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TEKS Grade K Module 1 Fluencies

**Lesson 1**

**Fluency Practice (11 minutes)**

⬛ Counting Beans and Fingers to 3 **K.2A** (5 minutes)

⬛ Show Me Beans **K.2A, K.2D** (3 minutes)

⬛ Counting with the Number Glove to 3 **K.2A** (3 minutes)

**Counting Beans and Fingers to 3 (5 minutes)**

Materials: (S) Left hand mat (Fluency Template), bag of beans

or small counters

Note: This fluency activity was selected in anticipation of

future lessons. Although they do not work with numbers in this

lesson, students need to develop fluency for upcoming lessons

in which they work with numbers in depth.

T: Take 1 bean out of your bag, and put it on your mat.

Count how many beans are on your mat.

S: 1.

T: Take another bean out of your bag, and put it on your mat.

Count how many beans are on your mat now.

S: 1, 2.

T: Yes. Take another bean out of your bag, and put it on

your mat. Count how many beans are on your mat

now.

S: 1, 2, 3. Yes.

T: Let’s touch and count them one at a time like this: 1, 2, 3.

S: 1, 2, 3 (touch each bean).

T: Move 1 bean to the pinky fingernail. How many fingers have a bean?



S: 1.

T: How many fingernails are under the bean?

S: 1.

T: Is that exactly the same number?

S: Yes!

Continue to 3 in this manner. Give time for students to touch and count, but take notice of which students

must recount each time.

**Show Me Beans (3 minutes)**

Materials: (S) Left hand mat (Fluency Template), bag of beans or small counters

Note: This fluency activity was selected in anticipation of future lessons. Although they are not working

with numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with

numbers in depth.

T: You’re getting very good at counting beans and

fingers. Now, we’ll play a game called Show Me

Beans. I’ll say a number, and you put that many

beans on the fingernails. Remember to start on

the pinky, and don’t skip any fingers! Ready?

Show me 1.

S: (Place 1 bean on the pinky finger.)

T: Quick… Show me 2.

S: (Place another bean on the ring finger.)

T: Show me 1.

S: (Remove a bean from the ring finger.)

T: Show me 2.

S: (Place another bean on the ring finger.)

T: Show me 3.

S: (Place another bean on the middle finger.)

Continue changing the number by 1 within 5 as students demonstrate mastery, taking note of which students

need to recount.

**Counting with the Number Glove to 3 (3 minutes)**

Materials: (T) Right-hand glove with the numbers written on the

fingertips from 1 on the pinky finger to 5 on the thumb

(looks like left hand from students’ perspective)

Note: This fluency activity was selected in anticipation of future

lessons. Although they are not working with numbers in this lesson,

students need to develop fluency for upcoming lessons in which

they work with numbers in depth.

T: Watch my number glove and count with me. Ready? (Begin

with a closed fist, and then show the pinky finger, followed

by the ring finger, and then the middle finger.)

S: 1, 2, 3.

T: Stay here at 3. Let’s count back down to 1. Ready? (Put down the middle finger and then the ring

finger.)

S: 3, 2, 1.

Continue counting up and down a few more times.

T: You’re ready for something harder! This time we’ll count up and down, like a wave. Watch my glove,

and you’ll know just what to do.

S: 1, 2, 3, 2, 1, 2, 1, 2, 1, 2, 3, 2, 3, 2, 3…

Listen for hesitation as students count, rather than counting along with them.

**Lesson 2**

**Fluency Practice (12 minutes)**

⬛ Hands Number Line to 3 **K.2A** (5 minutes)

⬛ Show Me Fingers to 3 **K.2B** (2 minutes)

⬛ Finger Flashes to 3 **K.2D** (2 minutes)

⬛ Rekenrek to 3 **K.2D** (3 minutes)

**Hands Number Line to 3 (5 minutes)**

Materials: (S) Left hand mat (Lesson 1 Fluency Template), bag of beans or small counters

Note: This fluency activity was selected in anticipation of future

lessons. Although they do not work with numbers in this

lesson, students need to develop fluency for upcoming lessons

in which they work with numbers in depth.

T: How many hands do you see on your mat?

S: 1.

T: How many real hands do you have?

S: 2.

T: Put 1 of your real hands down on the mat so that it

matches the picture of the hand on your mat exactly.

Make sure to line up all of your fingers.

T: Take 1 bean out of your bag, and put it on the pinky fingernail on your mat. How many fingers have a bean?

S: 1.

T: Which finger is it?

S: Pinky.

T: Show me your real pinky finger. This is the finger we’ll start counting with.



(Demonstrate.)

S: 1. (Hold up the pinky finger of the left hand, palm facing away from students.)

T: Put another bean on the very next finger. How many fingers have beans on

them now?

S: 2.

T: Show me which fingers have beans. Use your mat to help you. (Circulate and

support.) Let’s count on fingers from 1 to 2. Ready?



S: 1 (hold up the pinky finger of the left hand), 2 (hold up pinky and ring finger,

palm out).

T: Put another bean on the very next finger. How many fingers have beans on

them now?

S: 3.

T: Show me which fingers have beans. Use your mat to help you. (Circulate and

support.) Let’s count on fingers from 1 to 3. Ready?



S: 1 (hold up the pinky finger of the left hand), 2 (hold up pinky and ring finger, palm

out), 3 (hold up pinky, ring finger, and middle finger, palm out).

T: Very good! See if you can do it without looking at the mat. Close it up (show closed fist). Ready?

S: 1, 2, 3 (show fingers).

T: Stay here at 3. Now, count back down to 1. Ready?

S: 3, 2, 1.

Continue practicing so that students get more comfortable with this way of finger counting.

**Show Me Fingers to 3 (2 minutes)**

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with

numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with

numbers in depth.

T: Let’s play Show Me Fingers. I’ll say a number, and you show me that many fingers, the same way as

before. Remember to start on the pinky, and don’t skip any fingers! Ready? Show me 1.

S: (Hold up the pinky finger.)

T: Quick… show me 2.

S: (Hold up the pinky finger and the ring finger.)

A possible sequence is 1, 2, 1, 2, 3, 2, 3, 2, 3, 2, 1. As students approach mastery, say numbers randomly.

**Finger Flashes to 3 (2 minutes)**

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with

numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with numbers in depth.

T: This time, I’ll show you my fingers, and you say how many you see. Ready?



*Student View*

Use a similar sequence as before. Realize that the teacher needs to show

the reverse, starting with the pinky finger of the right hand. It is important

that students see the number line progressing from left to right from one

finger to the next.

**Rekenrek to 3 (3 minutes)**

Materials: (T) 20-bead Rekenrek



*20-Bead Rekenrek*

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with

numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with

numbers in depth.

T: Let’s practice counting with the Rekenrek. (Show students the 20-bead Rekenrek with the side

panel attached.) Say how many you see. (Slide the red beads students are counting completely

to one side.)

A suggested sequence is counting up, counting down, then in short sequences: 1, 2, 1, 2, 3, 2, 3, etc.

**Lesson 3**

**Fluency Practice (11 minutes)**

⬛ Counting Beans and Fingers to 5 **K.2A** (5 minutes)

⬛ Show Me Beans to 5 **K.2A, K.2D** (3 minutes)

⬛ Counting with the Number Glove to 5 **K.2A** (3 minutes)

**Counting Beans and Fingers to 5 (5 minutes)**

Materials: (S) Left hand mat (Lesson 1 Fluency Template), bag of beans or small counters

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with

numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with

numbers in depth.

Conduct the activity as outlined in Lesson 1.

Continue to 5, moving from pinky finger to thumb. Give time for students to touch and count, but take notice

of which students must recount each time another bean is added.

