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Equals Mathematics

Distance Learning with Equals Math

Equals Distance Learning Features

- Meets needs for teachers and for students & parents at home
- Web-based Equals Technology Lesson Center
- Parent-friendly activities linked to lesson concepts
- Identified hands-on materials typically found at home
- With or without access to technology
- AbleNet videos for teacher and parent training

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Equals Training Options

Teachers

- Equals Fidelity Training Program series
- Support for Students with Significant Disabilities
- Equals Technology Lesson Center

Parents

- Equals Technology Lesson Center
- Parent Training Series

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Solving Problems

Which action and tool should I chose to use?

- **Counter top: too messy to cook**
- No cereal in my bowl
- Baking cake – put it into the fridge or oven
- All of my clothes are in the hamper

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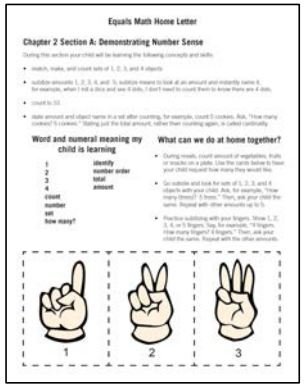
Equals School Closing Plan

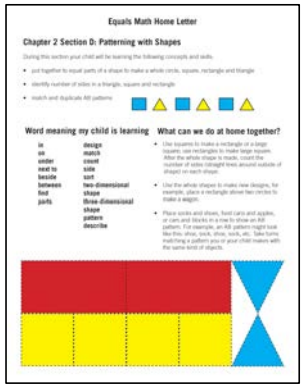
- initial response to closing
- Parents: immediate access to learning at home with minimal direction
- Home Letters with home-based activities
- Links to Equals Tech Lesson Center + training: teachers, parents
- Assortment of materials for teachers to help them plan.


Equals Math Home Letter

Chapter 2 Section A: Demonstrating Number Sense

Word and numeral meaning my child is learning

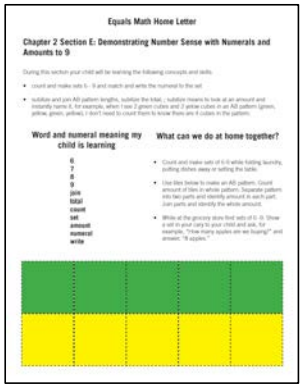
What can we do at home together?


Equals Math Home Letter

Chapter 2 Section D: Patterning with Shapes

Word meaning my child is learning

What can we do at home together?


Equals Math Home Letter

Chapter 2 Section E: Demonstrating Number Sense with Numerals and Amounts to 9

Word and numeral meaning my child is learning

What can we do at home together?

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Distance Learning Challenges

We work with schools to meet needs as best we can

HOME

What is at home?

- computer
- Internet
- printer
- smart phone
- math tools
- assistive technology
- language access

SCHOOL

What do teachers have access to?

- Teachers Guides
- Members Only materials
- printed Equals Kit materials
- Equals manipulatives
- computer
- printer at school
- web-conferencing account

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Equals Distance Learning Features

3 Options

- Equals Quick Access
- Equals Extension E-Learning
- Equals Focus on Review and Skill Maintenance
- Combination of options

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Equals Quick Access

Instruction delivered via web-conferencing

- Equals Tech Lesson Center – live or recorded
- Live demonstrations & discussions: teacher
- Pre-recorded videos or slides: teacher

Concrete materials during lesson and practice provided by parents working with their child at home

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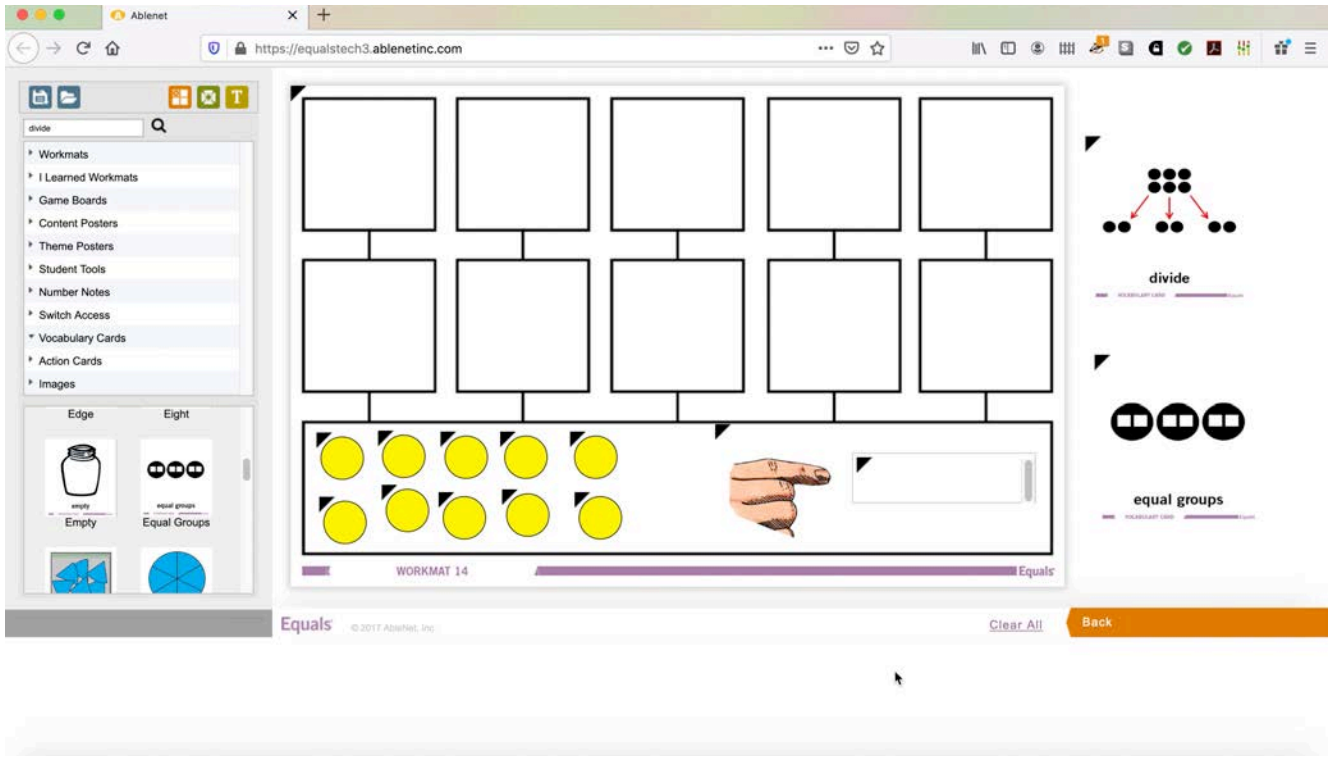
Equals Technology Lesson Center with web-conferencing



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Equals Extension E-Learning

Lesson(s) and Extension delivered via web-conferencing & at home

- Equals Tech Lesson Center – live or recorded
- Slides: AbleNet and teachers
- Live demonstrations and discussion: teacher
- Pre-recorded videos: teacher

- focus on lesson concept with teacher
- parent guides hands-on materials use during activity with teacher
- related Home Task follows with parent and student
- hands-on materials options found at home

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Equals Extension E-Learning

Equals Extension E-Learning

Chapter 3 Section A: Compose and Decompose Amounts 2-5; Graphs

Vocabulary
- join
- separate
- part
- whole
- total
- identify
- sort
- Venn Diagram
- set

Materials
- *computer*

Equals Tech
- *Workmat 13, 18*
- *Images (search):* fish_goldfish, numbers (1 - 5), dice (1 - 5), cube_red, baseball, paper, cookie_swirl, cookie_triangle; star (for red, yellow, blue stars and pink and yellow star cookies)

After Lesson 3.A.1

Equals Technology Lesson Center: place and lock Workmat 13 on workspace. Place 5 goldfish images to side of workmat. Place numbers 1 - 5 on workspace. Place three fish on whole amount on workmat. Say, "Three is the *whole set.*" *Separate* fish into parts of 1 and 2. Say,"One and two are parts." Label each *part* with numerals. Rejoin fish and say, "Three is the *whole* amount." Repeat with *whole* amounts of 2, 4, and 5 by separating each possible way and rejoining the parts into the *whole* each time.

Home Task: Use materials found at home to **separate** a *whole* amount into parts (no more than 5 in the *whole set*). Use 3 placemats or sheets of paper to set up like Workmat 13 (2 parts & 1 *whole*). Student **names** the *whole*, separates *whole* into 2 parts & names each *part*. *Join* back into *whole*. Say amount together.

After Lesson 3.A.2

Equals Technology Lesson Center: place dice images 1-5 and numbers 1- 5 on workspace. Resize and duplicate 5 cube images on workspace. Show dice images with 2 and 3 dots. Place 1 cube on each dot of each image. Show and say amount on each part (2 and 3). Join cubes together below cards on workspace. Match *whole* amount with number and *identify* whole amount as 5. Repeat with whole amounts of 2, 3, and 4. Option: add audio tones to cubes by pressing note symbol above each image.

Home Task: Draw circles to copy dice images of 1-4 dots on index cards with one amount per card. Make 2 sets. Choose 2 parts (up to 5 total). Student **places** small object on each dot. Student **joins** the objects. **Say** the *whole* amount together. Keep cards for lessons.

After Lesson 3.A.3

Equals Technology Lesson Center: place and lock Workmat 13 on workspace. Resize and duplicate 5 baseball images on workspace. Resize and place paper image, dice images (1-5) and numbers (1- 5) on workspace. Show 3 baseballs. Say, "This is a set of three baseballs." Place baseballs on *whole* amount on Workmat 13. Place number and matching dice image below workmat. Separate whole into parts on workmat. Cover part (2 baseballs) with paper image. Say, "I see one baseball in the other part." Show visible part (1) and the other part (2) on dice image. Say, "The missing part is two baseballs." Move paper. Show each part. Say, "Two and one baseballs. Move to whole and identify amount is three." Repeat with other combinations to 5.

Home Task: **Play** a game. Place 5 objects on table. Separate *set* into 2 parts. Ask student to close eyes. Cover one part with a towel. Place dice card with *whole* amount on table. Ask student to **look** and tell you how many are under the towel. Move the towel to check. **Count** together. Then *join* the sets to count and *identify* the *whole* amount. **Take turns** placing the towel and guessing. Repeat with 2, 3, and 4 whole amounts.

After Lesson 3.A.4

Equals Technology Lesson Center: place and lock Workmat 18 on workspace. Place three stars, two star cookies, and two other cookie shapes on workspace. Using text box tool, label workmat: "cookies" below left circle and "stars" below right circle. *Sort* images on workmat into sets of stars and cookies. Show star cookies. Say, " This is a star and a cookie. The cookie shapes share the space for stars and cookies." Show center part of *Venn Diagram*. Place a star cookie in the middle. Repeat with remaining star cookies.

Home Task: Place 2 large circles on floor or table using hula hoops, rope, string, or yarn tied into two circles, or use chalk in driveway. Choose which *Venn Diagram* sorting sets to use (see list). Place one *set* on left side and second *set* on right side as indicated in lists. Move the two circles together in the middle so they have an overlapping empty middle space. Show how this is a shared space for the two circles. Place on object from either side that could be sorted into either right or left circle, for example, sports balls are placed with sports equipment on the left and all balls on the right. Putting it in the center means you are sorting them into a space that belongs to both of the circles.

Equals Extension E-Learning: Home Materials List

Chapter 3-A

Parents and Caregivers: A list of possible materials for this chapter is written below. Please discuss options with your child's teacher for Home Tasks and for following along with hands-on materials during Extension Activity. There is no need to gather everything listed in Options. Choose *one item only* from Options list in amount as directed. The choice of item is left up to you.

Materials

Lesson 3.A.1

During Extension Activity
set of 5 objects (see Options list below)

Home Tasks
join and separate sets from home (see Options list below)

Options: choose a set from first 5 sets listed
book set (up to 5 books)
set of 5 nesting bowls
5 crackers or cookies on a plate
toy collection (5 parts total)
other

Lesson 3.A.2

During Extension Activity
15 objects to place in same amounts as teacher (see Options list below)

Home Tasks
index cards
markers
small objects to place on dots (see Options list below)

Options: 15 objects for amounts of 1, 2, 3, & 4
quarters
cotton balls
cereal pieces
pasta
cheese snacks
small candies
chocolate chips
mini cookies
Bingo chips
other

Materials

Lesson 3.A.3

During Extension Activity
set of 5 objects (see Options list below)
dice cards made in 3A2

Home Tasks
towel
set of 5 objects (see Options list below)
dice cards made in 3A2

Options: choose set of 5 objects
cereal pieces
junk mail envelopes
pens or markers
old keys
toy cars
game tokens
small toy figures
other

Lesson 3.A.4

During Extension Activity
none

Home Tasks
make Venn diagram with two circles using: hula hoops, rope, string, or yarn tied into two circles.

Options: choose one set of materials to sort
Set 1: *different kinds of balls: sports, bouncy, super*
sort in left circle: sports equipment, sports balls (tennis, ping-pong, basketball, football)
sort in right circle: bouncy & super balls with some sports balls
sort into middle from left & right: sports balls
Set 2: *paper squares, square crackers, other cracker shapes*
sort in left circle: paper squares, square crackers
sort in right circle: all cracker shapes, including squares
sort into middle from left and right: square crackers
Set 3: *cookbooks, recipes, cooking tools,variety of books*
sort in left circle: cook books, cooking tools, recipes
sort in right circle: all books, including cookbooks
sort into middle from left and right: cookbooks

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Equals Extension E-Learning

Equals Extension E-Learning

Chapter 3 Section A: Compose and Decompose Amounts 2-5; Graphs

Vocabulary

- join
- separate
- part
- whole
- total
- identify
- sort
- Venn Diagram
- set

Materials

- *computer*

Equals Tech

- *Workmat 13, 18*
- *Images (search):* fish_goldfish, numbers (1 - 5), dice (1 - 5), cube_red, baseball, paper, cookie_swirl, cookie_triangle; star (for red, yellow, blue stars and pink and yellow star cookies)

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Home Task: Use materials found at home to **separate** a *whole* amount into parts (no more than 5 in the *whole set*). Use 3 placemats or sheets of paper to set up like Workmat 13 (2 parts & 1 *whole*). Student **names** the *whole*, separates *whole* into 2 parts & names each *part*. *Join* back into *whole*. Say amount together.

