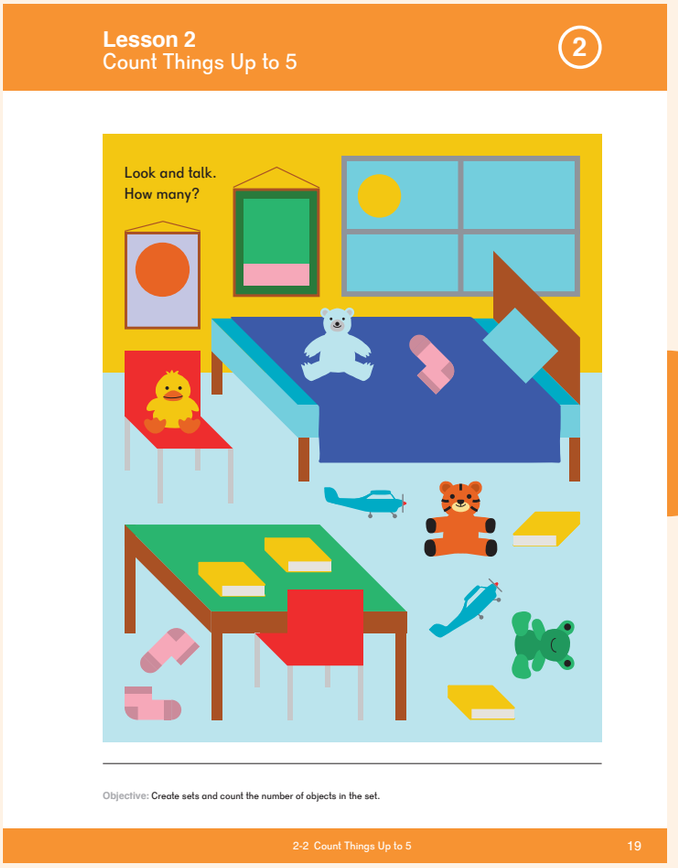
Objective

- Recognize the quantity of objects by counting up to 5.

Lesson Materials

- Blank Five-frames (BLM), 1 per student
- Counters or other small objects, 5 for each pair of students



Explore

Have students discuss how many of each type of object they see in the bedroom on page 19.

Learn

Give each student 5 small objects and a Blank Five-frame (BLM), and have them put their objects on the cards and count.

Ask students to represent objects from the illustration on page 19 on their Blank Five-frames (BLM). Examples:

- I see 4 books. (Have all students make 4 on their blank five-frame.)
- I see 3 socks. (Have all students make 3 on their blank five-frame.)

If needed, prompt students with questions such as, "I see 4 of something. What do you think it is?"

Have students look at page 20 and the way Dion organized his fruit. Ask them to discuss what they notice.

Whole Group Activities

▲ I Spy

Play with numbers to 5 in the classroom.

