

Objective

- Compose numbers to 5.

Lesson Materials

- Up to 5 small items, such as crayons or toy cars, in bags, 1 bag per pair of students
- Removable dot stickers in at least 2 colors
- Linking cubes
- 2 hula hoops of different colors
- Bean bags
- Optional snack: 5 teddy bear crackers

Explore

Give each pair of students a bag of objects to sort into two groups. Have students share the parts they made. Then tell them to put their parts together and tell a story about them. For example, “Two red crayons and 1 blue crayon makes 3 crayons in all.”

Learn

Have students look at page 44. Hand out at least two colors of dot stickers to each student. Ask, “How many bears are on the shelf? Use one color of dot sticker to cover those teddy bears.” Then say, “How many bears are on the floor? Use another color of dot sticker to cover those bears. Count all your stickers together. How many teddy bears are there in all?” Remove stickers from the bears, and repeat the series of questions for other objects on the page.

Whole Group Play

Hula Hoop Parts: Put hula hoops on the floor. Ask two students to each stand in one hula hoop. Ask questions such as, “How many students are in the pink hula hoop? How many students are in the purple hula hoop? If we put them together, how many students are there in all?” Lead them in saying, “1 student and 1 student make 2 students in all.” Repeat with other students making a whole up to 5.

44

Lesson 1 Altogether — Part 1
1

Look and talk.
2 bears on a shelf and 2 bears on the floor makes 4 bears in all.

Objective: Use pictures to compose numbers to five.

Exercise 1 • page 39

44 11-1 Altogether — Part 1

Small Group Center Play



Dramatic Play: Set out objects that a teacher would use, up to 5 of each, and have students play school. The “teacher” should have the “students” make up put together stories about the objects.

Outdoor Play: Have students toss bean bags into 2 hula hoops.

Exercise 1 • page 39

Extend Learn

Mystery Tower: Use linking cubes to create towers of 2, 3, 4, or 5 cubes. Give clues and have students tell how many cubes are in the tower. For example, “There are 2 brown cubes and 1 orange cube.” Provide cubes for students who need them. Add positional words to your clues. Have students play in pairs.

Objective

- Compose numbers to 5.

Lesson Materials

- Number Cards — Large (BLM) 1 to 5
- Beads of 2 colors
- Felt board and counters
- Pipe cleaners
- Ladybug Coloring Sheets (BLM)
- Red and black crayons
- Ladybug Playing Cards (BLM)
- Number Cards (BLM) 2 to 5
- Optional snack: finger sandwiches

Explore


Have students work in pairs. Student One shows 1, 2, or 3 fingers, then Student Two shows 1 or 2 fingers. They then “put them together” by saying how many fingers are showing in all, for example, “1 finger and 2 fingers make 3 fingers altogether.” They repeat with different numbers of fingers, and take turns showing fingers first. Remind them that the second player can only show 1 or 2 fingers.

Learn

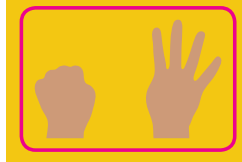
Hold up a Number Card (BLM) 2 to 5, and have students use fingers to show the number. Repeat the questions and statements from **Explore**.

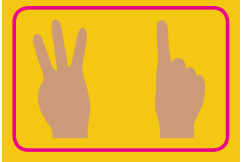
Read Emma’s speech bubble to students and have them complete the task. After circling the correct hands, ask students to explain their thinking. Encourage them to say, for example, “3 fingers and 1 finger make 4 fingers altogether.” Be sure they recognize that 4 and 0 make 4.


Lesson 2
Altogether — Part 2
2

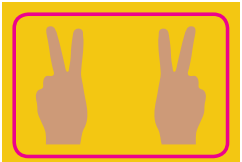


Circle the hands that show 4 fingers altogether.









Objective: Use fingers to compose numbers to five.


11-2 Altogether — Part 2
45


Have students look at page 64 and identify the objects on the page. Have them make up stories for each picture, and tell their stories to a partner. Have some of them share their stories with the group. For the shared stories, have students identify the parts and whole for each story, and end with, “___ and ___ make ___.” Read Dion’s speech bubble to them and have them complete the task.

Whole Group Play

Relay Race: Divide students into 2 teams and have them line up single file behind a start line. Place 1 container of plastic eggs for each team at the start line, and one empty container per team at the finish line. Give the first student of each team a spoon. When you say, “Go!” that student uses the spoon to scoop a plastic egg out of the container, and moves as quickly as possible without dropping the egg to the finish line. When the student reaches the finish line, she drops the egg into the container, then moves quickly back to the start line to give the spoon to the next student in line. The team who finishes first wins. When the race is over, pick up the winning team’s container and remove the eggs, one at a time. When you remove the second egg, say, “1 and 1 make 2,” and have students repeat. When you remove the next object, have students say the number sentence, “2 and 1 make 3.” Continue until 5 eggs have been counted.

Small Group Center Play

 **Tell Me a Story:** Set out the animal sticker cards facedown. Have students choose 2 cards and make up stories similar to those told earlier. They can either record their stories or tell them to friends.

 **Color Your Towers:** Set out linking cubes of 2 different colors and crayons of the same colors. Give each student linking cubes and a Linking Cube Template (BLM). Tell students that they have five

64

Make up a story for each picture, then circle how many in all.

3 (2) 1

(3) 1 4

2 (4) 5

(4) 2 5

Objective: Create addition stories from pictures.


Exercise 3 • page 61

64 12-3 Two Parts Make a Whole

minutes to use 2 colors of linking cubes to make towers of 5 in as many ways as they can.