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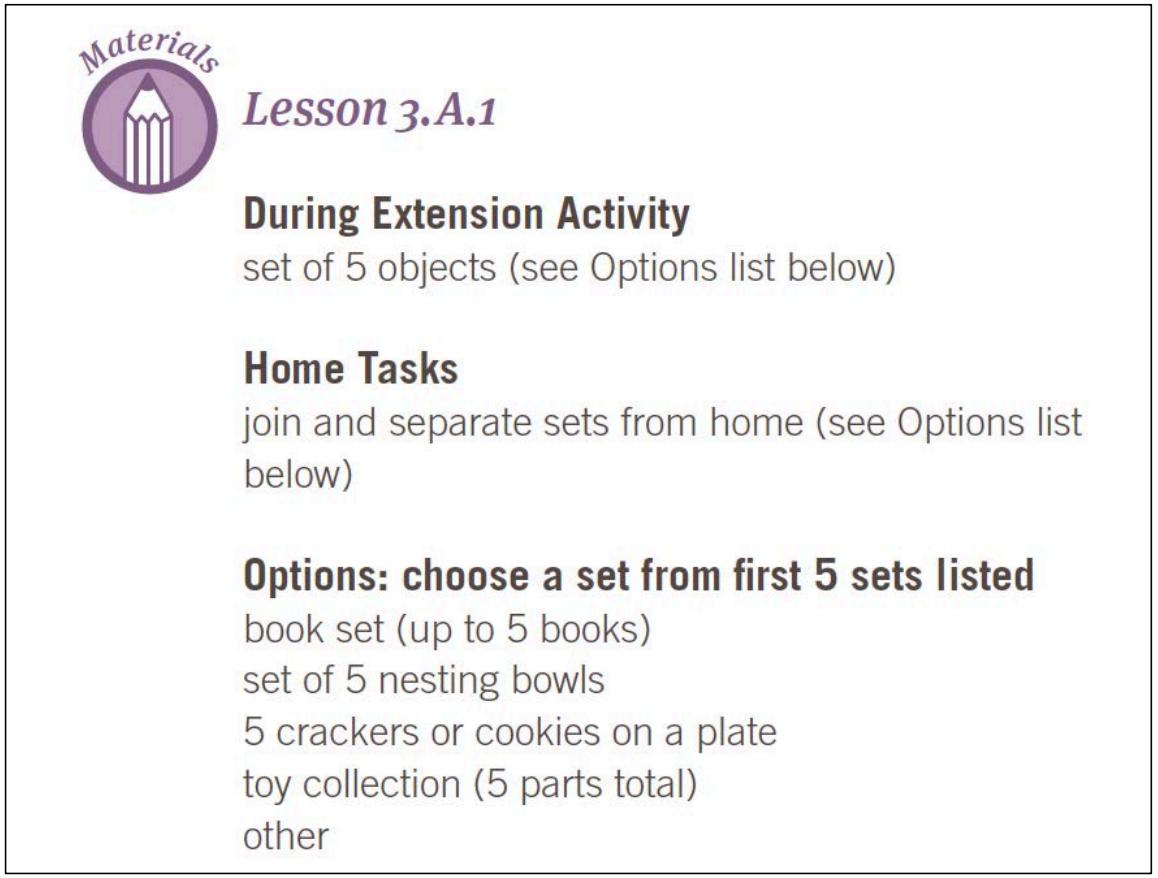

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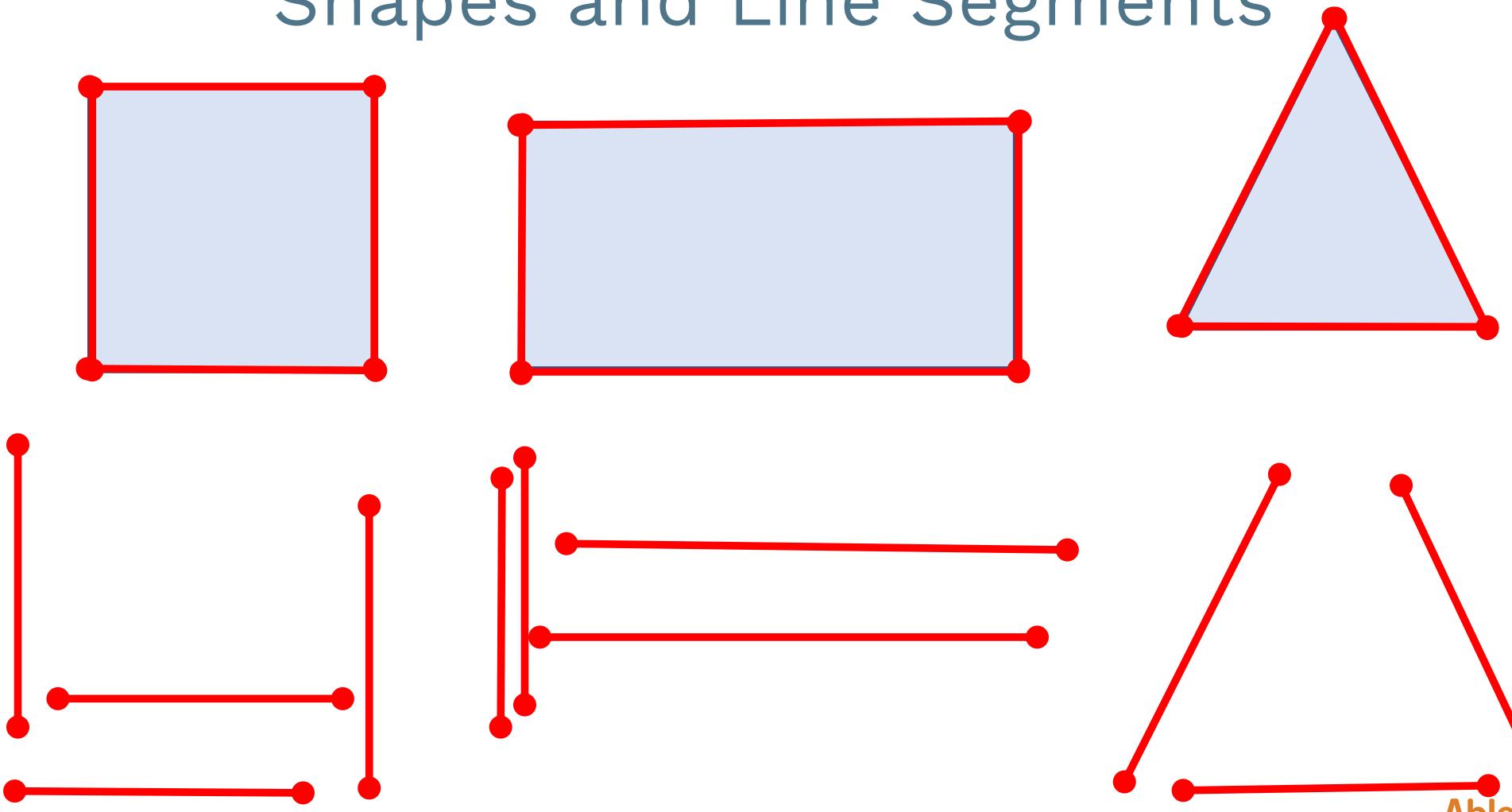
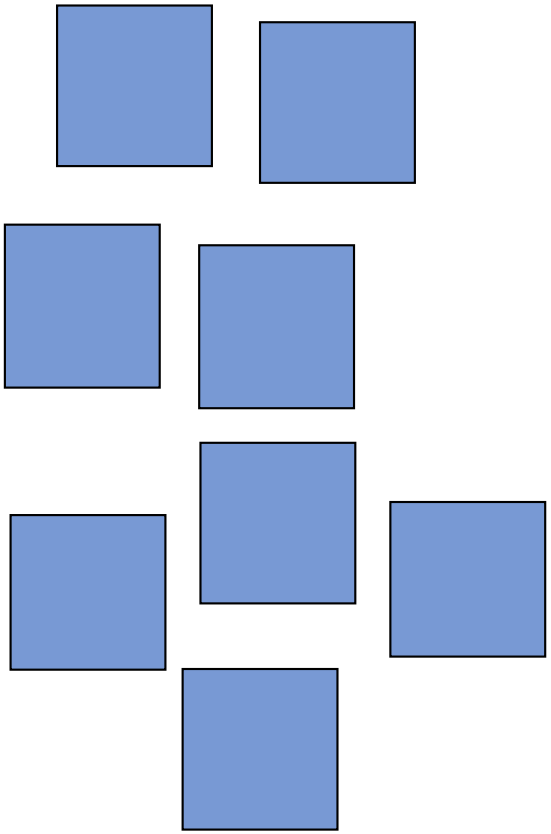
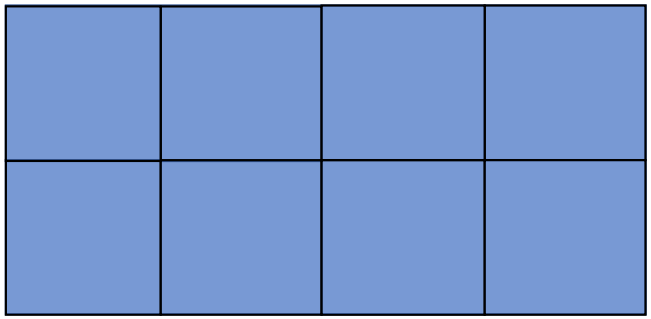
Shapes and Line Segments



Parts and Whole Shapes





Copy and paste parts. Add new slides to limit amount on space as needed

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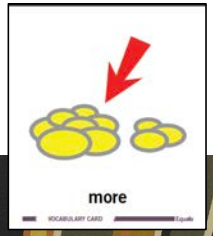
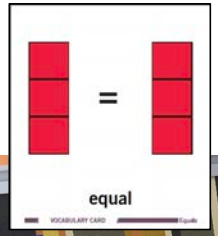
More, Less, or Equal Weight?

3.D.3 & 3.D.4





1 blue cube & 3 red cubes – click to see what happens

Click to identify weight that is more, less, or equal

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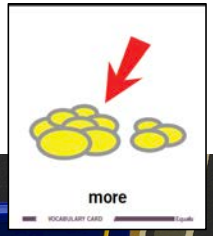
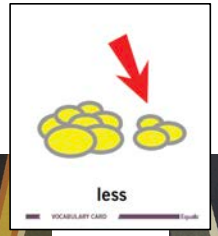
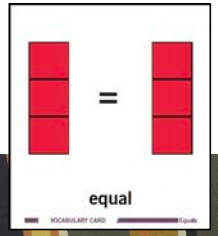
More, Less, or Equal Weight?

3.D.3 & 3.D.4







3 blue cubes & 3 red cubes – click to see what happens

Click to identify weight that is more, less, or equal

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Equals Review & Maintenance of Skill

- Review and Maintenance of Skill
- No Internet at home: paper-based delivery

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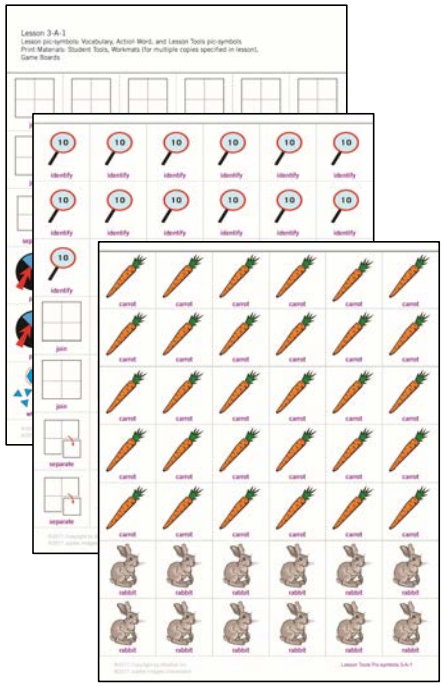
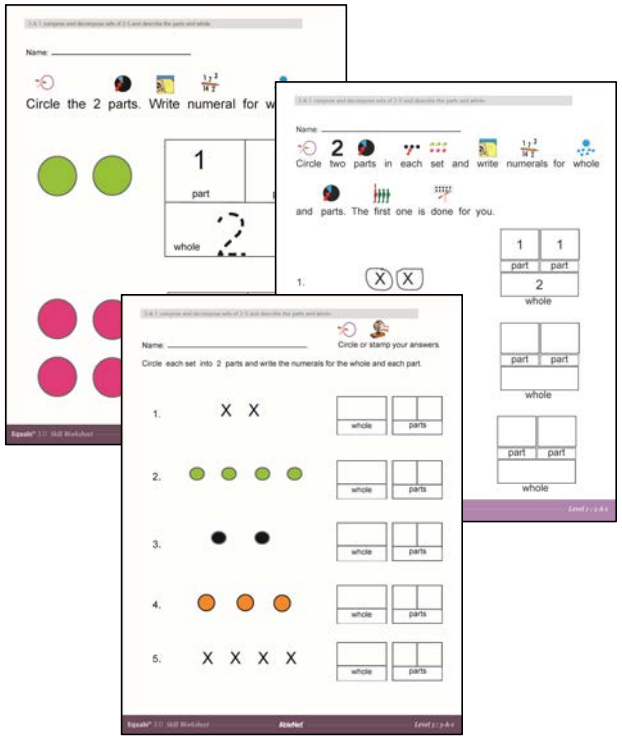
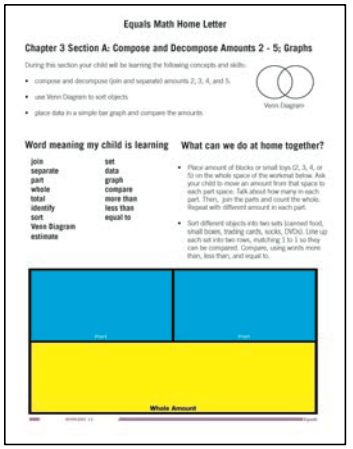
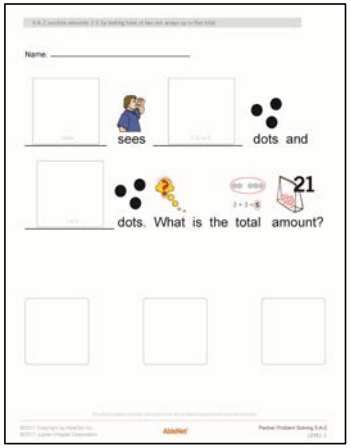
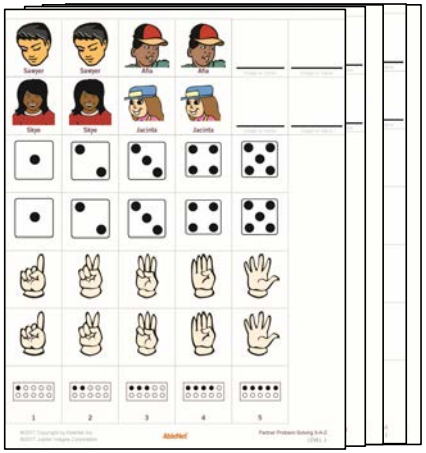
Paper-based delivery











+ access to pdf materials from Equals Kit: workmats, games, cards, posters

Equals Review & Maintenance of Skill

- Review and Maintenance of Skill
- No Internet at home: paper-based delivery
- Teaching has taken place – late in the year, ESY-friendly
- Reduces stress and burden on parent

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Equals Review & Maintenance of Skill

- Review and Maintenance of Skill
- No Internet at home: paper-based delivery
- Teaching has taken place – late in the year
- Reduces stress and burden on parent
- Previous lesson access and all printed and student materials
- Relies on communication between parent and teacher

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Equals Review & Maintenance of Skill

- Review and Maintenance of Skill
- No Internet at home.
- Teaching has taken place – late in the year
- Reduces stress and burden on parent
- Previous lesson access and all printed and student materials
- Relies on communication between parent and teacher
- Home Materials Options List
- Photos printed and sent
- Videos: smartphone, USB drive – ex. Cause and Effect

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Application

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Combining Utilizing Supports

Review & Maintenance

- Limited/no internet

Quick Access & Extension Lessons

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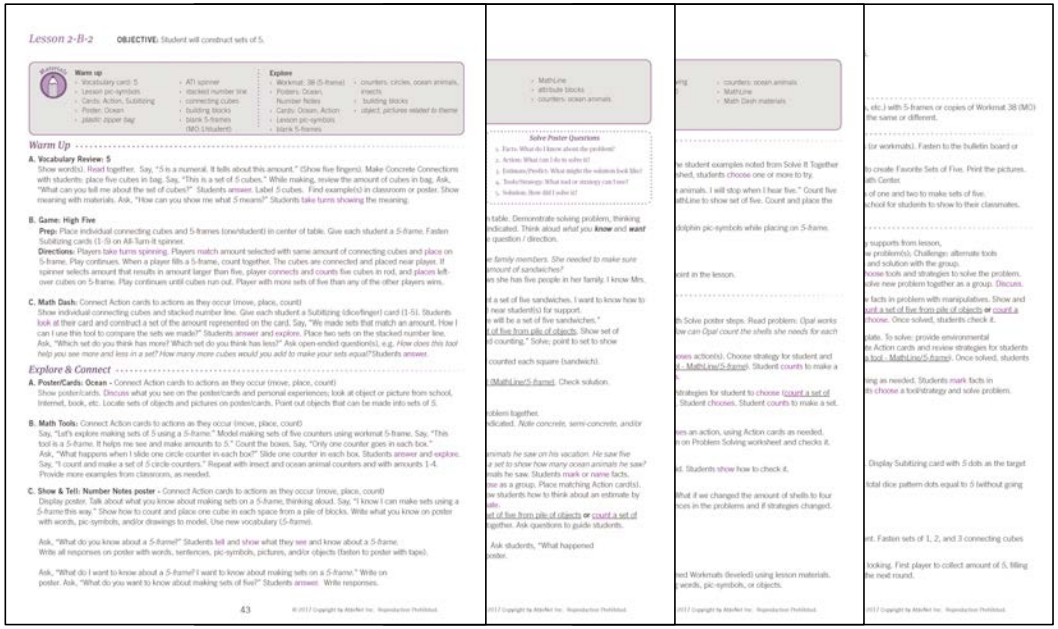
Lesson & Materials

Equals lesson 2.B.2 – Construct Sets of 5



Lesson 2-B-2 **OBJECTIVE:** Student will construct sets of 5.