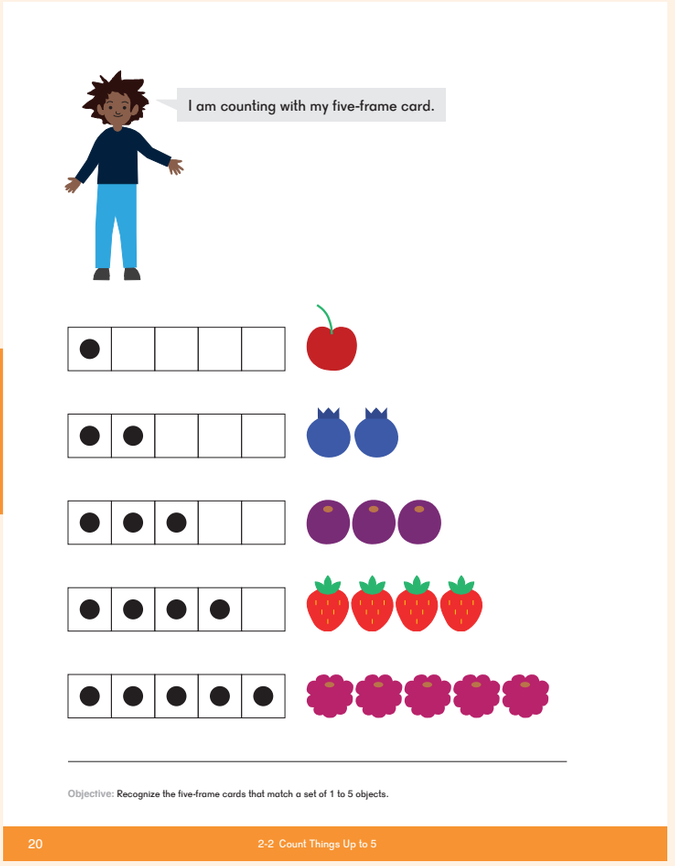
▲ Finger Flash

Show students 1 to 5 fingers for long enough to see but not count (try two seconds). See if they know how many fingers were shown.

▲ Five-frame Flash

Materials: Five-frame Cards (BLM) 1 to 5

Show students Five-frame Cards (BLM) 1 to 5. See if they can say how many dots were shown on the card. To extend this activity, see if they can say how many blank spaces were shown on the card.



Small Group Activities

▲ Textbook Page 21

Have students show the quantity of objects in the classroom on a Blank Five-frame (BLM). Examples:

- I see 2 tables. (The student should show 2 counters on her five-frame.)
- I see 4 windows (or panes). (The student should show 4 counters on his five-frame.)

▲ Count and Sort

Materials: Sorting mats

Using sorting mats (color, size, shape, etc.), students find 5 objects for each mat.

▲ How Many Can You Make?

Materials: Squares, cubes

Using 5 squares or cubes, students make as many different configurations as possible.

▲ Bead Bracelets

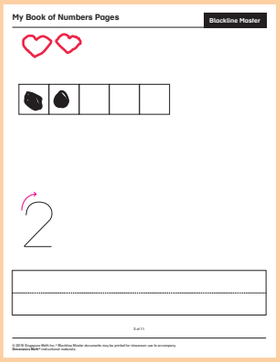
Materials: String, 5 beads per student

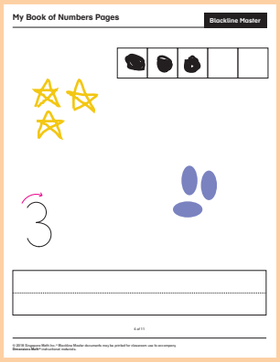
Make bead bracelets with 5 beads. Students can wear to touch and count.

▲ My Book of Numbers

Materials: My Book of Numbers (BLM) pages 1–5, Blank Five-frames (BLM)

Have students fill in a Blank Five-frame (BLM) to represent each number, 1 to 5, and glue them to the correct My Book of Numbers (BLM) page below their pictures.





21

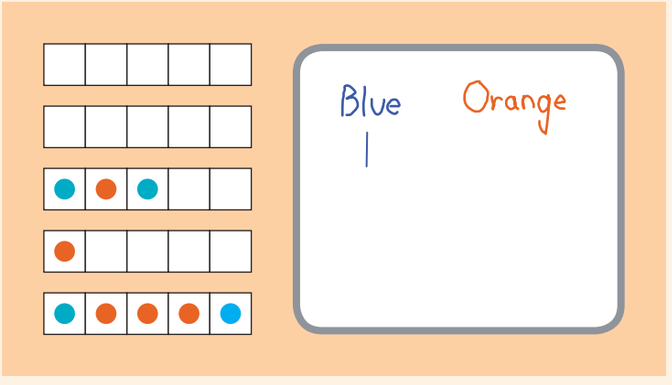
Exercise 2 • page 17

Extend

★ Five-frame Fill-up

Materials: Colored counters, Blank Five-frames (BLM), die

Players choose one color for their counter. They take turns rolling the die and placing their color counters on any Blank Five-Frame (BLM) to match the roll. When a player fills a five-frame with an exact roll, they score a point. The player with the most points is the winner.

