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TEKS Grade K Module 3 Fluencies

**Lesson 1**

**Fluency Practice (10 minutes)**

⬛ Tell the Hidden Number **K.2F, K.5** (4 minutes)

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

⬛ Say Ten Push-Ups **K.2E, K.2F** (4 minutes)

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

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

Note: This activity maintains students’ proficiency in number order, especially starting from a number other

than 1. Challenge them by folding the number path to show short sequences (e.g., 4, 5, 6, 7), and have them

hide one or two numbers.

Partner A closes his eyes. Partner B hides one of the numbers on the number path with a penny and then tells

Partner A to open his 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.

**5-Group Finger Counting (2 minutes)**

Note: This activity helps solidify students’ understanding of numbers to 10 in relationship to the five, which

will be useful in upcoming lessons.

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 there is no need to 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.

**Say Ten Push-Ups (4 minutes)**

Note: This activity extends students’ understanding of numbers to 10 in anticipation of working with teen

numbers. Some students may already know how to say the numbers the conventional way. Do not

discourage them from making that connection, but perhaps encourage them to say the numbers

conventionally in their mind so as to not confuse others.

T: You’ve gotten so good at counting to ten. It’s time to start counting higher! Next is ten 1. Repeat,

please.

S: Ten 1.

T: We can show it on our hands like this: ten (push out both hands, palms



out, as if doing a push-up exercise in the air, and then pause with closed

fists close to body) 1 (push out the right hand pinky finger). It’s your turn.

Ready?

S: Ten (push out both hands as if doing a push-up exercise in the air) and

(closed fists, close to body) 1 (push out the left hand pinky finger).

T: Very good. Next is ten (push out both hands as if doing a push-up

exercise in the air) and (closed fists, close to body) 2 (push out the right

hand pinky and ring fingers). It’s your turn. Ready?

S: Ten (push out both hands as if doing a push-up exercise in the air) and

(closed fists, close to body) 2 (push out the left hand pinky and ring

fingers).

T: Ten (push out both hands as if doing a push-up exercise in the air) and (closed fists, close to body) 3

(push out the right hand pinky, ring, and middle fingers). It’s your turn. Ready?

Continue a few more times or until students can count and show the number on their hands fluently from ten

to ten 3. In the next lesson, this activity will be extended to ten 5. Consider continuing to ten 5 now if

students are ready, as they may catch on to the pattern quickly.

**Lesson 2**

**Fluency Practice (10 minutes)**

⬛ Show Me Taller and Shorter **K.7A , K.7B** (3 minutes)

⬛ Say Ten Push-Ups **K.2E, K.2F** (3 minutes)

⬛ Make It Equal **K.2E** (4 minutes)

**Show Me Taller and Shorter (3 minutes)**

Materials: (T) Marker, crayon

Note: This activity recalls the previous lesson’s work with height, connecting to today’s work with length.

T: Let’s use our hands to show taller and shorter. For taller, we’ll do this (hold one hand above your

head and the other at waist level, indicating height). Show me taller.

S: (Show the hand gesture for taller.)

T: To show shorter, we’ll do this (hold hands closer than before, indicating a shorter height).

S: (Show the gesture for shorter.)

T: Let’s practice. Show me taller.

S: (Show the hand gesture for taller.)

T: Show me shorter.

S: (Show the gesture for shorter.)

Mix it up, and quicken the pace to see that students understand the meaning of the vocabulary.

T: Look at my marker (hold a marker upright), and look at my crayon. Is the crayon shorter or taller?

T: Show me the gesture for taller if you think the crayon is taller. Show me the gesture for shorter if

you think the crayon is shorter.

S: (Demonstrate either shorter or taller gesture.)

Use a couple more items for demonstration of shorter, taller (e.g., book, pencil).

**Say Ten Push-Ups (3 minutes)**

Note: This activity extends students’ understanding of numbers to 10 in anticipation of working with

teen numbers.

Conduct activity as described in Lesson 1, but now continue to ten 5.

**Make It Equal (4 minutes)**

Materials: (S) Bags of beans, laminated paper or foam work mat, dice

Note: Students develop a visual sense of comparison in this activity, preparing them to compare lengths of

objects in this lesson.

1. Teacher introduces the term *equal* as meaning *the same number* .

2. Both partners roll the dice and put the same number of beans on their work mat as dots shown on

the dice.

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

4. Partner B counts to verify.

5. Switch roles and play again.

**Lesson 3**

**Fluency Practice (10 minutes)**

⬛ Say Ten Push-Ups **K.2E, K.2F** (3 minutes)

⬛ Hidden Numbers (5 as the Whole) **K.2I , K.3B** (4 minutes)

⬛ Make It Equal **K.2E** (3 minutes)

**Say Ten Push-Ups (3 minutes)**

Conduct activity as outlined in Lesson 1, but now continue to ten 5, encouraging students to predict what

comes next in the pattern.

Note: This activity extends students’ understanding of numbers to 10 in anticipation of working with teen

numbers.

**Hidden Numbers (5 as the Whole) (4 minutes)**

Materials: (S) Hidden numbers mat (Fluency Template) inserted into personal white board

Note: Finding embedded numbers anticipates the work of Kindergarten Module 4 by developing part–whole

thinking.

T: Touch and count the fish on your mat. Raise your hand when you know how many. (Wait for all

hands to go up, and then give the signal.) Ready?

S: 10.

T: Put an X on 5 of the fish. We’re not going to count those fish right now. Pretend they swam away!

S: (Cross out 5 fish.)

T: Circle a group of 4 from the fish who didn’t swim away.

T: How many fish are left?

S: 1.

T: Let’s circle that 1. How many did you circle all together?

S: 5.

T: Erase your board. Put an X on 5 of the fish again to show they swam away. How many fish did not

swim away?

S: 5.

T: Now, this time, circle a group of 2. Circle another 2.

S: (Circle two groups of 2.)

T: How many fish have you circled so far?

S: 4.

T: Circle 1 more. Now, how many are circled?

S: 5.

T: Erase your boards. Put an X on 5 of the fish again to show they swam away. How many fish did not

swim away?

S: 5.

T: This time, circle a group of 3.

T: Circle a group of 2.

T: How many are in the larger group?

S: 3.

T: How many are in the smaller group?

S: 2.

T: How many did you circle all together?

S: 5.

Continue this procedure, looking for hidden numbers within a

group of 6. Pause occasionally to allow students to explain

efficient ways of locating the groups.

**Make It Equal (3 minutes)**

Conduct activity as outlined in Lesson 2, but now have students

line up their beans (up to 10 beans) in horizontal rows or

vertical columns.