Warm up
- Vocabulary card: 5
- Lesson pic-symbols
- Cards: Action, Subitizing
- Poster: Ocean
- plastic zipper bag
- AT spinner
- stacked number line
- connecting cubes
- building blocks
- blank 5-frames (MO 1/student)

Explore
- Workmat: 38 (5-frame)
- Posters: Ocean, Number Notes
- Cards: Ocean, Action
- Lesson pic-symbols
- blank 5-frames
- counters, circles, ocean animals, insects
- building blocks
- object, pictures related to theme

Warm Up

A. Vocabulary Review: 5
Show word(s). Read together. Say, "5 is a numeral. It tells about this amount." (Show five fingers). Make Concrete Connections with students: place five cubes in bag. Say, "This is a set of 5 cubes." While making, review the amount of cubes in bag. Ask, "What can you tell me about the set of cubes?" Students answer. Label 5 cubes. Find example(s) in classroom or poster. Show meaning with materials. Ask, "How can you show me what 5 means?" Students take turns showing the meaning.

B. Game: High Five
Prep: Place individual connecting cubes and 5-frames (one/student) in center of table. Give each student a 5-frame. Fasten Subitizing cards (1-5) on All-Turn-It spinner.
Directions: Players take turns spinning. Players match amount selected with same amount of connecting cubes and place on 5-frame. Play continues. When a player fills a 5-frame, count together. The cubes are connected and placed near player. If spinner selects amount that results in amount larger than five, player connects and counts five cubes in rod, and places left-over cubes on 5-frame. Play continues until cubes run out. Player with more sets of five than any of the other players wins.

C. Math Dash: Connect Action cards to actions as they occur (move, place, count)
Show individual connecting cubes and stacked number line. Give each student a Subitizing (dice/finger) card (1-5). Students look at their card and construct a set of the amount represented on the card. Say, "We made sets that match an amount. How I can I use this tool to compare the sets we made?" Students answer and explore. Place two sets on the stacked number line. Ask, "Which set do you think has more? Which set do you think has less?" Ask open-ended question(s), e.g. *How does this tool help you see more and less in a set? How many more cubes would you add to make your sets equal?* Students answer.

Explore & Connect

A. Poster/Cards: Ocean - Connect Action cards to actions as they occur (move, place, count)
Show poster/cards. Discuss what you see on the poster/cards and personal experiences; look at object or picture from school, Internet, book, etc. Locate sets of objects and pictures on poster/cards. Point out objects that can be made into sets of 5.

B. Math Tools: Connect Action cards to actions as they occur (move, place, count)
Say, "Let's explore making sets of 5 using a 5-frame." Model making sets of five counters using workmat 5-frame. Say, "This tool is a 5-frame. It helps me see and make amounts to 5." Count the boxes. Say, "Only one counter goes in each box." Ask, "What happens when I slide one circle counter in each box?" Slide one counter in each box. Students answer and explore. Say, "I count and make a set of 5 circle counters." Repeat with insect and ocean animal counters and with amounts 1-4. Provide more examples from classroom, as needed.

C. Show & Tell: Number Notes poster - Connect Action cards to actions as they occur (move, place, count)
Display poster. Talk about what you know about making sets on a 5-frame, thinking aloud. Say, "I know I can make sets using a 5-frame this way." Show how to count and place one cube in each space from a pile of blocks. Write what you know on poster with words, pic-symbols, and/or drawings to model. Use new vocabulary (5-frame).

Ask, "What do you know about a 5-frame?" Students tell and show what they see and know about a 5-frame. Write all responses on poster with words, sentences, pic-symbols, pictures, and/or objects (fasten to poster with tape).

Ask, "What do I want to know about a 5-frame? I want to know about making sets on a 5-frame." Write on poster. Ask, "What do you want to know about making sets of five?" Students answer. Write responses.

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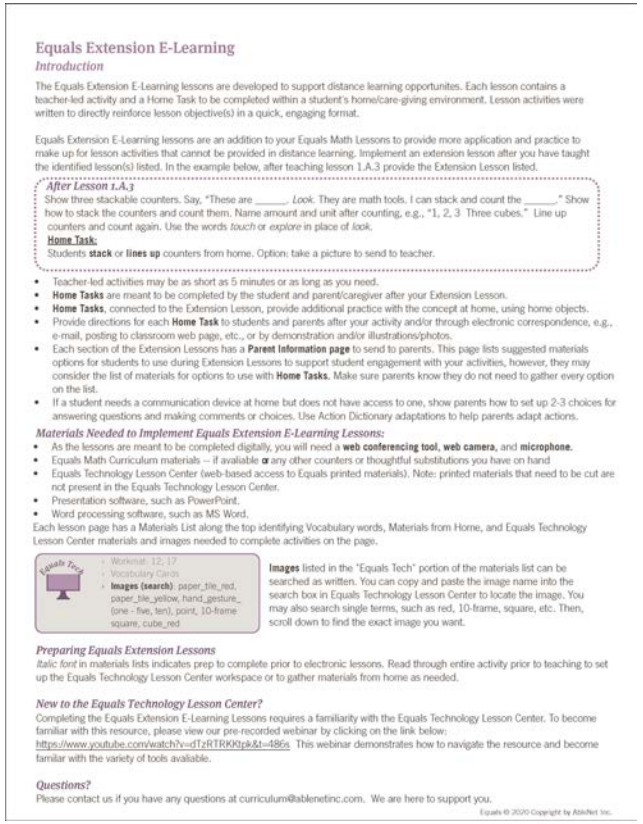
Equals Extension E-learning materials

- Equals Extension E-learning Intro
- Extension lessons
- ETLC examples
- Slideshow templates (only some lessons)
- Parent Materials Lists



Equals Extension E-Learning

Introduction

The Equals Extension E-Learning lessons are developed to support distance learning opportunites. Each lesson contains a teacher-led activity and a Home Task to be completed within a student's home/care-giving environment. Lesson activities were written to directly reinforce lesson objective(s) in a quick, engaging format.

Equals Extension E-Learning lessons are an addition to your Equals Math Lessons to provide more application and practice to make up for lesson activities that cannot be provided in distance learning. Implement an extension lesson after you have taught the identified lesson(s) listed. In the example below, after teaching lesson 1.A.3 provide the Extension Lesson listed.

After Lesson 1.A.3
Show three stackable counters. Say, "These are _____. *Look*. They are math tools. I can stack and count the _____." Show how to stack the counters and count them. Name amount and unit after counting, e.g., "1, 2, 3 Three cubes." Line up counters and count again. Use the words *touch* or *explore* in place of *look*.
Home Task:
Students **stack** or **lines up** counters from home. Option: take a picture to send to teacher.

- Teacher-led activities may be as short as 5 minutes or as long as you need.
- **Home Tasks** are meant to be completed by the student and parent/caregiver after your Extension Lesson.
- **Home Tasks**, connected to the Extension Lesson, provide additional practice with the concept at home, using home objects.
- Provide directions for each **Home Task** to students and parents after your activity and/or through electronic correspondence, e.g., e-mail, posting to classroom web page, etc., or by demonstration and/or illustrations/photos.
- Each section of the Extension Lessons has a **Parent Information page** to send to parents. This page lists suggested materials options for students to use during Extension Lessons to support student engagement with your activities, however, they may consider the list of materials for options to use with **Home Tasks.** Make sure parents know they do not need to gather every option on the list.
- If a student needs a communication device at home but does not have access to one, show parents how to set up 2-3 choices for answering questions and making comments or choices. Use Action Dictionary adaptations to help parents adapt actions.

Materials Needed to Implement Equals Extension E-Learning Lessons:

- As the lessons are meant to be completed digitally, you will need a **web conferencing tool**, **web camera**, and **microphone.**
- Equals Math Curriculum materials -- if available **or** any other counters or thoughtful substitutions you have on hand
- Equals Technology Lesson Center (web-based access to Equals printed materials). Note: printed materials that need to be cut are not present in the Equals Technology Lesson Center.
- Presentation software, such as PowerPoint.
- Word processing software, such as MS Word.

Each lesson page has a Materials List along the top identifying Vocabulary words, Materials from Home, and Equals Technology Lesson Center materials and images needed to complete activities on the page.

Equals Tech
- Workmat: 12; 17
- Vocabulary Cards
- **Images (search)**: paper_tile_red, paper_tile_yellow, hand_gesture_ (one - five, ten), point, 10-frame square, cube_red

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Preparing Equals Extension Lessons

Italic font in materials lists indicates prep to complete prior to electronic lessons. Read through entire activity prior to teaching to set up the Equals Technology Lesson Center workspace or to gather materials from home as needed.

New to the Equals Technology Lesson Center?

Completing the Equals Extension E-Learning Lessons requires a familiarity with the Equals Technology Lesson Center. To become familiar with this resource, please view our pre-recorded webinar by clicking on the link below:
https://www.youtube.com/watch?v=dTzRTRKKtpk&t=486s This webinar demonstrates how to navigate the resource and become familar with the variety of tools available.

Questions?

Please contact us if you have any questions at curriculum@ablenetinc.com. We are here to support you.

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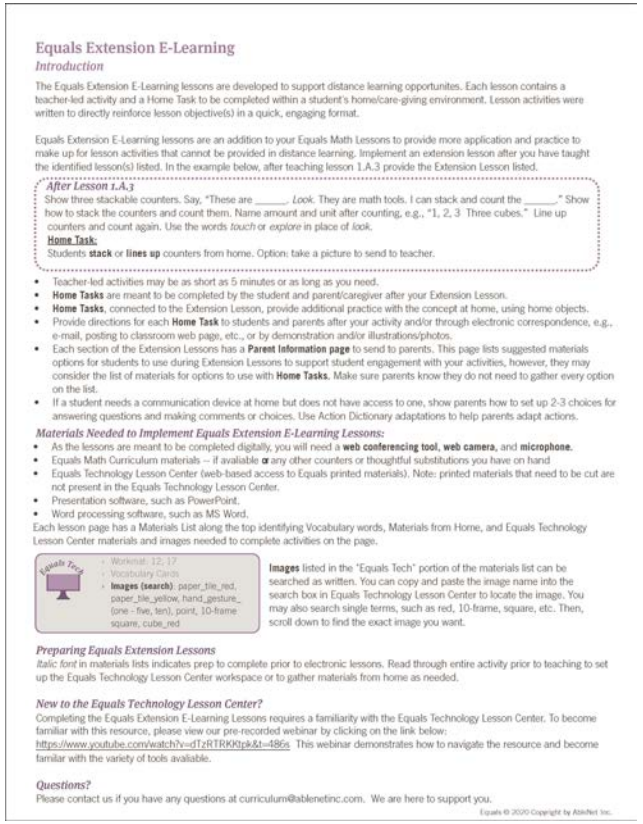
Equals Extension E-learning Intro

- Implementation of extension lessons
- Home Tasks
- Materials needed
- Equals Technology Lesson Center information



Equals Extension E-Learning

Introduction

The Equals Extension E-Learning lessons are developed to support distance learning opportunites. Each lesson contains a teacher-led activity and a Home Task to be completed within a student's home/care-giving environment. Lesson activities were written to directly reinforce lesson objective(s) in a quick, engaging format.

Equals Extension E-Learning lessons are an addition to your Equals Math Lessons to provide more application and practice to make up for lesson activities that cannot be provided in distance learning. Implement an extension lesson after you have taught the identified lesson(s) listed. In the example below, after teaching lesson 1.A.3 provide the Extension Lesson listed.

After Lesson 1.A.3
Show three stackable counters. Say, "These are _____. *Look*. They are math tools. I can stack and count the _____." Show how to stack the counters and count them. Name amount and unit after counting, e.g., "1, 2, 3 Three cubes." Line up counters and count again. Use the words *touch* or *explore* in place of *look*.
Home Task:
Students **stack** or **lines up** counters from home. Option: take a picture to send to teacher.

- Teacher-led activities may be as short as 5 minutes or as long as you need.
- **Home Tasks** are meant to be completed by the student and parent/caregiver after your Extension Lesson.
- **Home Tasks**, connected to the Extension Lesson, provide additional practice with the concept at home, using home objects.
- Provide directions for each **Home Task** to students and parents after your activity and/or through electronic correspondence, e.g., e-mail, posting to classroom web page, etc., or by demonstration and/or illustrations/photos.
- Each section of the Extension Lessons has a **Parent Information page** to send to parents. This page lists suggested materials options for students to use during Extension Lessons to support student engagement with your activities, however, they may consider the list of materials for options to use with **Home Tasks.** Make sure parents know they do not need to gather every option on the list.
- If a student needs a communication device at home but does not have access to one, show parents how to set up 2-3 choices for answering questions and making comments or choices. Use Action Dictionary adaptations to help parents adapt actions.

Materials Needed to Implement Equals Extension E-Learning Lessons:

- As the lessons are meant to be completed digitally, you will need a **web conferencing tool**, **web camera**, and **microphone.**
- Equals Math Curriculum materials -- if available **or** any other counters or thoughtful substitutions you have on hand
- Equals Technology Lesson Center (web-based access to Equals printed materials). Note: printed materials that need to be cut are not present in the Equals Technology Lesson Center.
- Presentation software, such as PowerPoint.
- Word processing software, such as MS Word.

Each lesson page has a Materials List along the top identifying Vocabulary words, Materials from Home, and Equals Technology Lesson Center materials and images needed to complete activities on the page.

Equals Tech
- Workmat: 12; 17
- Vocabulary Cards
- **Images (search)**: paper_tile_red, paper_tile_yellow, hand_gesture_ (one - five, ten), point, 10-frame square, cube_red

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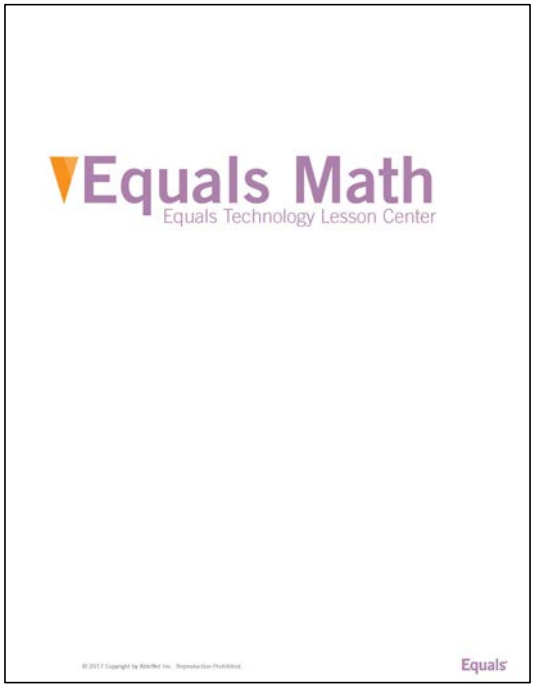
Equals Technology Lesson Center

ETLC Instructions



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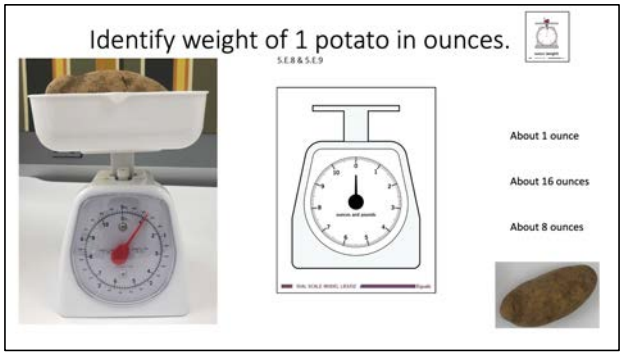
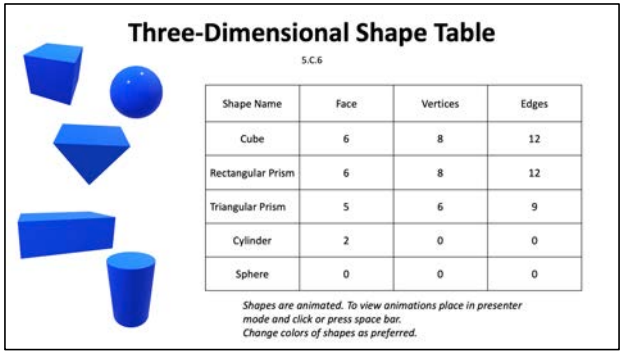
Slideshow Templates

