i-Ready Classroom Mathematics | OREGON EDITION

Oregon Teacher Toolbox

Resource Sampler

Grade K

Engaging Resources to Drive

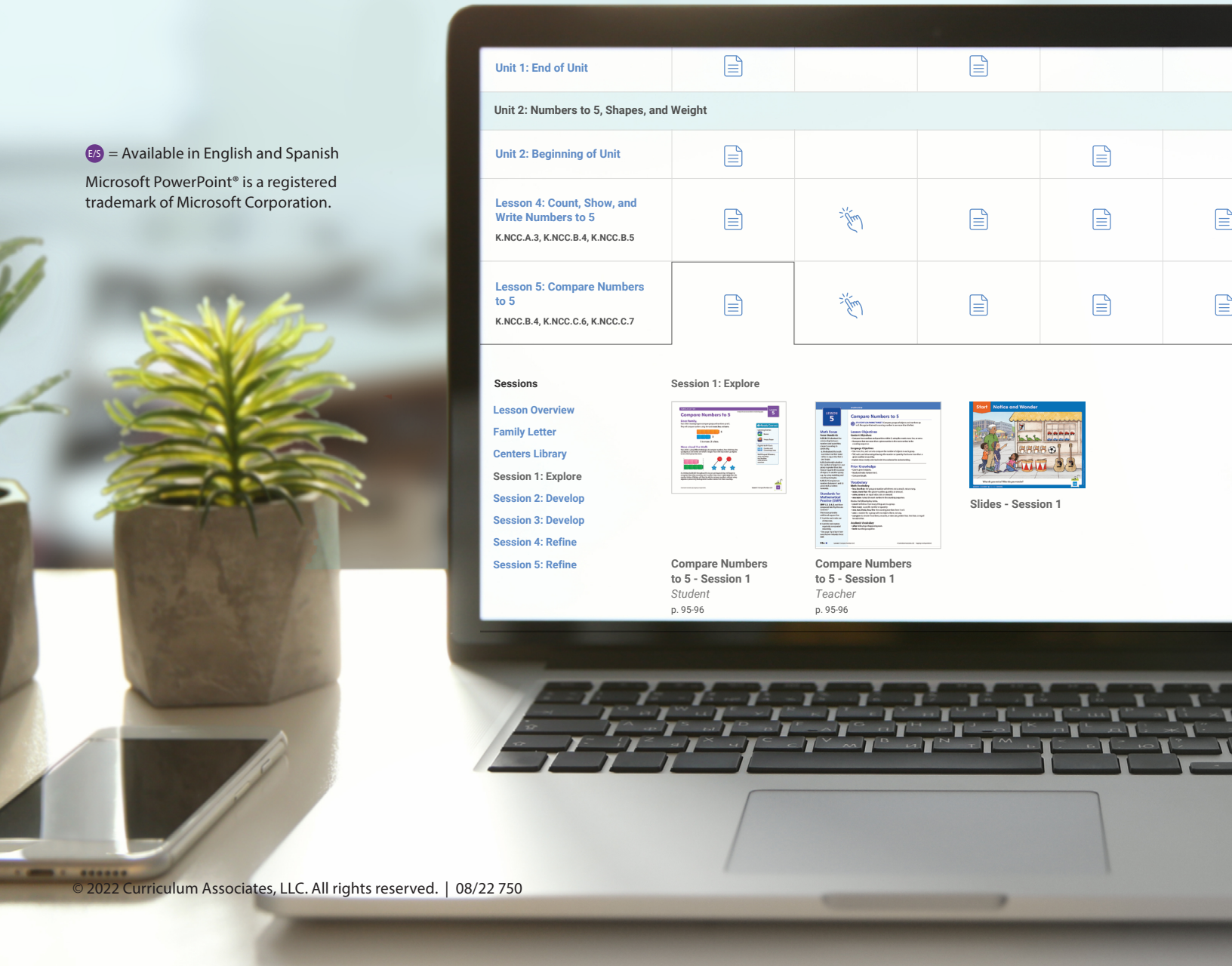
i-Ready Classroom Mathematics, Oregon Edition includes a wealth of resources to meet the needs of all learners. The Oregon Teacher Toolbox resources are accessible through the Teacher Digital Experience via i-ReadyConnect.com.

Easily Access All Grades K–8 Resources on the Oregon Teacher Toolbox:

- Oregon Enhancement Activities E/S
- Activity Sheets E/S
- Assessments *(Lesson Quizzes, Practice Tests, and Unit Assessments—Forms A and B)* E/S
- Cumulative Practice E/S
- Develop Session Videos
- Digital Math Tools
- Discourse Cards E/S
- Graphic Organizers E/S
- Games *(Unit Level K–8 and Grade Level K–2)* E/S
- Enrichment Activities E/S
- Family Letters E/S
- Fluency and Skills Practice E/S
- Implementation Support

E/S = Available in English and Spanish

Microsoft PowerPoint® is a registered trademark of Microsoft Corporation.



© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Student Growth

- Interactive Tutorials E/S
- Literacy Connection Activities E/S
- Math Center Activities *(On Level, Below Level, and Above Level)* E/S
- Student Worktext PDFs E/S
- PowerPoint® Slides *(Editable)* E/S
- Prerequisite Lessons E/S
- Professional Learning Videos
- Teacher's Guide PDFs
- Tools for Instruction E/S
- Unit Flow & Progression Videos *(Closed Captioned in English and Spanish)*

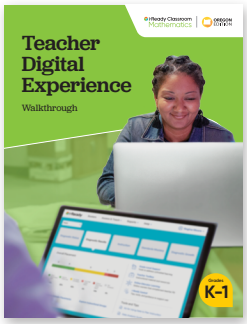
Table of Contents

This sampler includes some of the lesson- and unit-level resources available on Oregon Teacher Toolbox for **Unit 2: Numbers to 5, Shapes, and Weight, Lesson 5: Compare Numbers to 5**.

Enhancement Activities
Page 4

Lesson-Level Resources
Page 19

Unit-Level Resources
Page 34

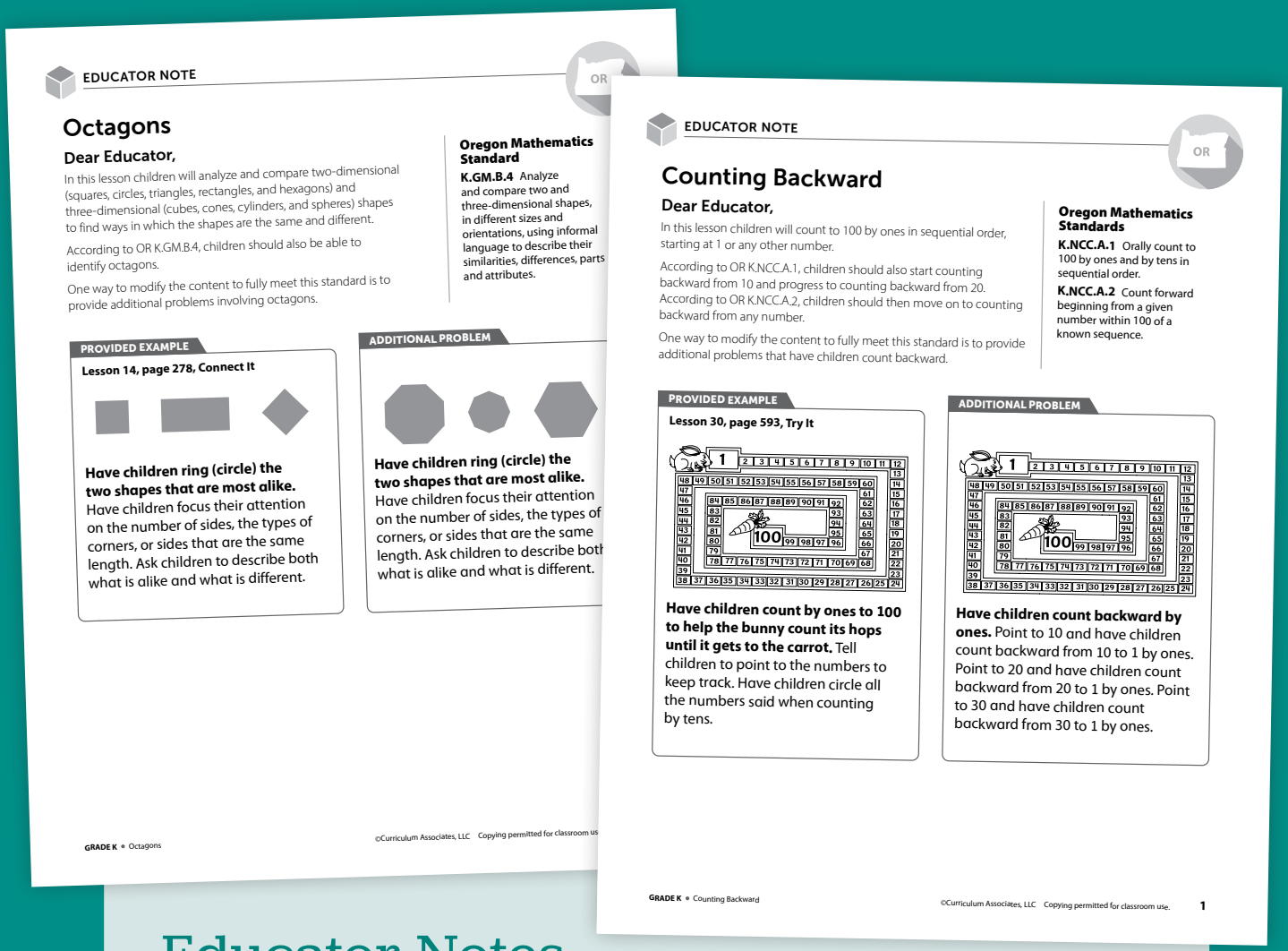


Check out the Teacher Digital Experience Walkthrough to see more digital resources!