**Show Me Beans to 5 (3 minutes)**

Materials: (S) Left hand mat (Lesson 1 Fluency Template), bag of beans or small counters

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with

numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with

numbers in depth.

Conduct the activity as outlined in Lesson 1.

Continue the wave sequence to 5 and then randomly as students demonstrate mastery. Take notice of which

students need to recount.

**Counting with the Number Glove to 5 (3 minutes)**

Note: This fluency activity was selected in anticipation of future lessons. Although they do not work with

numbers in this lesson, students need to develop fluency for upcoming lessons in which they work with

numbers in depth.

Conduct the activity as outlined in Lesson 1.

A recommended sequence is 1, 2, 3, 2, 3, 4, 3, 4, 5, 4, … . Listen for hesitation as students count, rather than

counting along with them. Return to sequences within 3 if they have difficulty, and then build up to 5.

**Lesson 4**

**Fluency Practice (12 minutes)**

⬛ Hands Number Line to 5 **K.2A** (5 minutes)

⬛ Show Me Fingers to 5 **K.2A, K.2D** (2 minutes)

⬛ Finger Flashes to 5 **K.2A, K.2D** (2 minutes)

⬛ Rekenrek to 5 **K.2A, K.2D** (3 minutes)

**Hands Number Line to 5 (5 minutes)**

Materials: (S) Left hand mat (Lesson 1 Fluency Template), bag of beans or small counters

Conduct the activity as outlined in Lesson 2.

Continue the process to 5. Then, guide students to recognize the group of 5 on one hand. Ask questions such

as, “Are you showing me all of your fingers on one hand? How many is that? So then, how many fingers do

you have on the other hand?”

**Show Me Fingers to 5 (2 minutes)**

Conduct the activity as outlined in Lesson 2.

A possible sequence is 1, 2, 3, 2, 3, 4, 3, 4, 5, 4, 3. As students approach mastery, say numbers randomly. Focus

especially on 5. The goal is to have students just open one hand to show 5 without having to count.

**Finger Flashes to 5 (2 minutes)**

Conduct the activity as outlined in Lesson 2.

Concentrate heavily on 5. Use a similar sequence, but interject 5 frequently and repetitiously. Students will be

delighted at their ability to instantly recognize the group of 5.

Again, be conscious of the students’ viewing perspective. Begin with the pinky finger of the right hand, and

end with the thumb at 5 so that students see the number line progressing from left to right.



**Rekenrek to 5 (3 minutes)**

Conduct the activity as outlined in Lesson 2.

A suggested sequence is counting up, counting down, and then in short sequences: 1, 2, 3, 2, 3, 4, 3, 4, 5, 4, 3,

etc.

**Lesson 5**

**Fluency Practice (13 minutes)**

⬛ Green Light, Red Light **K.2A** (3 minutes)

⬛ Pop Up Number **K.2A** (5 minutes)

⬛ Birthday Candles **K.2A, K.2E** (5 minutes)

**Green Light, Red Light (3 minutes)**

On the board, draw a green dot and write 1 underneath it, and then draw a red dot and write 3 underneath it.

Explain to students that they should start and stop counting using the number indicated by the color code.

T: Look at your numbers (point to the number 1 written below the green dot and 3 below the red dot).

Think! Ready? Green light!

S: 1, 2, 3.

T: Very good! (Erase numbers 1 and 3, and write the new numbers.) Here are the new numbers (green

is 1, red is 5). Look. Think! Ready? Green light!

S: 1, 2, 3, 4, 5.

A recommended sequence is (2, 3); (2, 3, 4); (3, 4); (3, 4, 5); (3, 2, 1); (5, 4, 3, 2, 1); (5, 4); (5, 4, 3); (4, 3);

(4, 3, 2).

**Pop Up Number (5 minutes)**

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.

**Birthday Candles (5 minutes)**

Materials: (S) 1 die, birthday cake (Lesson 5 Fluency Template), crayons

Note: At the end of each person’s turn, the number of candles on the cake should match the die. The second

player does not add the total rolled to the first player’s candles but simply adjusts the candles to match his

roll. Circulate to see which students must recount each time and which ones simply take off or put on more

candles to represent the new number.

Assign partners, and remind students to take turns. If

needed, model how to play the game with one student

beforehand.

1. Roll the die.

2. Touch and count the dots.

3. Put that many “candles” (crayons) on the birthday

cake.

4. Without removing the crayons, the next person rolls

the die and then adjusts the “candles” to match the

roll.

**Lesson 6**

**Fluency Practice (12 minutes)**

⬛ Show Me Another Way **K.2C** (4 minutes)

⬛ Happy Counting Within 5 **K.2A** (3 minutes)

⬛ Counting Around the Circle to 5 **K.2A** (5 minutes)

**Show Me Another Way (4 minutes)**

T: Remember how you learned to count on your fingers? (Provide a brief demonstration from previous

lessons’ finger-counting exercises as needed.) That’s called counting the Math Way. First, I’ll ask

you to show me fingers the Math Way. Then, I’ll ask you to show me the number another way.

Show me 2.

S: (Hold up the pinky and ring fingers of the left hand.)

T: Now, show me another way to make 2.

S: (Responses vary.)

T: How we can be sure that we’re still showing 2?

S: Count.

Have students try all of the different combinations. It may be necessary to indicate to students that they may

use both hands to show the number. Continue the process to 5.

**Happy Counting Within 5 (3 minutes)**

T: Let’s play Happy Counting! When I hold my hand like this (point two fingers up), I want you to count

up. If I put my hand like this (point two fingers down), I want you to count down. If I do this (close

fist), that means stop, but try hard to remember the last number you said. Ready? (Point fingers up.)

S/T: 1, 2, 3, 4, 5. (Close fist; point fingers up.) 4, 3, 2, 1. (Close fist; point fingers up.) 2, 3. (Close fist; point

fingers down.) 2, 1. (Close fist; point fingers up.) 2, 3, 4, 5, … .

**Counting Around the Circle to 5 (5 minutes)**

T: Come and stand on the edges of the rug. We’re going to play a fast counting game. We’ll count

around the circle. Each person says the next two numbers. So, if I say 1, 2, what would you say?

S: 3, 4.

T: Right. Now, here’s a change. The next person only says 5, and since we’re only counting to 5, they will

also sit down. Should you be sad if you have to sit?

S: No.

T: By the end of the game everyone will be sitting down anyway. It’s part of the fun! So, let’s get started.

S: 1, 2.

S: 3, 4.

S: 5. (Sits down.)

S: 1, 2.

S: 3, 4.

S: 5. (Sits down.)

Continue playing until all students are sitting down. A variation is to count down, and have the students sit

when they say 1.

**Lesson 7**

**Fluency Practice (12 minutes)**

⬛ Sunrise/Sunset Counting to 5 **K.2A** (3 minutes)

⬛ Roll, Grab, Count **K.2A , K.2C** (5 minutes)

⬛ Rekenrek Roller Coaster **K.2A** (4 minutes)

**Sunrise/Sunset Counting to 5 (3 minutes)**

T: Hold your arms out in a great big circle. Pretend you are the sun! It’s morning, and the sun is coming

up. Let me see your sunrise (model how to gradually rise up from a crouching position to standing on

tip-toes).

S: (Act out the sunrise movement.)

T: Stay there. What does the sun do at night?

S: It goes down.

T: Show me your sunset (return to crouching position).

S: (Act out the sunset movement.)

T: Now, we’ll count as we make the sun rise. (Begin with 1 at the lowest position, and count up to 5,

reaching the highest position.)

S: 1, 2, 3, 4, 5 (make a circle with their arms and rise up on their toes).

T: Now, sunset.

S: 5, 4, 3, 2, 1 (return down to crouching position).

