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Draw 1 more soccer ball in each line.
Lesson 2

Use linear configurations to count 6 and 7 in relation to 5.

Date: 8/1/14

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Color the socks to show pairs.

Color the set below that has 6.
Lesson 6: Compose 6, and then decompose into two parts. Match to the numeral 6.

Date: 8/1/14

Cut along dashed lines to prepare Partners of 6 Puzzles.

partners of 6 puzzles
Lesson 6: Compose 6, and then decompose into two parts. Match to the numeral 6.

Date: 8/1/14
Cut along dashed lines to prepare Partners of 7 Puzzles.

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partners of 7 puzzles

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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 7: Compose 7, and then decompose into two parts. Match to the numeral 7.

Date: 8/1/14
Lesson 7: Compose 7, and then decompose into two parts. Match to the numeral 7.

Date: 8/1/14
Lesson 8:
Count 6 and 7 objects in circular configurations.

6 squirrels and 7 bears
Lesson 8: Count 6 and 7 objects in circular configurations.

Date: 8/1/14

6 squirrels and 7 bears
Lesson 8: Count 6 and 7 objects in circular configurations.

Date: 8/1/14
Lesson 9: Arrange and count 6 and 7 objects in varied configurations.

Date: 8/1/14

underwater mat
Lesson 9: Arrange and count 6 and 7 objects in varied configurations.

Date: 8/1/14

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Lesson 9: Arrange and count 6 and 7 objects in varied configurations.

Date: 8/1/14

6–7 picture cards
Lesson 10: Tally 6 and 7 objects.

Date: 8/1/14
Lesson 10: Tally 6 and 7 objects.

Date: 8/1/14
Lesson 12: Introduce 8, and relate 8 to 7 and 1 more.

Date: 8/1/14

Ollie Octopus
Lesson 12: Introduce 8, and relate 8 to 7 and 1 more.
Date: 8/1/14
Name ____________________________ Date _____________

Trace and count the legs on Ansel Ant and Spencer Spider.
Lesson 15: Count 8 objects in array configurations.

Date: 8/1/14

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socks for Ansel and Spencer
Cut along dashed lines to prepare Partners of 8 Puzzles.
Lesson 16: Compose 8, and then decompose into two parts. Match the numeral.

Date: 8/1/14
Lesson 17: Count 8 objects in circular configurations.

Date: 8/1/14

8 apples
Lesson 17: Count 8 objects in circular configurations.

Date: 8/1/14
Lesson 17: Count 8 objects in circular configurations.

Date: 8/1/14

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Lesson 25: Count 9 objects in array configurations.

Date: 8/1/14
Lesson 25: Count 9 objects in array configurations.

Date: 8/1/14

Three Blind Mice

Three blind mice. Three blind mice.
See how they run. See how they run.
They all ran after the farmer’s wife, who chased them away with a fork and a knife.
Did you ever see such a sight in your life,
As three blind mice?

Three Little Kittens

Three little kittens they lost their mittens,
And they began to cry,
Oh, mother dear, we sadly fear
Our mittens we have lost.
What! Lost your mittens, you naughty kittens!
Then you shall have no pie.
Mee-ow, mee-ow, mee-ow.
No, you shall have no pie.

nursery rhymes
animal array
Lesson 26: Compose 9, and decompose into two parts. Match numerals 0 and 9 to no objects and 9 objects.

Date: 8/1/14
Cut along dashed lines to prepare Partners of 9 Puzzles.
Lesson 26: Compose 9, and decompose into two parts. Match numerals 0 and 9 to no objects and 9 objects.

Date: 8/1/14

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 numerals and dots match.

numeral cards
Lesson 26: Compose 9, and decompose into two parts. Match numerals 0 and 9 to no objects and 9 objects.

Date: 8/1/14
Lesson 26: Compose 9, and decompose into two parts. Match numerals 0 and 9 to no objects and 9 objects.

Date: 8/1/14
Lesson 26:
Compose 9, and decompose into two parts. Match numerals 0 and 9 to no objects and 9 objects.

Date: 8/1/14
Lesson 27:
Count 9 objects in a circular configurations.

Date: 8/1/14
Count 9 objects in a circular configurations.
Lesson 27: Count 9 objects in a circular configuration.

Date: 8/1/14
orange slices

Lesson 31: Introduce 10, and relate 10 to 9 with 1 more.