Explore all Grades K–8 resources in your demo account. Review the Teacher Digital Experience Walkthrough to see how.

Oregon Enhancement Activities

Oregon Enhancement Activities provide additional notes and activities to ensure all the Oregon Mathematics Standards are addressed. **Following are the two types of Enhancement Activities.**



EDUCATOR NOTE

Octagons

Dear Educator,

In this lesson children will analyze and compare two-dimensional (squares, circles, triangles, rectangles, and hexagons) and three-dimensional (cubes, cones, cylinders, and spheres) shapes to find ways in which the shapes are the same and different.

According to OR K.GM.B.4, children should also be able to identify octagons.

One way to modify the content to fully meet this standard is to provide additional problems involving octagons.

Oregon Mathematics Standard

K.GM.B.4 Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and attributes.

PROVIDED EXAMPLE

Lesson 14, page 278, Connect It

Have children ring (circle) the two shapes that are most alike. Have children focus their attention on the number of sides, the types of corners, or sides that are the same length. Ask children to describe both what is alike and what is different.

ADDITIONAL PROBLEM

Have children ring (circle) the two shapes that are most alike. Have children focus their attention on the number of sides, the types of corners, or sides that are the same length. Ask children to describe both what is alike and what is different.

GRADE K • Octagons

©Curriculum Associates, LLC Copying permitted for classroom us

EDUCATOR NOTE

Counting Backward

Dear Educator,

In this lesson children will count to 100 by ones in sequential order, starting at 1 or any other number.

According to OR K.NCC.A.1, children should also start counting backward from 10 and progress to counting backward from 20. According to OR K.NCC.A.2, children should then move on to counting backward from any number.

One way to modify the content to fully meet this standard is to provide additional problems that have children count backward.

Oregon Mathematics Standards

K.NCC.A.1 Orally count to 100 by ones and by tens in sequential order.

K.NCC.A.2 Count forward beginning from a given number within 100 of a known sequence.

PROVIDED EXAMPLE

Lesson 30, page 593, Try It

Have children count by ones to 100 to help the bunny count its hops until it gets to the carrot. Tell children to point to the numbers to keep track. Have children circle all the numbers said when counting by tens.

ADDITIONAL PROBLEM

Have children count backward by ones. Point to 10 and have children count backward from 10 to 1 by ones. Point to 20 and have children count backward from 20 to 1 by ones. Point to 30 and have children count backward from 30 to 1 by ones.

GRADE K • Counting Backward

©Curriculum Associates, LLC Copying permitted for classroom use. 1

Educator Notes

- Describe how the content in the *i-Ready Classroom Mathematics, Oregon Edition* instructional program varies from the expectations of the Oregon Mathematics Standards.
- Also include an example of how the content might be modified in order to better address the Oregon Mathematics Standards.

Educator Notes are provided when:

- Oregon Mathematics Standards require different content limits or vocabulary terms OR
- A clear modification can tailor the *i-Ready Classroom Mathematics, Oregon Edition* instructional program to address Oregon expectations

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

One-Day Activities

- Step-by-step, teacher-led activities with a focus on hands-on tasks for students
- Activity sheets provided within the activity as needed to support student work

One-Day Activities are provided when:

- There is a less comprehensive Oregon Mathematics Standard that is not addressed by the *i-Ready Classroom Mathematics, Oregon Edition* instructional program OR
- The scope of a Oregon Mathematics Standard goes beyond the instruction provided

ONE-DAY ACTIVITY

4 Check for understanding.

Project **Check for Understanding**. Ask volunteers to tell the number of instances of each number in the table and write them in the blanks next to the number. (1: 2; 2: 3; 3: 1; 4: 2; 5: 1; 6: 1) Have children ask a question that could be used to generate the data. Then have children discuss what the data set tells them about their question.

Observe and monitor children's reasoning and guide or redirect them as necessary. Use the table below to pinpoint where extra support may be needed.

If you observe...	the child may...	Then try...
the child writes the wrong number of instances for a given number,	not have sorted or counted the numbers correctly.	having the child write the numbers from the table on small pieces of paper to help sort the numbers before counting.
the child says a question that does not have a numerical answer,	not understand that the data set for the question has already been collected.	pointing to the data table and asking the child: *What question could have been asked to get these results?*

GRADE K • Ask Questions to Collect Data

©Curriculum Associates, LLC Copying permitted for classroom use.

ONE-DAY ACTIVITY

OR

Ask Questions to Collect Data

In Lesson 9, children sort objects into categories and count to find the number of objects in each category. In this activity, children will generate statistical questions to investigate situations within the classroom. Children will collect data and sort them into categories and count to answer the statistical questions.

Oregon Mathematics Standard

K.DR.A.1 Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by sorting and counting.

Materials

- copies of **Recording Sheets**, 1 per pair (pages 5–6)
- copy of **Collecting Data** (page 7)
- copy of **Data Cards** (pages 8–9)
- copy of **Check for Understanding** (page 10)
- counters, 12 per pair (3 red, 2 blue, 3 yellow, 4 green)
- crayons, 4 per pair (1 red, 1 blue, 1 yellow, 1 green)

1 Review sorting and counting objects.

a. Provide pairs of children with **Recording Sheet 1**, three red counters, two blue counters, three yellow counters, four green counters, two red crayons, two blue crayons, two green crayons, and two yellow crayons.

b. Instruct children to sort the counters by color. Ask: *How can you sort the counters by color?* **(I can put the red counters in a group, the blue counters in a group, the green counters in a group, and the yellow counters in a group.)**

c. Say: *The circles on the sheet represent your group of counters.* Ask: *How many red counters are there?* (3) Have children color three circles in the first row red and write the number of counters.

d. Ask: *How many blue counters are there?* (2) Have children color two circles in the second row blue and write the number of counters.

e. Ask: *How many green counters are there?* (4) Have children color four circles in the third row green and write the number of counters.

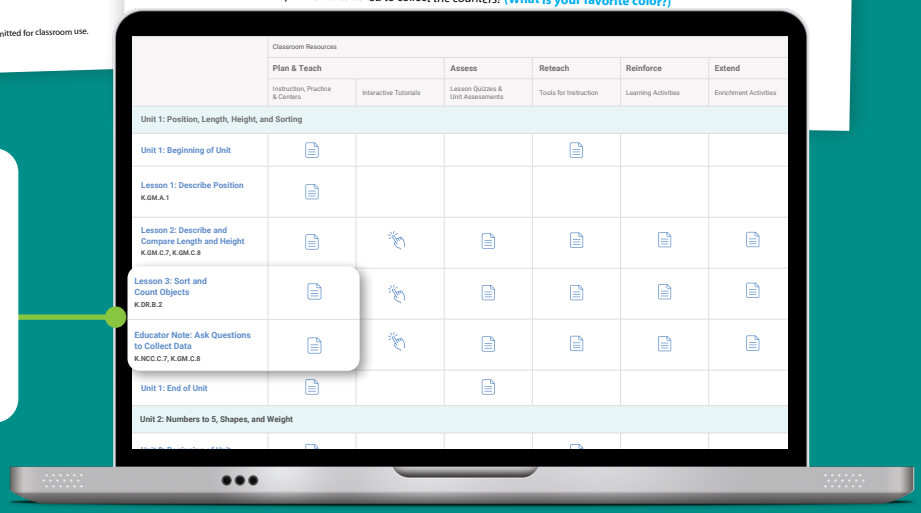
f. Ask: *How many yellow counters are there?* (3) Have children color three circles in the fourth row yellow and write the number of counters.

2 Introduce asking questions to collect data.

a. Say: *The counters shown on your sheet were collected by asking people for their favorite color. Red counters are for the color red, blue counters are for the color blue, green counters are for the color green, and yellow counters are for the color yellow.*

b. Guide children to understand the data by asking questions such as:

- *What question was asked to collect the counters?* **(What is your favorite color?)**



Teacher pages and student recording sheet shown here. The full activity and additional **Enhancement Activities** can be accessed through the Oregon Teacher Toolbox.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

EDUCATOR NOTE

Counting Backward within 120

Dear Educator,

Earlier in Grade 1 children learned to count by tens within 120. In this lesson children learn to count up by ones from any given number within 120.

According to OR 1.NBT.A.1, children should also show understanding of counting backward by ones and tens within 120.