Repeat a few more times, but circulate to be sure students can do this independently. As always, listen closely

for hesitations or errors.

**Roll, Grab, Count (5 minutes)**

Materials: (S) Blank 5-frame (Fluency Template), bag of

5 cubes, die (cover 6-dot side or replace 6 with a

number less than 5)

Note: During this activity, circulate to see which students must

recount each time, and which ones simply take off or put on

more cubes to represent the new number.

1. Roll the die.

2. Touch and count the dots.

3. Put that many cubes on the 5-frame.

4. Roll again. Add or remove cubes to match the new

number rolled.

After a few minutes, have students turn the 5-frame so that they can see both linear configurations, horizontal

and vertical.

**Rekenrek Roller Coaster (4 minutes)**

Materials: (T) 20-bead Rekenrek

Direct students to gradually raise their hands as the numbers increase and lower their hands as the numbers

decrease, mimicking the motion of a wave. Count up and down. Change directions after short sequences.

A suggested sequence is 1, 2, 3, 2, 3, 4, 3, 4, 5, 4, 3, etc.

**Lesson 8**

**Fluency Practice (12 minutes)**

⬛ How Many Dots? **K.2A, K.2C, K.2D** (5 minutes)

⬛ Show Me Another Way **K.2C** (4 minutes)

⬛ Finger Counting **K.2A** (3 minutes)

**How Many Dots? (5 minutes)**

Materials: (T) Large 5-group cards 1–5 (Fluency Template)

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.

**Show Me Another Way (4 minutes)**

Conduct the activity as outlined in Lesson 6.

Have students try all of the different combinations. It might be necessary to indicate to students that they may

use both hands to show the number. Continue the process to 5.

**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.

**Lesson 9**

**Fluency Practice (12 minutes)**

⬛ Hands Number Line to 5 **K.2A** (4 minutes)

⬛ 5-Frame Peek-a-Boo **K.2D** (4 minutes)

⬛ Roll, Count, Show **K.2A, K.2C** (4 minutes)

**Hands Number Line to 5 (4 minutes)**

Materials: (S) Left hand mat (Lesson 1 Fluency Template), bag of beans or small counters

Conduct the activity as outlined in Lesson 2.

Continue this process to 5. Then, guide students to recognize the group of 5 on one hand. Ask questions such

as, “Are you showing me all of your fingers on one hand? How many is that? So, how many fingers do you

have on the other hand?”

**5-Frame Peek-a-Boo (4 minutes)**

Materials: (T) Large 5-group cards (Lesson 8 Fluency Template)

T: I’m going to show you my 5-group 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.

**Roll, Count, Show (4 minutes)**

Materials: (S) 1 die with the 6-dot side replaced with 0 (cover with a piece of mailing label), 5-group cards

(Lesson 7 Template 2)

1. Roll the die.

2. Touch and count the dots.

3. Find the numeral card with that many dots.

4. Repeat (or verify with partner).

**Lesson 10**

**Fluency Practice (10 minutes)**

⬛ Line Up, Sprinkle, Circle **K.2D** (4 minutes)

⬛ 5-Frames: Counting Dots and Spaces **K.2A, K.2C, K.2D** (4 minutes)

⬛ Finger Counting **K.2A** (2 minutes)

**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.

**5-Frames: Counting Dots and Spaces (4 minutes)**

Materials: (T) Large 5-frame cards (Fluency Template)

T: We’re going to practice *listen, think, raise your hand, wait* . Raise your hand when you have counted

the dots, then wait for the snap to say the number. Ready? (Show the 4-dot card. Wait until all

hands are raised, and then give the signal.)

S: 4.

T: How many spaces? (Wait until all hands are raised, and then give the signal.)

S: 1.

T: How many dots? (Show the 3-dot card. Wait until all hands are raised, and then give the signal.)

S: 3.

T: How many spaces?

S: 2.

T: How many dots? (Show the 1-dot card. Wait until all hands are raised, and then give the signal.)

S: 1.

T: How many spaces?

S: 4.

As students begin to demonstrate mastery, deviate from a predictable pattern, and challenge them to

recognize the groups of dots more quickly.

**Finger Counting (2 minutes)**

Conduct the activity as outlined in Lesson 8.

**Lesson 11**

**Fluency Practice (15 minutes)**

⬛ Making 3 with Triangles and Beans **K.3A** (6 minutes)

⬛ Making Three-Finger Combinations **K.2D , K.3A** (4 minutes)

⬛ Hide and See (3 as the Total) **K.3A, K.3B** (5 minutes)

**Making 3 with Triangles and Beans (6 minutes)**

Materials: (S) 3 beans, paper or foam triangle

T: Touch and count the corners of the triangle.

S: 1, 2, 3.

T: Touch and count your beans.

S: 1, 2, 3.

T: Our job is to make 3. Put 2 of your beans on the corners of the triangle. Keep the other one in your

hand. How many beans on your triangle?

S: 2.

T: How many beans in your hand?

S: 1.

T: We can tell how to make 3 like this: 2 and 1 make 3. Echo me, please.

S: 2 and 1 make 3.

T: Show me 1 bean on your triangle. Keep the rest in your hand. How many beans on your triangle?

S: 1.

T: How many beans in your hand?

S: 2.

T: Raise your hand when you can say the sentence. Start with 1. (Wait until all hands are raised, and

then give the signal.)

S: 1 and 2 make 3.

**Making Three-Finger Combinations (4 minutes)**

T: I’ll show you some fingers. I want to make 3. Show me what I need to make 3. (Show 2 fingers.)

S: (Show 1 finger.)

T: Raise your hand when you can say the number sentence. Start with my number.

S: 2 and 1 make 3.

Students can play with a partner, rapidly and energetically like Rock, Paper, Scissors.

**Hide and See (3 as the Total) (5 minutes)**

Materials: (S) 3 linking cubes

T: Touch and count your cubes.

S: 1, 2, 3.

T: Hide 2 behind your back. How many can you see?

S: 1.

T: Put them back together. How many cubes do you have?

S: 3.

T: Hide 1 behind your back. How many can you see?

S: 2.

T: Put them back together. How many cubes do you have?

S: 3.

Variation: As students put the cubes together, they can say the number sentence.

**Lesson 12**

**Fluency Practice (12 minutes)**

⬛ Birthday Candles **K.2A** (6 minutes)

⬛ Finger Counting **K.2A** (3 minutes)

⬛ Sunrise/Sunset Counting to 5 **K.2A** (3 minutes)

**Birthday Candles (6 minutes)**

Materials: (S) 1 die, birthday cake (Lesson 5 Fluency Template), crayons

Conduct the activity as outlined in Lesson 5.

This is the second time this activity appears in the module. Be especially cognizant of and ready to support

students who must recount each time, rather than take off or put on more crayons, to represent the new

number.

**Finger Counting (3 minutes)**

Conduct the activity as outlined in Lesson 8.

As students grow more capable in complicated sequences, consider introducing 6. Focus on the transition

between 5 and 6. Repetition will be valuable in seeing 5 as a unit.

**Sunrise/Sunset Counting to 5 (3 minutes)**

Conduct the activity as outlined in Lesson 7.

If students exhibit mastery, consider counting higher.

**Lesson 13**

**Fluency Practice (11 minutes)**

⬛ Rekenrek Roller Coaster **K.2A** (4 minutes)

⬛ Show Me Fingers to 5 **K.2B** (2 minutes)

⬛ Hide and See (3 as the Total) **K.3A, K.3B** (5 minutes)

**Rekenrek Roller Coaster (4 minutes)**

Materials: (T) 20-bead Rekenrek

Note: At this point in the module, consider introducing 6, either with 5 red and 1 white on the top row

or with 5 red on the top row, 1 red on the bottom row (like 5-groups). Focus on the transition from 5 to

6. Guide students to realize that it is, in fact, a crucial transition by discussing what they notice about the

representations of 5 and 6 on the Rekenrek (e.g., color change, or 5 on top, 1 more on the bottom).