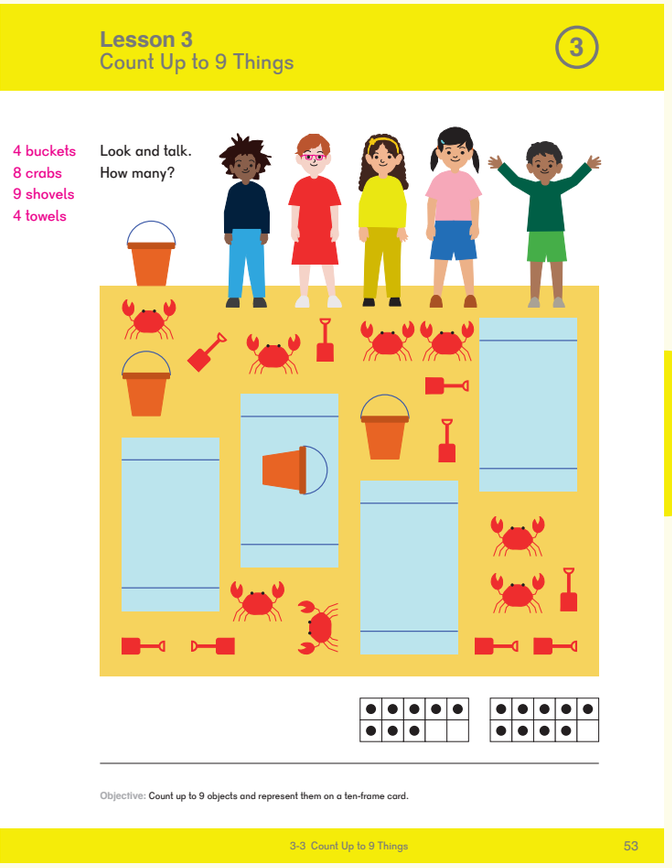


Objective

- Count from 1 to 9 with one-to-one correspondence and cardinality.

Lesson Materials

- Picture Cards (BLM) 5 to 9, 1 card per student
- Ten-frame Cards (BLM) 5 to 9, 1 card per student
- Counters or small objects that will fit on a ten-frame, 9 per student
- Blank Ten-frames (BLM), 1 per student



Explore

Pass out Picture Cards (BLM) 5 to 9 and Ten-frame Cards (BLM) 5 to 9 randomly to students, so each student has one card. Have students mingle and find other students with the same number represented either by picture or ten-frame to form five groups. This activity can be repeated multiple times and can be timed to add an element of competition and fun.

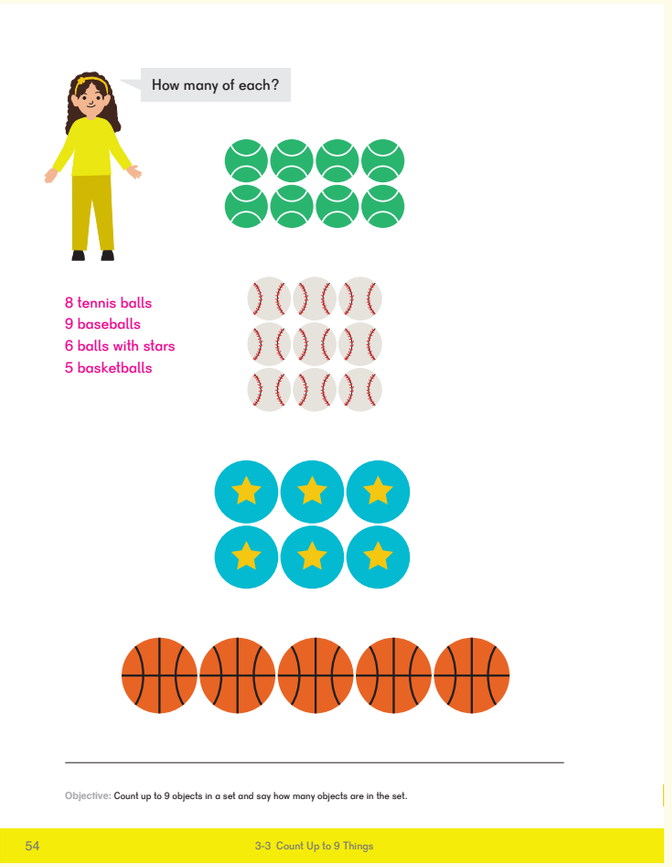
Learn

Provide each student with a Blank Ten-frame (BLM) and counters. Have the students look at page 53 and share their observations about the picture, including quantities of objects. Examples:

- 5 children went to the beach.
- There are 8 crabs.

As students share, have all students show the number on their Blank Ten-frame (BLM) with counters.