Numerals and Amounts

Take pictures of sets to match numerals.
Insert images of sets to show amounts.
Use text boxes to write numeral to match set.
Delete directions when slide is completed.
****Presentation can be sent to parents to show to reinforce amounts.*





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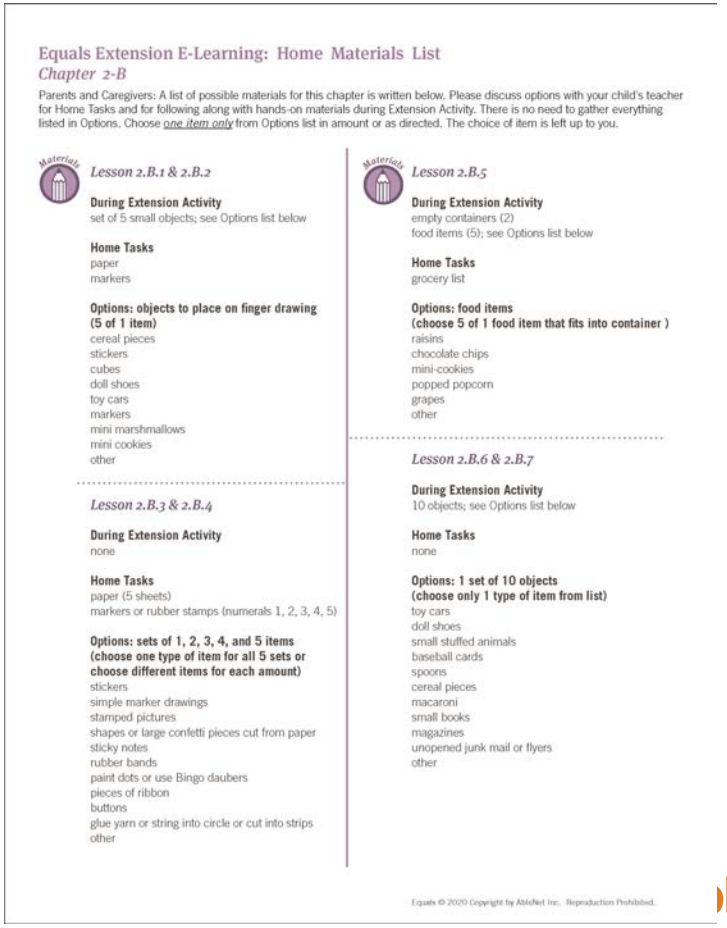
Extension Lessons

Review & Maintenance

- Limited/no internet



Equals Extension E-Learning: Home Materials List
Chapter 2-B

Parents and Caregivers: A list of possible materials for this chapter is written below. Please discuss options with your child's teacher for Home Tasks and for following along with hands-on materials during Extension Activity. There is no need to gather everything listed in Options. Choose *one item only* from Options list in amount or as directed. The choice of item is left up to you.

Lesson 2.B.1 & 2.B.2

During Extension Activity
set of 5 small objects; see Options list below

Home Tasks
paper
markers

Options: objects to place on finger drawing (5 of 1 item)
cereal pieces
stickers
cubes
doll shoes
toy cars
markers
mini marshmallows
mini cookies
other

Lesson 2.B.3 & 2.B.4

During Extension Activity
none

Home Tasks
paper (5 sheets)
markers or rubber stamps (numerals 1, 2, 3, 4, 5)

Options: sets of 1, 2, 3, 4, and 5 items (choose one type of item for all 5 sets or choose different items for each amount)
stickers
simple marker drawings
stamped pictures
shapes or large confetti pieces cut from paper
sticky notes
rubber bands
paint dots or use Bingo daubers
pieces of ribbon
buttons
glue yarn or string into circle or cut into strips
other

Lesson 2.B.5

During Extension Activity
empty containers (2)
food items (5); see Options list below

Home Tasks
grocery list

Options: food items (choose 5 of 1 food item that fits into container)
raisins
chocolate chips
mini-cookies
popped popcorn
grapes
other

Lesson 2.B.6 & 2.B.7

During Extension Activity
10 objects; see Options list below

Home Tasks
none

Options: 1 set of 10 objects (choose only 1 type of item from list)
toy cars
doll shoes
small stuffed animals
baseball cards
spoons
cereal pieces
macaroni
small books
magazines
unopened junk mail or flyers
other

2.B.2

Construct Sets of 5

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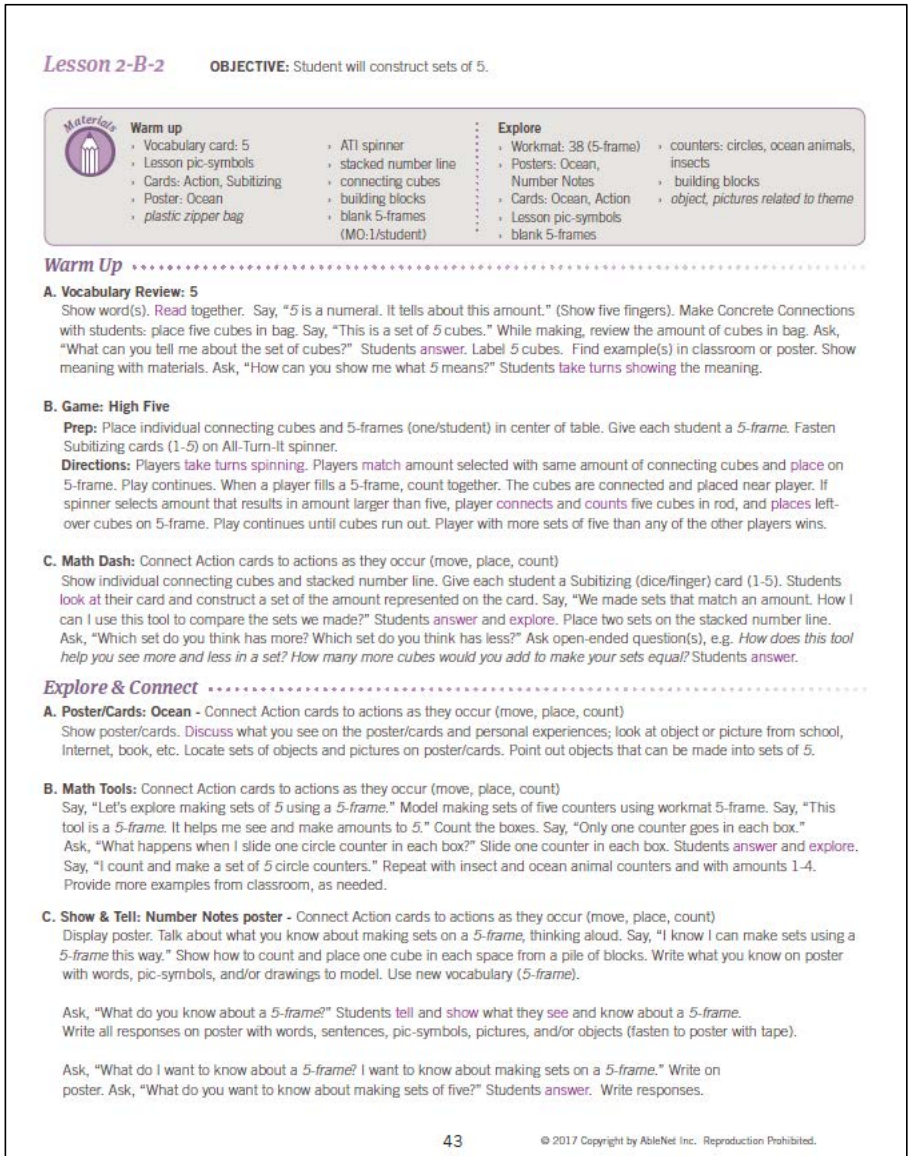
Page 1: Build on background knowledge



Lesson 2-B-2

OBJECTIVE: Student will construct sets of 5.

Materials

Warm up
- Vocabulary card: 5
- Lesson pic-symbols
- Cards: Action, Subitizing
- Poster: Ocean
- *plastic zipper bag*
- ATI spinner
- stacked number line
- connecting cubes
- building blocks
- blank 5-frames (MO:1/student)

Explore
- Workmat: 38 (5-frame)
- Posters: Ocean, Number Notes
- Cards: Ocean, Action
- Lesson pic-symbols
- blank 5-frames
- counters: circles, ocean animals, insects
- building blocks
- *object, pictures related to theme*

Warm Up

A. Vocabulary Review: 5

Show word(s). Read together. Say, "*5* is a numeral. It tells about this amount." (Show five fingers). Make Concrete Connections with students: place five cubes in bag. Say, "This is a set of *5* cubes." While making, review the amount of cubes in bag. Ask, "What can you tell me about the set of cubes?" Students answer. Label *5* cubes. Find example(s) in classroom or poster. Show meaning with materials. Ask, "How can you show me what *5* means?" Students take turns showing the meaning.

B. Game: High Five

Prep: Place individual connecting cubes and 5-frames (one/student) in center of table. Give each student a *5-frame*. Fasten Subitizing cards (1-*5*) on All-Turn-It spinner.

Directions: Players take turns spinning. Players match amount selected with same amount of connecting cubes and place on 5-frame. Play continues. When a player fills a 5-frame, count together. The cubes are connected and placed near player. If spinner selects amount that results in amount larger than five, player connects and counts five cubes in rod, and places left-over cubes on 5-frame. Play continues until cubes run out. Player with more sets of five than any of the other players wins.

C. Math Dash: Connect Action cards to actions as they occur (move, place, count)

Show individual connecting cubes and stacked number line. Give each student a Subitizing (dice/finger) card (1-5). Students look at their card and construct a set of the amount represented on the card. Say, "We made sets that match an amount. How I can I use this tool to compare the sets we made?" Students answer and explore. Place two sets on the stacked number line. Ask, "Which set do you think has more? Which set do you think has less?" Ask open-ended question(s), e.g. *How does this tool help you see more and less in a set? How many more cubes would you add to make your sets equal?* Students answer.

Explore & Connect

A. Poster/Cards: Ocean - Connect Action cards to actions as they occur (move, place, count)

Show poster/cards. Discuss what you see on the poster/cards and personal experiences; look at object or picture from school, Internet, book, etc. Locate sets of objects and pictures on poster/cards. Point out objects that can be made into sets of *5*.

B. Math Tools: Connect Action cards to actions as they occur (move, place, count)

Say, "Let's explore making sets of *5* using a *5-frame*." Model making sets of five counters using workmat 5-frame. Say, "This tool is a *5-frame*. It helps me see and make amounts to *5*." Count the boxes. Say, "Only one counter goes in each box." Ask, "What happens when I slide one circle counter in each box?" Slide one counter in each box. Students answer and explore. Say, "I count and make a set of *5* circle counters." Repeat with insect and ocean animal counters and with amounts 1-4. Provide more examples from classroom, as needed.

C. Show & Tell: Number Notes poster - Connect Action cards to actions as they occur (move, place, count)

Display poster. Talk about what you know about making sets on a *5-frame*, thinking aloud. Say, "I know I can make sets using a *5-frame* this way." Show how to count and place one cube in each space from a pile of blocks. Write what you know on poster with words, pic-symbols, and/or drawings to model. Use new vocabulary (*5-frame*).

Ask, "What do you know about a *5-frame*?" Students tell and show what they see and know about a *5-frame*. Write all responses on poster with words, sentences, pic-symbols, pictures, and/or objects (fasten to poster with tape).

Ask, "What do I want to know about a *5-frame*? I want to know about making sets on a *5-frame*." Write on poster. Ask, "What do you want to know about making sets of five?" Students answer. Write responses.

Warm Up: Vocabulary Review

Options: objects to place on finger drawing (5 of 1 item)

cereal pieces
stickers
cubes
doll shoes
toy cars
markers
mini marshmallows
mini cookies
other

A. Vocabulary Review: join, separate

Show word(s). Read together. Say, "*Join* means to put together. *Separate* means to take apart." Make Concrete Connections with students: place five red cubes in a bag. Place three yellow cubes in a bag and two blue in a bag. While making, review joining and separating the cubes in the bags. Ask, "What can you tell me about what we did with the sets of cubes?" Students answer. Label bag of red cubes *join*, and bags of yellow and blue cubes *separate*. Find example(s) in classroom or poster. Show meaning with materials. Ask, "How can you show me what *join* and *separate* means?" Students take turns showing the meaning.

Materials

Warm up

- Vocabulary card: join, separate
- Lesson pic-symbols
- Poster: Working at a Pet Store
- Cards: Action, Subitizing
- *plastic zipper bags (3)*
- *sticky notes*
- ATI spinner
- building blocks
- connecting cubes
- colored bowls

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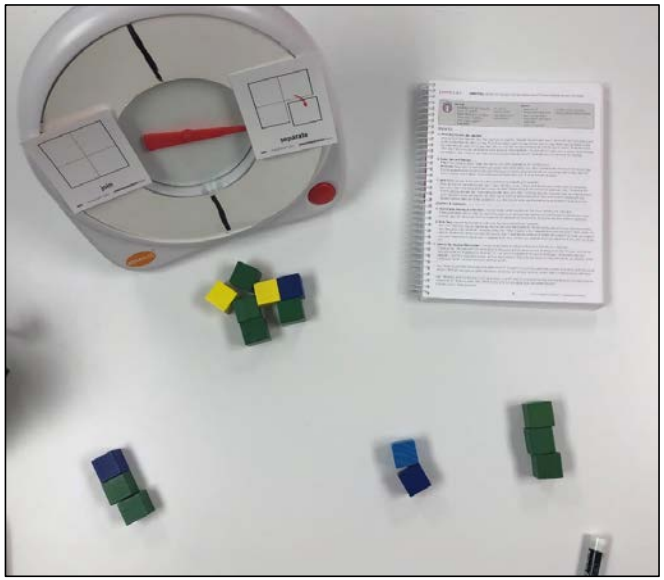
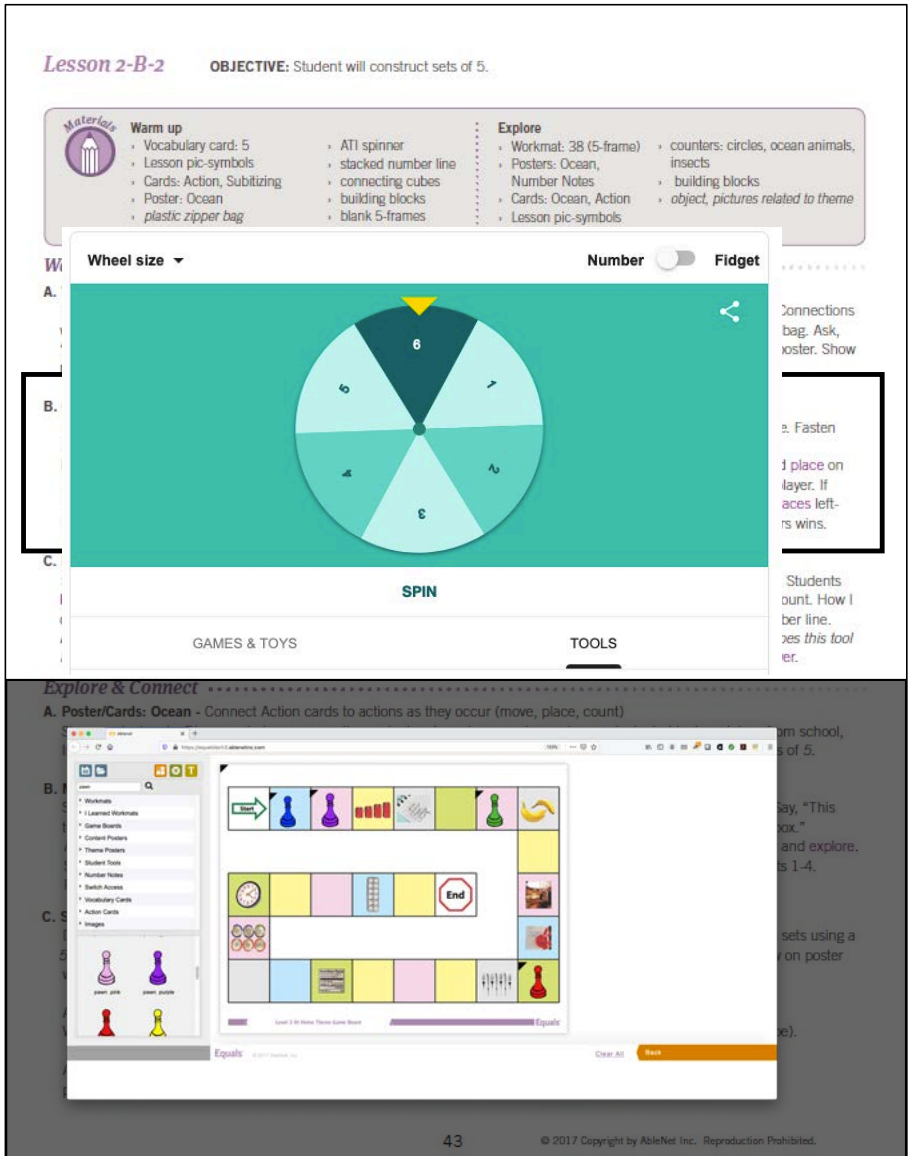
Warm Up: Game