Conduct the activity as outlined in Lesson 7.

**Show Me Fingers to 5 (2 minutes)**

Note: Change directions frequently, as before, but now include 0 (indicated with a closed fist) in the

sequence.

Conduct the activity as outlined in Lesson 2.

**Hide and See (3 as the Total) (5 minutes)**

Conduct the activity as outlined in Lesson 11, but include 0 and 3, with 3 as the total. Variation: Students can

say the expressions as they put the cubes together. This game can also be played with a partner.

**Lesson 14**

**Fluency Practice (13 minutes)**

⬛ Making 3 with Triangles and Beans **K.3A** (5 minutes)

⬛ Making Three-Finger Combinations **K.2D , K.3A** (4 minutes)

⬛ Hide and See (3 as the Total) **K.3A, K.3B** (4 minutes)

**Making 3 with Triangles and Beans (5 minutes)**

Materials: (S) 3 beans, paper or foam triangle

Repeat Triangles and Beans from Lesson 11, but include 0 and 3.

**Making Three-Finger Combinations (4 minutes)**

Conduct as outlined in Lesson 11, but include 0 and 3. Variation: Students can say the expressions.

**Hide and See (3 as the Total) (4 minutes)**

Conduct the activity as outlined in Lesson 11, but include 0 and 3, with 3 as the total. Variation: Students can

say the expressions as they put the cubes together. This game can also be played with a partner.

**Lesson 15**

**Fluency Practice (12 minutes)**

⬛ Beep Number **K.2A** (4 minutes)

⬛ Birthday Cake Number Order **K.2E** (4 minutes)

⬛ See, Count, Write Numbers to 3 **K.2B, K.2C** (4 minutes)

**Beep Number (4 minutes)**

Optional Materials: (T) Personal white board (S) Number path (Lesson 15 Fluency Template 1) (cut out

1 number path per student)

T: Let’s play Beep Number! Listen carefully while I count. Instead of saying a number, I’ll say *beep* .

You can touch each number on your number path as I say it. When you know what the beep number

is, raise your hand. 1, 2, beep! (Wait until all hands are raised, then give the signal.)

S: 3.

T: (Turn over the personal board to reveal the number 3 so that students can verify that their answer

was correct.)

T: 1, 2, 3, beep, 5. (Wait until all hands are raised, then give the signal.)

S: 4.

T: (Turn over the personal board to reveal the number 4.) 1, 2, 3, 4, beep! (Wait until all hands are

raised, then give the signal.)

S: 5.

T: (Turn over the personal board to reveal the number 5.) 1, beep, 3, 4, 5. (Wait until all hands are

raised, then give the signal.)

S: 2.

Continue in a thoughtful sequence. Return to a simpler sequence if students have difficulty.

The use of the personal white board is optional, but it can increase engagement if students perceive the

number as secret. Initially, students may rely heavily on the number line in order to determine the missing

number. Challenge students to solve mentally when they are ready.

**Birthday Cake Number Order (4 minutes)**

Materials: (S) Birthday cake number order cards (Lesson 15 Fluency Template 2)

T: Take your cakes out of the bag. Count how many candles are on each cake. (Circulate to listen as

students do this.) Show me the cake for a one-year-old baby.

S: (Hold up the cake with 1 candle.)

T: Show me the cake for a kindergartener.

S: (Hold up the cake with 5 candles.)

T: Put your cakes in order from baby’s first birthday to the kindergartener’s cake.

Have students mix up the cakes and repeat putting them back in order. Kindergarten admission age

requirements vary, so the questions may need to be adjusted.

**See, Count, Write Numbers to 3 (4 minutes)**

Materials: (S) Personal white board

T: I’m going to show you some fingers. Count how many, and write the number. Show me your board

when you are ready.

Start by showing fingers the Math Way (show the pinky of the right hand for 1). Then, show other fingers and

other combinations.

**Lesson 16**

**Fluency Practice (15 minutes)**

⬛ Make 4 with Squares and Beans **K.3A** (6 minutes)

⬛ 5-Frames: Counting Dots and Spaces **K.2A, K.2C, K.2D** (4 minutes)

⬛ Take the Cake **K.2E** (5 minutes)

**Make 4 with Squares and Beans (6 minutes)**

Materials: (S) 4 beans, paper or foam squares

T: Touch and count the corners of the square.

S: 1, 2, 3, 4.

T: Touch and count your beans.

S: 1, 2, 3, 4.

T: Our job is to make 4. Put 3 of your beans on the corners of your square. Keep the other one in your

hand. How many beans on your square?

S: 3.

T: How many beans in your hand?

S: 1.

T: We can tell how to make 4 like this: 3 and 1 make 4. Echo me, please.

S: 3 and 1 make 4.

T: Show me 2 beans on your square. Keep the rest in your hand. How many beans on your square?

S: 2.

T: How many beans in your hand?

S: 2.

T: Raise your hand when you can say the sentence. (Wait until all hands are raised, and then give the

signal.)

S: 2 and 2 make 4.

Continue with placing 1 bean on the square, then 4, and finally 0, to work through all of the number

combinations.

**5-Frames: Counting Dots and Spaces (4 minutes)**

Materials: (T) 5-frame cards (Lesson 10 Fluency Template)

Conduct the activity as outlined in Lesson 10. After counting dots and spaces, have students describe the

compositions of 5. For example, students count 3 dots and 2 spaces, so 3 and 2 make 5.

**Take the Cake (5 minutes)**

Materials: (S) Birthday cake number order cards per pair (Lesson 15 Fluency Template)

Working with a partner, have students put the birthday cake cards in order from the baby’s cake to the sixyear-

old’s cake.

1. Partner A closes his eyes.

2. Partner B takes one of the cards (or turns it over).

3. Partner A opens his eyes, and counts to determine which card is missing.

4. Switch roles, and play again.

**Lesson 17**

**Fluency Practice (14 minutes)**

⬛ How Many Dots **K.2A, K.2D** (5 minutes)

⬛ Sunrise/Sunset Counting to 10 **K.2A** (4 minutes)

⬛ Birthday Candles **K.2A, K.2E** (5 minutes)

**How Many Dots (5 minutes)**

Materials: (T) Large 5-group cards (Lesson 8 Template)



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, and then wait for

the signal to say the number. Ready? (Show the 5 card. Wait until all hands are

raised, and then give the signal.)

S: 5.

T: (Show the 6 card. Wait until all hands are raised, and then give the signal.)

S: 6.

As students begin to demonstrate mastery, deviate from a predictable pattern, and

challenge them to recognize the groups of dots more quickly.

**Sunrise/Sunset Counting to 10 (4 minutes)**

Note: This fluency activity was selected in anticipation of future lessons. Although students do not work with

numbers to 10 in this lesson, they need to develop fluency for upcoming lessons in which they work with

numbers to 10 in depth.

Conduct the activity as outlined in Lesson 7, but instruct students to plan to reach 5 as the midpoint and 10 at

the highest position. Some modeling may be required initially.

**Birthday Candles (5 minutes)**

Materials: (T) 5-group cards (Lesson 7 Template 2)

Note: The use of 5-group cards in this activity provides an opportunity for differentiation. Assign the dot side

for students who need extra work with counting. Assign the numeral side for those who need more work with

number recognition.

Conduct the activity as outlined in Lesson 5, but use 5-group cards instead of dice. This activity can be played

with a partner or individually.