Note: In this activity, students experience comparison visually,

a skill crucial to the work of this module.

**Lesson 4**

**Fluency Practice (10 minutes)**

⬛ Show Me Longer and Shorter **K.7A , K.7B** (3 minutes)

⬛ Show Me Fingers the Say Ten Way **K.2E, K.2F** (4 minutes)

⬛ What’s Your Favorite? **K.2G, K.8A, K.8B, K.8C** (3 minutes)

**Show Me Longer and Shorter (3 minutes)**

Note: This kinesthetic fluency activity reviews vocabulary.

Conduct the activity as described in Lesson 2, but with *longer* and *shorter.* Now, students extend their hands

from side to side to indicate length.

**Show Me Fingers the Say Ten Way (4 minutes)**

T: You’re getting very good at counting on your fingers the Say Ten way! Show me ten 1.

S: Ten (push out both hands as if doing a push-up exercise in the air) and (closed fists, close to body), 1

(push out the left hand pinky finger).

T: Show me ten 2.

S: Ten (push out both hands as if doing a push-up exercise in the air) and (closed fists, close to body), 2

(push out the left hand pinky and ring fingers).

Continue in a predictable pattern and then randomly.

**What’s Your Favorite? (3 minutes)**

Materials: (T) three-column grid labeled as below displayed on chart paper or digitally (S) 1 sticky note per student

Note: This fluency activity maintains students’ understanding of representing and interpreting data in

object graphs.

T: (Display a three-column grid titled Our Favorite Flavors with columns labeled as “red,” “blue,” and

“yellow” and cells large enough to accommodate the sticky notes.) Of these, which color do you like

the best? Place your sticky note in the column to show your choice.

S: (Place sticky notes.)

T: Which color do most of us prefer? How can you tell?

S: Blue! The blue column of sticky notes is taller than the other colors!

Encourage students to interpret graph data with such questions as:

⬛ Do fewer students prefer red or blue? How can you tell?

⬛ Which color received the least amount of votes? How can you tell?

⬛ Do more students prefer yellow or red color? How can you tell?

**Lesson 5**

**Fluency Practice (10 minutes)**

⬛ Show Me Longer and Shorter **K.7A , K.7B** (2 minutes)

⬛ 5-Group Hands **K.2D, K.2I, K.5** (4 minutes)

⬛ 5-Groups on the Dot Path **K.2D, K.2I, K.5** (4 minutes)

**Show Me Longer and Shorter (2 minutes)**

Note: This kinesthetic activity reviews vocabulary.

Conduct the activity as described in Lesson 2, but with *longer* and *shorter* . Now, students extend their hands

from side to side to indicate length.

**5-Group Hands (4 minutes)**

Materials: (T) Large 5-group cards in vertical orientation (Fluency Template 1)

Note: This maintenance activity develops flexibility in seeing the 5-groups vertically or horizontally and adds

a kinesthetic component.

T: (Show the 6-dot card in vertical orientation.) Raise your hand when you know how many dots are on

the left. (Wait until all hands are raised, and then signal.) Ready?

S: 5.

T: Right?

S: 1.

T: We can show this 5-group on our hands. Five on the left and 1 on the right, like this. (Demonstrate

on hands, side by side.)

S: (Show 5 and 1 on hands, side by side.)

T: Push your hands out as you count on from 5, like this. 5 (extend the left hand forward), 6 (extend

the right hand forward). Try it with me.

S: 5 (extend the left hand forward), 6 (extend the right hand forward).

Continue with 5, 6, and 7, steadily decreasing guidance from the teacher, until students can show the 5-

groups on their hands with ease.

**5-Groups on the Dot Path (4 minutes)**

Materials: (S) Dot path (Fluency Template 2) placed inside of a personal white board

Note: This activity helps students gain flexibility in grouping 5 and starting to count on from 5 pictorially.

T: Touch and count the dots on your dot path.

S: 1, 2, 3, … , 10.

T: What do you notice about the dot path?

S: There are 10 dots. → There are two different color dots. → A color change at 5.

T: Yes. I’m going to ask you to circle a group of dots. Use the color change at 5 to count and circle

them as fast as you can. Ready? Circle 5.

S: (Circle a group of 5 dots.)

T: How did you do that so fast?

S: I just circled all the light ones, and I knew it was 5.

T: Erase. Get ready for your next number. Circle 6.

S: (Circle a group of 6 dots.)

T: How did you count 6?

S: I counted all of the dots until I got to 6. → I counted

one more than 5.

If students are starting to count on, let them share their thinking

with the class. Continue the process with numbers to 10.

Deviate from a predictable pattern as students show mastery.

**Lesson 6**

**Fluency Practice (10 minutes)**

⬛ Show Me Taller and Shorter **K.7A , K.7B** (3 minutes)

⬛ Counting the Say Ten Way with the Rekenrek **K.2E, K.2F** (4 minutes)

⬛ Hidden Numbers **K.2I , K.3B** (3 minutes)

**Show Me Taller and Shorter (3 minutes)**

Note: This kinesthetic fluency activity reviews vocabulary.

Conduct the activity as described in Lesson 2, but with *longer* and *shorter.* Now, students extend their hands

from side to side to indicate length.

**Counting the Say Ten Way with the Rekenrek (4 minutes)**

Materials: (T) 20-bead Rekenrek

Note: This activity is an extension of students’ previous work with the Rekenrek and anticipates working with

teen numbers.

T: We can count with the Rekenrek the same way we do our Say Ten *push-ups* (fluency activity in

Lesson 3). (Keep the screen on the right side of the Rekenrek to cover the beads that are not being

counted. Slide over all of the beads on the top row.) How many do you see?

S: 10.

T: Here’s 1 more. (Slide over 1 bead on the bottom row.) That’s what ten 1 looks like on the Rekenrek.

How many do you see?

S: Ten 1.

T: (Slide 1 more bead over on the bottom row.) How many do you see?

S: Ten 2.

T: (Slide 1 more bead over on the bottom row.) How many do you see?

S: Ten 3.

Continue counting forward and backward with the following suggested sequence: ten 1, ten 2, ten 1, ten 2,

ten 3, ten 2, ten 3, ten 2, ten 1.

**Hidden Numbers (3 minutes)**

Materials: (S) Hidden numbers mat (Lesson 3 Fluency Template) inserted into personal white board

Note: Finding embedded numbers anticipates the work of Kindergarten Module 4 by developing part–whole

thinking.

Conduct the activity as described in Lesson 3, but this time, guide students to find hidden numbers within a

group of 7.