One way to fully meet this standard is to provide additional problems where children can practice counting backward by ones and tens within 120.

Oregon Mathematics Standard

1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

PROVIDED EXAMPLE

Lesson 20, page 457, problem 3

Count by ones:
104, ..., ..., 107 , ...

ADDITIONAL PROBLEMS

Count backward by ones:
112, ..., ..., 109 , ...

Count backward by tens:
110, ..., ..., 80 , ...

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

ONE-DAY ACTIVITY

OR

Ask Questions to Collect Data

In Lesson 9, children sort objects into categories and count to find the number of objects in each category. In this activity, children will generate statistical questions to investigate situations within the classroom. Children will collect data and sort them into categories and count to answer the statistical questions.

Materials

- copies of **Recording Sheets**, 1 per pair (pages 5–6)
- copy of **Collecting Data** (page 7)
- copy of **Data Cards** (pages 8–9)
- copy of **Check for Understanding** (page 10)
- counters, 12 per pair (3 red, 2 blue, 3 yellow, 4 green)
- crayons, 4 per pair (1 red, 1 blue, 1 yellow, 1 green)

Oregon Mathematics Standard

K.DR.A.1 Generate questions to investigate situations within the classroom. Collect or consider data that can naturally answer questions by sorting and counting.

1 Review sorting and counting objects.

a. Provide pairs of children with **Recording Sheet 1**, three red counters, two blue counters, three yellow counters, four green counters, two red crayons, two blue crayons, two green crayons, and two yellow crayons.

b. Instruct children to sort the counters by color. Ask: *How can you sort the counters by color?* **(I can put the red counters in a group, the blue counters in a group, the green counters in a group, and the yellow counters in a group.)**

c. Say: *The circles on the sheet represent your group of counters.* Ask: *How many red counters are there?* **(3)** Have children color three circles in the first row red and write the number of counters.

d. Ask: *How many blue counters are there?* **(2)** Have children color two circles in the second row blue and write the number of counters.

e. Ask: *How many green counters are there?* **(4)** Have children color four circles in the third row green and write the number of counters.

f. Ask: *How many yellow counters are there?* **(3)** Have children color three circles in the fourth row yellow and write the number of counters.

2 Introduce asking questions to collect data.

a. Say: *The counters shown on your sheet were collected by asking people for their favorite color. Red counters are for the color red, blue counters are for the color blue, green counters are for the color green, and yellow counters are for the color yellow.*

b. Guide children to understand the data by asking questions such as:

- *What question was asked to collect the counters?* **(What is your favorite color?)**
- *How many people chose red as their favorite color? How do you know?* **(3; There are three red counters.)**

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

ONE-DAY ACTIVITY

- *How many people chose green as their favorite color? How do you know?* **(4; There are four green counters.)**
- *Which color has more responses? How do you know?* **(Green; There are more green counters than any other color.)**
- *Why are there three red counters and three yellow counters?* **(Three people chose red and three people chose yellow as their favorite color.)**

c. Say: *Now, let's ask a question and record the responses.* Project a copy of **Collecting Data** to the class and have **Data Cards** available to record the responses. Invite 10 volunteers to the front of the class. Ask: *What is your favorite time of year: fall, winter, spring, or summer?*

d. One at a time, ask the volunteers for their favorite time of year and have them place a picture to represent their response in the data table. Place a leaf card for fall, mitten card for winter, raindrop card for spring, or a sun card for summer. Continue until all 10 volunteers have responded.

e. Ask: *How can you find how many children chose fall?* **(Count the leaves in the table.)** Say: *Let's count the leaves together.* Have children count the number of leaves in the data table as you point to them. Record the number of leaves next to the leaf. Repeat for winter (mitten), spring (raindrop), and summer (sun). Guide children to understand the data by asking questions such as:

- *What question was asked to collect the data?* **(What is your favorite time of year?)**
- *How many children chose fall as their favorite? How do you know?* **(Leaves are for the fall. The number of leaves in the data table is the number of children who chose fall.)**
- *How many children chose summer as their favorite? How do you know?* **(Suns are for the summer. The number of suns in the data table is the number of children who chose summer.)**

f. Ask: *How can you find how many children answered the question?* **(Count all the pictures in the table.)** Say: *Let's count the pictures together.* Have children count the number of pictures in the data table as you point to them. Record the number of pictures next to the word *Total.*

g. Invite a volunteer to the front of the class. Say: *Circle the picture for the time of year with more responses.* Guide the volunteer to circle the correct picture by asking: *How do you know which time of year has more responses?* **(The picture that appears more stands for the time of year with more responses.)**

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

ONE-DAY ACTIVITY

h. Invite another volunteer to the front of the class. Say: *Draw a box around the picture for the time of year with less responses.* Guide the volunteer to draw a box around the correct picture by asking: *How do you know which time of year has less responses?* **(The picture that appears less stands for the time of year with less responses.)**

i. Say: *Suppose I ask a different group of 10 children for their favorite time of year.* Ask: *Do you think I would get the same results? Why or why not?* **(No; Different children might prefer different times of the year.)**

3 Practice asking questions to collect data.

a. Provide pairs of children with a copy of **Recording Sheet 3**.

b. Guide children to complete the question at the top of the Recording Sheet by asking questions such as:

- *What do you like?*
- *What do you think some of your classmates might like?*

c. Have children survey 10 classmates and record the data in the data table by circling either *Yes* or *No* in the response table for each classmate.

d. When children have completed collecting the data, have them count the number of yeses in the data table and write it next to *Yes* on their Recording Sheet. Then have them count the number of nos in the data table and write it next to *No* on their Recording Sheet.

e. When children have finished sorting and counting the data, have them write the total number of responses and circle the option more children responded to. Guide children to answer the questions by asking questions such as:

- *How many children chose yes? How many chose no?*
- *How do you know how many children were asked in all?* **(I counted the number of answers in my table.)**
- *How do you know whether more children chose yes or no?* **(I counted the number of yeses and the number of nos in the table. The greater number is the option more children chose.)**

f. Have children share and discuss their results with another pair. Guide children through the discussion by asking questions such as:

- *What is the same about your questions? What is different?*
- *What is the same about the number in each group? What is different?*
- *Is the number of yeses and nos what you thought it would be? Explain.*

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

ONE-DAY ACTIVITY

4 Check for understanding.

Project **Check for Understanding**. Ask volunteers to tell the number of instances of each number in the table and write them in the blanks next to the number. **(1: 2; 2: 3; 3: 1; 4: 2; 5: 1; 6: 1)** Have children ask a question that could be used to generate the data. Then have children discuss what the data set tells them about their question.

Observe and monitor children's reasoning and guide or redirect them as necessary. Use the table below to pinpoint where extra support may be needed.

If you observe…	the child may…	Then try…
the child writes the wrong number of instances for a given number,	not have sorted or counted the numbers correctly.	having the child write the numbers from the table on small pieces of paper to help sort the numbers before counting.
the child says a question that does not have a numerical answer,	not understand that the data set for the question has already been collected.	pointing to the data table and asking the child: *What question could have been asked to get these results?*

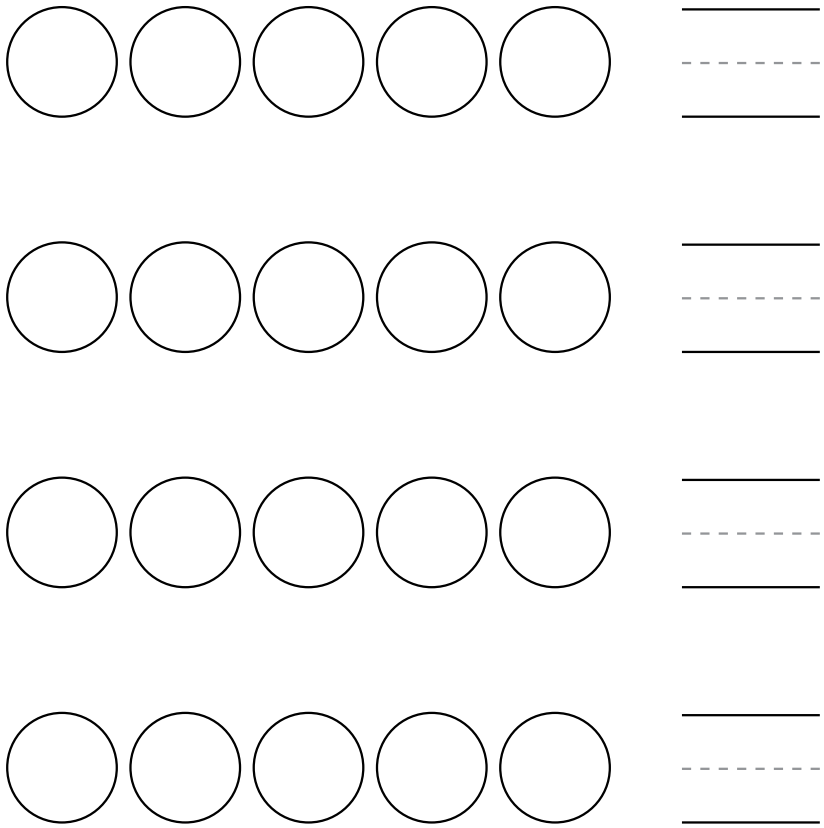
©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

ONE-DAY ACTIVITY

Name:

Recording Sheet 1



©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

ONE-DAY ACTIVITY | Name:

Recording Sheet 3

Do you like _____?