**Lesson 18**

**Fluency Practice (14 minutes)**

⬛ 5-Groups in Corners (4 and 5) **K.2C** (5 minutes)

⬛ Birthday Cake Number Order **K.2E, K.2F** (5 minutes)

⬛ Beep Number **K.2F** (4 minutes)

**5-Groups in Corners (4 and 5) (5 minutes)**

T: When the music starts, calmly walk around the room, visiting corners of the room until you and your

classmates can make a 5-group—don’t forget to count yourself! How many can be in a group?

S: 5.

T: So, if you go to a corner that already has 4 people there, can you stay?

S: Yes!

T: What if there are already 5?

S: No.

T: Remember to check all the corners of the room. See if we can all get into 5-groups before the music

stops!

If there are not enough students to make equal groups of the designated number, supplement with puppets

or stuffed animals.

**Birthday Cake Number Order (5 minutes)**

Materials: Birthday Cake (Lesson 15 Fluency Template 2)

Conduct the activity as outlined in Lesson 15, but this time have students match their numeral cards to the

cakes in order to build number order and number recognition skills.

**Beep Number (4 minutes)**

Materials: (T) Personal white board (optional) (S) Number path (Lesson 15 Fluency Template 1) (optional)

Conduct the activity as outlined in Lesson 15, but this time, build incrementally to sequences beyond 5 as

students exhibit mastery. A sample sequence is given below.

4, 5, beep!

4, beep, 6

Beep, 5, 6

6, 7, beep!

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 path for determining the missing number, challenge them to try with their

eyes closed!

**Lesson 19**

**Fluency Practice (12 minutes)**

⬛ 5-Groups (Count On from 5) **K.2D, K.5** (4 minutes)

⬛ Show Me Beans (Color Change at 5) **K.2D, K.5** (4 minutes)

⬛ Rekenrek Roller Coaster to 7 **K.2A** (4 minutes)

**5-Groups (Count On from 5) (4 minutes)**

Materials: (T) Large 5-group cards (Lesson 8 Template)

T: (Show the 6-dot card.) Raise your hand when you know how many dots. (Wait for all hands to be

raised, and then signal.) Ready?

S: 6 dots!

T: This time, count only the dots on the top row. Raise your hand when you know how many dots are

on top. (Wait for all hands to be raised, and then signal.) Ready?

S: 5 dots.

T: This time, count only the dots on the bottom row. Raise your hand when you know how many dots

are on the bottom. (Wait for all hands to be raised, and then signal). Ready?

S: 1 dot.

T: We can count it like this. 5 (slide finger across the row of 5), 6 (point to the 1 dot on the bottom

row). Try it with me. Ready?

S: 5,6. (Mimic the sliding and pointing motions, if desired.)

T: (Show the 7-dot card.) Raise your hand when you know how many dots. (Wait for all hands to be

raised, and then signal.) Ready?

S: 7.

T: Top? (Wait for all hands to be raised, and then signal.) Ready?

S: 5.

T: Bottom? (Wait for all hands to be raised, and then signal.) Ready?

S: 2.

T: Count from 5. Ready?

S: 5, 6, 7.

Reducing the questions to as few words as possible (top, bottom) once students understand the essential task

allows them to complete a greater volume of problems in a short time and maintain an energetic pace.

**Show Me Beans (Color Change at 5) (4 minutes)**

Materials: (S) Two hands mat (Fluency Template), bag with 5 red beans and 5 white beans

T: Take 5 red beans out of your bag, and put them on the left hand on your mat. Count how many

beans are on your mat.

S: 1, 2, 3, 4, 5.

T: Take a white bean out of your bag, and put it on the thumb of the right hand on your mat. Count

how many beans are on your mat now.

S: 1, 2, 3, 4, 5, 6.

T: How many red beans are on your mat? (Allow time to recount if necessary.)

S: 5 beans.

T: How many white beans?

S: 1 bean.

T: How many beans are on the whole mat?

S: 6 beans.

T: If we already know there are 5 red beans, do we really need to go back and count them every time?

S: No.

T: So, we can count from 5 like this: 5 (shadow the full hand of 5), 6 (point to the single white bean).

Try it with me.

Continue this process as far as students are comfortable with the task, again with the goal of reducing teacher

language.

**Rekenrek Roller Coaster to 7 (4 minutes)**

Conduct the activity as outlined in Lesson 7, but now introduce 6 and 7 into the sequence, and generate a

discussion about the color change at 5. If students demonstrate mastery, consider introducing the 10-frame

orientation (e.g., 6 as 5 red beads on top and 1 red bead on the bottom).

**Lesson 20**

**Fluency Practice (12 minutes)**

⬛ Making 3 with Triangles and Beans **K.3A** (4 minutes)

⬛ Hands Number Line to 7 **K.2A** (4 minutes)

⬛ Show Me Another Way **K.2C** (4 minutes)

**Making 3 with Triangles and Beans (4 minutes)**

Materials: (S) 3 beans, paper or foam triangle, personal white board

Conduct the activity as laid out in Lesson 11, but now have students write the equations on their personal

white boards. Challenge students to list all possible combinations.

**Hands Number Line to 7 (4 minutes)**

Materials: (S) Two hands mat (Lesson 19 Fluency Template), bag of beans painted red on one side

Conduct the activity as outlined in Lesson 2, but now extend the number line to the right hand to show 6 and

7. Show 6 as a full left hand and the thumb of the right hand so that students can see the number line

progressing across their hands.

**Show Me Another Way (4 minutes)**

Conduct the activity as laid out in Lesson 6, but now include showing different ways to make 6 and 7.

**Lesson 21**

**Fluency Practice (12 minutes)**

⬛ Counting with the Number Glove to 8 **K.2A** (4 minutes)

⬛ Finger Flashes to 8 **K.2D** (4 minutes)

⬛ Happy Counting Within 8 **K.2A** (4 minutes)

**Counting with the Number Glove to 8 (4 minutes)**

Count up and down, as in Lesson 1, only now dramatically emphasize

the transition from 5 to 6 by bringing the hand in and out of view when

changing directions.

Number gloves are illustrated at right, as viewed from the students’

perspective.



**Finger Flashes to 8 (4 minutes)**

Complete the activity as outlined in Lesson 2. Recall that the teacher begins with the right hand, beginning

with the pinky as 1 and the thumb as 5, as a continuous number line. Watch closely to see which students

immediately recognize an open hand as 5 and which must begin counting from 1 each time. If students are

ready for a challenge, show them the finger combinations very briefly.

**Happy Counting Within 8 (4 minutes)**

Complete activity as outlined in Lesson 6. It is critical not to count along with the students or mouth the

words; rather, listen closely to the students’ responses. If students hesitate or have difficulty, return to work

within 5, and then gradually build up to 8. If they are ready to be challenged, quicken the pace.

**Lesson 22**

**Fluency Practice (12 minutes)**

⬛ Making 4 with Squares and Beans **K.3A** (4 minutes)

⬛ 5-Group Peek-a-Boo **K.2D** (4 minutes)

⬛ 1, 2, 3, Stand on 10 **K.2A** (4 minutes)

**Making 4 with Squares and Beans (4 minutes)**

Materials: (S) 4 beans, paper or foam squares, personal white board

Conduct activity as outlined in Lesson 16, but now have students write the expression on their personal white

boards. Challenge students to list all possible combinations.

**5-Group Peek-a-Boo (4 minutes)**

Materials: (T) Large 5-group cards (Lesson 8 Template)

T: I’m going to show you my 5-group 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 their hands, and then give the

signal.)

S: 5.

Watch closely to see which students immediately recognize the group of 5 in the top row and which must

count from 1 each time. A possible sequence is 5, 6, 5, 6, 5, 6, 7, 6, 7, 8, 7, 8, … . Then, show numbers

randomly.

