

Days 6 - 7

1A Count and Show (3): Count and Show 5

Focus Question

What do you know about 5?

I CAN

- I can count and show 5 in different ways.

Mathematical Practice(s)

- 3 Construct Viable Arguments
- 4 Model

Vocabulary

- 5 five

Material(s)

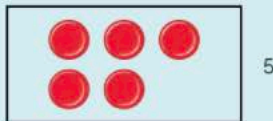
- 1 copy of Dot Cards - 5 (TRO9) for the teacher
- 1 copy of Numeral Dot Cards - 5 (TRIO) for the teacher
- 5 counters (or tiles) per student
- 1 copy of Garden Storyboard (TR05) per student
- 1 copy of Dot Cards (TRO9) per student (optional)
- 1 copy of Numeral Dot Cards (TRIO) per student (optional)
- 1 copy of Numeral Cards - 1 to 5 (TR27) per student (optional)

COUNT AND SHOW 5 (pages 13 to 20)

Lesson Opener TASK

- Provide each student with 5 counters and a dry-erase board.
- Today, we are going to learn about the number 5.**
What do you know about 5? I have 5 fingers. I am 5 years old. It comes just after 4. I know what 5 looks like on a die. I have 5 people in my family.
- Invite students to use the 5 counters and place them in an arrangement on their dry-erase board. Guide students to build flat arrangements without overlapping the manipulatives.
- Invite 5 to 10 students to slide their dry-erase board to the center of the circle. You may need to guide the students with their placement.
- What is the same about all the arrangements?** They each use 5 counters.
- Encourage students to describe their favorite arrangement.
- How can you prove that there are 5 counters in that arrangement?** I can count them. How does the arrangement help you count them? I know 4 and another counter is 5.
- Point to each counter of the arrangement while a student counts if needed.

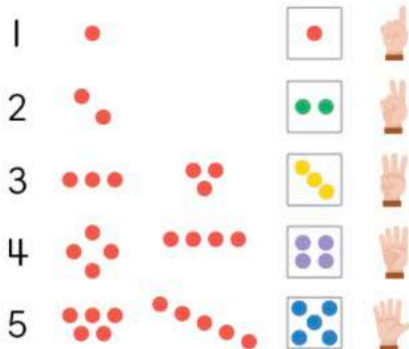
- What does the last number that you say tell us?** There are 5 counters in all. **How do you know?** I count the counters: 1, 2, 3, 4, 5 and know that I have 5 counters.
- Record these numbers as students count.
- How does knowing about 4 help you make 5?** I know that I need another counter to get to 5.
- Sketch a few arrangements for 5 on the board. Make the connection to the number 5.