Have students count Sofia's toys on page 54 and show the number on their Blank Ten-frames (BLM) with counters. Ask students if it's easier to count the balls than the objects on page 53, and to explain their thinking.



▲ My Book of Numbers

Materials: My Book of Numbers (BLM) pages 8 – 10

Have each student practice writing the numerals 8, 9, and 10 on the corresponding My Book of Numbers (BLM) pages. Give students additional pages as needed for any number.

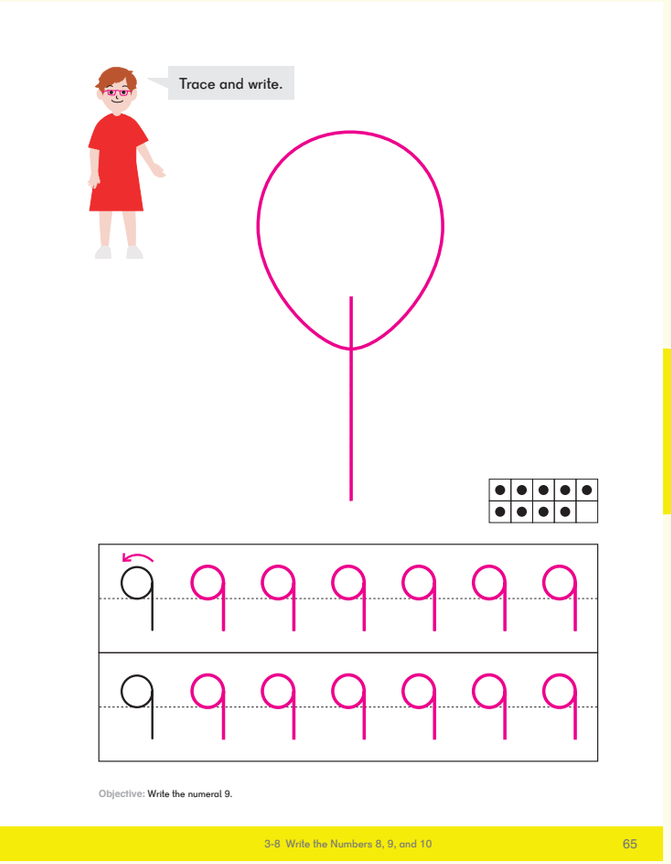
Take it Outside

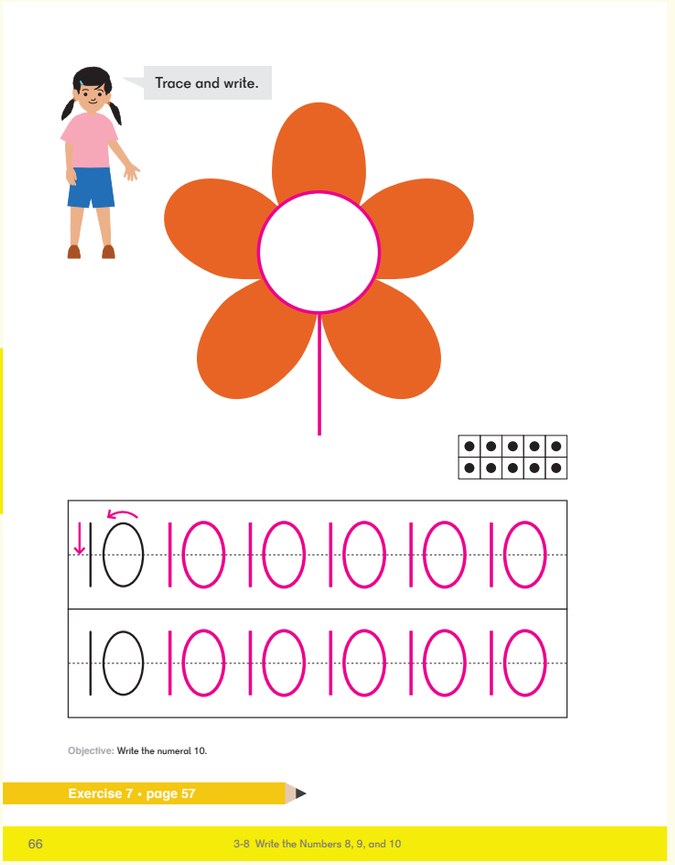
▲ Walk and Paint the Numbers

Materials: Sidewalk chalk, paintbrushes, cups of water

Use chalk to write very large numeral 8 as specified in the lesson (about 4 feet tall) outside, each in a different color. Surrounding the large numerals, write more 8s, but smaller (about 8 inches tall). Students line up single file and walk over the numerals, starting at the top, while saying the rhyme. Provide students with a cup of water and a small paintbrush to trace over the smaller numerals.