**1, 2, 3, Stand on 10 (4 minutes)**

T: Now, we’ll play a fast counting game. Each person says the next 3 numbers. So, if I say 1, 2, 3, what

would you say? (Point to the person standing next to you.)

S: 4, 5, 6.

T: And the next person? (Point to the next person.)

S: 7, 8, 9.

T: Right. Now, here’s a change. The next person only says 10. (Point.) The game is called 1, 2, 3, Stand on

10. Can you guess what you have to do if you say 10?

S: Stand up?

T: Yes. By the end of the game, everyone will be standing. After you say 10, the next person starts over

again with 1, 2, 3. Here we go.

S: 1, 2, 3.

S: 4, 5, 6.

S: 7, 8, 9.

S: 10. (Stand up.)

S: 1, 2, 3.

Continue playing until all students are standing.

**Lesson 23**

**Fluency Practice (10 minutes)**

⬛ 5-Groups (Count On from 5) **K.2D, K.5** (3 minutes)

⬛ Show Me Beans (Color Change at 5) **K.2D, K.5** (3 minutes)

⬛ Rekenrek Wave to 10 **K.2A** (4 minutes)

**5-Groups (Count On from 5) (3 minutes)**

Conduct the activity as described in Lesson 19. Continue to 10 if students are ready.

**Show Me Beans (Color Change at 5) (3 minutes)**

Conduct the activity as outlined in Lesson 19, but reduce teacher language as students develop familiarity

with the exercise. For example, ask, “How many red? White? Count on from 5.”

Continue to 10 if students are ready.

**Rekenrek Wave to 10 (4 minutes)**

Conduct the activity as outlined in Lesson 7, but gradually build up to 10. Be careful not to mouth the words

or count along with the students. Listen carefully for hesitations or errors, and return to a simpler sequence

if necessary. If students demonstrate mastery, consider introducing the 5-group orientation (e.g., 6 as 5 red

beads on top and 1 red bead on the bottom).

**Lesson 24**

**Fluency Practice (12 minutes)**

⬛ Hide and See (5 as the Total) **K.3A, K.3B** (4 minutes)

⬛ Hands Number Line to 10 **K.2A** (4 minutes)

⬛ Roll, Count, Show the Number **K.2A, K.2C** (4 minutes)

**Hide and See (5 as the Total) (4 minutes)**

Materials: (S) 5 linking cubes, personal white board

Conduct the activity as outlined in Lesson 11, but now have students write the expressions on their personal

white boards. Challenge students to list all possible combinations.

**Hands Number Line to 10 (4 minutes)**

Conduct the activity as outlined in Lesson 2, but now extend the number line to the right hand to show

numbers 6–10. Recall that the teacher must start the number line on the pinky of the right hand so that the

students do not view it in reverse. Students start from the pinky of the left hand, moving across to the pinky

of the right hand without skipping any fingers.

Note: Although this method of finger counting may be tricky at first, the mathematical advantage of seeing

the number line progress across the hands far outweighs the fine motor challenges.

**Roll, Count, Show the Number (4 minutes)**

Conduct the activity as outlined in Lesson 9. Differentiate by providing different types and number of dice for

each student. Some students may be ready to use a pair of dice. (Be sure to cover the 6-dot side with a small

piece of mailing label to represent 0 to ensure that the total number of dots does not exceed 10.)

**Lesson 25**

**Fluency Practice (12 minutes)**

⬛ Five Shortcut **K.2B, K.2C** (4 minutes)

⬛ Happy Counting Within 10 **K.2A** (4 minutes)

⬛ 1, 2, 3, Stand on 10 **K.2A** (4 minutes)

**Five Shortcut (4 minutes)**

Materials: (S) Personal white board, blank ten-frame (Fluency Template)

T: I’m going to say a number, and I want you to draw that many dots. Remember to start at the top,

filling in the rows from left to right, the same way we see on our 5-group cards!

T: Ready? Draw 5 dots.

S: (Draw 5 dots to fill in the top row.)

T: How many dots?

S: 5.

T: Are they on the top row or bottom row?

S: Top.

T: So, if the top row is full, we know there are…

S: 5.

T: Now, show me 6 dots. (Observe carefully, noting which students simply make an additional dot and

which must count from 1.)

S: (Draw an additional dot on the bottom row for a total of 6.)

T: How many dots are on the top row?

S: 5.

T: Since we already know there are 5 on top, we can take the five shortcut, like this:

Fiiiiiive (slide finger across the row of 5), 6 (point to the individual dot). Try it with me.

S: Fiiiiiive (slide finger across the row of 5), 6 (point to the individual dot).

Proceed similarly with drawing and counting 7–10 dots, starting from 5. As students develop familiarity with

the exercise, reduce teacher language to increase efficiency in completing the problems.

Variation: For students who require a more concrete experience, allow them to place cubes on the blank

ten-frame, in lieu of drawing dots.

**Happy Counting Within 10 (4 minutes)**

Conduct the activity as outlined in Lesson 6, gradually building to sequences within 10. If students hesitate or

have difficulty, return to work within 7. If they are ready to be challenged, quicken the pace.

**1, 2, 3, Stand on 10 (4 minutes)**

Conduct the activity as outlined in Lesson 22. Challenge students to complete a round of play faster than the

last time. If students struggle to recall what numbers to say, prompt them by showing the numbers with

fingers the Math Way, which by now they can recognize quickly.

**Lesson 26**

**Fluency Practice (12 minutes)**

⬛ Roll, Count, Show the Number **K.2A, K.2C** (4 minutes)

⬛ Match Movements to Counts **K.2B** (4 minutes)

⬛ See, Count, Write Numbers to 10 **K.2B, K.2C** (4 minutes)

**Roll, Count, Show the Number (4 minutes)**

Conduct the activity as outlined in Lesson 9. Be sure to cover the 6-dot side to represent 0, ensuring that the

total number of dots does not exceed 10.

**Match Movements to Counts (4 minutes)**

Select two students. One student chooses a number from 1 to 10; the other student selects a movement or

exercise to do that number of times. For each movement, maintain an even pace. Do not allow students to

count too quickly. Do the movement with the class, but do not count with them.

Student A: The number is 4.

Student B: Clap hands.

T: So, what do we do, everyone?

S: Clap our hands 4 times.

T: Ready? Go!

S: 1 (clap), 2 (clap), 3 (clap), 4 (clap).

Choose two more students, and repeat with different numbers and movements.

**See, Count, Write Numbers to 10 (4 minutes)**

Materials: (S) Personal white board

Conduct the activity as outlined in Lesson 15, but extend to 10. Using the personal white boards allows

students to provide immediate feedback—a thumbs up, or try again. Reinforce proper numeral formation as

well. Challenge early finishers by asking *what if* questions. For example, “What if there were 2 more dots?

What if 1 disappeared?”

Variation: Show objects in different configurations such as those on 5-group cards; name objects in the room

for students to count.

**Lesson 27**

**Fluency Practice (12 minutes)**

⬛ Four Corners (Pairs of 5-Groups) **K.2C** (4 minutes)

⬛ Rekenrek Roller Coaster to 10 **K.2A** (4 minutes)

⬛ Line Up, Sprinkle, Circle **K.2D, K.2E** (4 minutes)

**Four Corners (Pairs of 5-Groups) (4 minutes)**

Conduct the activity as outlined in Lesson 18, but form groups of 10 instead. Have students first form groups

of 5, and then pair each 5-group with another 5-group to make 10. If the number of students present does

not allow for forming equal groups, use puppets or stuffed animals as stand-ins. Just be sure to explain that

they are to be counted as additional *students* . The activity can be done with counters instead.

