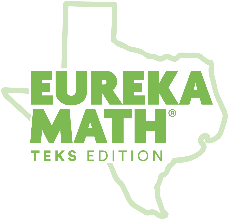
**Mid-Module (Topics A–D)**  

**Lesson 1**

Student Debrief—Listen to student responses to “Why are our pictures not exactly the same?” Can students describe the attributes that do not match?

**Matches two objects; describes matching *and* nonmatching attributes**

**(color, size, shape, type, use) [K.8A]**

**Lesson 2**

Concept Development and Problem Set—Listen to students describe a pair of matched objects. Can they say accurately what is the same (matching attributes) and what is not the same (non-matching attributes)?

**Matches two objects; describes matching *and* nonmatching attributes**

**(color, size, shape, type, use) [K.8A]**

**Lesson 3**

Fluency: Counting with the Number Glove to 5—Listen as students count. Listen for hesitation or those who are not counting. Can students say the number names in order?

**Counts a group of up to 5 objects—Number Word List [K.2A]**

Fluency: Counting Beans and Fingers—Listen to students count as they place the beans on each finger. Do they match 1 bean to 1 finger? Do they make only one count when moving one bean?

**Counts a group of up to 5 objects—1:1 Correspondence [K.2A, K.2C, K.2E]**

Application Problem—Review student drawings to see whether students draw circles that are the same in every attribute other than color (e.g., size, shape) Small variations in size and shape due to fine motor ability development are acceptable if it’s clear that students intend for those attributes to be the same. Be sure that adults circulating during independent work mark papers when they provide scaffolding support.

**Matches two objects; describes matching *and* nonmatching attributes**

**(color, size, shape, type, use) [K.8A]**

Student Debrief—Listen to students discuss the first two bulleted questions. Can students explain that they matched by use? When describing how to tell whether two items match, do they describe using their senses to identify attributes and decide whether they are the same or different?

**Matches two objects; describes matching *and* nonmatching attributes**

**(color, size, shape, type, use) [K.8A]**

**Lesson 4**

Fluency: Rekenrek to 5—Listen as students count and take notice of hesitation.

**Counts a group of up to 5 objects—Number Word List [K.2A, K.2C, K.2E]**

Problem Set—Ask a student to tell how she sorted the items on the Problem Set. Does her sort match her description of the two categories? Can she describe why an item belongs in a category?

**Classifies 6–10 objects into groups (color, size, shape, type, use)**

**[K.8A]**

**Lesson 5**

Fluency: Birthday Candles—Listen as students count dots and candles. Do students count in the correct order? Do they place one candle for each number said?

**Counts a group of up to 5 objects—Number Word List [K.2A, K.2C, K.2D, K.2E, K.2I]**

**Counts a group of up to 5 objects—1:1 Correspondence [K.2A, K.2C]**

**Counts a group of up to 5 objects—Cardinality [K.2A, K.2C, K.2E, K.2I]**

Application Problem—Listen as partners discuss ways to sort the class into two groups. If more observation opportunities are needed, sort students into two groups according to suggestions from partner work (e.g., “Tamika and Adrik said we could sort our class by those wearing glasses and those not wearing glasses.”).

**Classifies 6–10 objects into groups (color, size, shape, type, use)**

**[K.8A, K.2D]**

Student Debrief—Listen to student responses to the questions in the first two bullets. Can students describe why an object fits in one category and not another?

**Classifies 6–10 objects into groups (color, size, shape, type, use)**

**[K.8A]**

**Lesson 6**

Concept Development—When students count a set, can they use the last number counted to answer *how many* questions? Students that recount and are unable to say *how many* have not developed cardinality.

**Counts a group of up to 5 objects—Cardinality [K.2A, K.2C]**

Problem Set—Review student work. Do the sets connect with the matching numerals? Can students say accurately *how many* are in each set?

**Matches a numeral with a group of objects to 5 [K.2C]**

**Lesson 7**

Fluency: Sunrise/Sunset Counting—Listen as students count forward and back.

**Counts a group of up to 5 objects—Number Word List [K.2A, K.2C, K.2E]**

Concept Development—Observe as students organize their linking cubes into groups. Can students say how many are in each group? Can students match a numeral to a group of objects?