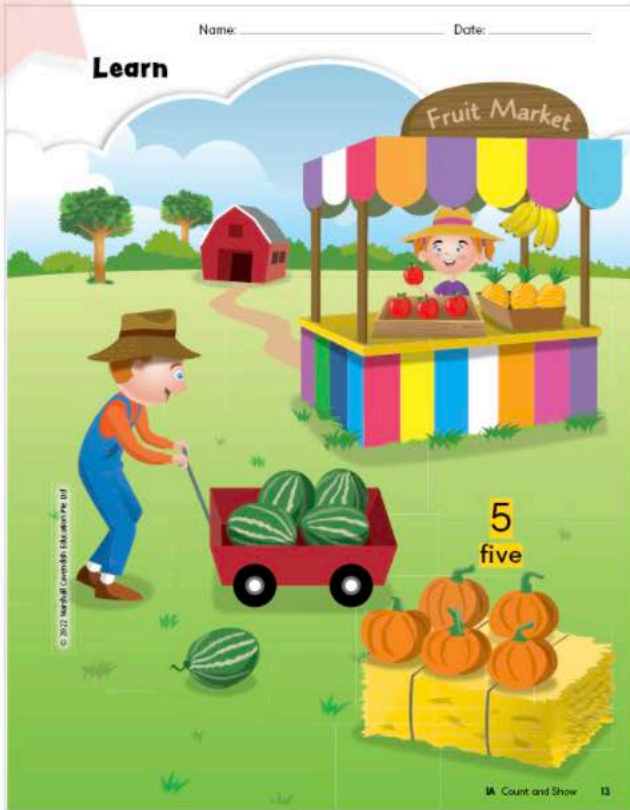


- Introduce the number 5 in a similar way to the earlier numbers. Show students how 5 is written by tracing in the air several times (straight line across, straight line down, and curve around).
- Guide students to clear their dry-erase boards and show another arrangement with 5 counters. Invite them to sketch their arrangement on their dry-erase board. Encourage them to describe their arrangement to a classmate and convince each other that they have 5.
- How can you show 5 with your fingers?** Can you imagine what the dot card for 5 might look like?
- Encourage students to share their ideas.
- Display Dot Cards (TRO9) for 5 only and encourage students to show the same arrangement. Reinforce that the dot cards they have been using represent just one way to show numbers with dots.
- Invite students to look for 5 objects around the classroom. Elicit students' observations.
- You may wish to conclude the task by inviting students to show any arrangement of 5 on their dry-erase boards using counters. Encourage them to share the arrangement with their classmates by describing and counting the counters.

Best Practice

Refer to the anchor chart to add students' thinking about 5.



Learn

Student Book Page 13

You have shown 5 with different arrangements and found groups of 5 in our picture. Can you think of a way to show 5 using your body? I can clap 5 times, tap my shoulders 5 times, or show five fingers.

Activity!**Telling Stories**

- Gather students in a circle. Provide each student with Garden Storyboard (TRO5) and counters.
- **What do you see? What might you find in a garden?**
- Invite students to use counters and storyboard to tell stories about 5.
- You may want to extend the activity by considering one of the options below to further explore the number 5. The option selected can be modeled on the floor and completed at students' tables.

Option 1:

- Discuss objects that students can draw in groups of 5 on the storyboard, such as apples, oranges, and lemons. Since these objects are almost round, this task will not involve detailed artwork. You may want to model simple drawings.

Option 2:

- Guide students to show different groups of 5 objects using fingerprint art.
- Guide them to make fingerprints using one finger to make groups of 5.

Option 3:

- If stickers are available, have students show several groups of 5 stickers on their storyboard.
- As you circulate, take time to point to a group of 5 and invite students to tell a story or share what the group of 5 represents.
- In addition, you may want to pose the following questions to encourage student thinking and conversation.

What is the number of objects you have in each group? 5
How can you convince us that you have 5? I can count. I know that I have 4 objects and another one. How do you count the number of objects in your picture? 1, 2, 3, 4, 5

Lesson Development

Learn (page 13)

- Display page 13. Encourage students to talk to a classmate about what they see.
- **What do you notice in this picture?** people selling fruit; watermelons; pumpkins; pineapples; apples; bananas; a wagon
- Encourage students to explore and recognize groups of 5 with these questions. Direct students' attention to the pumpkins.
 - **How many pumpkins do you see? 5**
 - Invite a student to count the pumpkins. Circle the group of pumpkins and write the number 5 beside the group.
 - **How can you check to make sure your counting is correct?** count the objects again; touch and count; cross out and count
 - **What else are there 5 of? watermelons** How do you count them? 1, 2, 3, 4, 5 Did anyone count the watermelons in a different way? Tell us how you count. I see 3 in the wagon and 4, 5. Are there still 5 if 3 are in the wagon and 2 are on the ground? yes Explain this. There are 5 watermelons in all. Circle the group of 5 and write 5 by the group.
 - **What objects in the picture are not a group of 5?** 3 pineapples; 4 apples
- Circle the group of 3 pineapples and the group of 4 apples and write the numbers beside each group.