Exercise 7 • page 57





▲ Match

Materials: 2 sets of Ordinal Dot Cards (BLM) and Ordinal Number Cards (BLM) 1st to 10th

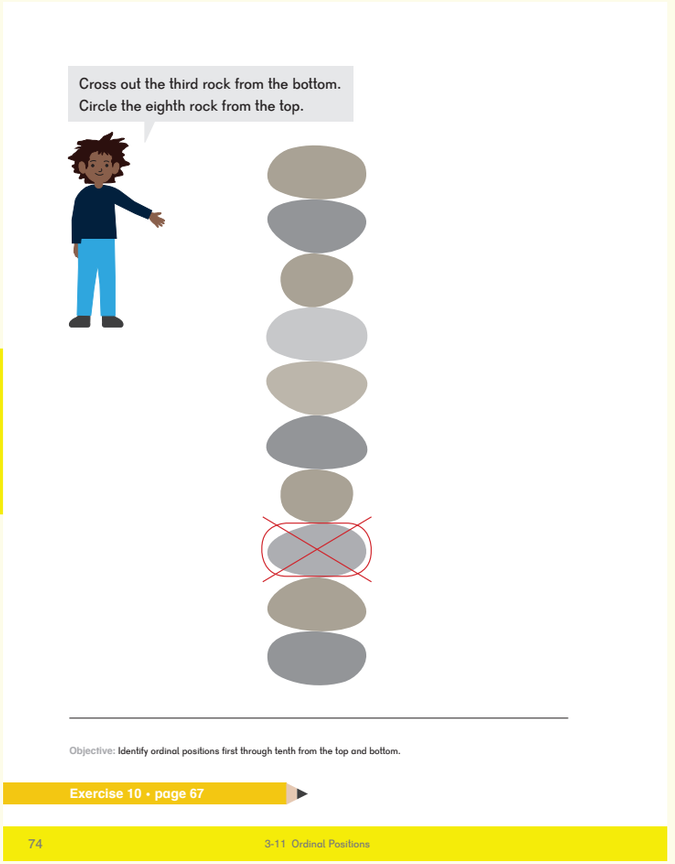
Students arrange the cards, faceup, in a grid. Students take turns finding two cards that go together.

★ Memory

Materials: 2 sets of Ordinal Dot Cards (BLM) and Ordinal Number Cards (BLM) 1st to 10th

Students arrange the cards, facedown, in a grid. Students take turns finding two cards that go together.

Exercise 10 • page 67



Extend

★ A Day in the Life of _____.

Have the students write (or dictate) and illustrate a story, "A Day in the Life of _____" (themselves or a pet). They must use at least one number 1 to 5 and one ordinal position first to fifth in their stories. For example, "The first thing I do in the morning is brush my teeth for 2 minutes. The second thing I do is get dressed."

