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Lesson 1: Match 2 objects that are exactly the same.

Date: 6/10/14
Name ____________________________ Date ____________

Point to the objects that match by making a line with your finger. Tell your partner how they are the same, but ________.
Lesson 3:
Match 2 objects that are the same, but...

Date: 6/30/14

matching cards
Point to the objects that match by making a line with your finger. Tell your partner how you use them together.
Lesson 5: Make one group with a given attribute.

Date: 6/10/14

sorting mat
Lesson 8: Count up to 3 objects.

Name ____________________________ Date ________________

Name ____________________________ Date ________________

Lesson 8: Count up to 3 objects.

Date: 6/10/14

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Lesson 9: Arrange and count up to 3 objects in scattered and linear configurations.

Date: 6/10/14
Lesson 9: Arrange and count up to 3 objects in scattered and linear configurations.

Dot Cards

Note: Consider making laminated sets on cardstock, as dot cards will be used in multiple lessons.

dot cards: dice configuration
Lesson 10:
Arrange and count up to 3 objects in scattered and linear configurations.

Date: 6/30/14

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Lesson 10: Arrange and count up to 3 objects in scattered and linear configurations.

Date: 6/30/14

farm animal cards
Lesson 10: Arrange and count up to 3 objects in scattered and linear configurations.

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Lesson 11: Arrange and count up to 3 objects to play a game.

Date: 6/10/14
Lesson 11: Arrange and count up to 3 objects to play a game.

Date: 6/10/14
Lesson 12: Match the numerals 1, 2, and 3 to quantities.

Date: 6/10/14

1 flower, 2 bees, 3 bluebirds
Lesson 12: Match the numerals 1, 2, and 3 to quantities.

To create numeral cards:
1) Print.
2) Fold lengthwise so the outline on the numeral side matches the outline on the dot side.
3) While the paper is folded, cut out individual cards. Do not cut along the fold!
4) Laminate with cards folded so that numeral and dots match.
Lesson 14: Look at a numeral and count out a group of objects to match (abstract to concrete).

Date: 6/10/14
Lesson 15: Arrange and count up to 5 objects in scattered and linear configurations.

Date: 6/10/14

underwater mat
Lesson 15: Arrange and count up to 5 objects in scattered and linear configurations.

Date: 6/10/14

sharks
Lesson 16: Arrange and count up to 5 objects in scattered and linear configurations.

Date: 6/10/14

large family pictures
Lesson 16: Arrange and count up to 5 objects in scattered and linear configurations.

Date: 6/10/14

large family pictures
Lesson 16: Arrange and count up to 5 objects in scattered and linear configurations.

Date: 6/10/14
Lesson 16: Arrange and count up to 5 objects in scattered and linear configurations.

Date: 6/10/14
Lesson 16: Arrange and count up to 5 objects in scattered and linear configurations.

Date: 6/10/14

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Note: Consider making laminated sets on cardstock, as dot cards will be used in multiple lessons.
Lesson 16: Arrange and count up to 5 objects in scattered and linear configurations.

Date: 6/10/14

Dot Cards
(5-group formation)

Note: Consider making laminated sets on cardstock, as dot cards will be used in multiple lessons.
Lesson 16: Arrange and count up to 5 objects in scattered and linear configurations.

Date: 6/10/14
Lesson 17: Count fingers on the left hand from 1 to 5.

Date: 6/10/14
Lesson 18: Arrange and count 4 objects in an array configuration.

Date: 6/10/14

array template (see UDL box)
Lesson 19: Find embedded numbers within 4 and 5 objects.

Date: 6/10/14
Lesson 19: Find embedded numbers within 4 and 5 objects.

partners of 4–5 cards
Lesson 20:
Arrange and count 5 objects in a circular configuration.

Date: 6/10/14

Name ___________________________   Date ______________

Touch and count. Color the sets that show 5.
Lesson 20: Arrange and count 5 objects in a circular configuration.

Date: 6/10/14
Lesson 20: Arrange and count 5 objects in a circular configuration.

Date: 6/10/14
Lesson 21: Count up to 4 objects and match the numerals.

Date: 6/10/14

4 kittens
To create numeral cards: 1) Print. 2) Fold lengthwise so the outline on the numeral side matches the outline on the dot side. 3) While the paper is folded, cut out individual cards. Do not cut along the fold! 4) Laminate with cards folded so that numeral and dots match.
Lesson 21: Count up to 4 objects and match the numerals.

