**Real Counting On**

**Objective:** To represent addition problems numerically and with models. Students will practice the strategy of “counting on” to solve addition problems within 10.

**CCSS:** K.OA.1

**Materials:**

Number cards numbered 1 to 7

A Die

A Paper Cup

Some Counters

Recording Sheet

**Procedure:** The first player turns over the top number card and places the indicated number of counters in the cup. The card is placed next to the cup as a reminder of how many are in the cup. The second player rolls the die and places that many counters next to the cup. Together they decide how many counters in all and record their answers on the recording sheet.

Optional: Have students write the math problems in a number sentence.

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**Learning Patterns**

**Objective:** To introduce patterns.

**Materials:**

Dot Pattern Plates

Counters

**Procedure:** Provide each student with about ten counters and a piece of construction paper as a mat. Hold up a dot plate for about 3 seconds. “Make the pattern you saw using the counters on the mat. How many dots did you see? How did you see them?” Spend some time discussing the configuration of the pattern and how many dots. Do this with a few new patterns each day.

**Dot Plate Flash**

**Objective:** Develop recognition of patterns and learning combinations of numbers by counting on to a known pattern or combining two known patterns.

**Materials:**

Dot Pattern Plates

**Procedure:** Hold up a dot plate for 1 to 3 seconds. “How many? How did you see it?” Include lots of easy patterns and a few with more dots to build their confidence. Students can also flash the dot plates to each other as a center activity.

**More or Less**

**Objective:** Students will develop fluency adding and subtracting 1 and 2 from an existing set.

**CCSS:** K.OA.1, K.OA.5

**Materials:**

More or Less Cards

Cards with the numbers 3-10 (two of each)

Counters

Paper Cup

**Procedure:** One student draws a number card and places it face up where all can see, that number of counters are put into a cup. Next, another student draws one of the More-or-Less cards and places it next to the number card. For the More cards, counters are added accordingly to the cup. For the Less cards, counters are removed from the cup. For Zero cards, no change is made. Once the cup has been adjusted, each student predicts how many counters are now in the cup. The counters are dumped out and counted, ending that round of the game and a new number card is drawn.

\*\*\*You can have students record the equations on paper for practice in writing math sentences.

**Ten Frame Flash**

**Objective:** Quickly recognize the size of a group in relationship to 10.

**CCSS:** K.OA.4 (This can be done with 5 frames to meet K.OA.5)

**Materials:**

Ten Frame Flash Cards (Large for whole class, small for center activity)

\*\*\*Optional Five Frame Flash Cards

**Procedure:** Flash ten-frame cards to the class or group and see how fast the students can tell how many dots are shown. After students identify how many are in the frame, ask them how many more to make ten? Also do this with 5-frames.