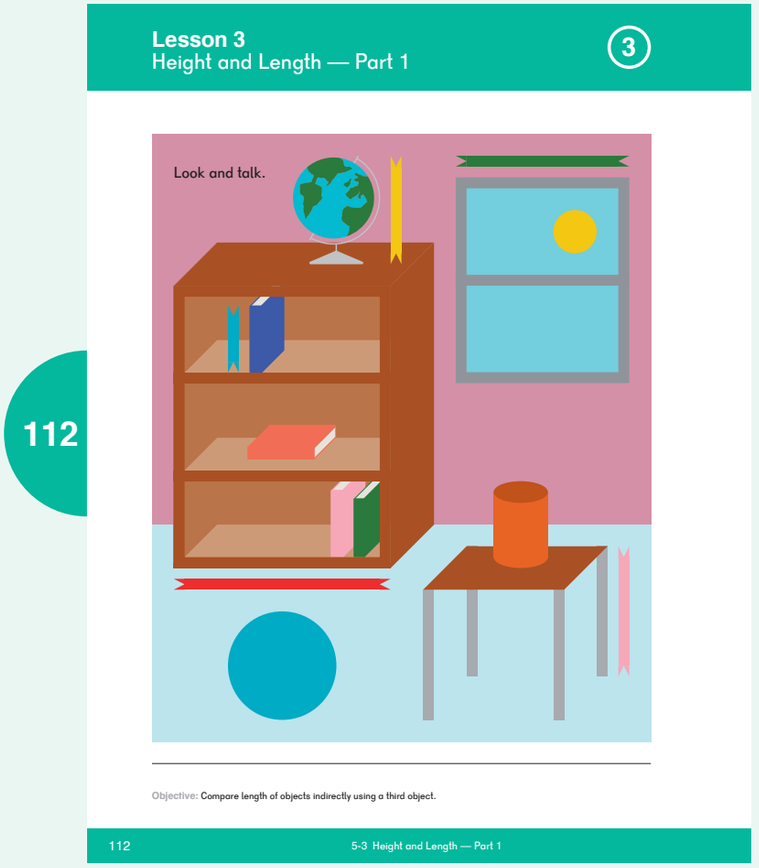
Lesson 3 Height and Length — Part 1

Objective

- Compare height and length indirectly.

Lesson Materials

- Cardboard strips or lengths of ribbon to match the length of immovable objects in the classroom as pictured in the textbook on page 112
- *How Big is a Foot?* by Rolf Myller



112

Explore

Pass out a cardboard strip or ribbon to pairs of students. Have each pair find a classroom object that is the same length or height as their piece of cardboard or ribbon. Have students share the object. Have two groups compare the lengths of their objects by comparing their lengths of cardboard or ribbon.

For example, the bookshelf is longer than the desk, because the ribbon that is the same length as the bookshelf is longer than the one that is the same length as the desk.

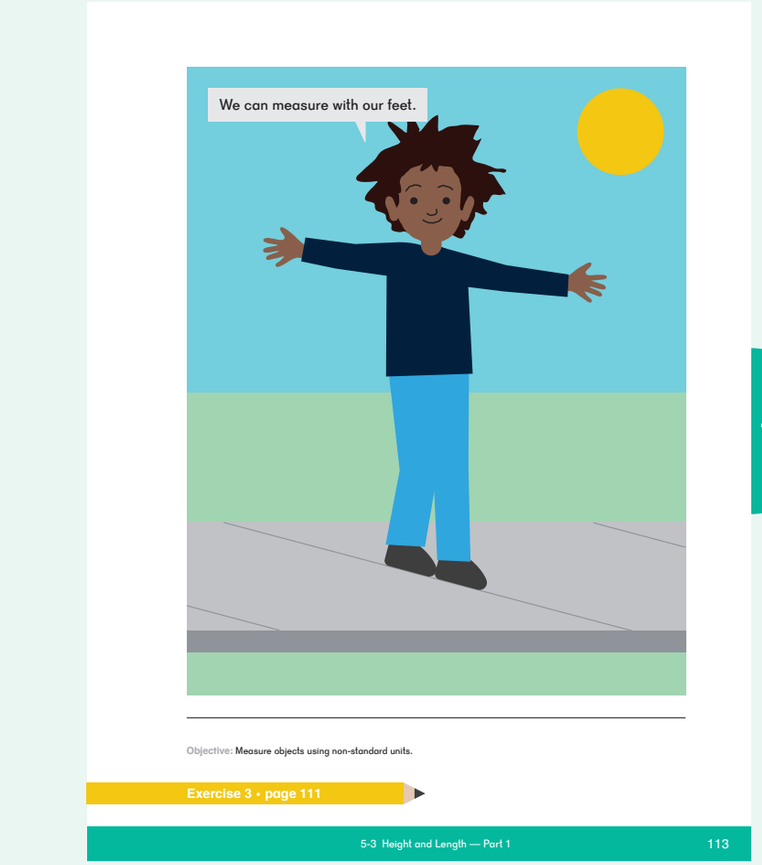
Learn

Look at page 112 and discuss the illustration. Ask students to call out the objects being measured from shortest to longest. Ask students how they know. Record the order on the board or chart paper.