Date: 6/10/14

numeral cards
Lesson 22: Count up to 5 objects and match the numerals.

Date: 6/30/14

5 ducks
Lesson 22: Count up to 5 objects and match the numerals.

Date: 6/30/14

5-group strips
Lesson 25: Represent numbers 1–5 using objects, pictures, and numerals.

Date: 6/10/14

Cutouts 1–5
Lesson 25: Represent numbers 1–5 using objects, pictures, and numerals.

Date: 6/10/14

cutouts 1–5
Lesson 26: Represent numbers 1–5 using objects, pictures, and numerals.

Date: 6/10/14

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Lesson 27: Play a game involving numbers to 5.

Date: 6/10/14
Lesson 27: Play a game involving numbers to 5.

Date: 6/10/14

BINGO

B I N G O

bingo board
Lesson 27: Play a game involving numbers to 5.

Date: 6/10/14

B I N G O

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Lesson 27: Play a game involving numbers to 5.

Date: 6/10/14

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Lesson 27: Play a game involving numbers to 5.

Date: 6/10/14

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**B I N G O**

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bingo board
Lesson 29: Find 1 more.

Name ____________________________ Date __________

1

2

3

4

5
Lesson 31: Build number stairs showing 1 more with cubes.

Date: 6/10/14

5 dot 5-group strips
Put a sticker in each box to match the number.

1 2 3 4 5
Name ____________________________ Date ____________

Put stickers in each box to match the number.

```
5 4 3 2 1
```

Lesson 34: Build descending number stairs at the concrete and pictorial levels.

Date: 6/10/14

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Lesson 34: Build descending number stairs at the concrete and pictorial levels.

Date: 6/10/14

5–1 staircase mat
Color 4 crabs.
Five Little Crabs

5 little crabs, wiggling on the shore,
Swoosh went the waves, and then there were 4!
4 little crabs, happy as can be,
Swoosh went the waves, and then there were 3!
3 little crabs, their legs turning blue,
Swoosh went the waves, and then there were 2!
2 little crabs, having lots of fun,
Swoosh went the waves, and then there was 1.
1 little crab, looking all alone,
Swoosh went the waves, and carried him home.

“Five Little Crabs”
Five Little Fishies

Five little fishies swimming in the sea (hold up 5 fingers),
Teasing Mr. Shark (make silly, teasing faces),
"You can't catch me, you can't catch me" (in a singsong, teasing tone).
Along comes Mr. Shark, as quiet as can be (quiet voice and slither hands)
And SNAPPED that fish right out of the sea! (Clap hands on "snapped.")

Repeat with
- Four little fishies...
- Three little fishies...
- Two little fishies...
- One little fishy...

"Five Little Fishies"
Lesson 36: Count 5, 4, 3, 2, 1 using a story.

Date: 6/10/14

underwater mat with fish
Student Name ____________________________

Topic A: Matching Objects
Rubric Score: _________ Time Elapsed: ____________

Materials: (S) 4 linking cubes (2 yellow, 1 red, 1 green), Module 1 assessment picture cards (cut out), paper, apple (toy or real), scissors, crayon, and dish

1. Here are some linking cubes (give separated cubes to the student). Show me two matching cubes that are exactly the same. How are they exactly the same?

2. (Show Module 1 assessment picture cards.) Show me two things that are the same and use your words, “They are the same, but…” to tell me about the two things.

3. (Present a piece of paper, apple, scissors, crayon, and dish.) Show me two objects that are used together. Tell me how they are used together. (There is more than one answer, e.g., paper and scissors, crayon and paper, apple and dish.)

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Topic B: Sorting

Rubric Score: ___________ Time Elapsed: ___________

Materials: (S) Module 1 assessment picture cards (cut out), 5 green cubes, 3 yellow cubes, 3 yellow items (e.g., erasers), 3 green items

1. (Show the Module 1 assessment picture cards.) Mama cat is looking for her kittens. Can you help me make a group of kittens?
2. Here are some linking cubes and erasers (place items in front of the student). Sort these things by color.
3. (Point to the yellow group.) Use your words, “They are the same, but...” to tell me about this group.
4. Help me mix them up again. (Mix the two groups.) Now, sort them into two groups: a cube group and an eraser group.