Lesson 2-B-2
OBJECTIVE: Student will construct sets of 5.
Materials
Warm up
Vocabulary card: 5
Lesson pic-symbols
Cards: Action, Subitizing
Poster: Ocean
plastic zipper bag
ATI spinner
stacked number line
connecting cubes
building blocks
blank 5-frames
Explore
Workmat: 38 (5-frame)
Posters: Ocean, Number Notes
Cards: Ocean, Action
Lesson pic-symbols
counters: circles, ocean animals, insects
building blocks
object, pictures related to theme
Wheel size
Number
Fidget
6
7
5
2
4
3
SPIN
GAMES & TOYS
TOOLS
Explore & Connect
A. Poster/Cards: Ocean - Connect Action cards to actions as they occur (move, place, count)
End
43
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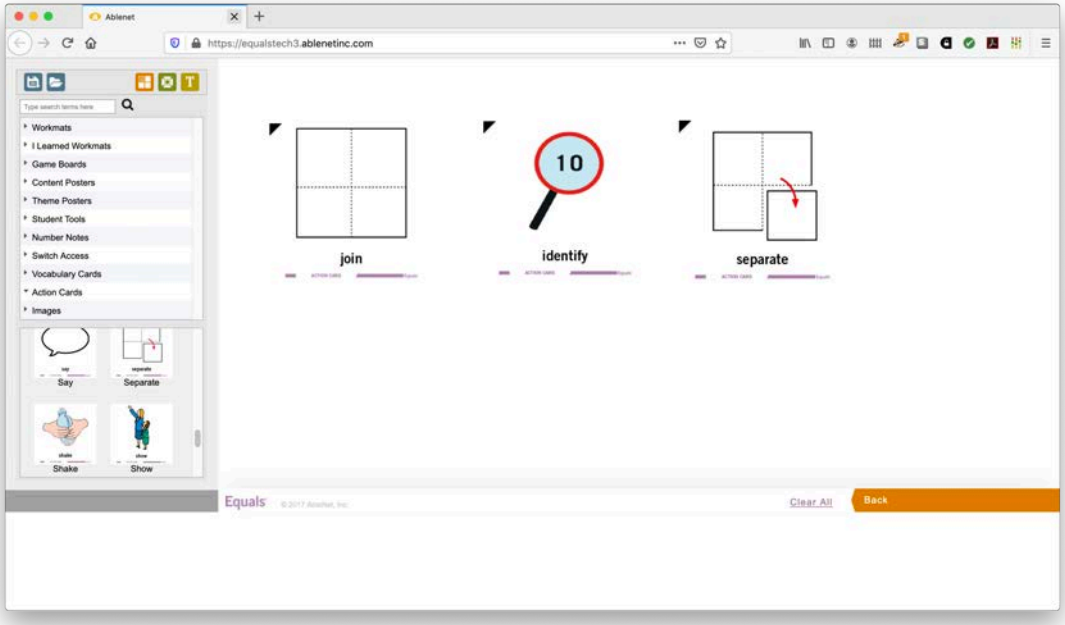
Action Cards

- first 3 pages of lesson
- typical actions when problem solving
- supports problem solving strategies
- teacher models actions with cards



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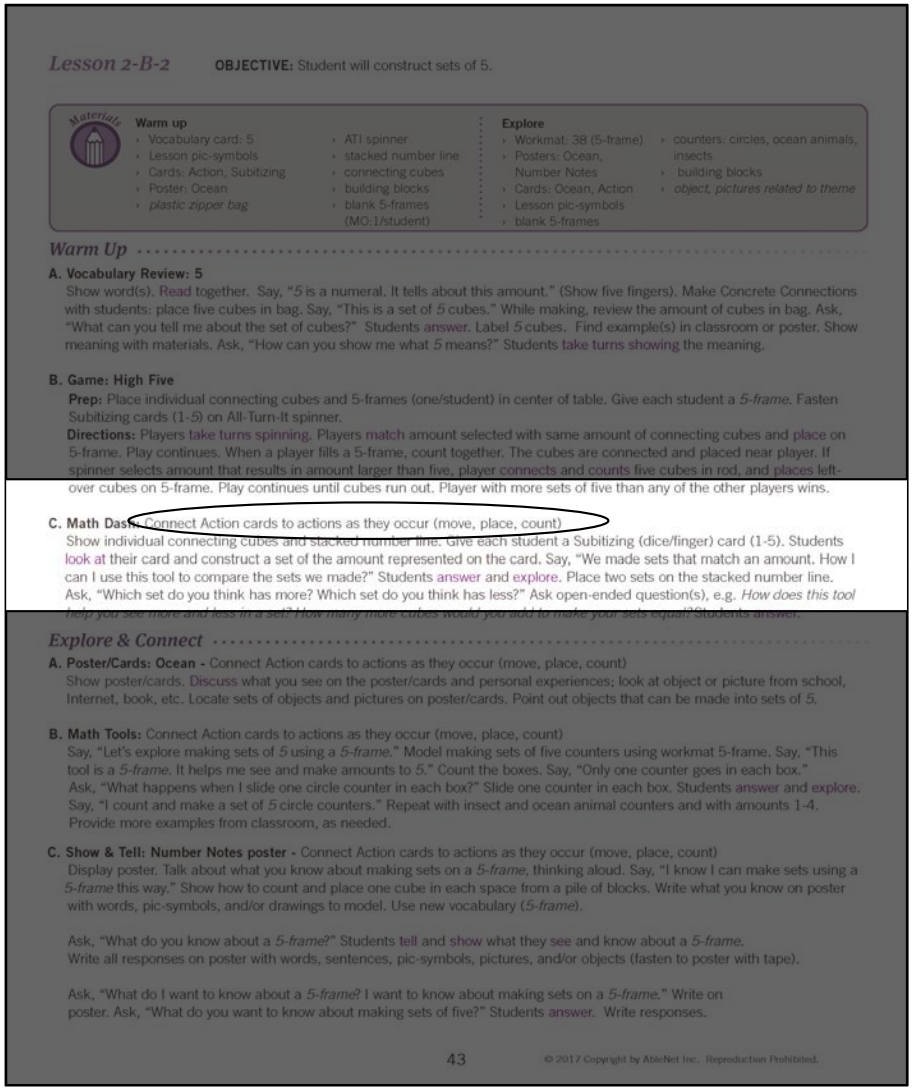
Action cards + Action Dictionary

- Model within a natural setting
- Support student accessibility with Action Dictionary



Lesson 2-B-2 **OBJECTIVE:** Student will construct sets of 5.

Materials

Warm up
- Vocabulary card: 5
- Lesson pic-symbols
- Cards: Action, Subitizing
- Poster: Ocean
- *plastic zipper bag*
- ATI spinner
- stacked number line
- connecting cubes
- building blocks
- blank 5-frames (MO:1/student)

Explore
- Workmat: 38 (5-frame)
- Posters: Ocean, Number Notes
- Cards: Ocean, Action
- Lesson pic-symbols
- blank 5-frames
- counters: circles, ocean animals, insects
- building blocks
- *object, pictures related to theme*

Warm Up

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B. Game: High Five
Prep: Place individual connecting cubes and 5-frames (one/student) in center of table. Give each student a *5-frame*. Fasten Subitizing cards (1-*5*) on All-Turn-It spinner.
Directions: Players take turns spinning. Players match amount selected with same amount of connecting cubes and place on 5-frame. Play continues. When a player fills a 5-frame, count together. The cubes are connected and placed near player. If spinner selects amount that results in amount larger than five, player connects and counts five cubes in rod, and places left-over cubes on 5-frame. Play continues until cubes run out. Player with more sets of five than any of the other players wins.

C. Math Dash: Connect Action cards to actions as they occur (move, place, count)
Show individual connecting cubes and stacked number line. Give each student a Subitizing (dice/finger) card (1-5). Students look at their card and construct a set of the amount represented on the card. Say, "We made sets that match an amount. How I can I use this tool to compare the sets we made?" Students answer and explore. Place two sets on the stacked number line. Ask, "Which set do you think has more? Which set do you think has less?" Ask open-ended question(s), e.g. *How does this tool help you see more and less in a set? How many more cubes would you add to make your sets equal?* Students answer.

Explore & Connect

A. Poster/Cards: Ocean - Connect Action cards to actions as they occur (move, place, count)
Show poster/cards. Discuss what you see on the poster/cards and personal experiences; look at object or picture from school, Internet, book, etc. Locate sets of objects and pictures on poster/cards. Point out objects that can be made into sets of *5*.

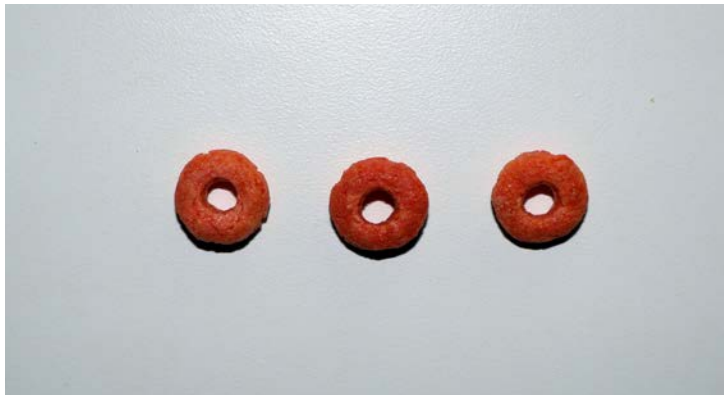
B. Math Tools: Connect Action cards to actions as they occur (move, place, count)
Say, "Let's explore making sets of *5* using a *5-frame*." Model making sets of five counters using workmat 5-frame. Say, "This tool is a *5-frame*. It helps me see and make amounts to *5*." Count the boxes. Say, "Only one counter goes in each box." Ask, "What happens when I slide one circle counter in each box?" Slide one counter in each box. Students answer and explore. Say, "I count and make a set of *5* circle counters." Repeat with insect and ocean animal counters and with amounts 1-4. Provide more examples from classroom, as needed.

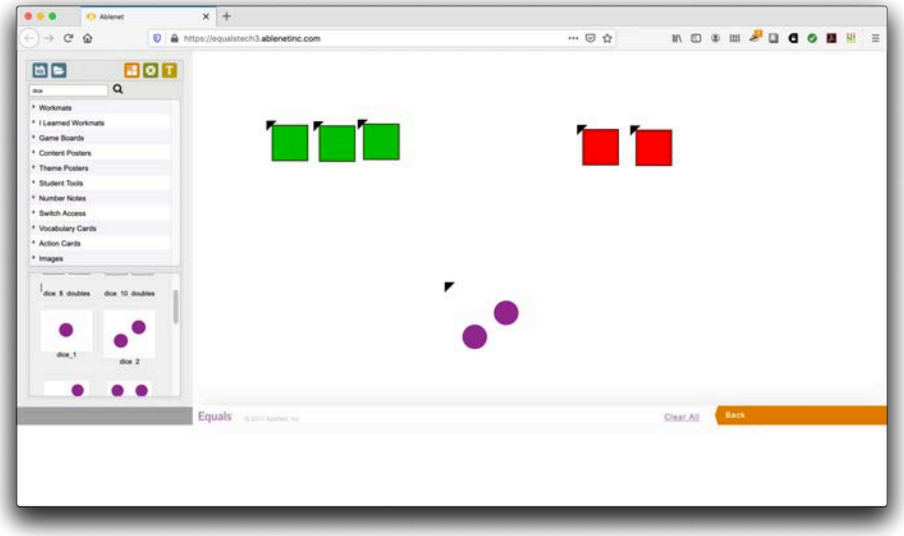
C. Show & Tell: Number Notes poster - Connect Action cards to actions as they occur (move, place, count)
Display poster. Talk about what you know about making sets on a *5-frame*, thinking aloud. Say, "I know I can make sets using a *5-frame* this way." Show how to count and place one cube in each space from a pile of blocks. Write what you know on poster with words, pic-symbols, and/or drawings to model. Use new vocabulary (*5-frame*).

Ask, "What do you know about a *5-frame*?" Students tell and show what they see and know about a *5-frame*. Write all responses on poster with words, sentences, pic-symbols, pictures, and/or objects (fasten to poster with tape).

Ask, "What do I want to know about a *5-frame*? I want to know about making sets on a *5-frame*." Write on poster. Ask, "What do you want to know about making sets of five?" Students answer. Write responses.

Warm Up: Math Dash





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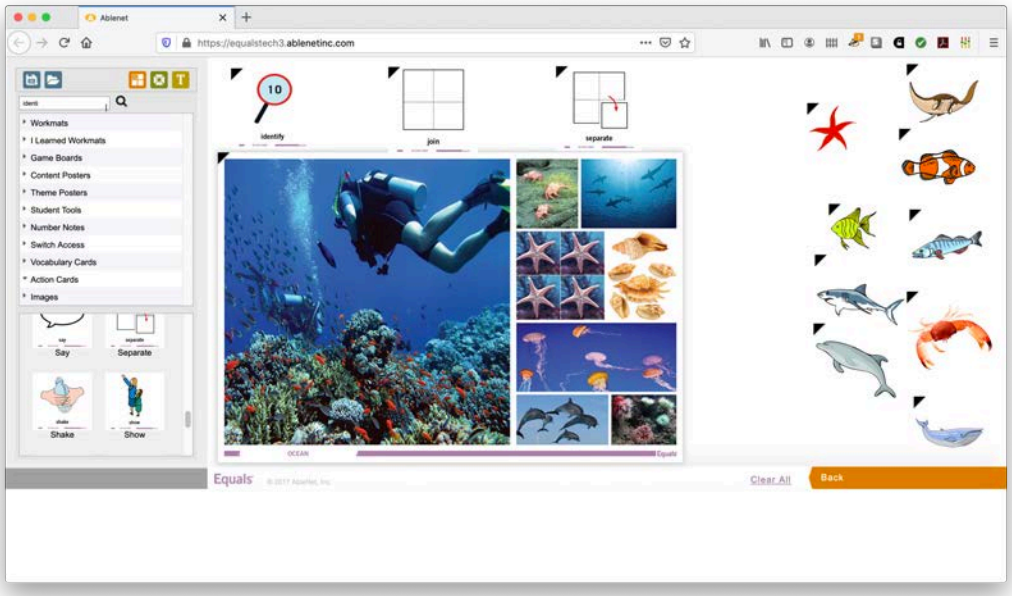
Explore & Connect



Lesson 2-B-2 **OBJECTIVE:** Student will construct sets of 5.

