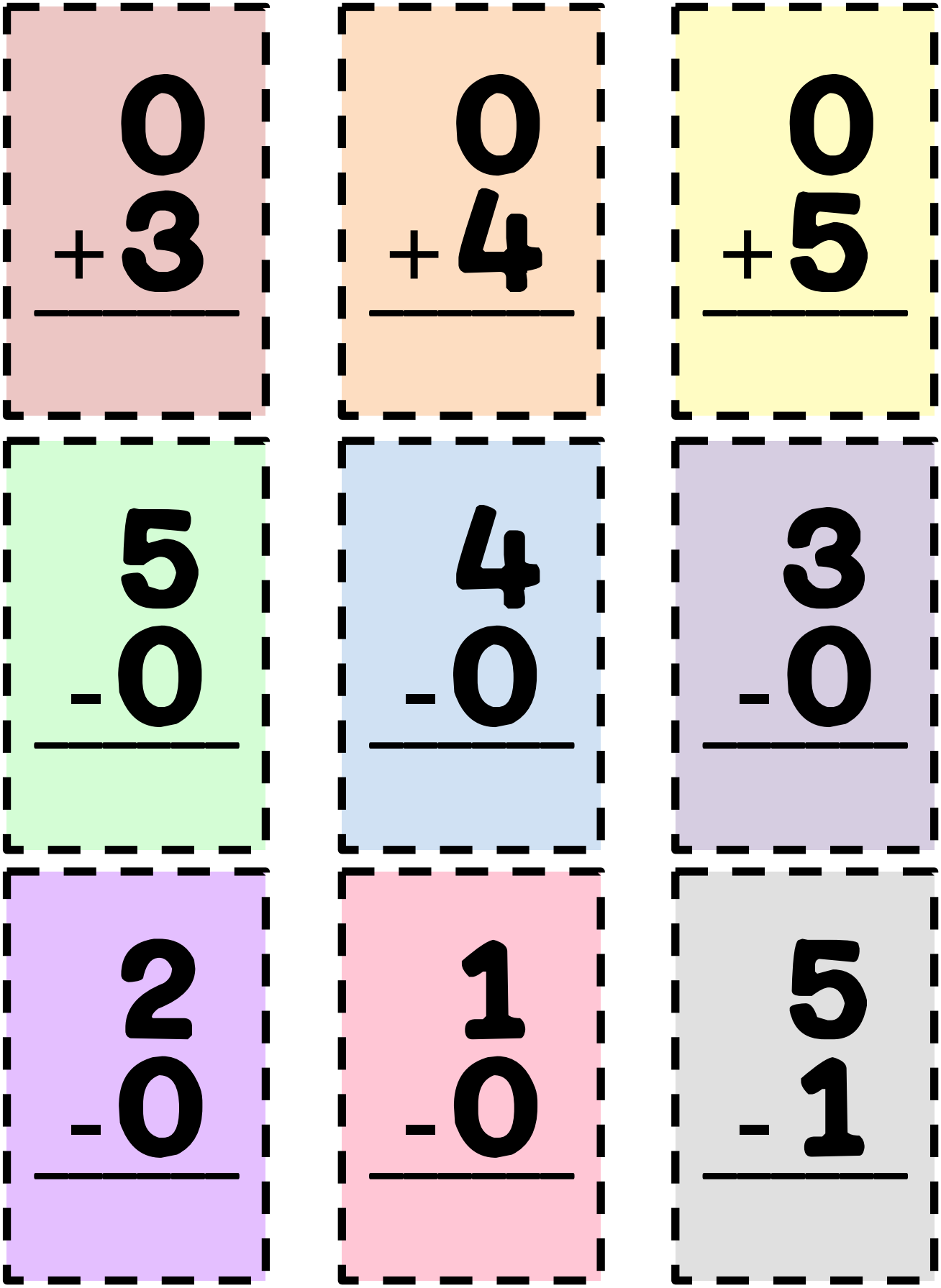
$$\begin{array}{r} 3 \\ +\,1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +\,2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +\,1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +\,1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +\,2 \\ \hline \end{array}$$