**Lesson 7**

**Fluency Practice (10 minutes)**

⬛ Counting the Say Ten Way with the Rekenrek **K.2E, K.2F** (3 minutes)

⬛ Roll and Draw 5-Groups **K.2D, K.2I** (4 minutes)

⬛ Green Light, Red Light **K.5** (3 minutes)

**Counting the Say Ten Way with the Rekenrek (3 minutes)**

Conduct activity as described in Lesson 6, but this time, continue to ten 5.

Note: This activity is an extension of students’ previous work with the Rekenrek and anticipates working with

teen numbers.

**Roll and Draw 5-Groups (4 minutes)**

Materials: (S) Die (with the 6-dot side covered), personal white board

Note: Observe to see which students erase completely and begin each time from 1 rather than draw more or

erase some to adjust to the new number. By drawing 5-groups, students see numbers in relationship to the

five.

Roll the die, count the dots, and then draw the number as a 5-group.

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

Materials: (T) Green and red dry-erase markers

On the board, draw a green dot with a 1 underneath and a red dot with a 3 underneath. Explain to students

that they should start counting and stop counting on the number as indicated by the color code.

T: Look at the numbers. (Point to the number 1 written below the green dot and the number 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.) New numbers (green is 3, red is

1). Look, think, ready… green light!

S: 3, 2, 1.

At this point in the year, it may not be necessary to start at 1. Work within a range that is comfortable for the

students, and build incrementally. Challenge them by frequently changing directions between counting up

and counting down.

**Lesson 8**

**Fluency Practice (19 minutes)**

⬛ Make It Equal **K.2E** (6 minutes)

⬛ Counting the Say Ten Way with the Rekenrek **K.2E, K.2F** (4 minutes)

⬛ Beep Number **K.2A** (4 minutes)

⬛ Draw More or Cross Out to Make 5 **K.2I** (5 minutes)

**Make It Equal (6 minutes)**

Materials: (S) Bag of beans, laminated paper or foam work mat, 2 dice

Note: In this activity, students experience comparison visually, a skill crucial to the work of this module.

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

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

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

4. Partner B counts to verify.

5. Switch roles and play again.

Variation: Have students line up their beans (up to 10 beans) in horizontal or vertical rows.

**Counting the Say Ten Way with the Rekenrek (4 minutes)**

Conduct activity as outlined in Lesson 6, but now continue to 20 (2 ten) if students are ready.

Note: This activity is an extension of students’ previous work with the Rekenrek and anticipates working with

teen numbers.

**Beep Number (4 minutes)**

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

Note: This activity extends students’ proficiency with number order and anticipates working with teen

numbers.

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. ten 1, ten 2, beep! (Wait until all hands are raised, then give the signal.)

S: Ten 3.

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

answer was correct.)

T: Ten 6, beep, ten 8. (Wait until all hands are raised, then give the signal.)

S: Ten 7.

T: (Turn over the personal board to reveal the number ten 7.) Beep, ten 4, ten 5! (Wait until all hands

are raised, then give the signal.)

S: Ten 3.

T: (Turn over the personal board to reveal the number ten 3.) 9, beep, ten 1. (Wait until all hands are

raised, then give the signal.)

S: 10.

**Draw More or Cross Out to Make 5 (5 minutes)**

Materials: (S) Make 5 (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 time frame.

Optionally, review the answers as a class. Direct students to

energetically shout “Yes!” for each correct answer.

**Lesson 9**

**Fluency Practice (14 minutes)**

⬛ Hidden Numbers **K.2I , K.3B** (5 minutes)

⬛ 5-Group Hands **K.2D, K.2I** (4 minutes)

⬛ Roll and Draw 5-Groups **K.2D, K.2I** (5 minutes)

**Hidden Numbers (5 minutes)**

Materials: (S) Hidden numbers mat (Lesson 3 Fluency Template) inserted into personal white board

Note: Conduct the activity as described in Lesson 3; however, this time, guide students to find hidden

numbers within a group of 8.

**5-Group Hands (4 minutes)**

Materials: (T) Large 5-group cards (5–7) (Lesson 5 Fluency Template 1)

Note: This maintenance activity develops flexibility in seeing the 5-groups



vertically or horizontally and adds a kinesthetic component.

T: (Show the 6-dot card.) Raise your hand when you know how many

dots are on top. (Wait until all hands are raised, and then signal.)

Ready?

S: 5.

T: Bottom?

S: 1.

T: We can show this 5-group on our hands. 5 on top: 1 on the bottom, like this. (Demonstrate on

hands, one above the other.)

S: (Show 5 and 1 on hands, one above the other.)

T: Push your hands out as you count on from 5, like this: 5 (extend the top hand forward), 6 (extend

the bottom hand forward). Try it with me.

S: 5 (extend the top hand forward), 6 (extend the bottom hand forward).

Continue with 5, 6, 7, steadily decreasing guidance from the teacher, until students can show the 5-groups on

their hands with ease.

**Roll and Draw 5-Groups (5 minutes)**

Materials: (S) Die (with the 6-dot side covered), personal white board

Note: Observe to see which students erase completely each time and begin with one rather than draw more

or erase some to adjust to the new number. By drawing 5-groups, students see numbers as having length in

relationship to the five.

Conduct the activity as outlined in Lesson 7.

**Lesson 10**

**Fluency Practice (11 minutes)**

⬛ Green Light, Red Light **K.5** (3 minutes)

⬛ Make It Equal **K.2E** (4 minutes)

⬛ Double 5-Groups **K.2D, K.5** (4 minutes)

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

Materials: (T) Green and red dry-erase markers

Conduct activity as described in Lesson 7, gradually building up to teen numbers counting the Say Ten way.

Listen carefully for hesitation or errors, and repeat and break down certain sequences as needed.

**Make It Equal (4 minutes)**

Materials: (S) Bag of beans, foam or laminated paper work mat, 2 dice

Note: In this activity, students experience comparison visually, a skill crucial to the work of this module.

1. Teacher introduces the term *equal* as meaning *the same number* .

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

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

beans.

4. Partner B counts to verify.

5. Switch roles and play again.

**Double 5-Groups (4 minutes)**

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

Note: Introducing Say Ten counting now lays the foundation for later work with decomposing teen numbers.

T: You’re getting so good at 5-groups! Now, we’ll start using two cards! (Display the 10-dot card above

the 1-dot card.) This is the top card. (Gesture to indicate the entire 10-dot card, not just the top row

of dots.) How many dots are on the top card? (Wait for all hands to go up, and then give the signal.)

Ready?

S: 10.

T: This is the bottom card. (Gesture to indicate the entire 1-dot card.) How many dots are on the

bottom card? (Wait for all hands to go up, and then give the signal.) Ready?

S: 1.