**Rekenrek Roller Coaster to 10 (4 minutes)**

Conduct the activity as outlined in Lesson 7. Consider alternating between the 5-group orientation (e.g., 6 as

5 red beads on top and 1 red bead on the bottom) and the color change orientation (e.g., 6 as 5 red beads

and 1 white bead on the top row). Just be sure to alert students to the different types of orientation so that

they know what to expect. (“Now, I’ll show you the 5-group way.”)

**Line Up, Sprinkle, Circle (4 minutes)**

Conduct the activity as outlined in Lesson 10. This can also be played as a partner game, with two partners

showing the same number of beans but in different configurations.

**Lesson 28**

**Fluency Practice (12 minutes)**

⬛ How Many? **K.2C** (4 minutes)

⬛ Wet Dog Counting **K.2A** (4 minutes)

⬛ Rekenrek Counting **K.2C, K.2D** (4 minutes)

**How Many? (4 minutes)**

Materials: (S) Bags of red and white beans, construction paper work mat, die

1. Partner A rolls a die, and places that many beans on his mat.

2. Partner B rolls a die, and places that many beans on her mat.

3. Partner A counts how many beans on both of their mats.

4. Partner B counts to verify or disagree, and then recounts with Partner A, if necessary.

Circulate to observe and provide support.

**Wet Dog Counting (4 minutes)**

T: Pick a number between 1 and 10. (Call on a student.)

S: 4.

T: Wet dog for 4. Ready?

S: 1, 2, 3, 4 (while shaking the right arm); 1, 2, 3, 4 (while shaking the left arm); 1, 2, 3, 4 (while shaking

the right leg); 1, 2, 3, 4 (while shaking the left leg).

Select another student to choose another number, and repeat.

**Rekenrek Counting (4 minutes)**

Conduct the activity as outlined in Lesson 4, but introduce a layer of complexity by having students whisper

the numbers. Here is a suggested way to introduce the whisper/talk counting activity.

T: Let’s whisper/talk. When I do this (demonstrate whisper signal as finger to lip), whisper how many

beads you see, but if I do this (extend hand toward students), say how many out loud.

Having students *think* the numbers forces them to hold the counting sequence in their mind, relying on an

internal number line until they can say the numbers aloud again. Here is a suggested way to introduce the

think/talk counting activity.

T: Let’s think/talk. When I do this (touch temple), say the number in your mind; but if I do this (extend

hand toward students), say how many out loud.

**Lesson 29**

**Fluency Practice (11 minutes)**

⬛ Guess the Hidden Number **K.2F** (4 minutes)

⬛ Piggy Bank Pennies **K.3A** (5 minutes)

⬛ Beep Number **K.2A** (2 minutes)

**Guess the Hidden Number (4 minutes)**

Materials: (S) Pennies, number path (Lesson 15 Fluency Template)

Note: Partner A closes her eyes. Partner B hides one of the numbers on the number path with a penny, and

then tells Partner A to open her eyes. Partner A tells the hidden number. Partners switch roles and play again.

Circulate and provide support to students who must count from 1 to determine the hidden number each time.

Variation: Cover two or three numbers with pennies.

**Piggy Bank Pennies (5 minutes)**

Materials: (T) Magnets or brown circles of paper to represent pennies (S) Baggie of pennies, piggy bank mat

(Fluency Template)

T: Here is a wallet (baggie) with some money in it. When I put money in my bank (model), you put

the same amount in your bank. (Put 5 pennies in the bank.) Show me exactly the same number of

pennies in your bank.

S: (Place 5 pennies on their piggy bank mat.)

T: How many pennies are in your bank?

S: 5 pennies.

T: (Take 1 off.) Now, show this many. Raise your hand when you know how many pennies are in your

bank now. (Wait for students to raise hands, and then signal.) Ready?

S: 4 pennies.

T: (Put 1 penny on the mat.) Now, show this many. Raise your hand when you know how many pennies

are in your bank now. (Wait for students to raise hands, and then signal.) Ready?

S: 5 pennies.

Continue in this way, putting on and taking off small amounts, not to exceed 10. Insist that students state the

unit (pennies) each time. Watch carefully to see which students must recount each time. Support them by

making connections to the counting exercise sequences. Continue with the following possible sequence: 1, 2,

3 and 2, 3, 4.

**Beep Number (2 minutes)**

Optional Materials: (T) Personal white board (S) Number path (Lesson 15 Fluency Template)

Conduct the activity as outlined in Lesson 15, but this time, focus on sequences beyond 5. Here is a sample

sequence that goes from simple to complex:

7, 8, beep!

7, beep, 9.

Beep, 8, 9.

Variation: Extend the sequences to four numbers, for example 7, 8, beep, 10.

**Lesson 30**

**Fluency Practice (12 minutes)**

⬛ Sunrise/Sunset Counting to 10 **K.2A** (4 minutes)

⬛ Tell the Missing Number **K.2B, K.2F** (5 minutes)

⬛ Show Me 1 More **K.2F** (3 minutes)

**Sunrise/Sunset Counting to 10 (4 minutes)**

Conduct the activity as outlined in Lesson 7, but instruct students to reach 5 as the midpoint and 10 at the

highest position. Some modeling may be required initially.

**Tell the Missing Number (5 minutes)**

Materials: (S) 5-group cards (Lesson 7 Template 2)

Partners work together to put the numeral cards in order. Partner A closes her eyes. Partner B removes one

of the cards, and then tells Partner A to open her eyes. Partner A tells which numeral card is missing. Switch

roles and play again.

Variation: Remove two or three cards; determine the missing number in a short counting sequence. Continue

with the following suggested sequence: 4, 5, 6, and 7.

**Show Me 1 More (3 minutes)**

Materials: (S) Bag of red and white beans, left hand mat (Lesson 1 Fluency Template)

T: Show me 3 beans.

S: (Place a red bean on the left pinky, left ring finger, and left middle finger to show 3 beans.)

T: Now, show me 1 more.

S: (Place a red bean on the left index finger, for a total of 4.)

T: How many beans are on your mat now?

S: 4.

Note: Stay within a predictable pattern until students are comfortable with this exercise, and then skip

around. Carefully observe to see which students must recount all of the beans in order to tell the number

that is 1 more.

**Lesson 31**

**Fluency Practice (10 minutes)**

⬛ Beep Number **K.2A** (2 minutes)

⬛ Show Me 1 More **K.2F** (3 minutes)

⬛ Roll and Write 1 More **K.2F** (5 minutes)

**Beep Number (2 minutes)**

This activity is repeated from Lesson 29 to continue the focus on sequences beyond 5. Remember that the

sample sequence goes from simple to complex.

7, 8, beep!

7, beep, 9.

Beep, 8, 9.

Variation: Extend the sequences to four numbers, for example 7, 8, beep, 10.

**Show Me 1 More (3 minutes)**

Show me 1 more with your fingers the Math Way:

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, show me 1 more.

S: (Hold up the left pinky, left ring finger, the left middle finger, and the left index finger to show 4

fingers the Math Way.)

T: How many fingers are you showing me now?

S: 4.

Avoid showing the finger combinations. The Math Way soon becomes an immediately recognizable

configuration that decreases the need for students to recount each time. Allow time to recount for students

who still need to do so.

**Roll and Write 1 More (5 minutes)**

Materials: (S) Die, paper and pencil or personal white board

Partner A rolls the die. Both partners count the dots. Partner B determines the number that is 1 more and

writes the numeral. Partner A verifies that the number is 1 more. Switch roles, and play again.