Yes No	Yes No	Yes No	Yes No	Yes No
Yes No	Yes No	Yes No	Yes No	Yes No

Yes: _____ _____

No: _____ _____

Total: _____ _____

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

ONE-DAY ACTIVITY

Name:

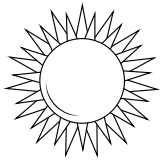
Collecting Data

What is your favorite time of year?

: _____

: _____

: _____



: _____

Total: _____

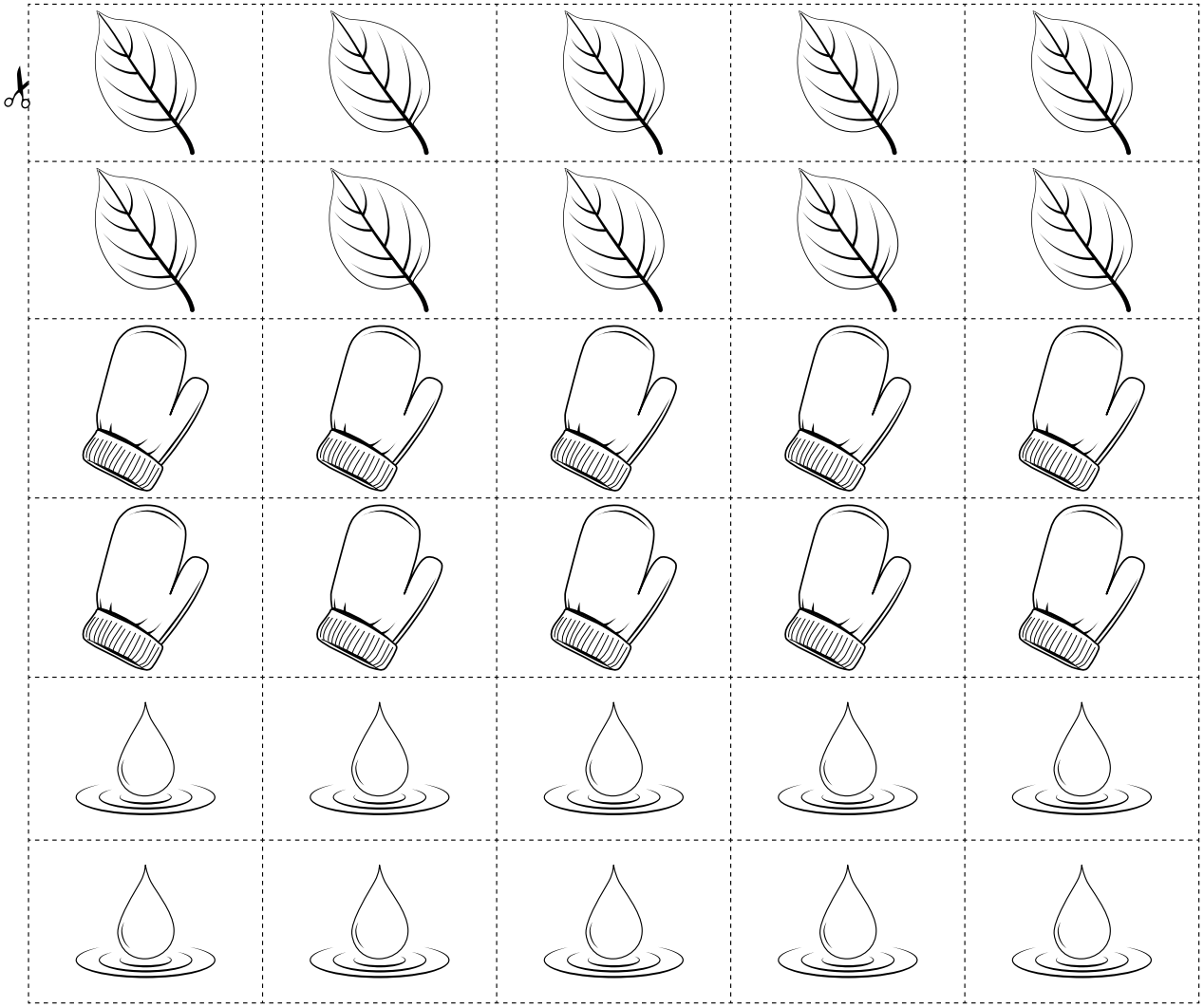
©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

ONE-DAY ACTIVITY

Name:

Data Cards



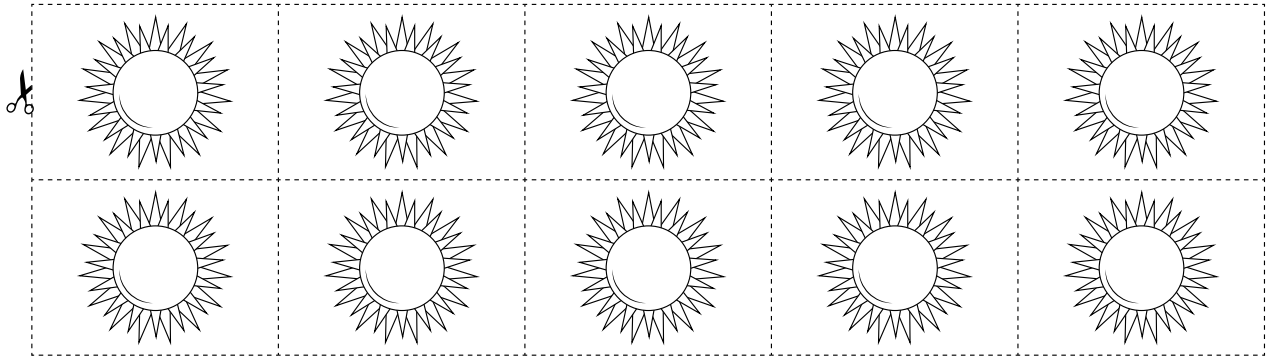
©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

ONE-DAY ACTIVITY

Name:

Data Cards continued



©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

ONE-DAY ACTIVITY | Name:

Check for Understanding

6	3	2	1	4
4	5	2	1	2

1: _____ - - - - - - - - _____

2: _____ - - - - - - - - _____

3: _____ - - - - - - - - _____

4: _____ - - - - - - - - _____

5: _____ - - - - - - - - _____

6: _____ - - - - - - - - _____

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

"I love the differentiated activities to enhance what the kids are learning in class. What a great way to practice the skills they are learning!"

—Mathematics Educator

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

"I love the rigor of the program, and I love having access to all grade levels of the [Teacher] Toolbox. It allows me to differentiate the instruction within each of my math groups."