T: Do you remember how many dots were on the top card?

S: Yes. 10.

T: Do we really need to go back and count them again?

S: No.

T: That’s right. We can take the shortcut! Count on from 10, like this. 10 (Wave a hand over the top

card.) Ten 1. (Crisply point to the dot on the bottom card.) Try it.

S: 10, ten 1.

T: (Display the 10-dot card above the 2-dot card.) How many dots are on the top card? (Wait for all

hands to go up, and then give the signal.) Ready?

S: 10.

T: How many dots are on the bottom card? (Wait for all hands to go up, and then give the signal.)

Ready?

S: 2.

T: Count on from 10.

S: 10, ten 1, ten 2.

Continue to ten 3.

**Lesson 11**

**Fluency Practice (13 minutes)**

⬛ What's Your Favorite? **K.2G, K.8A, K.8B, K.8C** (4 minutes)

⬛ Double 5-Groups **K.2D, K.5** (4 minutes)

⬛ Hidden Numbers **K.2I, K.3B** (5 minutes)

**What's Your Favorite? (4 minutes)**

Materials: (T) three-column grid labeled as below displayed on chart paper or digitally (S) 1 sticky note per

student

Note: This fluency activity maintains students' understanding of representing and interpreting data in object

graphs.

T: (Display a three-column grid titled Our Favorite Zoo animals with columns labeled as “giraffe,” “tiger,”

and “monkey” and cells large enough to accommodate the sticky notes.) Of these, which zoo animal

do you like the best? Place your sticky note in the column to show your choice.

S: (Place sticky notes.)

T: Which zoo animal do most of us prefer? How can you tell?

S: Giraffe! The giraffe column of sticky notes is taller than the other animals!

Encourage students to interpret graph data with such questions as:

⬛ Do fewer students prefer giraffes or tigers? How can you tell?

⬛ Which animal received the least amount of votes? How can you tell?

⬛ Do more students prefer tigers or monkeys? How can you tell?

**Double 5-Groups (4 minutes)**

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

Note: Introducing Say Ten counting now lays the foundation for later work with decomposing teen numbers.

Conduct the activity as outlined in Lesson 10, but now continue to ten 5.

**Hidden Numbers (5 minutes)**

Materials: (S) Hidden numbers mat (Lesson 3 Fluency Template) inserted into personal white board

Note: Finding embedded numbers anticipates the work of Module 4 by developing part–whole thinking.

Conduct the activity as described in Lesson 3, but this time, guide students to find hidden numbers within a

group of 9.

**Lesson 12**

**Fluency Practice (12 minutes)**

⬛ 5-Group Hands **K.2D, K.2I** (3 minutes)

⬛ Roll and Draw 5-Groups **K.2D, K.2I** (5 minutes)

⬛ Hidden Numbers on the Dot Path **K.2I , K.3B** (4 minutes)

**5-Group Hands (3 minutes)**

Materials: (T) 5-group cards in vertical orientation (Lesson 5 Fluency Template 1)

Note: This maintenance activity develops flexibility in seeing the 5-groups vertically or horizontally and adds

a kinesthetic component.

Conduct as described in Lesson 5, showing the 5-group cards in the vertical orientation. Accordingly, students

should put their hands side by side to represent the number.

**Roll and Draw 5-Groups (5 minutes)**

Materials: (S) Die (with the 6-dot side covered), personal white board

Note: Observe to see which students erase completely and begin each time from one, rather than draw more

or erase some to adjust to the new number. By drawing 5-groups, students see numbers as having length in

relationship to the five.

Conduct as outlined in Lesson 7. Consider alternating between drawing the 5-groups vertically and drawing

them horizontally.

**Hidden Numbers on the Dot Path (4 minutes)**

Materials: (S) Dot path (Lesson 5 Fluency Template 2) inserted into personal white board

Note: Finding embedded numbers anticipates the work of Module 4 by developing part–whole thinking.

T: Fold your dot path so that you can see only 6 dots. Place it inside your personal white board. How

many dots can you see?

S: 6.

T: Circle 2 of them.

S: (Circle the first 2 dots.)

T: See how many twos you can circle on your dot path.

S: (Circle 3 sets of 2 dots.)

T: How many dots are on the whole dot path?

S: 6.

T: How many twos did you find hiding within the 6?

S: 3.

Continue the process with finding groups of 3 within the 6. Guide students to find a group of 4 or 5 and then

tell what number of dots remains

**Lesson 13**

**Fluency Practice (10 minutes)**

⬛ Dot Cards of 6 **K.2D, K.2I** (3 minutes)

⬛ Read the Graph **K.2D, K.2G, K.8C** (4 minutes)

⬛ Roll and Say 1 More, 1 Less **K.2D, K.2F** (3 minutes)

**Dot Cards of 6 (3 minutes)**

Materials: (T/S) Dot cards of 6 (Fluency Template 1)



Note: This activity deepens students’ knowledge of embedded

numbers and develops part–whole thinking, foundational to the

work of the upcoming modules.

T: (Show the card.) How many do you see?

S: 6.

T: How did you see them in two parts?

S: (Possible answers are 5 up and 1 down, 2 down

and 4 up, 3 up and 3 down.)

Continue with other cards of 6. Distribute the cards to the

students for partner sharing time. Have them pass the card at a

signal.

**Read the Graph (4 minutes)**

Materials: (T) Fluency Template 2

Note: This fluency activity maintains students’ understanding of representing and interpreting data in object

and picture graphs.

T: (Display the *Favorite Special* graph.) This graph shows students’ votes on their favorite specials.

Which special was voted for the most?

S: Music.

T: How can you tell?

S: It has the most pictures. → It is higher.

T: Which has less votes, art or P.E.?

S: P.E.

Continue the sequence by asking other questions using “more” and “less.” Students may also be asked

to answer counting questions of “how many?” for the various categories and as an extension, “how many

more?” “How many students voted?”

**Roll and Say 1 More, 1 Less (3 minutes)**

Materials: (S) Pair of dice with the 6-dot side covered with a sticker

Note: This exercise prepares students for today’s lesson by moving flexibly between the terms *more* and *less* .

Roll the dice, and count the dots. Make *1 more* and *1 less* statements using consistent language. For

example, if the student rolls a 4, they would say, “4. 1 more is 5. 4. 1 less is 3.”

**Lesson 14**

**Fluency Practice (11 minutes)**

⬛ Say Ten Push-Ups **K.2E, K.2F** (3 minutes)

⬛ Hidden Numbers (10 as the Whole) **K.2I, K.3B** (5 minutes)

⬛ Double 5-Groups **K.2D, K.5** (3 minutes)

**Say Ten Push-Ups (3 minutes)**

Conduct the activity as outlined in Lesson 1. Continue to 20 (2 ten, or 10 and 10).