**Lesson 32**

**Fluency Practice (12 minutes)**

⬛ Green Light, Red Light **K.2A** (2 minutes)

⬛ Guess the Hidden Number **K.2F** (5 minutes)

⬛ Draw 1 More and Write How Many **K.2F** (5 minutes)

**Green Light, Red Light (2 minutes)**

Conduct the activity as outlined in Lesson 5, but now include sequences within 10.

**Guess the Hidden Number (5 minutes)**

Conduct the activity as outlined in Lesson 29, but now have the students fold the number path to reveal a short

sequence of numbers (e.g., 4, 5, 6, 7).

**Draw 1 More, and Write How Many (5 minutes)**

Materials: (S) Draw 1 More (Fluency Template)

After giving clear instructions and completing the first few problems together, allow students time to work

independently. Encourage them to do as many problems as they can within a given timeframe.

Optional: Go over the answers, and direct students to energetically shout “Yes!” for each correct answer.

**Lesson 33**

**Fluency Practice (12 minutes)**

⬛ Sunrise/Sunset Counting to 10 **K.2A** (4 minutes)

⬛ 1, 2, 3, Stand on 10 **K.2A** (4 minutes)

⬛ Make It Equal **K.2E** (4 minutes)

**Sunrise/Sunset Counting to 10 (4 minutes)**

Conduct the activity as outlined in Lesson 7, but remind students to plan to reach 5 as the midpoint and 10 at

the highest position.

**1, 2, 3, Stand on 10 (4 minutes)**

Conduct the activity as outlined in Lesson 22.

**Make It Equal (4 minutes)**

Materials: (S) Bag of beans, laminated paper or foam work mat, die

1. The teacher introduces the term *equal* as meaning *the same number* .

2. Both partners roll dice and put that many beans on their mat.

3. Partner A has to make their beans equal to their partner’s by taking off or putting on more beans.

4. Partner B counts to verify.

5. Switch roles, and play again.

**Lesson 34**

**Fluency Practice (12 minutes)**

⬛ Green Light, Red Light **K.2A** (4 minutes)

⬛ Wet Dog Counting **K.2A** (4 minutes)

⬛ Rekenrek **K.2C, K.2D** (4 minutes)

**Green Light, Red Light (4 minutes)**

Conduct the activity as outlined in Lesson 5, but now focus more on counting down.

**Wet Dog Counting (4 minutes)**

T: Pick a number between 1 and 10. (Call on a student.)

S: 4.

T: Wet dog, counting down from 4. Ready?

S: 4, 3, 2, 1 (while shaking the right arm), 4, 3, 2, 1 (while shaking the left arm), 4, 3, 2, 1 (while shaking

the right leg), 4, 3, 2, 1 (while shaking the left leg).

Select another student to choose another number, and repeat.

**Rekenrek (4 minutes)**

Repeat the whisper/talk and think/talk Rekenrek counting activity as outlined in Lesson 28.

**Lesson 35**

**Fluency Practice (12 minutes)**

⬛ Show Me 1 Less **K.2F** (4 minutes)

⬛ Finish My Sentence (1 Less) **K.2F** (4 minutes)

⬛ Happy Counting Within 10 **K.2A** (4 minutes)

**Show Me 1 Less (4 minutes)**

Materials: (S) Bag of red and white beans, left hand mat (Lesson 1 Fluency Template)

T: Show me 3 beans.

S: (Place a red bean on the left pinky, left ring finger, and the left middle finger to show 3 beans.)

T: Now, show me 1 less.

S: (Remove a red bean from the left middle finger, leaving 2 beans.)

T: How many beans are on your mat now?

S: 2.

Stay within a predictable pattern until students are comfortable with this exercise, and then skip around.

Carefully observe to see which students must recount all of the beans to tell the number that is 1 less.

**Finish My Sentence (1 Less) (4 minutes)**

T: Raise your hand when you can finish this sentence. 3. One less is… (wait for all hands to go up, and

then signal).

S: 2.

T: 2. One less is… (wait for all hands to go up, and then signal).

S: 1.

If students exhibit mastery, skip around after establishing a predictable pattern.

**Happy Counting Within 10 (4 minutes)**

Conduct the activity as outlined in Lesson 6. At this point, students are likely ready for a challenge and want

to show how quickly they can do this exercise. Try alternating between a rapid pace and a very slow pace to

keep students focused. Never allow them to rush the choral response. Ensure that they are always

responding to the teacher’s signals.

**Lesson 36**

**Fluency Practice (12 minutes)**

⬛ Cross 1 Out, and Write How Many **K.2F** (4 minutes)

⬛ Show 1 Less **K.2E** (4 minutes)

⬛ Roll and Show 1 Less **K.2E, K.2F** (4 minutes)

**Cross 1 Out, and Write How Many (4 minutes)**

Materials: (S) Draw 1 More Template (Fluency Template)

This activity uses the same template as Lesson 32, but with a different task. After giving clear instructions and

completing the first few problems together, allow students time to work independently. Encourage them to do

as many problems as they can within a given timeframe.

Optional: Go over the answers, and direct students to energetically shout “Yes!” for each correct answer.

**Show 1 Less (4 minutes)**

Show me 1 less with fingers the Math Way.

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, show me 1 less.

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.

Avoid showing the finger combinations yourself. The Math Way soon becomes an immediately recognizable

configuration that decreases the need for students to recount each time. Allow time to recount for students

who still need to.

**Roll and Show 1 Less (4 minutes)**

Materials: (S) 1 die

1. Partner A rolls the die.

2. Both partners count the dots.

3. Partner B determines the number that is 1 less and shows that many fingers the Math Way.

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.

**Lesson 37**

**Fluency Practice (7 minutes)**

⬛ Building *1 More* and *1 Less* Towers **K.2E** (4 minutes)

⬛ 5-Group Finger Counting **K.2D, K.2E, K.3A** (3 minutes)

**Building *1 More* and *1 Less* Towers (4 minutes)**

Materials: (S) 10 linking cubes

Guide students through the process of building a tower while stating the pattern as *1 more* . Maintain

consistency in the language: “1. One more is 2. 2. One more is 3. 3. One more is 4.” Continue to 10.

Disassemble the tower while stating the pattern as *1 less* . Again, the language is crucial to students’

conceptual understanding: “10. One less is 9. 9. One less is 8. 8. One less is 7.” Continue to 0.

**5-Group Finger Counting (3 minutes)**

T: Quick! Show me 5.

S: (Extend an open left hand to show 5, without having to count.)

T: Show me 1 more.

S: (Show an open left hand for 5 and the thumb of the right hand for 6.)

T: We can count from 5 like this: 5 (push out the left hand), 1 more (push out the thumb of the right

hand) is… (push both the left hand and the thumb of the right hand) 6. Try it with me. Ready?

S: 5 (push out the left hand), 1 more (push out the thumb of the right hand) is… (push both the left

hand and the thumb of the right hand) 6.

T: Stay there at 6. Now, show me 1 more.

S: (Show an open left hand for 5 and the thumb and the index finger of the right hand for 7.)

T: How many fingers are you showing on your left hand?

S: 5.

T: And your right hand?

S: 2.

T: How many fingers are you showing in all?

S: 7.

T: So, this time we’ll say 5 (push out the left hand), 2 more (push out the thumb and index finger of the

right hand) is… (push out both the left hand and the thumb and index finger of the right hand) 7. Try

it with me. Ready?

S: 5 (push out the left hand), 2 more (push out the thumb and index finger of the right hand) is… (push

out both the left hand and the thumb and index finger of the right hand) 7.

Continue to 10 if students are ready, but do not rush—this is a challenging counting activity. As students begin

to note the pattern, steadily remove the scaffold until they can state the relationship to the 5-group without

guidance. It would be better for students to achieve mastery to 7 than to mimic the teacher to 10.