**Counts a group of up to 5 objects—1:1 Correspondence [K.2A, K.2C, K.2E, K.2I]**

**Count a group of up to 5 objects—Cardinality [K.2A, K.2C, K.2E, K.2I]**

**Matches a numeral with a group of objects to 5 [K.2A, K.2C, K.2I]**

Problem Set—Review Problem Set to see if students correctly counted groups of objects. Do students point to each object in a group and count it one time? Can they match each group of objects with the correct numeral?

**Counts a group of up to 5 objects—1:1 Correspondence [K.2A, K.2C, K.2E]**

**Counts a group of up to 5 objects—Cardinality [K.2A, K.2C, K.2E]**

**Matches a numeral with a group of objects to 5 [K.2A, K.2C]**

**Lesson 8**

Problem Set—Review to see whether students circled the correct number of objects in each group.

**Matches a numeral with a group of objects to 5 [K.2A, K.2C]**

**Lesson 9**

Fluency: Roll, Count, Show—Observe partners playing the game. Can students find the correct numeral to match the number they roll? If students match dots on the back of the 5-group card, they may not have mastered this concept.

**Matches a numeral with a group of objects to 5 [K.2A, K.2C]**

**Lesson 10**

Problem Set—Can students state or circle the total number of objects?

**Counts a group of up to 5 objects—Cardinality [K.2A, K.2C, K.2E]**

**Matches a numeral with a group of objects to 5 [K.2A, K.2C]**

**Lesson 11**

Concept Development—Observe students as they write on their numeral formation practice sheet. Do students start at the dot and stay inside the writing rectangle? Note reversals or awkward formations.

**Writes numerals 0–5 [K.2B]**

Problem Set—Can students write numerals accurately? Note challenges in formation, reversals, or numerals that do not match sets.

**Matches a numeral with a group of objects to 5 [K.2A, K.2C, K.2D]**

**Writes numerals 0–5 [K.2B]**

**Lesson 13**

Application Problem—Review student drawings/responses. Do they know that zero cookies are left?

**Uses *zero* to describe a group with no objects [K.2B]**

Concept Development—Observe students as they write on their numeral formation practice sheet. Do students start at the dot and stay inside the writing rectangle? Note reversals or awkward formations.

**Writes numerals 0–5 [K.2B]**

Problem Set—Review the Problem Set to see if students wrote *zero* next to the cat (page 2). Ask students to explain why *zero* is written next to the cat. Can students write numerals accurately?

Note challenges in formation, reversals, or numerals that do not match sets.

**Uses *zero* to describe a group with no objects [K.2B]**

**Matches a numeral with a group of objects to 5 [K.2A, K.2C, K.2D]**

**Writes numerals 0–5 [K.2B]**

**Lesson 14**

Fluency: Hide and See—Observe as students hide cubes behind their back. Can students say there are zero cubes when hiding 3 behind their back?

**Uses *zero* to describe a group with no objects [K.2B, K.2I]**

Application Problem—Observe numeral formations as students record numbers to answer the questions. Take note of students who reverse numerals.

**Writes numerals 0–5 [K.2B]**

Problem Set—Can students write numerals accurately? Note challenges in formation, reversals, or numerals that do not match sets.

**Matches a numeral with a group of objects to 5 [[K.2A, K.2C, K.2D]**

**Writes numerals 0–5 [K.2B]**

**Lesson 15**

Fluency: See, Count, Write Numbers to 3—Can students write numerals with correct formation? Do the numerals match the quantity of fingers?

**Writes numerals 0–5 [K.2B, K.2C]**

Concept Development—Observe students as they write on their numeral formation practice sheet. Do students start at the dot and stay inside the writing rectangle? Note reversals or awkward formations.

**Writes numerals 0–5 [K.2B]**

Problem Set—Can students write numerals accurately? Note challenges in formation, reversals, or numerals that do not match sets.

**Matches a numeral with a group of objects to 5 [K.2A, K.2C, K.2D]**

**Writes numerals 0–5 [K.2B]**

**Lesson 16**

Problem Set—Can students write numerals accurately? Note challenges in formation, reversals, or numerals that do not match sets.