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Topic C: How Many Questions with 1, 2, or 3 Objects

Rubric Score: ___________ Time Elapsed: ____________

Materials: (S) 3 different color linking cubes, paper plate

1. (Put 3 unconnected cubes in a straight horizontal line on the plate.) Touch and count the cubes. How many are there?
2. Move the cubes close together. (Student moves the cubes.) How many are there?
3. Move the cubes far apart on the plate. (Student moves the cubes.) How many are there?
4. (Show 2 cubes on the plate.) How many cubes are there?
5. (Put 1 cube on the plate.) How many cubes are there?

Note: If a child is unable to count 3 objects with one-to-one correspondence (one object paired with one number word), ask her to rote count to 3. Rote counting (PK.CC.1) is a precursor to counting with one-to-one correspondence (PK.CC.3a).

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Topic D: Matching 1 Numeral with up to 3 Objects

Rubric Score: ___________ Time Elapsed: ____________

Materials: (S) 3 linking cubes, 5 craft sticks, numerals 1–3

1. Count to 3 on your fingers (any 3 fingers will do).
2. I will help you put these hats on top of your 3 fingers (assist child). How many hats do you have?
3. Use your sticks to show that number. How many sticks are in the group?
4. (Show numerals 1–3.) Which number shows how many sticks are in your group?
5. (Show 1 craft stick.) What number shows how many craft sticks are in this group?
6. (Show 2 cubes.) What number shows how many cubes are in this group?

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Module 1 Assessment Picture Cards

1. Cat
2. Squirrel
3. Dog
4. Sock
5. Bicycle
6. Flower
Pre-Kindergarten End-of-Module 1 Assessment (Administer after Topic H)

Student Name ____________________________

Topic E: How Many Questions with 4 or 5 Objects

Rubric Score: ___________ Time Elapsed: ___________

Materials: (S) 5 linking cubes to be used as “birds” (the “birds” give the assessment a playful context), paper plate

1. Let’s pretend that these linking cubes are birds. These birds (linking cubes) fly into your tree (assist in putting cubes on the child’s left hand fingers like little hats). Touch and count each one. How many birds are in your tree?

2. A bird flies away (take 1 cube away). Touch and count the birds in your tree now.

3. (Put cube back on the student’s finger.) Watch as all the birds fly to the ground. (Place the cubes in a circle around a plate.) Touch and count each one. How many birds are on the ground?

Note: If a child is unable to count 5 objects with one-to-one correspondence (one object paired with one number word), ask him to rote count to 5. Rote counting (PK.CC.1) is a precursor to counting with one-to-one correspondence (PK.CC.3a).

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Topic F: Matching 1 Numeral with up to 5 Objects

Rubric Score: ___________ Time Elapsed: ___________

Materials: (S) Numerals 1–5, bird cards (cut apart), 7 linking cubes

1. (Put bird pictures in front of student. Show the numeral 4.) What number is this? Can you find the group of birds that matches this number?

2. (Repeat with 2.)

3. (Repeat with 3.)

4. (Repeat with 1.)

5. (Show the numeral 5.) What number is this? Pretend these cubes are birds. Can you make a group of birds to match this number?

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**Topic G: One More with Numbers 1 to 5**

Rubric Score: ___________ Time Elapsed: ____________

Materials: (S) 5 linking cubes as imaginary birds

1. Let’s pretend these cubes are birds. (Place 5 cubes in front of student.) Two birds want to play. Show me 2 birds.
2. One more bird wants to play. Show me 1 more. (Child puts another cube in the group.) How many birds are playing now? (Continue the pattern of 1 more to 5.)

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**Topic H: Counting 5, 4, 3, 2, 1**

Rubric Score: ___________ Time Elapsed: ___________

Materials: (S) 5 linking cubes as imaginary birds

1. Let’s pretend these cubes are birds. (Place 5 cubes in front of student.) How many birds are there on the ground?
2. One bird flies into my tree. Show me. (After the student removes 1 cube from the group, place it on your left pinky.) How many birds are on the ground now? (Continue the pattern of 1 less to 1.)
3. Can you count from 5 to 1?

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Module 1 Assessment Picture Cards

- Image of two pigeons
- Image of one chicken
- Image of two chickens
- Image of two pigeons
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