Materials

Warm up
- Vocabulary card: 5
- Lesson pic-symbols
- Cards: Action, Subitizing
- Poster: Ocean
- *plastic zipper bag*
- ATI spinner
- stacked number line
- connecting cubes
- building blocks
- blank 5-frames (MO:1/student)

Explore
- Workmat: 38 (5-frame)
- Posters: Ocean, Number Notes
- Cards: Ocean, Action
- Lesson pic-symbols
- blank 5-frames
- counters: circles, ocean animals, insects
- building blocks
- *object, pictures related to theme*

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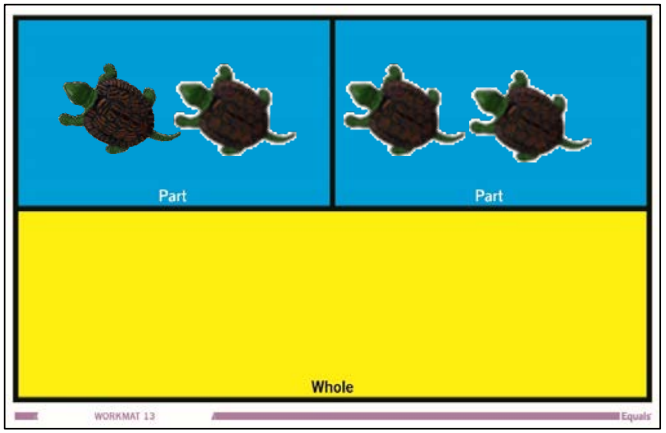
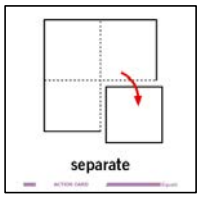
Ask, "What do you know about a *5-frame*?" Students tell and show what they see and know about a *5-frame*. Write all responses on poster with words, sentences, pic-symbols, pictures, and/or objects (fasten to poster with tape).

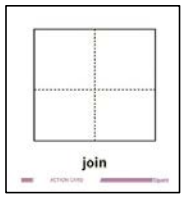
Ask, "What do I want to know about a *5-frame*? I want to know about making sets on a *5-frame*." Write on poster. Ask, "What do you want to know about making sets of five?" Students answer. Write responses.

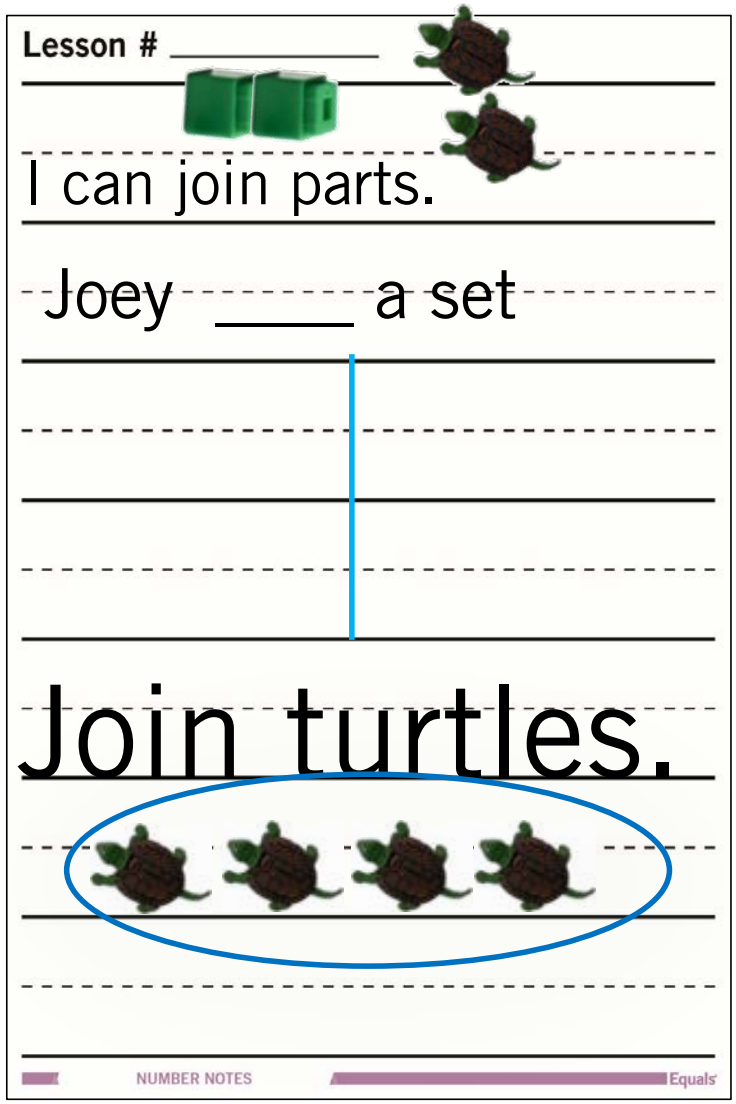
Explore & Connect: Show & Tell

- What do you know about parts and whole amount?
- What do you want to know about parts and whole amounts?



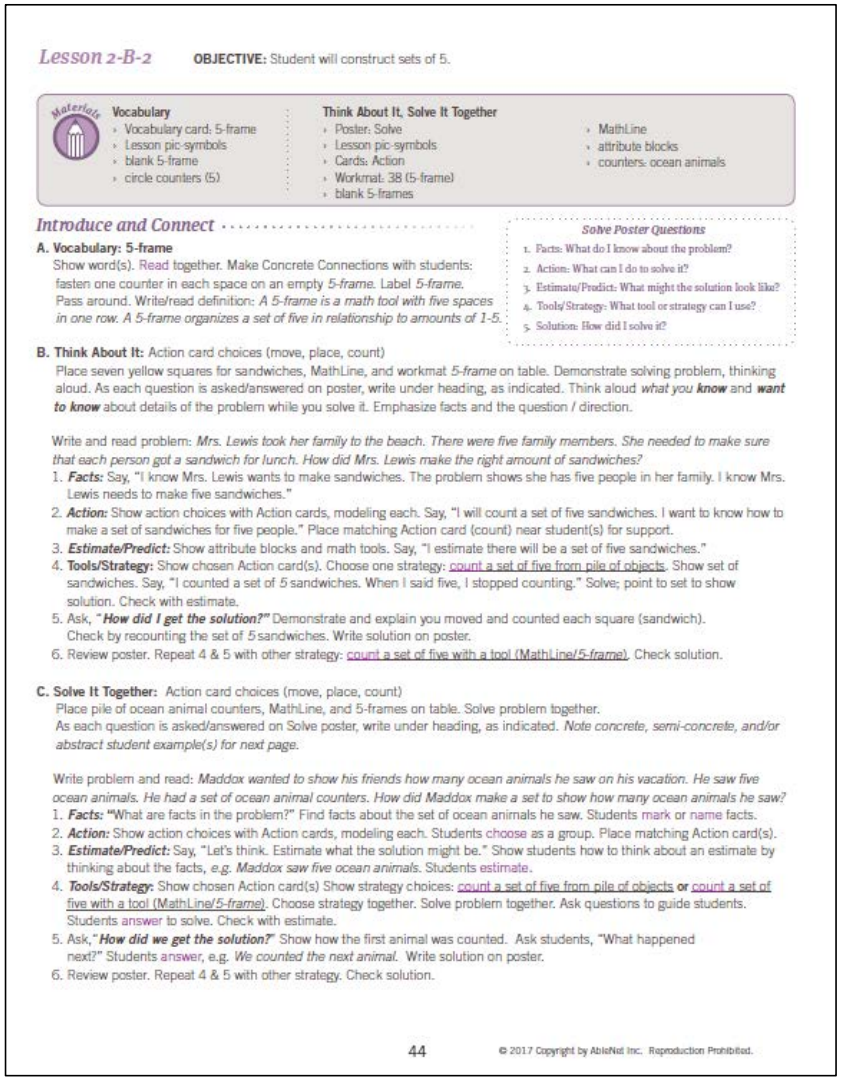






Page 2: Introduce & Connect

- Vocabulary
- Think About It
- Solve It Together



Lesson 2-B-2 **OBJECTIVE:** Student will construct sets of 5.

Materials

Vocabulary
- Vocabulary card: 5-frame
- Lesson pic-symbols
- blank 5-frame
- circle counters (5)

Think About It, Solve It Together
- Poster: Solve
- Lesson pic-symbols
- Cards: Action
- Workmat: 38 (5-frame)
- blank 5-frames
- MathLine
- attribute blocks
- counters: ocean animals

Introduce and Connect

A. Vocabulary: 5-frame

Show word(s). Read together. Make Concrete Connections with students: fasten one counter in each space on an empty *5-frame*. Label *5-frame*. Pass around. Write/read definition: *A 5-frame is a math tool with five spaces in one row. A 5-frame organizes a set of five in relationship to amounts of 1-5.*

Solve Poster Questions
1. Facts: What do I know about the problem?
2. Action: What can I do to solve it?
3. Estimate/Predict: What might the solution look like?
4. Tools/Strategy: What tool or strategy can I use?
5. Solution: How did I solve it?

B. Think About It: Action card choices (move, place, count)

Place seven yellow squares for sandwiches, MathLine, and workmat *5-frame* on table. Demonstrate solving problem, thinking aloud. As each question is asked/answered on poster, write under heading, as indicated. Think aloud ***what you know*** and ***want to know*** about details of the problem while you solve it. Emphasize facts and the question / direction.

Write and read problem: *Mrs. Lewis took her family to the beach. There were five family members. She needed to make sure that each person got a sandwich for lunch. How did Mrs. Lewis make the right amount of sandwiches?*

1. ***Facts:*** Say, "I know Mrs. Lewis wants to make sandwiches. The problem shows she has five people in her family. I know Mrs. Lewis needs to make five sandwiches."
2. ***Action:*** Show action choices with Action cards, modeling each. Say, "I will count a set of five sandwiches. I want to know how to make a set of sandwiches for five people." Place matching Action card (count) near student(s) for support.
3. ***Estimate/Predict:*** Show attribute blocks and math tools. Say, "I estimate there will be a set of five sandwiches."
4. **Tools/Strategy:** Show chosen Action card(s). Choose one strategy: count a set of five from pile of objects. Show set of sandwiches. Say, "I counted a set of *5* sandwiches. When I said five, I stopped counting." Solve; point to set to show solution. Check with estimate.
5. Ask, ***"How did I get the solution?"*** Demonstrate and explain you moved and counted each square (sandwich). Check by recounting the set of *5* sandwiches. Write solution on poster.
6. Review poster. Repeat 4 & 5 with other strategy: count a set of five with a tool (MathLine/*5-frame*). Check solution.

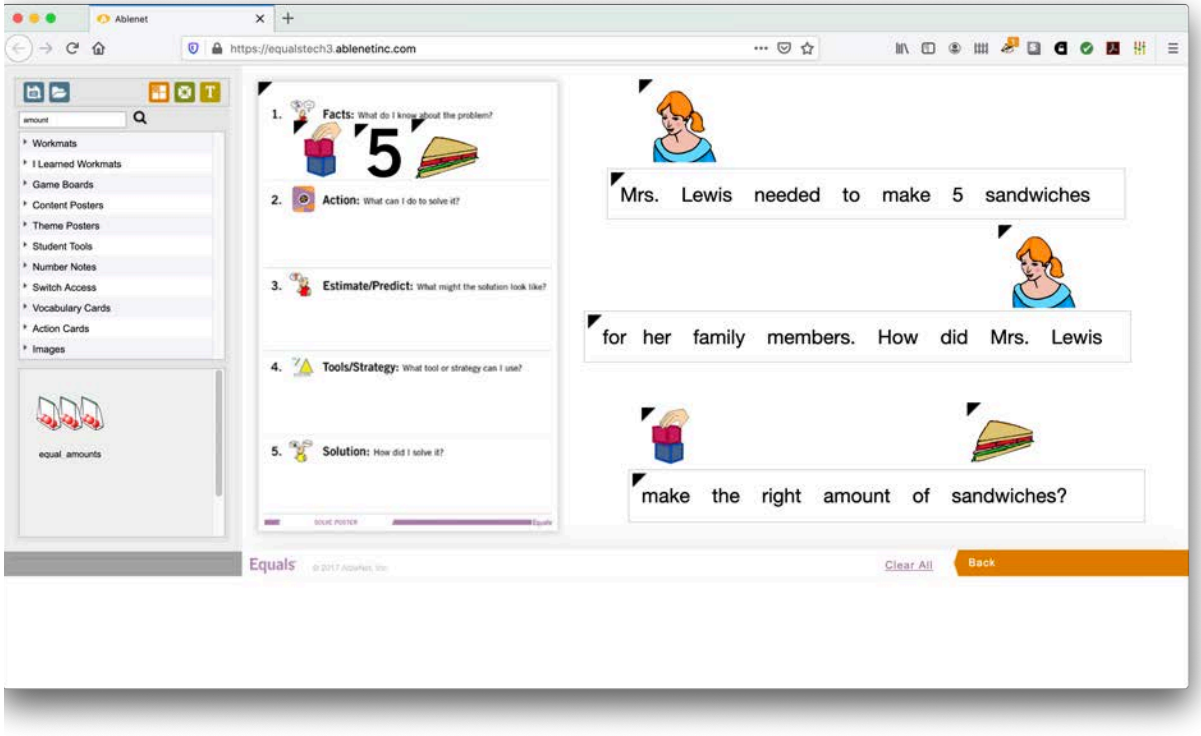
C. Solve It Together: Action card choices (move, place, count)

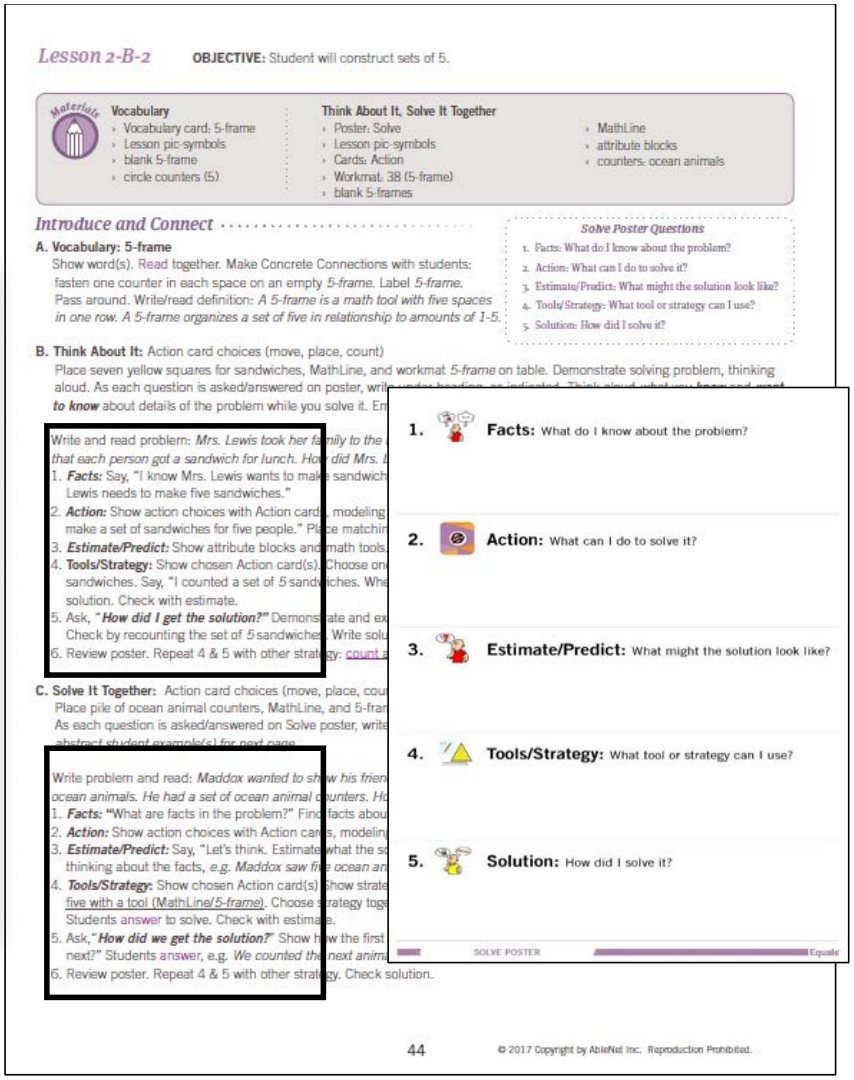
Place pile of ocean animal counters, MathLine, and 5-frames on table. Solve problem together. As each question is asked/answered on Solve poster, write under heading, as indicated. *Note concrete, semi-concrete, and/or abstract student example(s) for next page.*

Write problem and read: *Maddox wanted to show his friends how many ocean animals he saw on his vacation. He saw five ocean animals. He had a set of ocean animal counters. How did Maddox make a set to show how many ocean animals he saw?*

1. ***Facts:*** "What are facts in the problem?" Find facts about the set of ocean animals he saw. Students mark or name facts.
2. ***Action:*** Show action choices with Action cards, modeling each. Students choose as a group. Place matching Action card(s).
3. ***Estimate/Predict:*** Say, "Let's think. Estimate what the solution might be." Show students how to think about an estimate by thinking about the facts, *e.g. Maddox saw five ocean animals.* Students estimate.
4. ***Tools/Strategy:*** Show chosen Action card(s) Show strategy choices: count a set of five from pile of objects **or** count a set of five with a tool (MathLine/*5-frame*). Choose strategy together. Solve problem together. Ask questions to guide students. Students answer to solve. Check with estimate.
5. Ask, ***"How did we get the solution?"*** Show how the first animal was counted. Ask students, "What happened next?" Students answer, e.g. *We counted the next animal.* Write solution on poster.
6. Review poster. Repeat 4 & 5 with other strategy. Check solution.