**Matches a numeral with a group of objects to 5 [K.2A, K.2C, K.2D]**

**Writes numerals 0–5 [K.2B]**

**End-of-Module (Topics E–H)**

**Lesson 17**

Fluency: Birthday Candles—Observe students counting (ask them to count out loud). Can students count out the correct number of candles? Or do they count the whole group?

**Counts a group of 6–10 objects—Number Word List [K.2A, K.2C, K.2E]**

**Counts a group of 6–10 objects—1:1 Correspondence [K.2A, K.2C, K.2E]**

**Counts a group of 6–10 objects—Cardinality [K.2A, K.2C, K.2E]**

**Counts out up to 10 objects from a larger group [K.2A, K.2C, K.2E]**

**Lesson 18**

Fluency: Birthday Cake Number Order—Observe students as they match the numeral card with the cake containing the same number of candles.

**Matches a numeral with a group of up to 10 objects [K.2A, K.2C, K.2E]** Application Problem—Listen as students count their dots and tell how many.

**Counts a group of 6–10 objects—Number Word List [K.2A, K.2C, K.2E]**

**Counts a group of 6–10 objects—1:1 Correspondence [K.2A, K.2C, K.2E]**

**Counts a group of 6–10 objects—Cardinality [K.2A, K.2C, K.2E]**

Concept Development—Observe students as they write on their numeral formation practice sheet. Do students start at the dot and stay inside the writing rectangle? Note reversals or awkward formations.

**Writes numerals 6–10 [K.2A, K.2B, K.2C]**

Problem Set—Can students write numerals accurately? Note challenges in formation, reversals, or numerals that do not match sets.

**Writes numerals 6–10 [K.2A, K.2C, K.2B]**

**Matches a numeral with a group of up to 10 objects [K.2A, K.2C]**

Student Debrief—Listen to student responses to the first two bullets. Can students explain how they counted their beans?

**Counts a group of 6–10 objects—1:1 Correspondence [K.2A, K.2C]**

**Counts a group of 6–10 objects—Cardinality [K.2A, K.2C]**

**Lesson 19**

Application Problem—When students draw ice cream cones, can they stop at the target number?

**Counts out up to 10 objects from a larger group [K.2A, K.2C, K.2B]**

**Counts a group of 6–10 objects—Cardinality [[K.2A, K.2C, K.2F]**

Concept Development—Observe students as they play Show Me the Number. Can students show the correct number of cubes to match the numeral shown? Notice the students who add more or take off cubes to match a new number and those who count all.

**Counts a group of 6–10 objects—Number Word List [K.2A, K.2C, K.2E]**

**Counts a group of 6–10 objects—1:1 Correspondence [K.2A, K.2C, K.2E]**

**Counts a group of 6–10 objects—Cardinality [K.2A, K.2C, K.2E]**

**Counts out up to 10 objects from a larger group [K.2A, K.2C, K.2E]**

**Matches a numeral with a group of up to 10 objects [K.2A, K.2C, K.2E]**

**Lesson 20**

Concept Development—Observe students as they write on their numeral formation practice sheet. Do students start at the dot and stay inside the writing rectangle? Note reversals or awkward formations.

**Writes numerals 6–10 [K.2A, K.2B, K.2C]**

Problem Set—Review Problem Set to see whether students accurately colored 7 beans. Did students stop coloring once they counted 7? Can students write numerals accurately? Note challenges in formation, reversals, or numerals that do not match sets.

**Counts a group of 6–10 objects—Cardinality [K.2A, K.2C]**

**Writes numerals 6–10 [[K.2A, K.2B, K.2C]**

**Matches a numeral with a group of up to 10 objects [K.2A, K.2C]**

**Lesson 22**

Concept Development—Observe students as they write on their numeral formation practice sheet. Do students start at the dot and stay inside the writing rectangle? Note reversals or awkward formations.

**Writes numerals 6–10 [[K.2A, K.2B, K.2C]**

Problem Set—Can students write numerals accurately? Note challenges in formation, reversals, or numerals that do not match sets.

**Writes numerals 6–10 [K.2A, K.2B, K.2C]**

**Matches a numeral with a group of up to 10 objects [K.2A, K.2C]**

**Lesson 24**

Fluency: Roll, Count, Show the Number—Observe students as they roll and match the number of dots to a numeral. Are students able to show the correct number?

