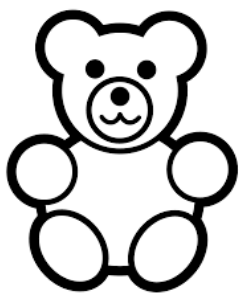


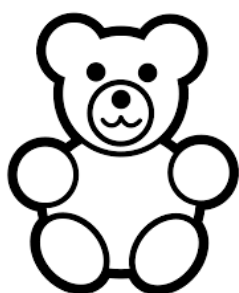
Grade Kindergarten	Comparing 0-10
<b>Common Core Standard</b>	<p>Counting and Cardinality</p> <p>K.CC.6 Orally identify whether the number of objects in one group is greater/more than, less/fewer than, or the same as the number of objects in another group, not to exceed 10 objects in each group.</p> <p>K.CC.7 Compare two numbers between 0 and 10 when presented as written numerals.</p>
<p>1. Shared event: What might be the introduction to the task and description of the task the students will be experiencing?</p>	<p><b><u>Set-Up</u></b></p> <p>Teacher will organize sets of counters (unifix, legos, bears, insects/frogs etc.) Each table will have one type of counter, ex. Lego table, bear table etc.</p> <p>Choose 4 or 5 different colors and decide a set number for each color (1-10). Ex. All orange counters would have 6. Amount of colors used should reflect, number of students in each group and number of tables.</p> <p>At each table there will be 4-5 different color sets, with the specified number.</p> <p>Arranged by counter type. Ex. The Lego table will have a group of blue, red, orange and yellow counters.</p> <p><b><u>Shared Experience</u></b></p> <p>Students will count color sets by placing them in a ten frame. Give students 2 minutes to explore and count with their counters. Stop everyone they will then grab a ten frame recording sheet from the center of the table. Have students place their counters on their paper. They will color in the correct number of counters they had, using their color. (Recording Sheet will have the pictures of each counter)</p> <p>They will then switch to another table and a different color counter set. Continue the process until students have visited each table.</p>
<p>2. Picture or model: What types of pictures might you see?</p>	<p>The students may draw</p> <p>Counters used</p> <p>Colors</p> <p>people/classroom elements</p> <p>Ten frame</p>
<p>3. People-talk: What do we think students are going to say about the shared experience?</p>	<p>Hopefully some will begin to write a sentence about what they did, or use labels to describe their pictures. Lead this into a shared writing for the people talk and into the feature talk.</p> <p>We played a game.</p> <p>We had counters.</p> <p>We had to count.</p> <p>We used a ten frame.</p> <p>They were different colors</p> <p>We compared.</p>

<p><b>4. Feature-talk:</b> What terms, ideas, comments, do you think the students will bring out and what are the mathematical ideas you hope to flush out?</p>	<p>Done as shared writing.</p> <p>Numbers 1-10 Counted Colors used Ten frame More/Greater Than Less Than</p>
<p><b>5. Symbolic representation:</b> What are some possible symbolic representations that may result from the feature talk?</p>	<p>Symbolic Representation will be done whole group, due to developmental progress. Record this onto a large chart paper What symbols can we use to represent the counters that we used? ~ Bears, legos, unifix cubes, insects, etc. Ten frames, numbers, What they had more/less of.</p>
<p>Materials needed: Paper, pencil, recording sheets, counters (bears, legos, unifix cubes, insects etc.) large chart paper Created By: Beth Cuppy, Sydney Conley, Kim Ison</p>	

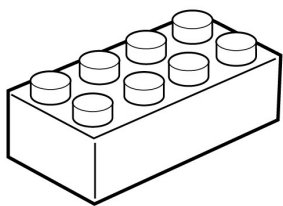
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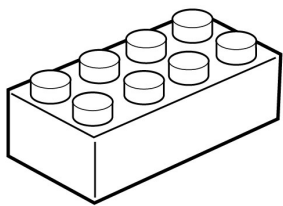

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