Solve Poster





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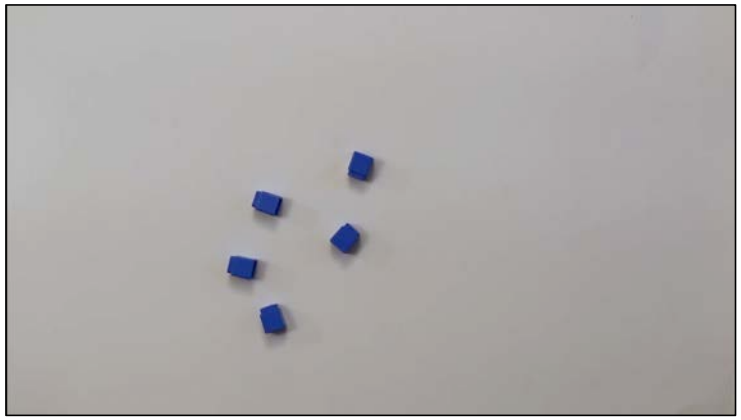
Strategies:

- 2 strategies per lesson
  - Underlined
- Action Cards connected to strategies
- same Action Cards and strategies throughout lesson



B. Think About It: Action card choices (move, place, count)

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Write and read problem: *Mrs. Lewis took her family to the beach. There were five family members. She needed to make sure that each person got a sandwich for lunch. How did Mrs. Lewis make the right amount of sandwiches?*

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5. Ask, "***How did I get the solution?"*** Demonstrate and explain you moved and counted each square (sandwich). Check by recounting the set of *5* sandwiches. Write solution on poster.
6. Review poster. Repeat 4 & 5 with other strategy: count a set of five with a tool (MathLine/*5-frame*). Check solution.

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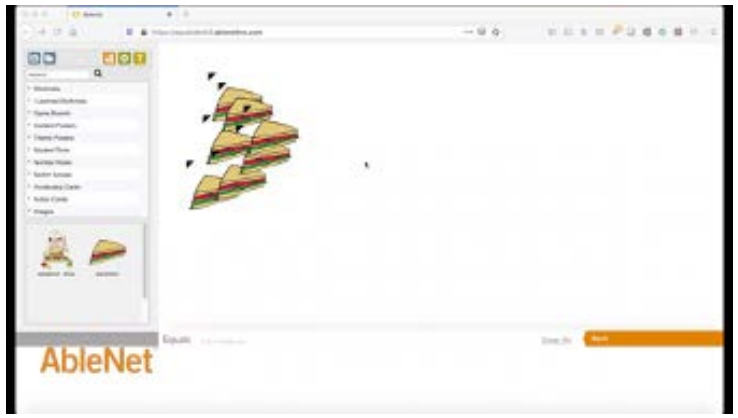

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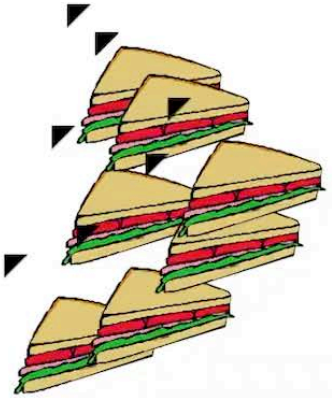
sandwich

- Workmats
- I Learned Workmats
- Game Boards
- Content Posters
- Theme Posters
- Student Tools
- Number Notes
- Switch Access
- Vocabulary Cards
- Action Cards
- Images



sandwich_shop

sandwich

Equals

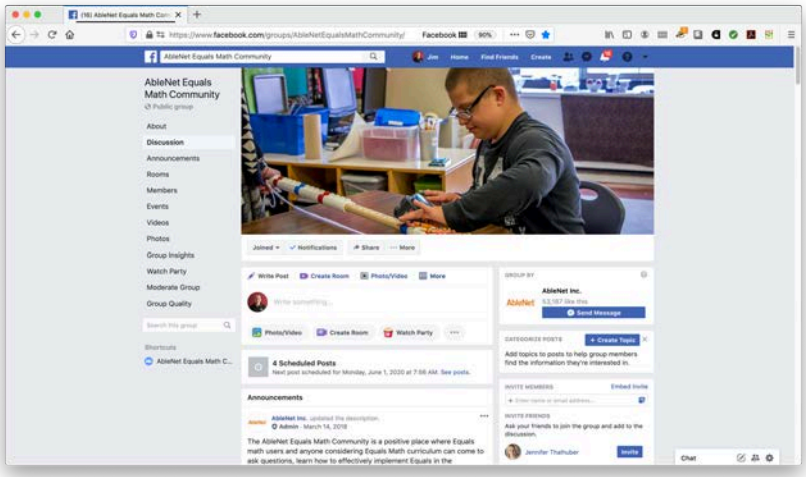
Clear All

Back

AbleNet

Strategies:

- 2 strategies per lesson
  - Underlined
- Action Cards connected to strategies
- same Action Cards and strategies throughout lesson



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6. Review poster. Repeat 4 & 5 with other strategy: count a set of five with a tool (MathLine/*5-frame*). Check solution.

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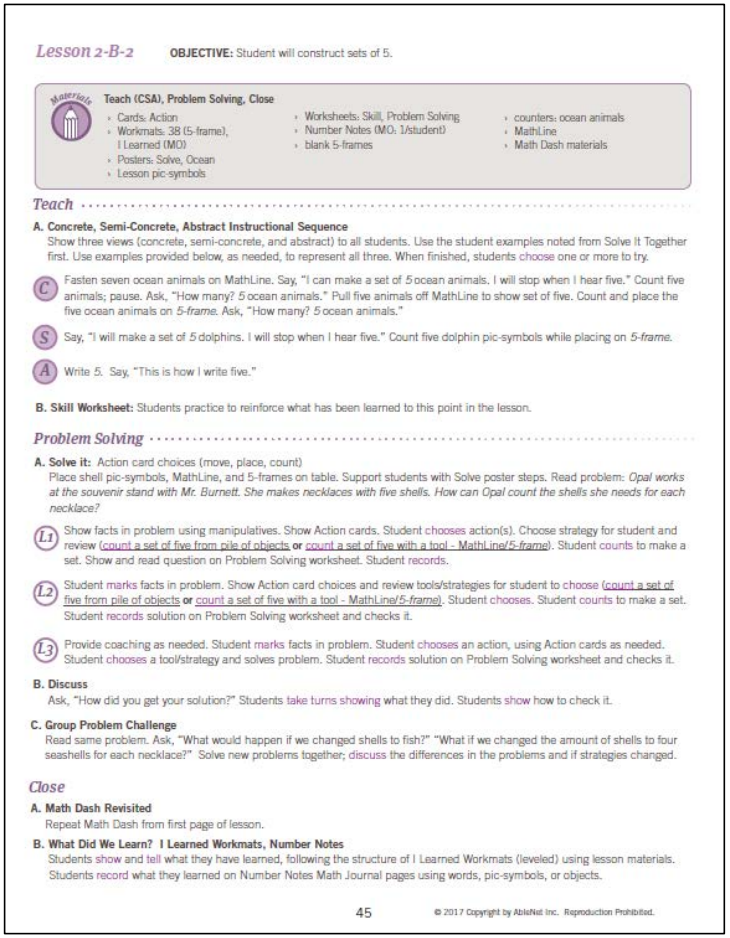
Page 3:
Teach:

- Concrete, Semi-Concrete, Abstract
- Skill Worksheet



Lesson 2-B-2 **OBJECTIVE:** Student will construct sets of 5.

Materials

Teach (CSA), Problem Solving, Close

- Cards: Action
- Workmats: 3B (5-frame), I Learned (MO)
- Posters: Solve, Ocean
- Lesson pic-symbols
- Worksheets: Skill, Problem Solving
- Number Notes (MO: 1/student)
- blank 5-frames
- counters: ocean animals
- MathLine
- Math Dash materials

Teach

A. Concrete, Semi-Concrete, Abstract Instructional Sequence
Show three views (concrete, semi-concrete, and abstract) to all students. Use the student examples noted from Solve It Together first. Use examples provided below, as needed, to represent all three. When finished, students choose one or more to try.

C Fasten seven ocean animals on MathLine. Say, "I can make a set of *5* ocean animals. I will stop when I hear five." Count five animals; pause. Ask, "How many? *5* ocean animals." Pull five animals off MathLine to show set of five. Count and place the five ocean animals on *5-frame*. Ask, "How many? *5* ocean animals."

S Say, "I will make a set of *5* dolphins. I will stop when I hear five." Count five dolphin pic-symbols while placing on *5-frame*.

A Write *5*. Say, "This is how I write five."

B. Skill Worksheet: Students practice to reinforce what has been learned to this point in the lesson.

Problem Solving

A. Solve it: Action card choices (move, place, count)
Place shell pic-symbols, MathLine, and 5-frames on table. Support students with Solve poster steps. Read problem: *Opal works at the souvenir stand with Mr. Burnett. She makes necklaces with five shells. How can Opal count the shells she needs for each necklace?*

L1 Show facts in problem using manipulatives. Show Action cards. Student chooses action(s). Choose strategy for student and review (count a set of five from pile of objects **or** count a set of five with a tool - MathLine/*5-frame*). Student counts to make a set. Show and read question on Problem Solving worksheet. Student records.

L2 Student marks facts in problem. Show Action card choices and review tools/strategies for student to choose (count a set of five from pile of objects **or** count a set of five with a tool - MathLine/*5-frame*). Student chooses. Student counts to make a set. Student records solution on Problem Solving worksheet and checks it.

L3 Provide coaching as needed. Student marks facts in problem. Student chooses an action, using Action cards as needed. Student chooses a tool/strategy and solves problem. Student records solution on Problem Solving worksheet and checks it.

B. Discuss
Ask, "How did you get your solution?" Students take turns showing what they did. Students show how to check it.

C. Group Problem Challenge
Read same problem. Ask, "What would happen if we changed shells to fish?" "What if we changed the amount of shells to four seashells for each necklace?" Solve new problems together; discuss the differences in the problems and if strategies changed.

Close

A. Math Dash Revisited
Repeat Math Dash from first page of lesson.

B. What Did We Learn? I Learned Workmats, Number Notes
Students show and tell what they have learned, following the structure of I Learned Workmats (leveled) using lesson materials. Students record what they learned on Number Notes Math Journal pages using words, pic-symbols, or objects.

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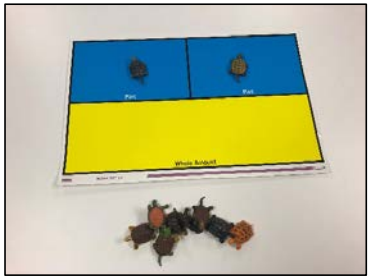
Teach: CSA

every student, every time

C

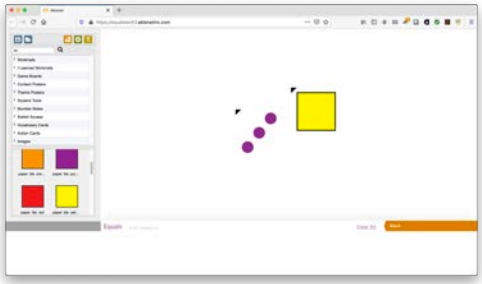
Concrete



- Demo through video then students practice at home with parent/guardian

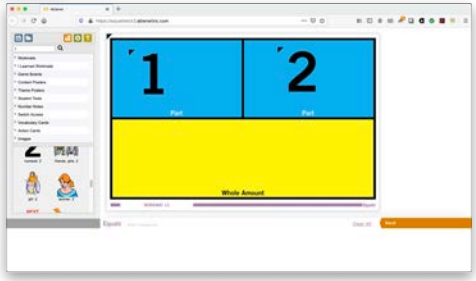
S

Semi-Concrete



A

Abstract



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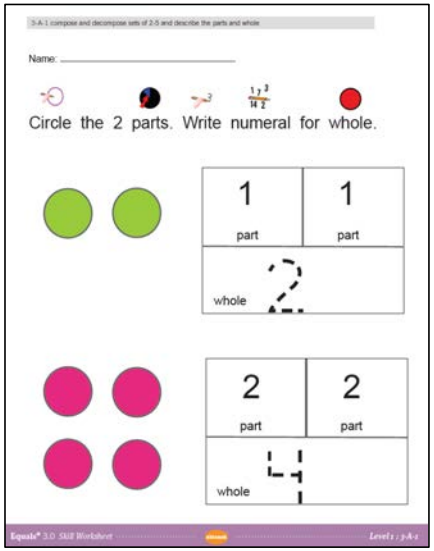
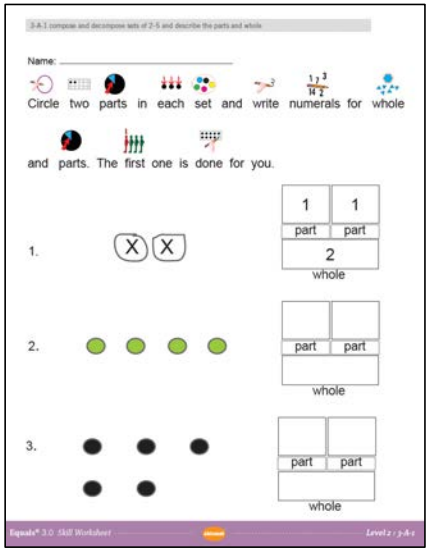
Teach: Skill Worksheet

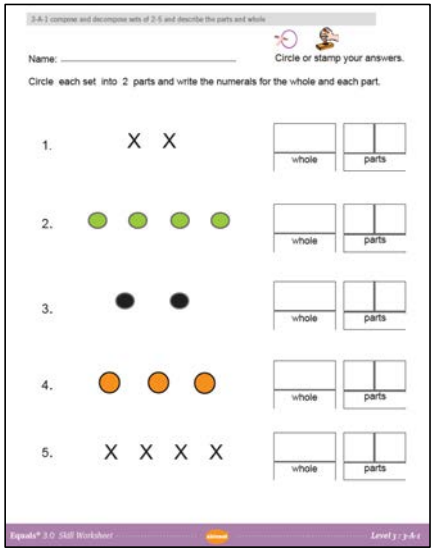
Levels 1, 2, 3



Level 1



Level 2



Level 3

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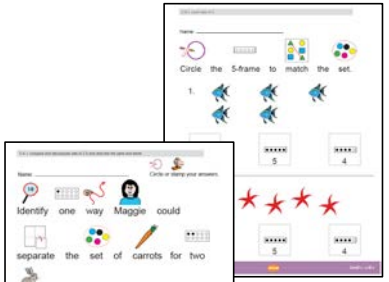
Page 3:

Teach:

- Concrete, Semi-Concrete, Abstract
- Skill Worksheet

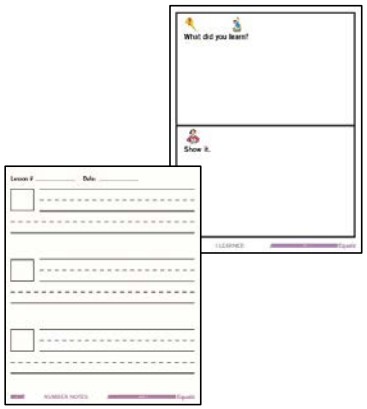


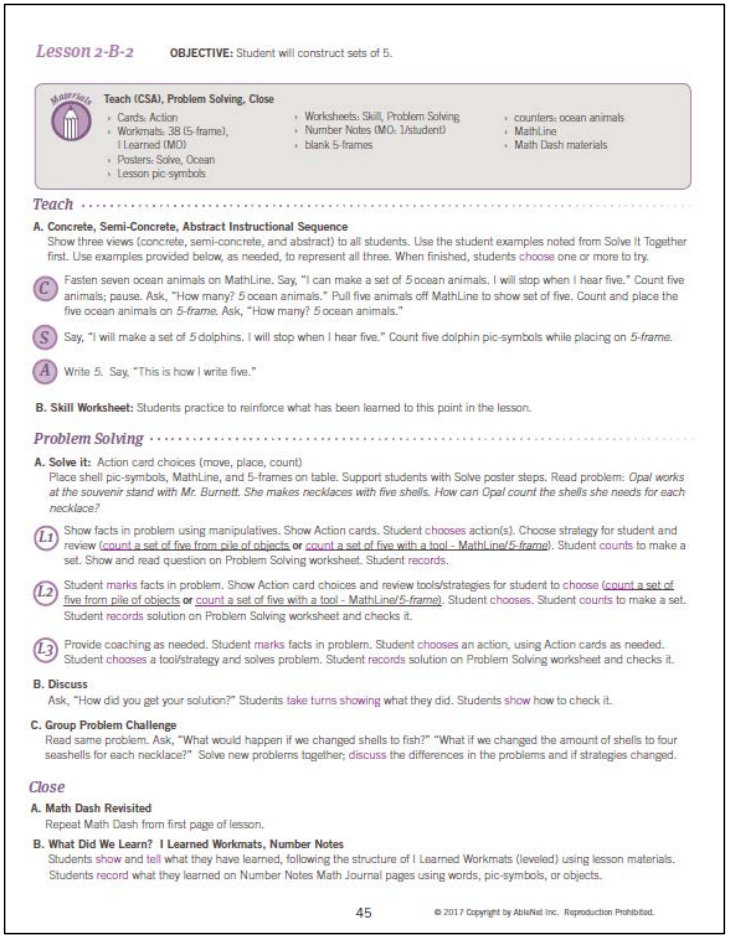
Problem Solving

- Solve It
- Discuss
- Group Problem Challenge

Close

- Math Dash Revisited
- Answer “What did we learn?”
- Student Number Notes
- I Learned Workmat





Lesson 2-B-2 **OBJECTIVE:** Student will construct sets of 5.

Materials — **Teach (CSA), Problem Solving, Close**

- Cards: Action
- Workmats: 38 (5-frame), I Learned (MO)
- Posters: Solve, Ocean
- Lesson pic-symbols
- Worksheets: Skill, Problem Solving
- Number Notes (MO: 1/student)
- blank 5-frames
- counters: ocean animals
- MathLine
- Math Dash materials

Teach

A. Concrete, Semi-Concrete, Abstract Instructional Sequence
Show three views (concrete, semi-concrete, and abstract) to all students. Use the student examples noted from Solve It Together first. Use examples provided below, as needed, to represent all three. When finished, students choose one or more to try.

C — Fasten seven ocean animals on MathLine. Say, "I can make a set of *5* ocean animals. I will stop when I hear five." Count five animals; pause. Ask, "How many? *5* ocean animals." Pull five animals off MathLine to show set of five. Count and place the five ocean animals on *5-frame*. Ask, "How many? *5* ocean animals."

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A — Write *5*. Say, "This is how I write five."

B. Skill Worksheet: Students practice to reinforce what has been learned to this point in the lesson.

Problem Solving

A. Solve it: Action card choices (move, place, count)
Place shell pic-symbols, MathLine, and 5-frames on table. Support students with Solve poster steps. Read problem: *Opal works at the souvenir stand with Mr. Burnett. She makes necklaces with five shells. How can Opal count the shells she needs for each necklace?*

L1 — Show facts in problem using manipulatives. Show Action cards. Student chooses action(s). Choose strategy for student and review (count a set of five from pile of objects **or** count a set of five with a tool - MathLine/*5-frame*). Student counts to make a set. Show and read question on Problem Solving worksheet. Student records.

L2 — Student marks facts in problem. Show Action card choices and review tools/strategies for student to choose (count a set of five from pile of objects **or** count a set of five with a tool - MathLine/*5-frame*). Student chooses. Student counts to make a set. Student records solution on Problem Solving worksheet and checks it.

L3 — Provide coaching as needed. Student marks facts in problem. Student chooses an action, using Action cards as needed. Student chooses a tool/strategy and solves problem. Student records solution on Problem Solving worksheet and checks it.

B. Discuss
Ask, "How did you get your solution?" Students take turns showing what they did. Students show how to check it.

C. Group Problem Challenge
Read same problem. Ask, "What would happen if we changed shells to fish?" "What if we changed the amount of shells to four seashells for each necklace?" Solve new problems together; discuss the differences in the problems and if strategies changed.

Close

A. Math Dash Revisited
Repeat Math Dash from first page of lesson.

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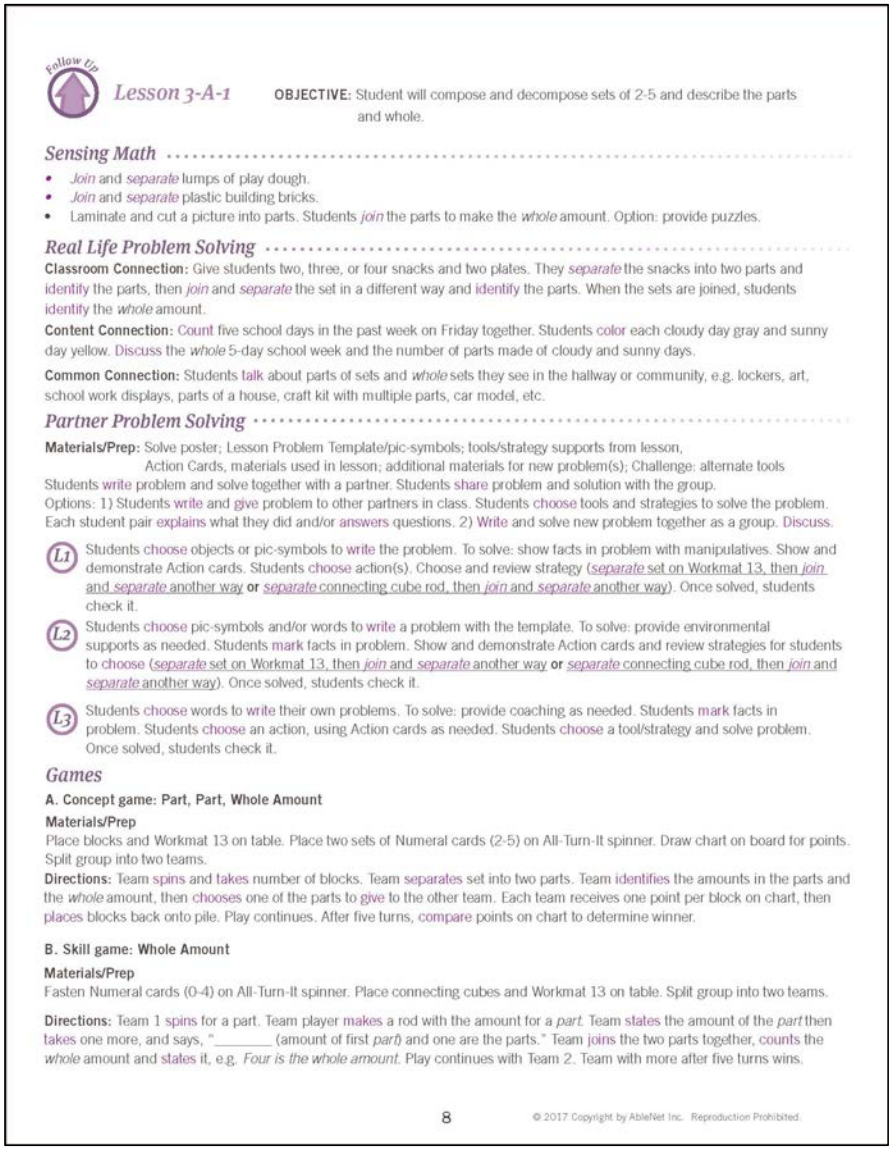
Page 4
Follow Up:

- Sensing Math
- Real Life Problem Solving
- Partner Problem Solving
- Games



Follow Up

Lesson 3-A-1

OBJECTIVE: Student will compose and decompose sets of 2-5 and describe the parts and whole.

Sensing Math

- *Join* and *separate* lumps of play dough.
- *Join* and *separate* plastic building bricks.
- Laminate and cut a picture into parts. Students *join* the parts to make the *whole* amount. Option: provide puzzles.

Real Life Problem Solving

Classroom Connection: Give students two, three, or four snacks and two plates. They *separate* the snacks into two parts and identify the parts, then *join* and *separate* the set in a different way and identify the parts. When the sets are joined, students identify the *whole* amount.

Content Connection: Count five school days in the past week on Friday together. Students color each cloudy day gray and sunny day yellow. Discuss the *whole* 5-day school week and the number of parts made of cloudy and sunny days.

Common Connection: Students talk about parts of sets and *whole* sets they see in the hallway or community, e.g. lockers, art, school work displays, parts of a house, craft kit with multiple parts, car model, etc.

Partner Problem Solving

Materials/Prep: Solve poster; Lesson Problem Template/pic-symbols; tools/strategy supports from lesson, Action Cards, materials used in lesson; additional materials for new problem(s); Challenge: alternate tools

Students write problem and solve together with a partner. Students share problem and solution with the group.
Options: 1) Students write and give problem to other partners in class. Students choose tools and strategies to solve the problem. Each student pair explains what they did and/or answers questions. 2) Write and solve new problem together as a group. Discuss.

L1 Students choose objects or pic-symbols to write the problem. To solve: show facts in problem with manipulatives. Show and demonstrate Action cards. Students choose action(s). Choose and review strategy (*separate* set on Workmat 13, then *join* and *separate* another way **or** *separate* connecting cube rod, then *join* and *separate* another way). Once solved, students check it.

L2 Students choose pic-symbols and/or words to write a problem with the template. To solve: provide environmental supports as needed. Students mark facts in problem. Show and demonstrate Action cards and review strategies for students to choose (*separate* set on Workmat 13, then *join* and *separate* another way **or** *separate* connecting cube rod, then *join* and *separate* another way). Once solved, students check it.

L3 Students choose words to write their own problems. To solve: provide coaching as needed. Students mark facts in problem. Students choose an action, using Action cards as needed. Students choose a tool/strategy and solve problem. Once solved, students check it.

Games

A. Concept game: Part, Part, Whole Amount

Materials/Prep
Place blocks and Workmat 13 on table. Place two sets of Numeral cards (2-5) on All-Turn-It spinner. Draw chart on board for points. Split group into two teams.

Directions: Team spins and takes number of blocks. Team separates set into two parts. Team identifies the amounts in the parts and the *whole* amount, then chooses one of the parts to give to the other team. Each team receives one point per block on chart, then places blocks back onto pile. Play continues. After five turns, compare points on chart to determine winner.

B. Skill game: Whole Amount

Materials/Prep
Fasten Numeral cards (0-4) on All-Turn-It spinner. Place connecting cubes and Workmat 13 on table. Split group into two teams.

Directions: Team 1 spins for a part. Team player makes a rod with the amount for a *part*. Team states the amount of the *part* then takes one more, and says, "_____ (amount of first *part*) and one are the parts." Team joins the two parts together, counts the *whole* amount and states it, e.g. *Four is the whole amount.* Play continues with Team 2. Team with more after five turns wins.

Extension Lessons

Equals Extension E-Learning

Chapter 2 Section B: Demonstrating Number Sense with Numerals and Amounts to 5

Vocabulary

- amount
- 5
- 5-frame
- set
- numeral
- write
- 0
- identify
- total
- equal

Materials

- *sticky notes*
- *photos of sets with 1-5 objects*
- *empty containers (2)*
- *set of 5 items from kitchen that fit into containers*
- *presentation software (Numerals and Amounts template); computer*

Equals Tech

- *Vocabulary Cards*
- *Images (search):* point (finger) hand gesture (1-5), cubes (5), numbers (0-5), bees (10), dice (1-5)
- *Workmat 38*

After Lessons 2.B.1 & 2.B.2

Equal Technology Lesson Center: show images: point, hand (enlarge) and five cubes (resize to fit on hand image finger tip), *5-frame*. Point and count five fingers on hand, using point image. Ask, "How many? Five. Five fingers." Place a cube on each finger. Count cubes. Ask, "How many cubes? Five. 5 cubes." Remove cubes and place on *5-frame*. Say, "I will count the amount in the set. 1, 2, 3, 4, 5. How many cubes? Five. *5* cubes." Repeat with amounts 1-4 and other images student requests or chooses.

Home Task: Students **trace** hand on paper. Students **choose** counters to place or **glue** on the paper fingers to show a set of 5. **Take a picture** and send to teacher electronically or bring to next meeting.

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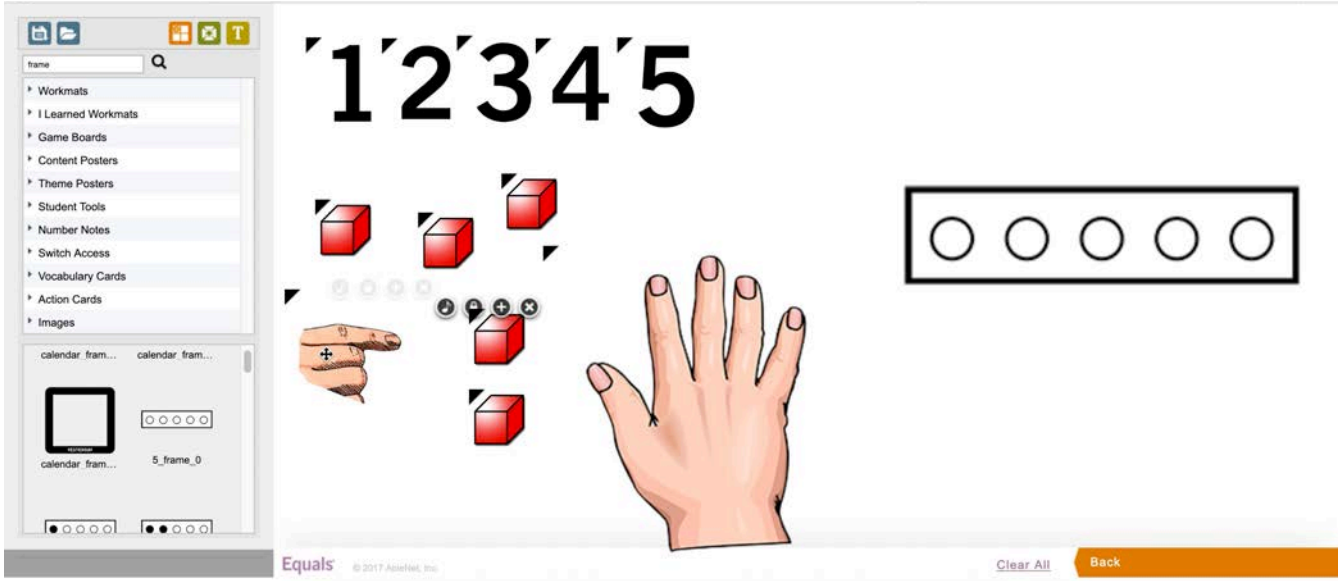
Extension Lessons



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Keep in Mind

- Pacing will be different

- Make thoughtful substitutions
- Use the provided materials to support you
- Contact us if you have questions

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- Available resources → delivery and support
- Most effective solution possible
- For use with Equals revised version

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