Tell students that cubes with the same color need not be adjacent. This should lead to good discussion. For example, 3 and 2 make 5 even when a pattern of red, yellow, red, yellow, red is used.

After five minutes, have them color their templates using the appropriate colors to represent all of the towers they made. Each time they make a tower, they must color one of the linking cube towers on their template using the appropriate 2 colors.

 **I Wish I Had 5:** Play as in the previous lesson, but with a whole of 5.

 Exercise 3 • page 61

Objective

- Take away numbers within 5.

Lesson Materials

- Felt board
- Felt bee cutouts
- Yellow linking cubes
- Number Cards (BLM) 1 to 5, 1 set per student
- 5 raisins or grapes for each student
- Rounded toothpick or coffee stirrers
- Apple Subtraction Cards (BLM)
- Paper cups, 1 per student
- Linking cube towers of 5, in pairs
- Apple Tree Template (BLM)
- Red removable stickers or counters, 5 per student
- Optional snack: animal crackers

Explore

Put five bees on the felt board.

Sing “Five Little Honey Bees” again. Change the words to have two bees fly away. Have students work in pairs with linking cubes to imagine what the felt board will look like after the bees fly away. After a couple of minutes, remove the bees from the felt board and have students help you figure out how many are left.

Learn

Give each student a paper cup and 5 raisins or grapes on a rounded toothpick or coffee stirrer. Tell students to pretend that the toothpick or stirrer is a tree branch and the raisins or grapes are apples. Tell a story about 5 apples on a tree branch where 1 fell off. As you tell the story, have students remove a raisin or grape and put it in the paper cup. Ask them how many apples are left on the branch. Encourage them to answer in complete sentences. “There are

Lesson 6 Subtract Within 5 — Part 2

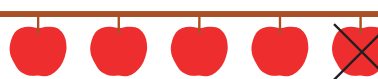
6

Cross out the number of apples that have fallen off the tree.
The first one is done for you.

There were 5 apples on the tree.

1 apple fell on the ground.

How many apples were left on the tree? **4 apples were left.**



There were 4 apples on the tree.

2 apples fell on the ground.

How many apples were left on the tree? **2 apples were left.**



There were 3 apples on the tree.

1 apple fell on the ground.

How many apples were left on the tree? **2 apples were left.**



Objective: Subtract numbers within five.

Exercise 6 • page 67

68

12-6 Subtract Within 5 — Part 2

68

4 apples left on the branch.” Repeat with 2 apples falling off the branch, then 1, then the last one. Let children eat the fruit.

Give each student a set of Number Cards (BLM). Tell the story again, starting with 4 apples, then 3, then 2, then 1. Instead of saying the number sentences, have students show the Number Card (BLM) that shows the number of apples left. Finally, have students use their fingers, instead of fruit, to model the stories you tell them. The number you subtract from 5 can be 1, 2, or 3. Ensure that students are using their fingers correctly to model the stories you tell.

Have students look at page 68 and discuss the pictures. Ask them how this page is like the song they sang and the activity they did with raisins or grapes. Tell them that one way to show subtraction in pictures is to cross off the objects that are being taken away. Guide them in completing the task.

Objective

- Compare objects by length.

Lesson Materials

- Craft sticks, 1 per student
- Paper strips of different lengths
- Linking cubes of several different colors
- Pieces of yarn or string of different lengths
- Xylophones
- Jump ropes of different lengths
- Optional snack: Various length cheese sticks

Explore

Give each student a craft stick. Have them look around the room to find objects which they think are longer than a craft stick. After looking and predicting, have them compare the actual length of their chosen object to a craft stick. Discuss student findings. Repeat for objects that are shorter than a craft stick.

Learn

Give each student a paper strip. Have them order the strips from shortest to longest, using the same start point for the bottoms of the strips. Then have students look at page 86. Read Mei's speech bubble and have them complete the task.

Whole Group Play

Create a train of linking cubes using a repeating pattern. Have students name the part that repeats. Then have them create a train that is longer than yours using a repeating pattern. After ensuring that a student's train is longer than yours, have him or her create a train that is shorter than yours.

Small Group Center Play

- ➡ **Sort:** Provide different lengths of yarn or string for students to sort by length.

86

Review 9
Length
R 9

Answers may vary.

Draw a shorter one.

Objective: Compare objects by length.

Exercise 9 • page 89

86
Review 9 Length

Xylophone Sounds: Have students play notes on a xylophone and compare the sounds made by the various lengths of the xylophone bars. Have students play patterns on the xylophones.

Jump Rope: Talk about the lengths of different ropes first, then head outside to jump.

Exercise 9 • page 89

Extend Explore

Measure and Draw: Have students measure the length of objects in the classroom using craft stick units. After measuring, have them draw a picture of the measured objects and draw lines to represent the number of craft sticks used to measure it.

Repeat the procedure on page 106.

Whole Group Play

Hide and Seek

Small Group Center Play



Snap



I Wish I Had 5

Make a Number Sentence: Repeat the procedure from page 149 of this Teacher's Guide.

Extend Learn

Tell Me a Story (With a Twist): Have students tell take away stories to a friend or record the stories, then use Number Cards (BLM) and Subtraction and Equal Symbol Cards (BLM) to make the accompanying number sentence.

106

Circle the number.



4 take away 2 is 4 |

4 - 2 = 4 |



5 take away 2 is 4 2

5 - 2 = 4 2

Objective: Take away one part from the whole to find the other part.

106

Looking Ahead 5: Subtraction