Whole Group Activities

▲ **Textbook** Before looking at page 13, read the book *How Big is a Foot?* by Rolf Myller aloud to students.

Then, have them look at page 113. Ask them what would happen if Dion measured heel to toe and recorded a measurement for the sidewalk crack, and then Emma, Sofia, Alex, and Mei did the same. Do students think that all of the measurements would be the same? Have them explain their reasoning.



113

▲ How Big is Your Foot?

Materials: Art paper, scissors

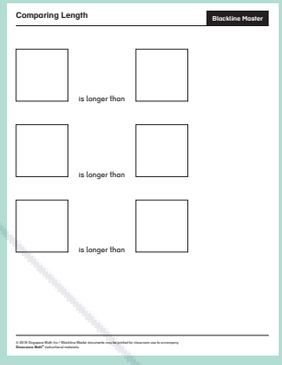
Have students trace their feet on paper, cut the shapes out, and use them to measure objects in the room. Be sure that students refer to the length of the object with the unit "_____'s feet." For example, "The rug is 8 Sam's feet long."

Small Group Activities

▲ Which is Longer?

Materials: Comparing Length (BLM), cardboard strips or ribbon

Allow students to explore the classroom, comparing the lengths of objects by using their cardboard strip or ribbon. For example, students could compare the length of a book to the length of a pencil. Students can draw objects being compared on Comparing Length (BLM).


Comparing Length

Blackline Master

is longer than

is longer than

is longer than

▲ Make a Shape That is ...

Materials: Geoboards, rubber bands

Have students use geoboards and rubber bands to make shapes that are taller or longer and shorter. For example, make a triangle that is taller than a square. Review triangles, squares, and rectangles.

Take it Outside

▲ Long Jump

Materials: Long jump pit (if possible), measuring tape or ribbon, chalk

Students can measure their jumps with ribbon in a long jump pit or from a chalk line for a standing long jump.

Exercise 3 • page 111

Extend

★ If I Were as Tall as a ...

Materials: Recording device, art paper, markers or crayons

Have students write (or record) a story, "If I were as tall (or short) as a _____." Allow them to fill in the blank. Encourage them to illustrate their story.

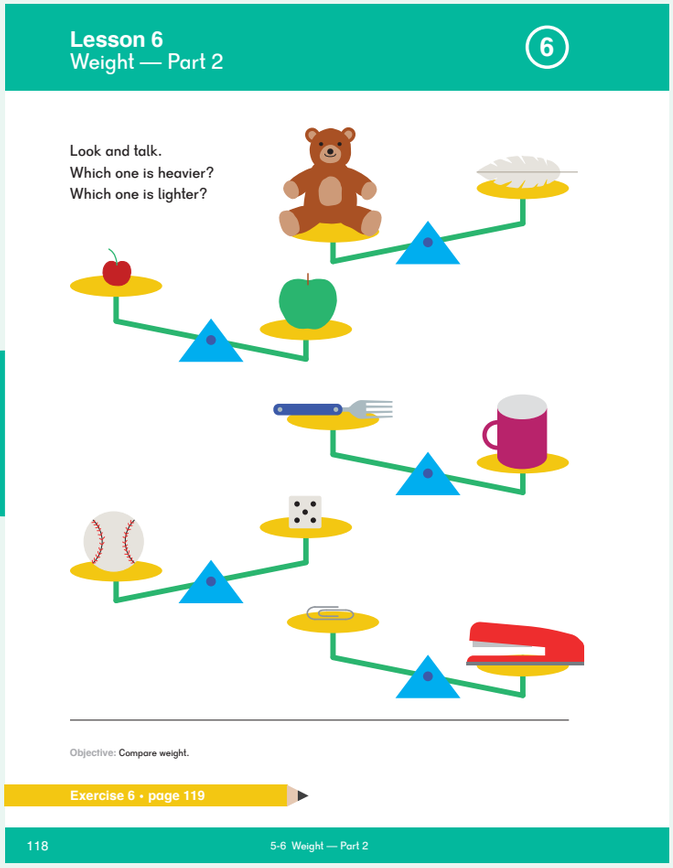
Lesson 6 Weight — Part 2

Objective

- Compare weight.