**Hidden Numbers (10 as the Whole) (5 minutes)**

Materials: (S) Hidden numbers mat (Lesson 3 Fluency Template)

Conduct the activity as described in Lesson 3, except students do not need to cross out any of the fish. Guide

them to find twos, threes, fours, and fives within the larger group of 10.

**Double 5-Groups (3 minutes)**

Conduct the activity as described in Lesson 10, but now continue to 20 (2 ten, or 10 and 10).

**Lesson 15**

**Fluency Practice (12 minutes)**

⬛ Dot Cards of 7 **K.2D, K.2I** (4 minutes)

⬛ Make It Equal **K.2E** (3 minutes)

⬛ Building *1 More* and *1 Less* Towers **K.2E, K.2F** (5 minutes)



**Dot Cards of 7 (4 minutes)**

Materials: (T/S) Dot cards of 7 (Fluency Template)

Note: This activity deepens students’ knowledge of embedded numbers and

develops part–whole thinking, crucial to the work of the upcoming modules.

T: (Show 7 dots.) How many do you see? (Give students time to count.)

S: 7.

T: How can you see 7 in two parts?

S: (Point to the card.) 5 here and 2 here. → I see 3 here and 4 here.

Continue with other cards of 7. Distribute the cards to the students for partner

sharing time. Have them pass the cards at a signal.

**Make It Equal (3 minutes)**

Materials: (S) Bag of beans, foam or laminated paper work mat, 2 dice with 6-dot side covered

Note: In this activity, students experience comparison visually, a skill foundational to the work of this module.

1. 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 makes her beans equal to her partner’s by taking off or putting on more beans.

4. Partner B counts to verify.

5. Switch roles and play again.

**Building *1 More* and *1 Less* Towers (5 minutes)**

Materials: (S) 10 linking cubes

Note: In this activity, students connect increasing and decreasing height to increasing and decreasing

numerical value.

Conduct the activity as described in Lesson 13, but now challenge students to stop at a certain number and

then change directions so that they state the pattern of *1 more* or *1 less* starting from numbers other than 1

or 10.

T: Build up your tower while saying “1 more.” Stop when you get to 5.

S: 1. 1 more is 2. 2. 1 more is 3. 3. 1 more is 4. 4. 1 more is 5.

T: Stop! Now, take it apart while saying 1 less. Stop when you get to 3.

S: 5. 1 less is 4. 4. 1 less is 3.

T: Stop!

Continue changing directions several more times. It might be helpful to use a stick of cubes that show a color

change at 5 to facilitate identifying the number of cubes in the tower.

**Lesson 16**

**Fluency Practice (11 minutes)**

⬛ Dot Cards of 8 **K.2D, K.2I** (4 minutes)

⬛ Show Me Bigger and Smaller **K.7A , K.7B** (3 minutes)

⬛ What’s Your Favorite? **K.2G, K.8A, K.8B, K.8C** (4 minutes)

**Dot Cards of 8 (4 minutes)**



Materials: (T/S) Dot cards of 8 (Fluency Template)

Note: This activity deepens students’ knowledge of embedded numbers

and develops part–whole thinking, which is foundational to the work of upcoming

modules.

T: (Show a card with 8 dots.) How many dots do you count? Wait for the

signal to tell me.

S: 8.

T: How can you see them in two parts?

S: (Point to the card.) I saw 4 here and 4 here.  I saw 5 here and 3 here.

 I saw 6 here and 2 here.

Repeat with other cards. Pass out the cards for students to work independently.

**Show Me Bigger and Smaller (3 minutes)**

Note: This activity prepares students for the current lesson by making visual and kinesthetic connections to

size comparison. Conduct the activity similarly to the Show Me Taller and Shorter activity in Lesson 2, but have

students position their hands close together as if holding a tennis ball to indicate *smaller* and hands farther

apart as if holding a basketball to indicate *bigger.*

**What’s Your Favorite? (4 minutes)**

Materials: (T) three-column grid labeled as below displayed on chart paper or digitally (S) 1 sticky note per

student

Note: This fluency activity maintains students’ understanding of representing and interpreting data in object graphs.

T: (Display a three-column grid titled Our Favorite Flavors with columns labeled as “chocolate,” “vanilla,”

and “strawberry” and cells large enough to accommodate the sticky notes.) Of these, which flavor do

you like the best? Place your sticky note in the column to show your choice.

S: (Place sticky notes.)

T: Which flavor do most of us prefer? How can you tell?

S: Chocolate! The chocolate column of sticky notes is taller than the other flavors!

Encourage students to interpret graph data with such questions as:

⬛ Do fewer students prefer chocolate or vanilla? How can you tell?

⬛ Which flavor received the least amount of votes? How can you tell?

⬛ Do more students prefer vanilla or strawberry? How can you tell?

**Lesson 17**

**Fluency Practice (12 minutes)**

⬛ Finger Number Pairs **K.2I** (4 minutes)

⬛ Matching Fingertips One-to-One **K.2D, K.2E, K.2G** (4 minutes)

⬛ Matching Circles and Squares **K.2D, K.2E, K.2G** (4 minutes)

**Finger Number Pairs (4 minutes)**

Note: This activity ensures that students do not become overly reliant on counting the Math Way and gives

them yet another method of breaking apart numbers, which is essential to the next module’s work.

T: You’ve gotten very good at showing fingers the Math Way. I want to challenge you to think of other

ways to show numbers on your fingers. Here’s a hint: you can use two hands! First, I’ll ask you to

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

Show me 2.

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

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

S: (Show 1 finger on each hand.)

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

S: Count the fingers on both hands.

Continue the process with other numbers. For numbers where more than one combination is possible, have

students try each other’s combinations.

**Matching Fingertips One-to-One (4 minutes)**

Materials: (S) Dice

1. Partner A rolls a die and shows as many fingers as dots on the rolled die.

2. Partner B shows the same number of fingers.

3. Both partners touch fingertips, carefully matching one-to-one.

**Matching Circles and Squares (4 minutes)**

Materials: (S) Dice, personal white board

Note: Students gain experience with equivalency and practice one-to-one matching in anticipation of

comparison.

1. Partner A rolls a die and draws the number of circles that corresponds to the number of dots on the

rolled die.

2. Partner B draws that same number of squares.

3. Partner A draws lines to match circles to squares, while both partners say, “One circle, one square,

one circle, one square… .”