—Mathematics Educator

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Lesson-Level Resources

Lesson 5: Compare Numbers to 5

Additional Practice

Centers Library 20

Fluency and Skills Practice 22

Differentiation

Reteach: Tools for Instruction 24

Reinforce: Differentiated Learning Activities 26

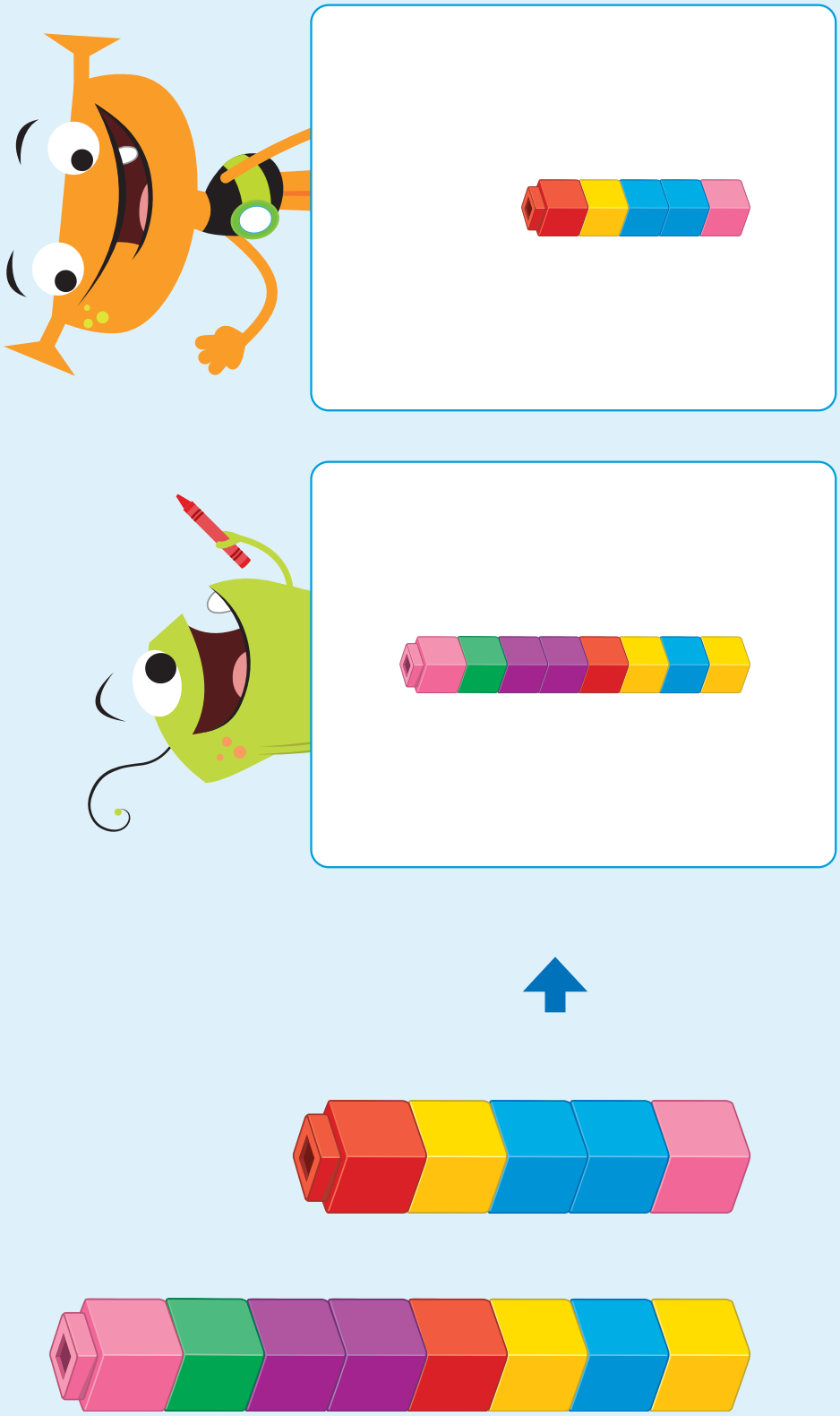
Extend: Enrichment Activity 29

Assessment

Lesson Quiz 31

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Build to Compare



©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

19 Compare Within 10
BUILD TO COMPARE

OPTIONS

A. Cube Number Path Workmat
B. More, Less, Equal Workmat
C. Greater, Less, Equal Workmat

MATERIALS (per pair)

- Connecting cubes
- Cups
- Workmat

PREPARATION

1. Select a range of numbers for children to work with at the center.
2. Place a selected number of connecting cubes in each cup.
3. Select a workmat from the available options.

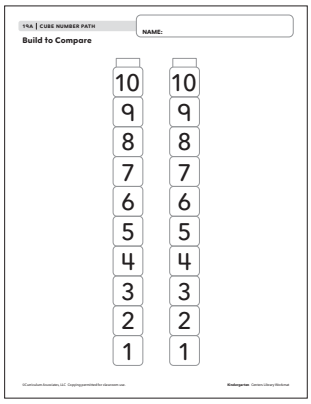
DIRECTIONS

1. Place a cup in front of each partner.
2. Taking turns, each partner takes the cubes out of their cup and builds a tower with that many cubes.
3. Partners compare the number of cubes in each tower and describe the comparison.
4. Partners record the number and comparison on a workmat.
5. Repeat with each partner selecting a different cup and building a new tower.
6. Play continues until time is called.

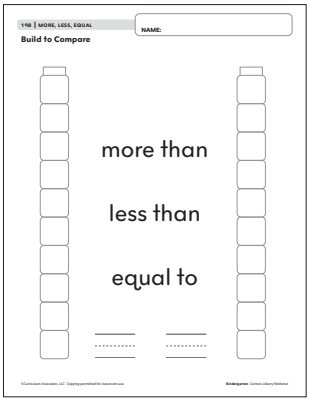
Teacher Tip: Children could select a number card or roll a number cube to determine the number of cubes used to build each tower.

QUICK CHECK

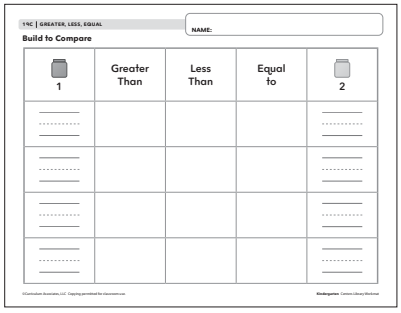
Ask: *How did you know which tower had more or less cubes?*
Listen For: *I knew my tower had ____ cubes because ____.*



A. Cube Number Path Workmat



B. More, Less, Equal Workmat



C. Greater, Less, Equal Workmat

©Curriculum Associates, LLC Copying permitted for classroom use.

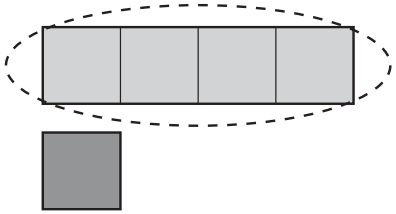
© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Fluency and Skills Practice

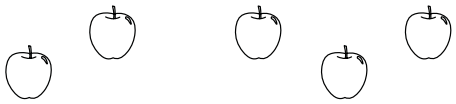
Comparing Within 5

Name _____

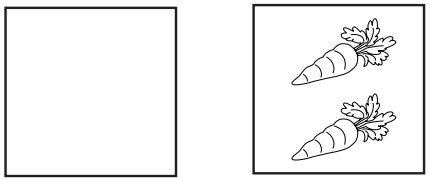
Example



4 1



2 3



0 2

5 4

Have children compare the two groups of objects and circle the group with more. Then ask children to circle the number that is greater. For each problem, ask children to explain how they can tell which group has the number that is more.

©Curriculum Associates, LLC Copying is permitted for classroom use.

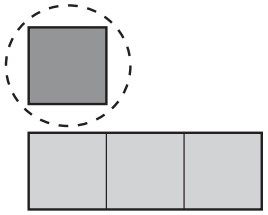
© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Fluency and Skills Practice

Comparing Within 5 *continued*

Name _____

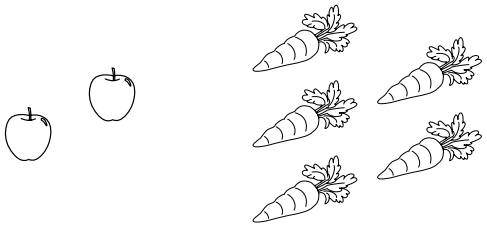
Example



1 3

4 2

3 3



2 5

Have children compare the two groups of objects and circle the group with fewer. Then ask children to circle the number that is less. If the groups are equal, have children circle both groups and both numbers. For each problem, ask children to explain how they can tell which group has the number that is less.

©Curriculum Associates, LLC Copying is permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Tools for Instruction

Compare Within 5

Objective Determine which of two numbers 0–5 is more and which is less.	**Materials** 6 connecting cubes, 6 bags with a different number of counters (0–5) in each, number cards 0–5

Up to this point, students have worked with numbers and numerals through 5 by counting groups of objects and associating numerals with quantities. In this lesson, students extend that understanding by using the terms *more* and *less* to compare amounts through 5. Comparing numbers is extremely important in both mathematics and real life. Students will need to be able to identify which of two groups of objects has more and which has less. They also need to learn how to compare numbers without reference to objects. These skills will help them determine which of two people is older, which of two families has fewer people, and so on.

Step by Step 15–20 minutes

1 Introduce *more* and *less*.

- Count out a group of four cubes with the student, saying the numbers aloud. Repeat with another group, this one containing two cubes.
- Point to the groups and say: *This group has four cubes. This group has two cubes. The group with four cubes is larger; it has* more. *The group with two cubes is smaller; it has* less.
- Review the words *more* and *less* by asking the student to point to the groups in turn and say *more* or *less* as appropriate.

Support English Learners Use gestures to help model the meanings of *more* and *less*. For instance, spread your hands wide apart to show *more* and bring them together to show *less*.

2 Compare using one-to-one correspondence.

- Say: *We can make towers to show which group has more and which has less.*
- Have the student help you make a tower with the four cubes and another tower with the two cubes. Place the towers side by side so that they are touching.
- Slide your finger along the two bottom cubes. Say: *One*. Repeat for the second row and say: *Two*.
- Then say: *The tower with four cubes keeps going. The tower with two cubes ends here! This shows that the tower with four cubes has more and the tower with two cubes has less*.

3 Compare the number of counters in two bags.

- Give the student two bags, one with two counters and the other with three counters. Have the student remove the counters from the bags and count how many in each bag.
- Ask: *Which group has more? Which group has less? How do you know?* (The group with three has more and the group with two has less; sample explanation: I know that three is a greater number than two.)
- If the student has difficulty, place the counters from each bag in a row so that the left ends of the rows are even. Guide the student to see that the top row has an extra counter, so three is more and two is less.
- Repeat with other pairs of bags containing 0–5 counters.

©Curriculum Associates, LLC Copying is permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Tools for Instruction

4 Compare numbers using number cards with dots.

- Give the student two number cards with dots, one showing 4 and one showing 1.
- Have the student identify the numeral on each card or count the dots.
- Ask: *Which card is more? Which card is less? How do you know?* (the card showing 4; the card showing 1; sample explanation: I used the dots to see that 4 is more than 1.) If the student has difficulty, have him or her use the dots to help compare.
- Continue, giving the student other pairs of number cards and asking him or her to determine which is more and which is less.