Date: 8/1/14
Lesson 34: Count 10 objects in array configurations.

Date: 8/1/14

NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 34: Count 10 objects in array configurations.

Date: 8/1/14

dot cards 8–10 (5-group formation)
Lesson 34:
Count 10 objects in array configurations.

Date: 8/1/14
Lesson 34: Count 10 objects in array configurations.

Date: 8/1/14

animal array cards
Lesson 34: Count 10 objects in array configurations.

Date: 8/1/14

animal array cards
Cut along dashed lines to prepare Partners of 10 Puzzles.
Cut along dashed lines to prepare Partners of 10 Puzzles.
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.
10 puppies
Lesson 37: Arrange and count 10 objects in circular configurations.

Date: 8/1/14

10 puppies
Lesson 37: Arrange and count 10 objects in circular configurations.

Date: 8/1/14
Lesson 37:  
Arrange and count 10 objects in circular configurations.  

Date: 8/1/14
Lesson 39:
Count up to 10 objects in varied configurations.

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Bingo card 1
Lesson 39: Count up to 10 objects in varied configurations.

Date: 8/1/14

Bingo card 2
Lesson 39:

Count up to 10 objects in varied configurations.

Date: 8/1/14

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Bingo card 3
Lesson 39: Count up to 10 objects in varied configurations.

Date: 8/1/14

BINGO

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Bingo card 4
Lesson 39: Count up to 10 objects in varied configurations.
Date: 8/1/14

BINGO

Bingo card 5
Lesson 39:
Count up to 10 objects in varied configurations.

Date: 8/1/14

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Bingo card 6
Lesson 39: Count up to 10 objects in varied configurations.

Date: 8/1/14

BINGO

Bingo card 7
Lesson 39:
Count up to 10 objects in varied configurations.
8/1/14

Lesson 39 Template 8
PK•3

B I N G O

Bingo card 8

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Lesson 42: Culminating task—represent numbers 6–10 using objects, images, and numerals in a number book.

Date: 8/1/14

pictures and shapes
Lesson 42:

Culminating task—represent numbers 6–10 using objects, images, and numerals in a number book.

Date: 8/1/14
### Student Name _________________________

**Topic A: How Many Questions with up to 7 Objects**

**Rubric Score:** ___________  **Time Elapsed:** ____________

**Materials:** (S) 7 small rocks, 7-stick of linking cubes with 5 red and 2 yellow

1. (Put 6 small rocks in a straight horizontal line.) Touch and count the rocks.
2. Put one more rock on the end of the line. How many are there?
3. (Change the rocks for a linking cube stick of 6 cubes with 5 red and 1 yellow.) Count the cubes. How many are there?
4. (Break the stick into 2 threes. Arrange them as two rows.) Count the cubes. How many are there?
5. (Put the stick back together.) Put one more yellow cube on the yellow end. How many cubes are there now?

**Note:** If a child is unable to count 7 objects with one-to-one correspondence (one object paired with one number word), ask him to rote count to 7. Rote counting (PK.CC.1) is a precursor to counting with one-to-one correspondence (PK.CC.3a).

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**Topic B: Matching One Numeral with up to 7 Objects**

Rubric Score: ___________ Time Elapsed: ___________

Materials: (S) 7 linking cubes of the same color, 10 small rocks, paper plate, paper clip, numeral cards 1–7

1. (Arrange 6 linking cubes in a circle around the rim of a plate.) Touch and count the cubes. How many cubes are there? You may use the paper clip if it will help you count.

2. (Display the numerals 1, 2, 3, 4, 5, 6, and 7 scattered and out of order on the table.) Hand me the number that shows the number of cubes on the plate.

3. (Arrange 7 linking cubes in a circle around the rim of a plate.) Touch and count the cubes. How many cubes are there? You may use the paper clip if it will help you count.

4. (Remove the linking cubes and place 10 small rocks in a scattered configuration on the plate. Show the numeral 7.) Put this number of rocks in a straight line.

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Topic C: *How Many* Questions with up to 8 Objects

Rubric Score: ___________ Time Elapsed: ____________

Materials: (S) 8 small rocks, 8 stick of linking cubes with 5 red and 3 yellow, paper plate

1. (Put 7 small rocks in a straight horizontal line.) Touch and count the rocks. How many are there?
2. (Put one more rock at the end of the line.) How many are there now?
3. (Exchange the 8 rocks for a linking cube stick of 8 cubes with 5 red and 3 yellow.) Count the cubes. How many are there?
4. (Break the stick into 4 twos. Arrange them as 4 rows.) Count the cubes. How many are there?
5. (Put the stick back together.) How many cubes are there now?