**Lesson 18**

**Fluency Practice (12 minutes)**

⬛ Dot Cards of 9 **K.2D, K.2I** (4 minutes)

⬛ Building Up to the Sprint Routine: Starting and Stopping at the Signal **K.2B** (5 minutes)

⬛ Show Me 1 More, 1 Less **K.2E, K.2F** (3 minutes)

**Dot Cards of 9 (4 minutes)**

Materials: (T/S) Varied dot cards of 9 (Fluency Template)

T: (Show a card with 9 dots.) How many dots do you count? Wait for the



signal to tell me. (Signal.)

S: 9.

T: How can you see them in two parts?

S: (Come forward to the card.) I saw 5 here and 4 here.  I saw 3 here and

6 here.  I saw 2 here and 7 here.

Repeat with other cards. Pass out the cards for students to work independently.

**Building Up to the Sprint Routine: Starting and Stopping at the Signal**

**(5 minutes)**

Materials: (S) Lined writing paper

Note: Although the task is simple, this activity conditions students to stop working, even when they have not

finished, and develops the self-regulation necessary for participating in math Sprints. Teaching the Sprint routine in

stages may be time-consuming, but the investment is worthwhile. Students begin their first Sprint in Lesson 20.

T: When I say “go,” we are going to practice writing numbers 1–10 quickly but carefully, like this.

(Demonstrate.) When you hear the bell ring, you must stop and hold up your pencil, even if you are

not finished. What do you do when you hear the bell?

S: Stop and hold up my pencil.

T: Good. Remember, it’s okay if you don’t finish. Ready? Go!

S: (Write numbers 1–10.)

T: (Before students reach 10, ring the bell.) Pencils up, up, up!

S: (Hold pencils up.)

T: Wow! You really followed the directions! Let’s practice again. Ready? Go!

Continue several more times, praising students for following directions rather than completing the task.

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

Note: Students develop flexibility with the terms *more* and *less,* building upon the previous lesson and

preparing for the current lesson.

T: Show me three fingers the Math Way.

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

T: Now, show me 1 more.

S: (Hold up the left pinky, left ring finger, left middle finger, and left index finger.)

T: How many fingers are you showing me now?

S: 4.

T: We can say it like this, “3. 1 more is 4.” Echo me, please.

S: 3. 1 more is 4.

T: New number. Show me 5.

S: (Show open left hand.)

T: Now, show me 1 less.

S: (Hold up the left pinky, left ring finger, left middle finger, and left index finger.)

T: How many fingers are you showing me now?

S: 4.

T: We can say it like this, “5. 1 less is 4.” Echo me, please.

S: 5. 1 less is 4.

Continue, and when students are ready, have them provide *1 more*

and *1 less* statements on their own.

**Lesson 19**

**Fluency Practice (13 minutes)**

⬛ Building up to the Sprint Routine: Observing and Noticing **K.2D, K.2E** (8 minutes)

⬛ Building *1 More* and *1 Less* Trains **K.2F** (5 minutes)

**Building Up to the Sprint Routine: Observing and Noticing (8 minutes)**

Materials: (T) Count and Circle How Many Sprint (project for students to view), framed portrait of the

teacher at 5–6 years old

Note: Teaching the Sprint routine in stages may be time-consuming, but the investment is worthwhile.

Providing students this opportunity to observe and reflect increases motivation, enthusiasm, and success in

this strong fluency exercise. Students complete their first Sprint in Lesson 20.

1. Tell students to watch the teacher do a math race called a Sprint as if the teacher were a student

back in Kindergarten. Place the portrait on the desk where the teacher is working to remind

students of the role. If possible, have an assistant play the role of the teacher delivering the Sprint.

2. At the start signal, turn the paper over, and begin working. Start at the top left corner with the

hearts, and continue working down the hearts column. At the bottom of the hearts column, start

again at the top of the stars column.

3. At the signal, stop and hold the pencil up, just as students have practiced in previous Sprint

preparation exercises. Be careful to display a positive demeanor even though the task is not

finished. Possibly pretend to wipe away sweat from the brow to emphasize working with intensity,

and smile with satisfaction for having made such a strong effort! (Be sure to ask the assistant playing

the role of the teacher to limit the timeframe, or set a timer, so that the teacher comes very close to

completing the Sprint but does not quite finish.)

4. While reviewing the answers (now projected on the board), students circle correct answers in the air

with their fingers, along with the teacher, energetically shouting “Yes!” for each correct answer. The

entire class counts the number of correct problems chorally and writes the number in the air as the

teacher writes it at the top of the page.

5. Conclude the observation and role play. Then, gather the group at the rug to debrief the process.

The following are suggested questions to guide the conversation:

⬛ When did the teacher (playing the role of a Kindergarten student) begin working on

the problems?

⬛ Which problems did the teacher do first—the hearts or stars? (This question helps students

realize that the Sprint is designed to be completed working down the columns, not across the

rows.)

⬛ What did the teacher do when the timer sounded (or other stopping signal occurred)?

⬛ How did the teacher react at the end? (Emphasize that the goal is maximum effort and

efficiency, not completion. Begin setting expectations for social and emotional behaviors

during Sprints.)

Optional: Create a few intentional errors. Let students know to expect this beforehand. Tell them to be

ready to explain what went wrong, being careful to avoid having students perceive the teacher as acting

foolishly.

**Building *1 More* and *1* Less Trains (5 minutes)**

Note: In this activity, students connect increasing and decreasing length to increasing and decreasing

numerical value.

Conduct the activity as described in Lesson 15, but now, have students build and disassemble the cubes

horizontally, similar to a train.

**Lesson 20**

**Fluency Practice (13 minutes)**

⬛ My First Sprint **K.2A, K.2C, K.2D** (8 minutes)

⬛ Finger Number Pairs **K.2I** (5 minutes)

**My First Sprint (8 minutes)**

Materials: (S) 1 copy of the Count and Circle How Many Sprint (Lesson 19)

Note: This activity allows students to become comfortable with Sprint procedures as they work on this simple

task with confidence.

T: Today, you will get to do a math race called a Sprint. (Remind students of the previous day’s

activity.) Take out your pencil and one crayon of any color.

T: (Have students locate the Sprint papers.) On your mark, get set, go!

T: (Ring the bell, or give another signal for students to stop. Although it will not be necessary to time

the students in this short practice Sprint, be sure to give the stop signal before students finish so as

to not develop the expectation of finishing every time.) Pencils up!

T: Pencils down and crayons up! It’s time to check answers. What do you do if the answer is right?

S: Circle it.

T: What do you say?

S: Yes!

T: We’ll begin with the hearts. Ready? 1.

S: Yes!

T: 2.

S: Yes!