Check for Understanding

Give the student the number cards that show four and three. Have the student name which card shows more and which shows less.

For the student who struggles, use the table below to help pinpoint where extra help may be needed.

If you observe…	the student may…	Then try…
that the student identifies four as less and three as more,	not know to use the dots to help compare.	having the student match the dots on the cards to demonstrate that one card has more than the other.
that the student is unable to identify either card as more or less,	be uncertain about the meanings of the words *more* and *less*.	using a visual aid, such as a picture that shows *more* and *less,* to refer to when working.

©Curriculum Associates, LLC Copying is permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

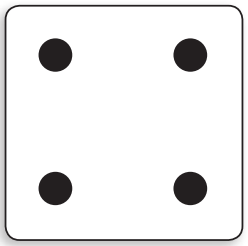
Center Activity K.12 ★★

Compare Vocabulary

Check Understanding
Display the cards 1–4 faceup. Point to the 3 card. Have the child find a card that is 1 more.

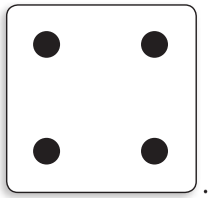
What You Do

Pick a card.

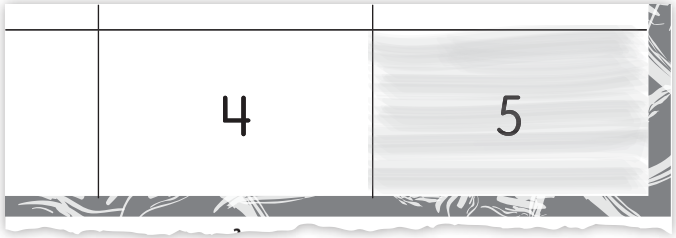


Say.

I spy 1 more than



Point to and color that space on the Game Board.



What You Need
- 2 crayons, each a different color
- Dot Cards 1–4
- Game Board

What You Do
1. Place the dot cards facedown.
2. Take turns. Player A picks a card and says: "I spy 1 more than (number on card)."
3. Player B points to that number on the **Game Board.**
4. If Player A agrees, Player B colors that space on the **Game Board.** If the space is already colored, Player B's turn ends.
5. Play until all spaces on the **Game Board** are colored. The player with the most spaces colored wins.

Go Further!
Play again. The first player to color three spaces in a row wins.

Below Level and Above Level are also available.

©Curriculum Associates, LLC Copying permitted for classroom

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Center Activity K.12 ★★ Game Board

Player A _____

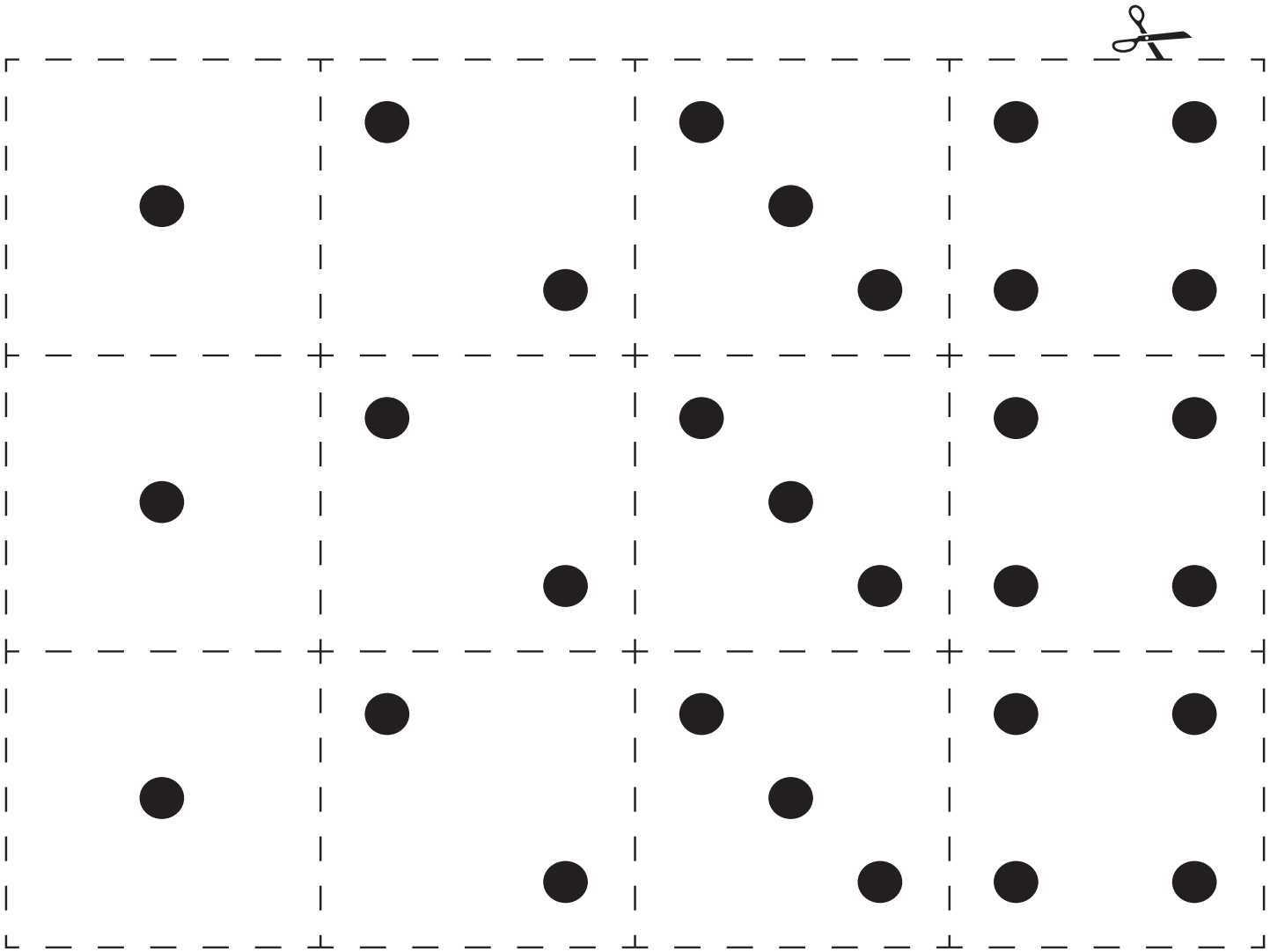
Player B _____

5	4	3
2	3	4
3	2	5

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Center Activity K.12 ★★ Dot Cards 1–4



©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

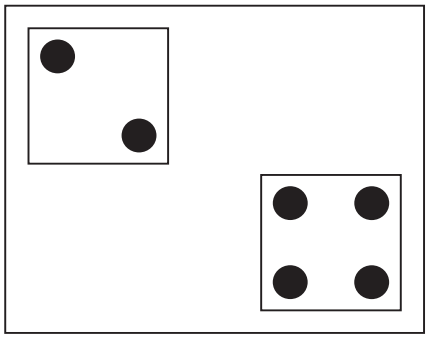
Enrichment Activity

Who Has More?

Your Challenge

Count the dots.

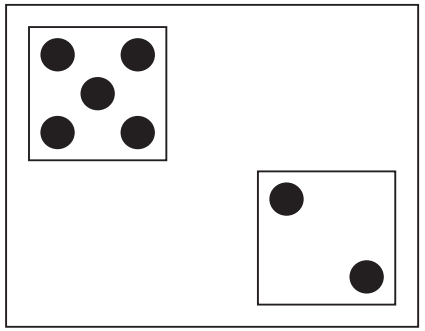
Tim



6

Count the dots.

Kim

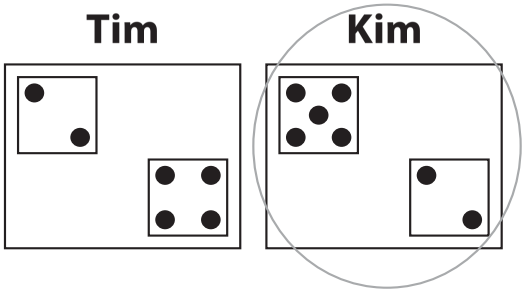


7

Compare. Circle who has more.

6 7

Tim Kim



Children compare two groups of dots and circle the group that has more. Have children count how many dots Tim has in all. Then have them count how many dots Kim has in all. Children then compare and circle the group that has more.

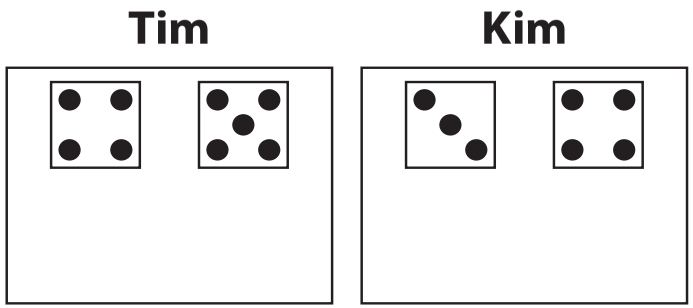
©Curriculum Associates, LLC Copying permitted for classroom use.

