

Getting Ready

OBJECTIVE: Student will identify sets of 5 and 6.



Materials

Warm Up

- Vocabulary card (*amount*)
- plastic number 5
- cubes
- plastic bag
- Writing Numeral cards (CD)
- All-Turn-It spinner

Explore

- ocean animals
- Dice Pattern cards
- poster (Ocean)

Warm Up

A. VOCABULARY REVIEW: *amount*

Show/give Concrete Connection: Place plastic number 5 and five cubes in plastic bag.

Label “*amount*.”

Show “*amount*” Vocabulary card.

Say, “**Read** it.”

Students locate and show examples of *amount* using past work, pictures from home, or books from media center.

B. FUN & GAMES: Number Wheel

PREPARATION

Place Writing Numeral cards 5 and 6 on All-Turn-It spinner. Split group into teams. Make a T-chart on the board for points.

DIRECTIONS

Each team takes turns **spinning**. When it lands on a number, team members identify the number.

If correct, team wins the points. Keep score with tallies on T-chart. After five spins, model counting the tallies.

Explore

A. POSTER: Ocean

Point out which things you find in an ocean.

Discuss ocean animals and personal experiences; use information from home.

B. TOOLS & MANIPULATIVES

Say, “Let’s explore 5 and 6 ocean animals.”

Model counting groups of 5 and 6 animals on Dice Pattern cards.

Students **hold** and **explore** ocean animals.

OBJECTIVE

Student will identify sets of 5 and 6.

 Materials

 Introduce

- Vocabulary cards (5, 6)
- 5 cubes
- 6 turtles
- 2 plastic bags
- poster (Ocean)

 Teach

- ocean animals
- gel board with stylus
- 10-frame (CD)
- MathLine
- workmat 17
- fish and dolphin pic-symbols
- Numeral cards
- poster (Numerals and Amounts)
- number line (CD)
- rubber stamps

 Introduce and Connect

A. EXPLORE POSTER: Ocean

Show/give student(s) Concrete Connections: Place 5 cubes and 6 turtles in two bags. Label with “5” and “6” to match contents.

Model counting sets of animals on poster.

Direct students to **point** to set of 5 and 6 animals as teacher counts.

Students **point** to requested items.

B. SHOW & TELL

Ask, “What do you know about sets of 5 and sets of 6?” Let’s look at the Ocean Poster.” Students **tell** what they **see** on the poster and what they know. Write comments on Number Notes poster with words, pic-symbols, objects, etc. Use past student work or items from home when possible.

Note: Objects or pictures can be fastened to the Number Notes poster.

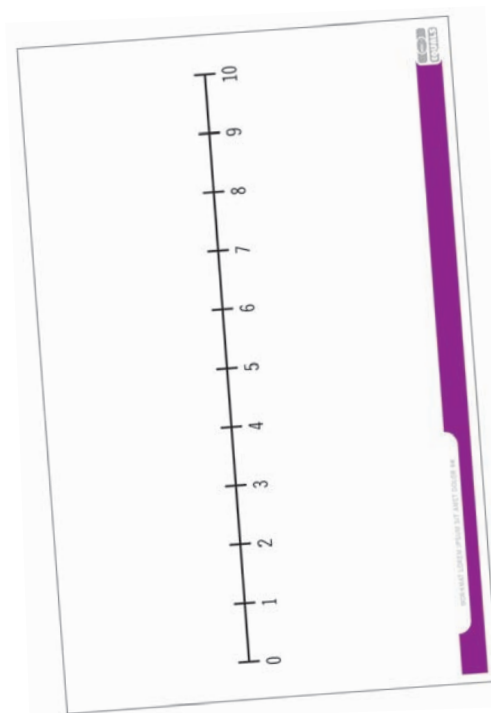

C. VOCABULARY: 5, 6

Show “5” and “6” Vocabulary cards.

Say, “This says 5. **Read** it.” Students **say** “5” three times.


Five is a number. It is this amount. (show five fingers).

Repeat for 6. *Six is a number. It is this amount. (show six fingers).*

 Workmat 17

 Sensing Math

Math Rap: 1, 2. What’s up with you? 3, 4. Stomp the floor. 5, 6. Mix and mix.

Level Guide

 1 Level = Severe

 2 Level = Moderate

 3 Level = Mild

Teach

A. VISIBLE THINKING

Use ocean animals, Numerals and Amounts 0-5 and 6-10 posters, workmat 17, and pic-symbols to show what you are thinking. Demonstrate each CSA level twice.

C Show 5 ocean animals. Say, “Count. 1, 2, 3, 4, 5. How many? 5 ocean animals.” Repeat with 6 ocean animals.