Note: If a child is unable to count 8 objects with one-to-one correspondence (one object paired with one number word), ask her to rote count to 8. 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 One Numeral with up to 8 Objects

Rubric Score: __________ Time Elapsed: __________

Materials: (S) 8 linking cubes of the same color, paper plate, paper clip, numeral cards 1–8

1. (Arrange 8 linking cubes in a circle around the rim of a plate.) Touch and count the cubes. How many cubes are there? You may use the paper clip if it will help you count.

2. (Display the numerals 1, 2, 3, 4, 5, 6, 7, and 8 scattered and out of order on the table.) Hand me the number that shows the number of cubes on the plate.

3. (Remove the linking cubes and place 10 small rocks in a scattered configuration on the plate. Show the numeral 8.) Put this number of rocks in a straight line.

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Pre-Kindergarten End-of-Module 3 Assessment Instructions (Administer after Topic H)

Student Name _________________________

**Topic E: How Many Questions with 0 to up to 9 Objects**

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**Materials:** (S) 9 small leaves, 9-stick of linking cubes with 5 yellow and 4 blue

1. (Put 8 small leaves in a straight horizontal line.) Touch and count the leaves.
2. Put one more leaf on the end of the line. How many are there?
3. (Exchange the leaves for a linking cube stick of 9 cubes with 5 yellow and 4 blue.) Count the cubes. How many are there?
4. (Break the stick into 3 threes. Arrange them as 3 rows.) Count the cubes. How many are there?
5. (Show an empty plate.) How many cubes are on this plate? Leaves? Elephants?

Note: If a child is unable to count 9 objects with one-to-one correspondence (one object paired with one number word), ask her to rote count to 9. Rote counting (PK.CC.1) is a precursor to counting with one-to-one correspondence (PK.CC.3a).

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**What did the student do?**

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**What did the student say?**

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Topic F: Matching One Numeral with 0 up to 9 Objects

Rubric Score: ___________ Time Elapsed: ____________

Materials: (S) 9 teddy bear counters of the same color and size, 10–12 leaves, paper plate, linking cube, numerals 0 to 9

1. (Arrange 9 teddy bears in a circle around the rim of a plate.) Touch and count the teddy bears. How many teddy bears are there? You may use the cube if it will help you count.
2. (Display the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 scattered and out of order on the table.) Hand me the number that shows the number of teddy bears on the plate.
3. (Remove all the teddy bears from the plate.) Hand me the number that shows how many cars are on this plate.
4. (Show a small pile of 10–12 leaves. Show the numeral 9.) Put this number of leaves in a straight line.

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Topic G: How Many Questions with up to 10 Objects

Rubric Score: ___________ Time Elapsed: ___________

Materials: (S) 12 small leaves, 10-stick of linking cubes with 5 orange and 5 red

1. (Put 9 small leaves in a straight horizontal line.) Touch and count the leaves.
2. Put one more leaf on the end of the line. How many are there now?
3. (Exchange the leaves for a linking cube stick of 10 cubes with 5 orange and 5 red.) Count the cubes. How many are there?
4. (Break the stick into 2 fives. Arrange them as 2 rows.) Count the cubes. How many are there?
5. (Join the stick together again, and break then it into 5 twos in 5 rows.) Count the cubes. How many are there?

Note: If a child is unable to count 10 objects with one-to-one correspondence (one object paired with one number word), ask him to rote count to 10. Rote counting (PK.CC.1) is a precursor to counting with one-to-one correspondence (PK.CC.3a).

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Topic H: Matching One Numeral with up to 10 Objects

Rubric Score: ___________ Time Elapsed: ____________

Materials: (S) 10 small paper clips, piece of construction paper, 1 leaf, numerals 0 to 10, 12–15 beans

1. (Arrange 10 paper clips in a circle on the construction paper.) Touch and count the paper clips. How many paper clips are there? You may use the leaf if it will help you count.

2. (Display the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 scattered and out of order on the table.) Hand me the number that shows the number of paper clips on the plate.

3. (Exchange the paper clips on the paper for 12–15 beans in a scattered configuration. Show the numeral 10.) Put this number of beans in a straight line.

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Learning Resources
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Educational Media

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