Continue checking the remaining answers. Then, have students count the number correct and write the

number at the top. Maintain the celebratory mood. Praise students for learning a new procedure, as well as

their strong effort and hard work. Note that only one Sprint is delivered this time. The two-part Sprint is

introduced in a future lesson.

Troubleshooting: If students work across instead of down the columns, create a green arrow down the lefthand

side and a red arrow along the right-hand side to indicate where to start and stop. If students have

difficulty circling the answers quickly, give them a highlighter, and allow them to swipe the correct answer.

**Finger Number Pairs (5 minutes)**

Note: This activity ensures that students do not become overly reliant on counting the Math Way and gives

them yet another method of breaking apart numbers, essential to the work of the next module.

Conduct as outlined in Lesson 17, but this time, invite students to explain why certain combinations cannot be

shown on two hands. A student might say, “I can show 10 as 5 on one hand and 5 on the other, but I can’t

show 10 as 6 and 4.” Guide them to use some of their newly acquired vocabulary and be precise with respect

to explaining their thoughts.

**Lesson 21**

**Fluency Practice (12 minutes)**

⬛ Make It Equal **K.2E** (3 minutes)

⬛ Read the Graph **K.2D, K.2G, K.8C** (5 minutes)

⬛ 5-Group Fill-Up **K.2D, K.2I** (4 minutes)

**Make It Equal (3 minutes)**

Note: Students visually experience comparison, which is a skill foundational to the work of this module.

Conduct the activity as outlined in Lesson 15.

**Read the Graph (5 minutes)**

Materials: (T) Fluency Template

Note: This fluency activity maintains students’ understanding of representing and interpreting data in object

and picture graphs.

T: (Display the *How I Get to School* graph.) This graph shows how some students get to school. Which

way do the most students use to get to school?

S: Bus.

T: How can you tell?

S: It has the most pictures.  The buses are higher than the other pictures.

T: Which has less answers, walk or car?

S: Car.

Continue the sequence by asking other questions using “more” and “less.” Students may also be asked

to answer counting questions of “how many?” for the various categories and as an extension, “how many

more?” “How many students are represented by the graph?”

**5-Group Fill-Up (4 minutes)**

Materials: (S) Dice with 6-dot side covered, personal white board

Note: This activity provides students with a head start in terms of learning their partners to ten, thus

anticipating the work of the next module.

1. Partner A rolls the dice and draws a corresponding 5-group with O’s.

2. Partner B completes the 10 by drawing X’s.

3. Both partners engage in math talk: “I have 3. You drew 7 more to make 10.”

**Lesson 22**

**Fluency Practice (11 minutes)**

⬛ Show Me 1 More **K.2E, K.2F** (4 minutes)

⬛ Roll and Say 1 More **K.2D, K.2F** (3 minutes)

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

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

Note: Students continue to develop Fluency Practice in terms of describing the pattern of 1 more, preparing

them for the current lesson.

Conduct the activity as described in Lesson 18, but focus exclusively on practicing 1 more. Maintain

consistency in the language.

**Roll and Say 1 More (3 minutes)**

Note: This is a reiteration of the previous activity. A different representation (dice in this case), develops

flexibility and ensures that students do not become too dependent on finger counting.

Conduct the activity as described in Lesson 13, but focus exclusively on practicing 1 more. Maintain

consistency in the language.

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

Note: The previous fluency activities in this lesson build up to this more abstract version in preparation for

today’s lesson.

T: Raise your hand, and wait for the signal for when you can finish this sentence. 3. 1 more is… ? (Wait

for all hands to go up, and then signal.)

S: 4.

T: 4. 1 more is… ? (Wait for all hands to go up, and then signal.)

S: 5.

Variation: After some whole group practice, have students complete this activity with a partner.

**Lesson 23**

**Fluency Practice (11 minutes)**

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

⬛ Roll and Say 1 Less **K.2D, K.2F** (3 minutes)

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

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

Note: Students continue to develop Fluency Practice in terms of describing the pattern of 1 less, preparing

them for the current lesson. This activity echoes the previous lesson’s work with 1 more, reinforcing the

opposite nature of the concepts.

Conduct the activity as described in Lesson 18, but instead, focus exclusively on practicing 1 less. Maintain

consistency in the language.

**Roll and Say 1 Less (3 minutes)**

Note: This is a reiteration of the previous activity. A different representation (dice in this case), develops

flexibility and ensures that students do not become too reliant on finger counting.

Conduct the activity as described in Lesson 13, but focus exclusively on practicing 1 less. Maintain

consistency in the language.

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

Note: The previous fluency activities in this lesson build up to this more abstract version in preparation for

today’s lesson.

T: Raise your hand, and wait for the signal when you can finish this sentence. 5. 1 less is… ? (Wait for

all hands to go up, and then signal.)

S: 4.

T: 4. 1 less is… ? (Wait for all hands to go up, and then signal.)

S: 3.

Variation: After some whole group practice, have students do this activity with a partner.

**Lesson 24**

**Fluency Practice (12 minutes)**

⬛ Beat Your Score! **K.2A, K.2C** , **K.2D** (12 minutes)

**Beat Your Score! (12 minutes)**

Materials: (S) 2 copies of Count and Circle How Many (Lesson 19 Sprint)

Note: The purpose of this activity is to help students become accustomed to the full Sprint routine while

completing a task involving relatively simple concepts (hence the reuse of a Sprint from Lesson 20). This

activity builds confidence and enthusiasm for Sprints.

T: It’s time for a Sprint! (Briefly recall previous Sprint preparation activities, and have students locate

the Sprints.) Take out your pencil and one crayon, any color.

T: On your mark, get set, go!

S: (Work.)

T: (Ring the bell, or give another signal for students to stop. Although it will not be necessary to time

the students in this short practice Sprint, be sure to give the stop signal before students finish so

they do not develop the expectation of finishing every time.) Pencils up!

T: Pencils down, crayons up!

T: It’s time to check answers. What do you do if the answer is right?

S: Circle it. (Circling correct answers instead of crossing out wrong ones avoids stigmatization.)

T: What do you say?

S: Yes!

T: We’ll begin with the hearts. Ready? 1.

S: Yes!

Proceed through the checking answers procedure, as in Lesson 20.

T: Kindergarteners, do you ever wish you had more time? Another chance to do even better?

S: Yes.

T: Before we try again, let’s get our mind and body ready to work hard with an exercise. Stand up and

push in your chairs. Let’s do jumping jacks while counting to 10. Ready?

S: 1, 2, 3, … , 10. (Count while doing jumping jacks.)

T: Hands on your hips. Twist slowly, counting down from 10. Ready?

S: 10, 9, 8, … , 1. (Count while twisting.)