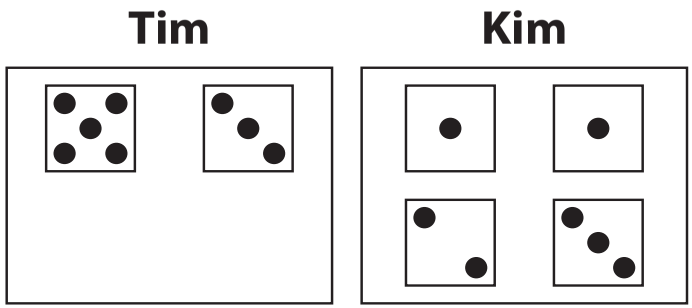
© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

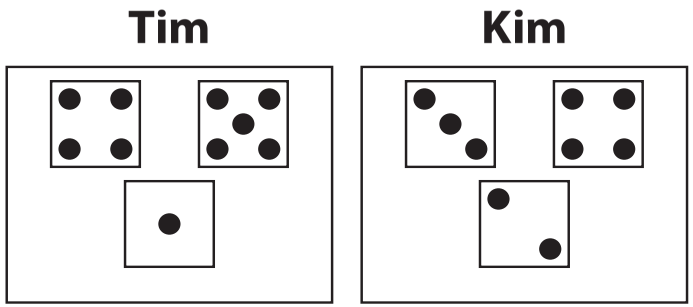
Enrichment Activity **Recording Sheet**

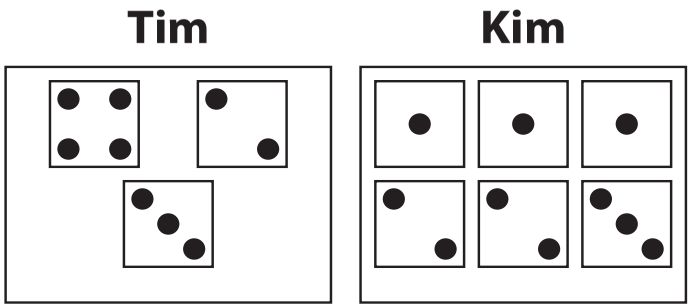
Name _____

Who Has More?









©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Digital Comprehension Checks are also available.

LESSON 5 | QUIZ

NAME:

LESSON 5

3

2

Have children look at the number card and count the dots. Then have them draw dots to show one more.

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

LESSON 5 | QUIZ

NAME:

LESSON 5

For the first problem, have children circle the group that shows more. For the next problem, have children draw a line under the group that shows less. For the last problem, have children circle the number that is more.

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

LESSON 5

Assessment Recording Sheet

	OUTCOMES		STRATEGIES		
Student	**Correctly tells one more**	**Correctly compares two groups within 5**	**Uses matching**	**Uses counting**	**Other**

Use the Assessment Recording Sheets to document observational notes from the activity-based assessment.

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Unit-Level Resources

Unit 2: Numbers to 5, Shapes, and Weight

Unit Game 35

Grade Level Game 37

Literacy Connection 42

Unit Assessment (Form A) 46

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Unit Game

Name _____

Roll and Count Game Board

0 _____

1 _____

2 _____

3 _____

4 _____

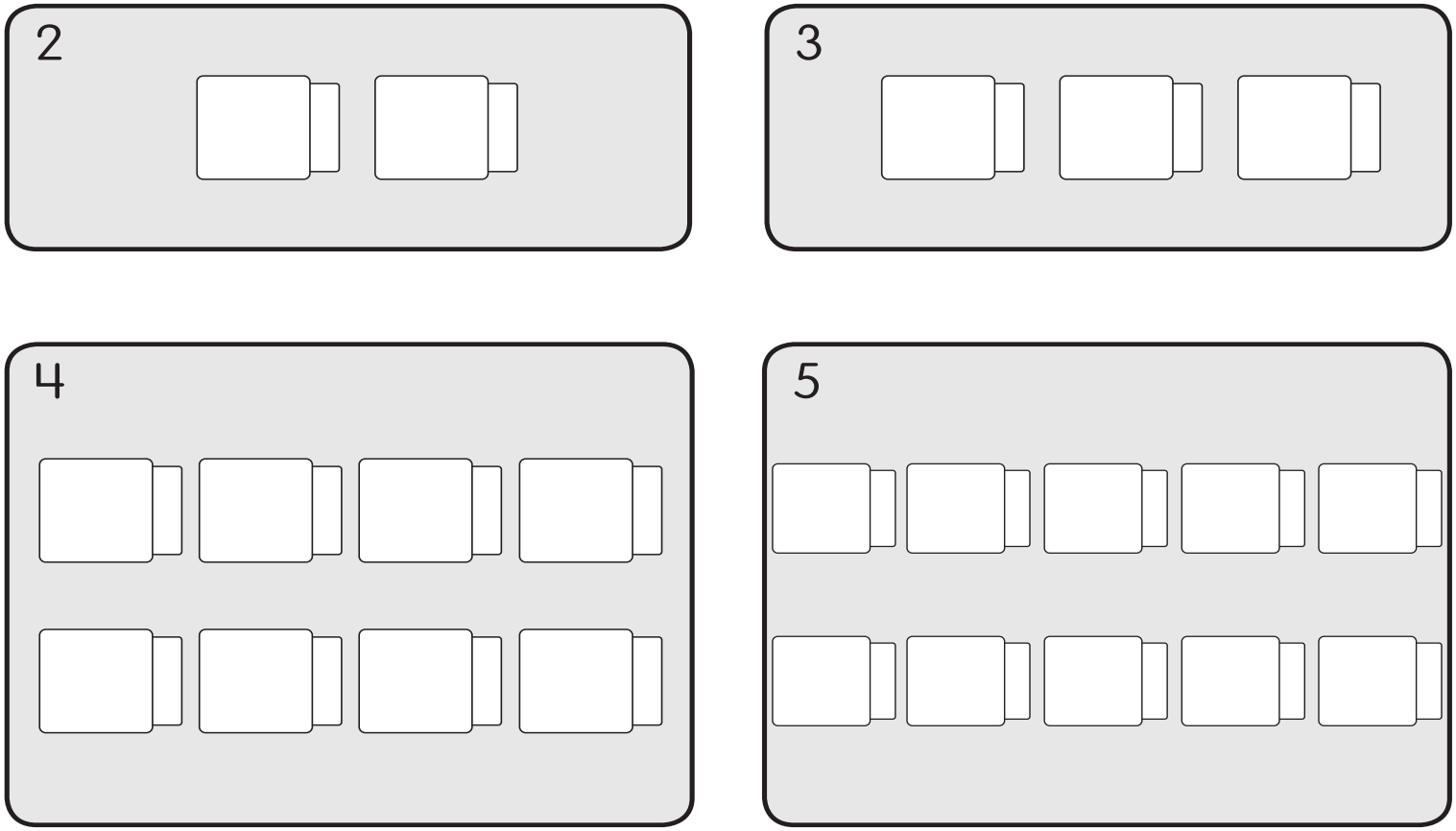
5 _____

Materials For each player: number cube (0–5), 15 counters or small objects (dried beans, counting bears, etc.), *Roll and Count* Game Board
How to Play Roll the number cube. Find the box with that number. Write the number, and then put that number of objects on the box. Skip a turn if a box is already full. The first player to fill all the boxes wins.

©Curriculum Associates, LLC
Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Color the Cubes Recording Sheet



©Curriculum Associates, LLC
Copying permitted for classroom use.

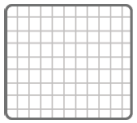
© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Teddy Bears' Picnic

Instructions Page (2 players)

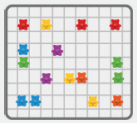
Materials and setup

Picnic game board



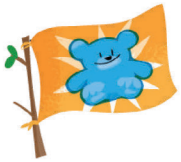
Number chart
1–20, 1–50, or 1–120

Bear counters
6, 12, or 16



- Each player places their bears on the number chart.
- Make sure each bear covers one number.
- Pick a person to start.

Goal



Get all the bears to the picnic by guessing the hidden numbers!

On your turn

Picker:
Put your finger on a bear's head, but don't lift it up!

Guesser:
Guess the number under the bear by saying it out loud.

Picker:
Check if your partner is correct by lifting the bear and reading the number out loud.

✔ **If the guess was correct**, give the bear to your partner.

✘ **If the guess was wrong**, put the bear back!

Guesser:
If you were correct, **put** the bear on the picnic!

© Curriculum Associates, LLC
Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

© Curriculum Associates, LLC
Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

1	10
2	9
3	8
4	7
5	6
6	5
7	4
8	3
9	2
10	1
11	20
12	19
13	18
14	17
15	16
16	15
17	14
18	13
19	12
20	11

©Curriculum Associates, LLC; Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

©Curriculum Associates, LLC; Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

©Curriculum Associates, LLC; Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

What Am I?

by Ron Fridell

1 I live on both land and water. I love to hop around. My skin is shiny green. My eyes are bright red. What am I?

2 I am a red-eyed tree frog.

3 My home is the rainforest. This huge, wet jungle is my habitat. What a wonderful place to live! Millions of insects live up in the trees. I grab them with my long, sticky tongue. Crunchy crickets are a favorite. YUM!