Lesson Materials

- Balance scales, enough for partner or small group work
- *Who Sank the Boat?* by Pamela Allen



118

Explore

Show students a balance scale. Put a single object on either side and observe what happens. Have students work in partners or small groups to explore what happens to the scale when objects from the classroom are placed on either side.

Learn

Have students discuss the objects they weighed and compare which were heavier or lighter.

Look at page 118 and talk about the illustration.

Whole Group Activity

▲ Reading Time

Materials: *Who Sank the Boat?* by Pamela Allen, tin foil, small tub of water

Read *Who Sank the Boat?* aloud to the students. Have them fold a paper or tin foil boat and float it in a tub of water. Have them add objects and reenact the story or create a new story. Was it the cube that sank the boat?

Small Group Activity

▲ Which is Heavier? — Partners

Materials: Objects of varying weight, balance scales

Turn the activity from the previous lesson into a partner game. Have each student choose an object, and the student with the heaviest object in each pair scores a point.

Exercise 6 • page 119

Extend

★ Which is Heaviest?

Materials: Objects of varying weight, balance scales

Students compare the weights of up to five objects using a balance scale and order the objects from lightest to heaviest.

Small Group Activities

▲ Textbook Page 122

▲ Which Holds More?

Materials: Containers of various sizes (bowls, cups, pails, and bottles), materials to measure capacity (rice, beans, sand, seeds, or water)

Provide students with containers and different items to fill the containers. Rice, beans, sand, seeds, or water could be at different centers in the room.

▲ Reading Time

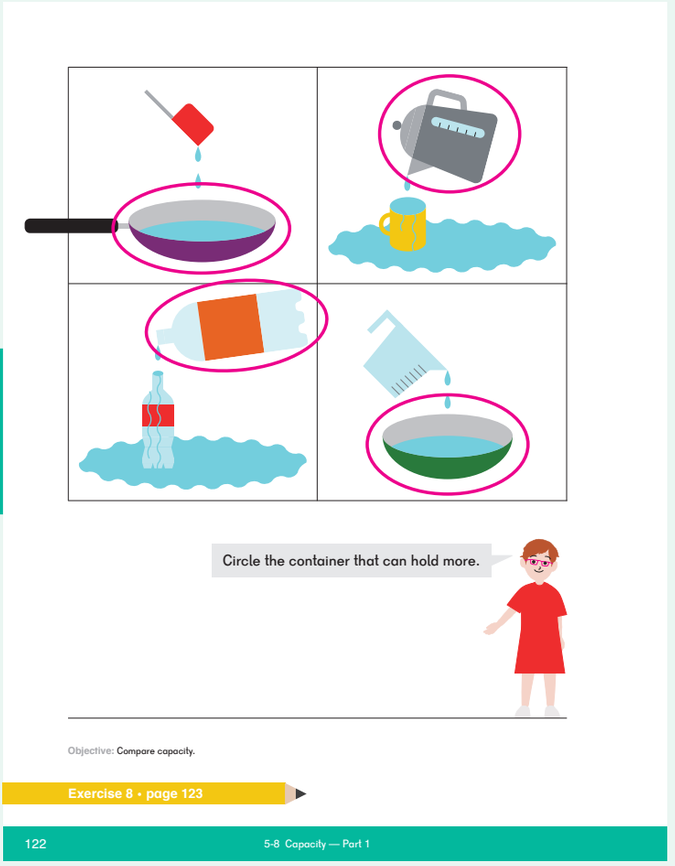
Materials: *Goldilocks and the Three Bears*, art paper, markers or crayons

Read *Goldilocks and the Three Bears* aloud and discuss. Review other measurements in the story.

- Why does Papa Bear get the biggest bowl and Baby Bear get the smallest bowl?
- Is Mama Bear's bed longer or shorter than Papa Bear's Bed? What about the chairs?

Students can draw a picture of Papa Bear, Mama Bear, Baby Bear, and their 3 bowls.

Exercise 8 • page 123



Extend

★ Which Has the Most?

Materials: 3 clear plastic jugs of varying size, water, food coloring

Prepare for this activity by filling 3 different clear plastic jugs of varying size with different-colored water, filling each to a different level. Save the other jugs for Lesson 10.

Have students vote by color which bottle has the most water.

At the end of this chapter, have students check their answers by providing similar empty containers and having students use the strategies they will learn in the next lesson.