T: Have a seat. Locate the second set of Sprints. Pencils up. Do you remember the number you got the

first time?

S: Yes.

T: See if you can beat your own score! Race against yourself! On your mark, get set, go!

Students work on the Sprint for a second time. Perhaps give an additional three to five seconds to help

students beat their first score. Give the signal to stop, reiterating that it is okay not to finish. Continue to

emphasize that the goal is simply to do better than the first time. Proceed through the checking answers

procedure with more enthusiasm than ever. Then, facilitate a comparison of Sprint A to Sprint B. Because

students are still developing understanding of the concept of more, it may be necessary to circulate and

facilitate the comparison, either visually or numerically.

T: Stand up if you beat your score.

T: You worked so hard, and I am so proud of you! Let’s celebrate (e.g., congratulate each other, give

three pats on the back, shake hands, have a parade).

Variation: Allow students to finish, but provide an early finisher activity to do on the back.

**Lesson 25**

**Fluency Practice (12 minutes)**

⬛ Matching Fingertips One-to-One **K.2D, K.2E, K.2G** (4 minutes)

⬛ Dot Cards of 6 **K.2D, K.2I** (4 minutes)

⬛ Read the Graph **K.2D, K.2G, K.8C** (4 minutes)

**Matching Fingertips One-to-One (4 minutes)**

Note: This exercise allows students to practice one-to-one matching at the concrete level, preparing them to

draw lines to match one-to-one pictorially in this lesson.

Conduct the activity as outlined in Lesson 16.

**Dot Cards of 6 (4 minutes)**

Materials: (T/S) Dot cards of 6 (Lesson 13 Fluency Template)

Note: Reviewing 6, 7, 8, and 9 is essential in anticipating the work of the next module. While compositions of

5 have been well established at this point, numbers 6 through 9 prove challenging.

Conduct the activity as outlined in Lesson 13.

**Read the Graph (4 minutes)**

Materials: (T) Fluency Template

Note: This fluency activity maintains students’ understanding of representing and interpreting data in object

and picture graphs.

T: (Display the *Number of Pets* graph.) This graph shows the number of pets some students’ own.

Which number of pets got the most answers?

S: One pet.

T: How can you tell?

S: It has the most stars.  The stars are higher.

T: Which has less answers, two pets or more than two pets?

S: More then two pets.

Continue the sequence by asking other questions using “more” and “less.” Student may also be asked to

answer counting questions of “how many?” for the various categories and as an extension, “how many

more?” “How many students are represented by the graph?”

**Lesson 26**

**Fluency Practice (11 minutes)**

⬛ How Many Are Hiding? **K.2I** , **K.3B** (4 minutes)

⬛ Hidden Numbers **K.2I , K.3B** (4 minutes)

⬛ Show Me Taller and Shorter **K.7A, K.7B** (3 minutes)

**How Many Are Hiding? (4 minutes)**

Note: Partners to ten is foundational with respect to development of ten as a unit. Starting early and

practicing frequently facilitates automaticity.

T: How many fingers do you have on two hands?

S: 10.

T: Show me 9, piano style, like this. (Demonstrate fingers the Math Way, palms down, flat on the

table.)

T: How many fingers are hiding?

S: 1.

T: Let that finger come out now. 9 and 1 make… ?

S: 10.

T: Now, show me 8.

T: How many fingers are hiding?

S: 2.

T: Let those fingers come out now. 8 and 2 make… ?

S: 10.

Work through all of the combinations of 10.

**Hidden Numbers (4 minutes)**

Materials: (S) Hidden numbers mat (Lesson 3 Fluency Template)

Note: Finding embedded numbers anticipates the work of Module 4 by developing part–whole thinking.

Conduct the activity as described in Lesson 3, but this time, guide students to find hidden numbers within a

group of 6. Look for opportunities to compare sets within the larger group. Encourage students to use the

newly acquired vocabulary of *more, less* , and the *same as* . Guide students to say, “6 is 4 and 2, but 4 is more

than 2.” Or, “6 is 3 and 3. Hey, that’s the same number!”

**Show Me Taller and Shorter (3 minutes)**

Materials: (T) Ruler, pencil

Note: Recalling this vocabulary prepares students for the Concept Development activities in this lesson.

Conduct the activity as described in Lesson 2.

**Lesson 27**

**Fluency Practice (12 minutes)**

⬛ Sprint: Counting to 5 in Varied Configurations **K.2A, K.2C** , **K.2D** (12 minutes)

**Sprint: Counting to 5 in Varied Configurations (12 minutes)**

Materials: (S) 2 copies of the Counting to 5 Sprint

Note: In this activity, students get accustomed to the full Sprint routine while completing a task that is

relatively simple conceptually. This builds confidence and enthusiasm for Sprints in the future.

Follow the instructions for delivering a Sprint in Lesson 24. Giving the identical Sprint twice facilitates

comparison from Sprint A to Sprint B and allows students to see their growth. (Eventually, students will

complete two Sprints that are similar but not exactly the same.) Continue to emphasize the concept of

students beating their own personal score. Praise students for their hard work and for following directions in

learning a new procedure.

T: It’s time for a Sprint! (Briefly recall previous Sprint preparation activities, and have students locate

the Sprints.) Take out your pencil and one crayon, any color.

T: On your mark, get set, go!

S: (Work.)

T: (Ring the bell, or give another signal for students to stop. Although it will not be necessary to time

the students in this short practice Sprint, be sure to give the stop signal before students finish so as

to not develop the expectation of finishing every time.) Pencils up!

T: Pencils down, crayons up!

T: It’s time to check answers. What do you do if the answer is right?

S: Circle it. (Circling correct answers instead of crossing out wrong ones avoids stigmatization.)

T: What do you say?

S: Yes!

T: (Have students correct their work, and incorporate a brief skip counting exercise including

movement before Sprint B.)

T: See if you can beat your score! Race against yourself! On your mark, get set, go!

Students work on the Sprint for a second time. Perhaps give an additional three to five seconds to help

students beat their first score. Give the signal to stop, reiterating that it is okay not to finish. Continue to

emphasize that the goal is simply to do better than the first time. Proceed through the checking answers

procedure with more enthusiasm than ever. Then, facilitate a comparison of Sprint A to Sprint B. Because

students are still developing understanding of the concept of more, it may be necessary to circulate and

facilitate the comparison, either visually or numerically.

T: Stand up if you beat your score.

T: You worked so hard, and I am so proud of you! Let’s celebrate (e.g., congratulate each other, give

three pats on the back, shake hands, have a parade).

Variation: Allow students to finish, but provide an early-finisher activity to complete on the back.