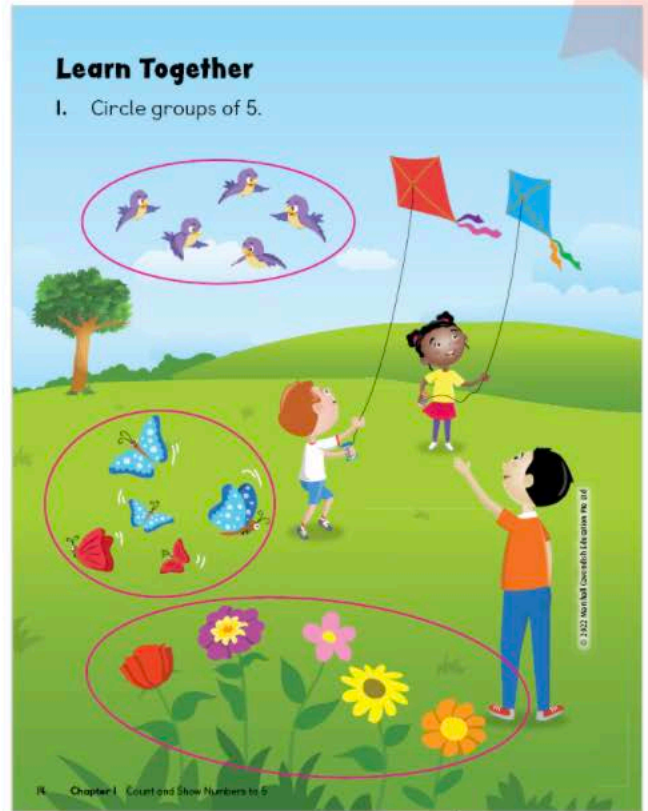
Activity!

Make a Match

- This activity requires students to match a Dot Card to the corresponding Numeral Dot Card or Numeral Card.
- Gather students in a circle.
- To model this activity, use a copy of Dot Cards (TR09) and a copy of Numeral Dot Cards (TR10) or Numeral Cards – 1 to 5 (TR27) and place the cards face down in two rows to play a memory game.
- Invite students to turn over only two cards at a time as they search for a match. If no match is made, guide students to place the cards back in the original location. When students make a match, encourage them to check and discuss.
- **When you make a match, tell your classmate that you have a match: I have a match. 4 dots is the same as the number 4.**
- You may determine to repeat this activity several times with the entire class. Pose these questions as you encourage students to make a match.
- **How do you know when you have a match? I can count both cards to show that they are the same. What is your plan for counting the dots? What helps you to recognize or know the number 5/3/4? What are the different ways that you can think about 5 in Make a Match? What math are we practicing when we play Make a Match?**
- If you decide students will practice this activity as pairs, provide each pair with a set of numeral dot cards and dot cards for 1 to 5.

Learn Together

1. Circle groups of 5.



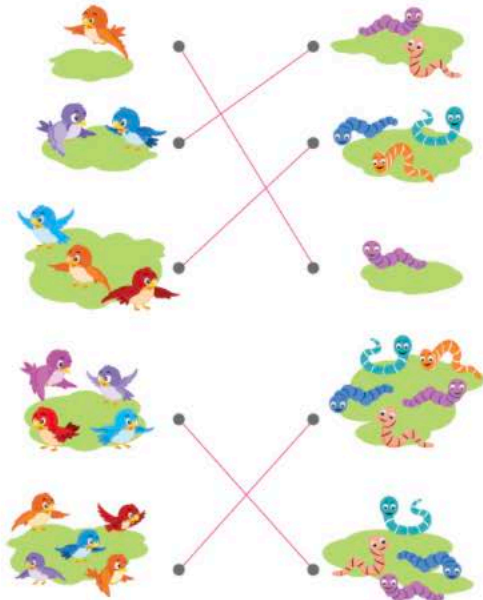
Student Book Page 14

Learn Together (pages 14 and 15)

- Group students in pairs or small groups to answer Questions 1 to 3. Before you explain the task, encourage students to discuss what they think they are being asked to do.
- **QUESTION 1** requires students to find groups of 5.

Practice On Your Own

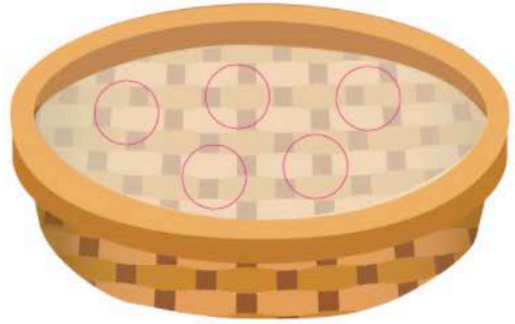
1. Count. Match.



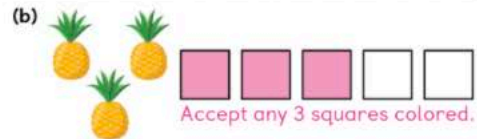
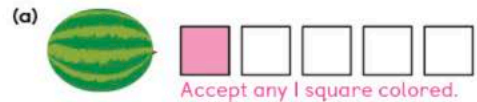
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Name: _____ Date: _____

2. Draw 5 ○.



3. Count. Color to show the numbers.



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Practice On Your Own (pages 16 to 20)

If you would like the questions to be auto-graded, refer students to the online **Practice On Your Own** as a lesson check. If you want students to show their work, have them do so in the Student Book.