**Matches a numeral with a group of up to 10 objects [K.2A, K.2C]**

Concept Development—Observe students as they write on their numeral formation practice sheet. Do students start at the dot and stay inside the writing rectangle? Note reversals or awkward formations.

**Writes numerals 6–10 [K.2A, K.2B, K.2C]**

Problem Set—Can students write numerals accurately? Note challenges in formation, reversals, or numerals that do not match sets.

**Writes numerals 6–10 [K.2A, K.2B, K.2C]**

**Matches a numeral with a group of up to 10 objects [K.2A, K.2C]**

**Lesson 25**

Fluency: Five Shortcut—Observe students as they draw dots in the 5-group template. Do students start at the top left, filling in the top row first? Do students stop at the target number?

**Demonstrates understanding of 5-group configurations (recognizes, counts, organizes, draws) [K.2A, K.2B, K.2C, K.2D, K.2E]**

**Lesson 26**

Fluency: See, Count, Write Numbers to 10—Can students write numerals with correct formation? Do the numerals match the quantity of fingers?

**Writes numerals 6–10 [K.2A, K.2B, K.2C]**

**Matches a numeral with a group of up to 10 objects [K.2A, K.2B, K.2C, K.2E]**

Concept Development—Observe students as they write on their numeral formation practice sheet. Do students start at the dot and stay inside the writing rectangle? Note reversals or awkward formations.

**Writes numerals 6–10 [K.2A, K.2B, K.2C, K.2E]**

Problem Set—Can students write numerals accurately? Note challenges in formation, reversals, or numerals that do not match sets.

**Writes numerals 6–10 [K.2A, K.2B, K.2C, K.2E]**

**Matches a numeral with a group of objects 6–10 [K.2A, K.2B, K.2C, K.2E]**

**Lesson 27**

Fluency: Line Up, Sprinkle, Circle—Observe students as they count their beans. Do they touch and count one bean at a time?

**Counts a group between 6–10 objects—1:1 Correspondence [K.2A, K.2C]**

**Lesson 28**

Fluency: How Many?—Observe as partners count out beans. Can students count out the correct number of beans?

**Counts a group between 6–10 objects—Number Word List [K.2A, K.2C, K.2E]**

**Counts a group between 6–10 objects—1:1 Correspondence [K.2A, K.2C, K.2E]**

**Counts a group between 6–10 objects—Cardinality [K.2A, K.2C, K.2E]**

**Counts out up to 10 objects from a larger group [K.2A, K.2C, K.2E]**

Application Problem—Do students stop drawing beads at 10? Listen as students show their bracelet to a friend. Note students who can say how many without recounting and those who have to recount.

**Counts a group between 6–10 objects—Cardinality [K.2A, K.2C, K.2E]**

**Counts out up to 10 objects from a larger group [K.2A, K.2C, K.2E]**

**Lesson 29**

Concept Development—Listen as students play the two games during the Concept Development. Can students say the number that is 1 more without counting?

**Counts a group. Adds 1 and knows how many without recounting**

**[K.2A, K.2C, K.2D, K.2E, K.2F, K.5]**

Problem Set—Observe as students write numerals to match the 5-group formation. Can they recognize the total without counting all?

**Demonstrates understanding of 5-group configurations (recognizes,**  **counts, organizes, draws) [K.2A, K.2C, K.2D, K.2E, K.2F]**

**Lesson 30**

Fluency: Show Me 1 More—Watch as students show 1 more. Notice students who must count all the beans to tell the number that is 1 more.

**Counts a group. Adds 1 and knows how many without recounting**

**[K.2A, K.2C, K.2D, K.2E, K.2F]**

**Lesson 33**

Problem Set—Do students recognize the total in the 5-group formation? Do they have to count all?

**Demonstrates understanding of 5-group configurations (recognizes,**  **counts, organizes, draws) [K.2A, K.2B, K.2C, K.2D, K.2E, K.2F]**

**Lesson 37**

Fluency: Building *1 More* and *1 Less* Towers—Listen as students build their towers. Can students add 1 more and state how many?

**Counts a group. Adds 1 and knows how many without recounting**

**[K.2A, K.2C, K.2D, K.2E, K.2F]**