0
+3
0
+4
0
+5
5
-0
4
-0
3
-0
2
-0
1
-0
5
-1

5 -2	5 -3	5 -4
5 -5	4 -1	4 -2
4 -3	4 -4	3 -1

$$\begin{array}{r} 3 \\ -\,2 \\ \hline \end{array}$$

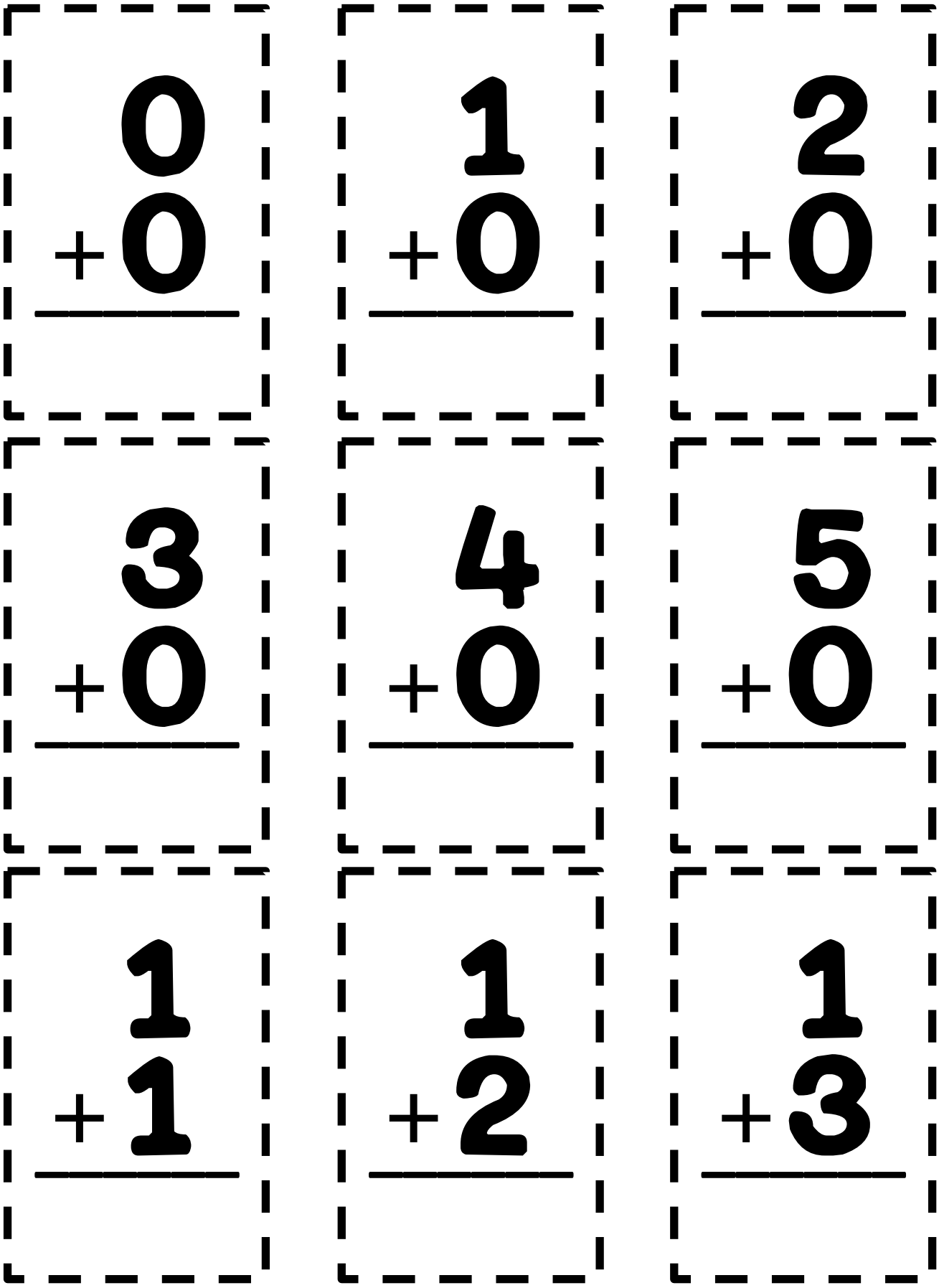
$$\begin{array}{r} 3 \\ -\,3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -\,1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -\,2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ -\,0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ -\,1 \\ \hline \end{array}$$


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

1 +4	2 +1	2 +2
2 +3	3 +1	3 +2
4 +1	0 +1	0 +2

0 +3	0 +4	0 +5
5 -0	4 -0	3 -0
2 -0	1 -0	5 -1

5 -2	5 -3	5 -4
5 -5	4 -1	4 -2
4 -3	4 -4	3 -1

3 -2	3 -3	2 -1
2 -2	0 -0	1 -1