- **QUESTION 1** assesses students' ability to match groups with identical quantities arranged in different ways.

Additional Support

For Question 1, provide counters to students who have difficulty in keeping track of the quantities on the two sides. Have students identify the same quantities and draw a line to match.

For Questions 2 and 3, provide cubes or counters to students to represent the correct amount. Have students use cubes or counters before they color or draw.

- **QUESTION 2** assesses students' ability to recognize the number and show the quantity by drawing the correct number of circles.
- **QUESTION 3** assesses students' ability to count and show the quantity by coloring the correct number of squares.

Extension

For Question 2, challenge students to draw another group of 5 objects.

Differentiated Instruction

Additional Support

Material(s): 10 counters, Dot Cards (TR09), Finger Pattern Cards (TR12), and Picture Cards - 1 to 5 (TR13)

- Use the counters and cards to reinforce the concept of subitizing numbers 1 to 5.
- Group students in pairs. Distribute the counters and cards to each pair.
- One student will choose a numeral card and the other student will use counters to show the number.
- Encourage students to take turns to count aloud as they check their quantity.
- In order to build a strong foundation in understanding numbers 1 to 5, you may ask the following questions.

How do you see 5? How do you know the number of objects is correct or do you need to count?

- Assign **Reteach K** and/or **Additional Practice KA, Exercise IA (3)** as appropriate to each student.

On-Level Practice

- Encourage students to summarize their learning and make connections to what they have previously learned. Have them give examples to show their thinking.

Material(s): Numeral Cards - 1 to 5 (TR27) and 15 counters

- Provide students with the cards and have them use stickers or stamps to match the quantity.
- Provide students with counters. Encourage them to create a variety of arrangements for 5.
- If time permits, encourage students to discuss their work and share ideas.
- Assign **Additional Practice KA** and/or **Extension K, Exercise IA (3)** as appropriate to each student.

Extension

- Assign **Additional Practice KA** and/or **Extension K, Exercise IA (3)** as appropriate to each student.
- Encourage students to summarize their learning, make connections to what they have previously learned, and challenge them to ask questions regarding what they want to learn more about.

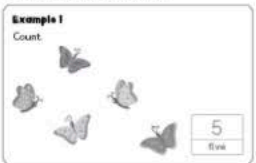
Material(s): Picture Cards (TR13)

- Provide students with a sheet of colored paper or a copy of Picture Cards (TR13). Guide students to create a headband to represent 5 by drawing, cutting, and pasting pictures on a headband. Encourage them to write the number 5 on their headband. When they have finished, have them show their headband to the rest of the class.
- If time permits, encourage students to discuss their work and share their ideas.

name _____ date _____


Exercise IA Count and Show (2)

Example 1
Count.




I. Count. Color to show the numbers.

(a)



(b)




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name _____ date _____

Exercise IA Count and Show (3)

I. Count. Match.

(a)




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name _____ date _____


Exercise IA Count and Show (2)

I. Read and count.
Circle who you agree with.



5
five

May: There are 5 in the .

Ben: There are 5 in the .

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2. Count. Match.

5
five

0
zero

1
one

3
three

2
two

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continued

- **QUESTION 2** assesses students' ability to match the number of beads on each bracelet and relate it to the corresponding numeral and word form.

3. Color to show the numbers.

(a) 4
Accept any 4 circles colored.

(b) 0

(c) 2
Accept any 2 circles colored.

(d) 3
Accept any 3 circles colored.

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- **QUESTION 3** assesses students' ability to recognize the given numbers and identify the corresponding number of circles.

Additional Support

Play a game where students line up along a wall. Call out a number. Have students take that same number of steps. If you call out zero, the students have to stay where they are. The game ends when everyone reaches the other side of the room.

English Language Support

Encourage students to use the vocabulary "zero" when saying how many instead of saying "none" or "nothing."

Refer to **Differentiated Instruction** on page 26A to provide students with additional support, on-level practice, or extension.