S Show 5 fish pic-symbols. Say, “5. Five fish.” Count 5 fish. Show 5 on poster. Repeat with 6 fish.

A Count and draw 5 tallies on the board. Say, “5 tallies.” Show 5 tallies on poster. Repeat with 6 tallies.

B. TRY IT: Skill Drill Worksheet

Students **count** sets of 5 and 6 objects and/or pic-symbols and circle numeral to match.

Problem Solving

A. DEMO: Numerals and Amounts 0-5 poster, workmat 17

MaKenzie went to the ocean and saw dolphins in the water. She counted them on her fingers: 1, 2, 3, 4, 5. What’s another way to count the dolphins? Place gel board and tiles, MathLine, and number line on table.

B. SOLVE IT

Find another way for MaKenzie to count ocean animals. Place MathLine, ocean animals, gel board with stylus, 10-frame, and dot stamp on table.

1 Level Fasten 5 ocean animals on MathLine. Count as student **slides** 5 ocean animals. Show Number Set cards 5, 5, and 1 in pocket chart. Ask, “How many?” Students **choose** and **record** on worksheet. Repeat with 6.

2 Level Students **count** two sets of 5 ocean animals. Ask, “How many?” for each set. Students **record** on worksheet. Repeat with two sets of 6 ocean animals.

3 Level Students **count** four sets of 5 and 6 dolphin pic-symbols. Students **record** on worksheet.

C. TRY MORE: Problem Solving Worksheet

Students **count** sets of 1-6 and circle numeral to match.

Close

A. SHOW ME, SHOW OTHERS: I Learned...

Review what students have learned. Ask students to demonstrate skill, share their worksheets, or read their Number Notes. It is essential that students have a meaningful way to communicate what they have learned.

B. NUMBER NOTES

Model writing vocabulary “5”, “6” on Teacher Number Notes. Students **write** “5, 6” in Number Notes using numbers, math symbols, words, pic-symbols, or objects, and describe what they have learned. Option: Place math pics on Number Notes page and circle or stamp the pic-symbols that represent what you have learned.

Follow Up

OBJECTIVE: Student will identify sets of 5 and 6.



Real Life Problem Solving

CLASSROOM: Ask students (or parents) for the names of their favorite songs, bands, or singers. Compile a list and, with the help of the students, **tally** the number of votes for each. Based on this tally, choose the top 5 of the month. Alternative: Students **trace** around their hands and fingers for a high-five bulletin board.

CALENDAR: Students **highlight** all the 5s on the calendar. **Point** out the pattern. Students **highlight** all the 5s on a number line (CD). **Point** out the pattern. Show 5-minute intervals on clock. Point to each minute as students count.

COMMON: Take a trip to a grocery store and look for packages of 5 and 6. Make a list and when return to school, locate similar sets on the Internet and print the pictures. Post them on the bulletin board.

Workstations

MATERIALS / PREPARATION

Place 5 turtles and 5 cubes, 6 sea animals, and 6 cubes in bags. Place Dice Pattern cards and workmat 1 in work station. Record "Place 5 turtles" and "Place 6 sea animals" on Step-by-Step, and repeat with cubes.

- 1 **Level** Fasten bags of 5 and 6 cubes as a sample in each workmat circle. Students activate Step-by-Step and place sets of turtles, sea animals, and cubes on workmat.
- 2 **Level** Place Dice Pattern cards on circles on workmat in order as follows: 5, 6, 5, 6 (to match order on Step-by-Step). Students activate Step-by-Step and place sets of turtles, sea animals, and cubes as directed.
- 3 **Level** Students activate Step-by-Step and place sets of turtles, sea animals, and cubes as directed. Challenge: Repeat with sets of other manipulatives or pic-symbols.

Games

A. VOCABULARY: Spinning for 5 and 6

MATERIALS / PREPARATION

Place Ocean game board and cubes on table. Place pic-symbols (5, 6, blanks) on All-Turn-It spinner.

GAME DIRECTIONS

Player **spins** All-Turn-It spinner, **reads** number, **collects** 5 or 6 cubes, then **moves** pawn to next space. Spinning a foil means skip a turn. When cubes run out, build a tower or train to compare sizes.

B. SKILL: Ocean Away

MATERIALS / PREPARATION

Place Number Set cards (0-6) and Numeral cards on table. Place three Numeral cards in center of table, face-up.

GAME DIRECTIONS

Deal four Number Set cards to each player. Players **count** number sets. Player 1 **matches** a set to a number in the center and **places** the pair to the side. Replace Numeral card in the center and deal player another number set card. Play continues until a player runs out of cards (if can't match, skip turn). Compare total pairs for winner.