4 I am glad that my habitat is so wet. I need lots of water to keep my shiny green skin moist. So I am glad it rains so much here.

5 I do most of my hunting at night. In the daytime I sleep in the trees. My green skin makes me blend in with the leaves. And that helps keep me safe from all the hungry birds and snakes!

6 My bulging red eyes help protect me too. When hungry enemies come near, I flash my eyes at them. They are so startled that they don't know what to do. And that gives me time to escape and live another day in my wonderful habitat!

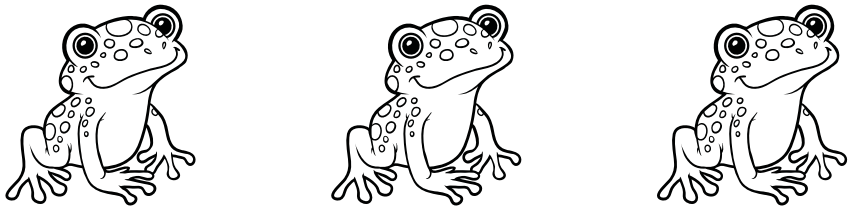
©Curriculum Associates, LLC; Copying permitted for classroom use.
Photography Credit: Don Mammoser/Shutterstock

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

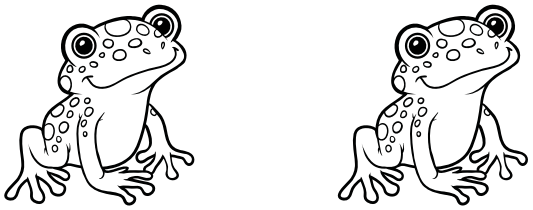
Name _____

Literacy Connection: Science

"What Am I?": Count and Write to 5



1	2	3	4



1	2	3	4

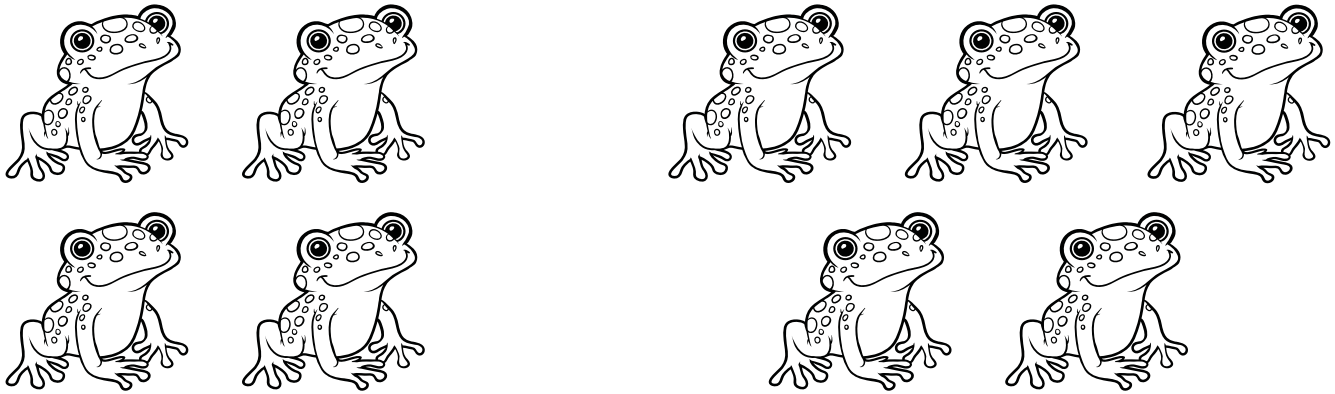
Have children draw a line from each frog to a number tile and then circle the number that shows how many frogs.

©Curriculum Associates, LLC; Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

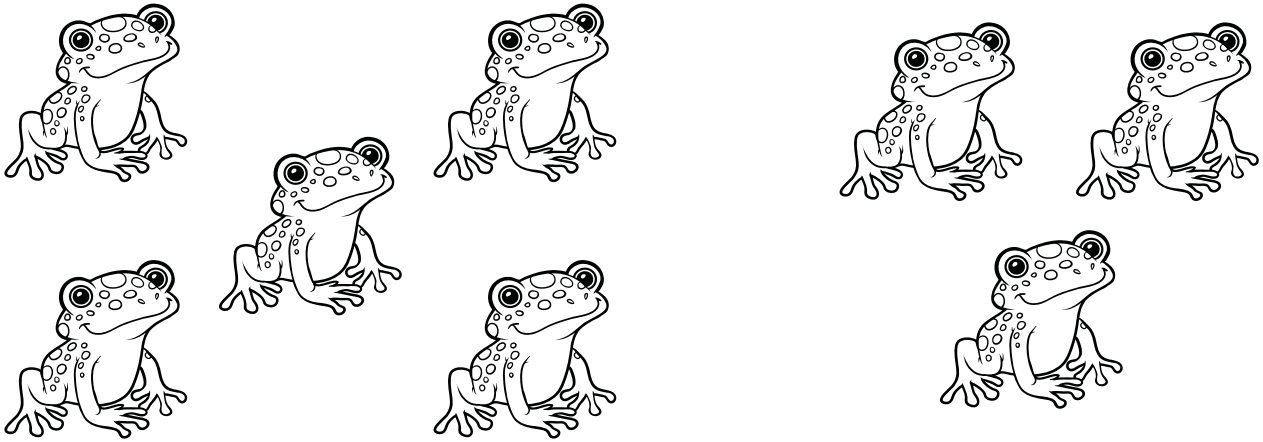
Name _____

Literacy Connection: Science continued



_____

_____



_____

_____

Have children count the frogs in each group, then color the groups that show 5. Have children write the number of frogs in each colored group.

©Curriculum Associates, LLC; Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

"I LOVE the [Teacher] Toolbox. It makes creating multiple lessons for multiple students who have different levels and needs in one day possible when it used to feel impossible. Thanks for making teaching in small groups just a little easier!"

—Mathematics Educator

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Form A is shown here. Digital Comprehension Checks and Form B are also available.

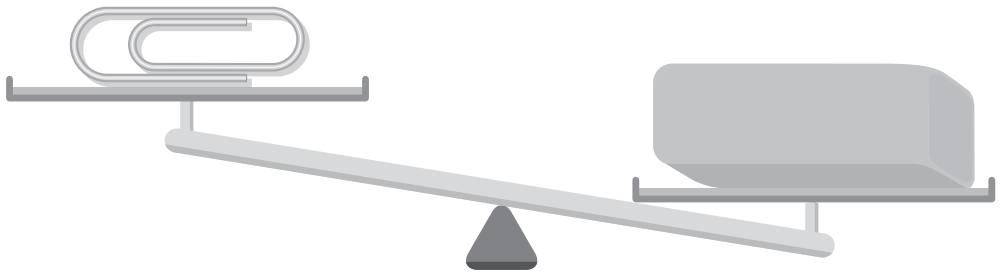
UNIT 2 | UNIT ASSESSMENT

NAME:

UNIT 2

Form A

2



For the first problem, have children draw that many counters. For the next problem, have children circle the heavier object on the pan balance.

©Curriculum Associates, LLC Copying permitted for classroom use.

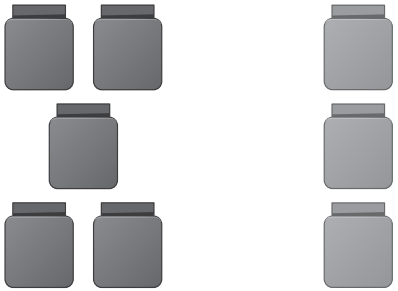
© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

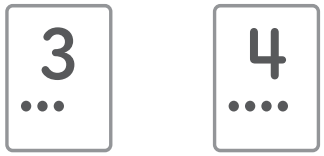
UNIT 2 | UNIT ASSESSMENT

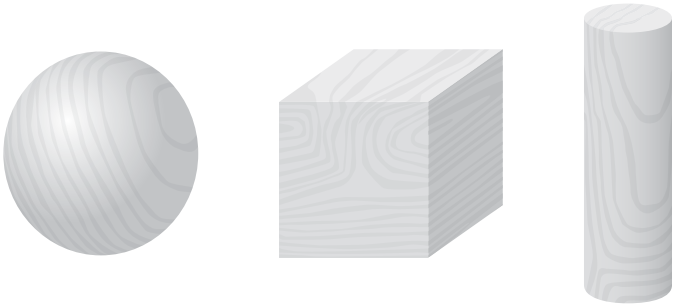
NAME:

UNIT 2

Form A







For the first problem, have children draw a line under the group that shows less. For the next problem, have children circle the number that shows more. For the last problem, have children circle the sphere.

©Curriculum Associates, LLC Copying permitted for classroom use.

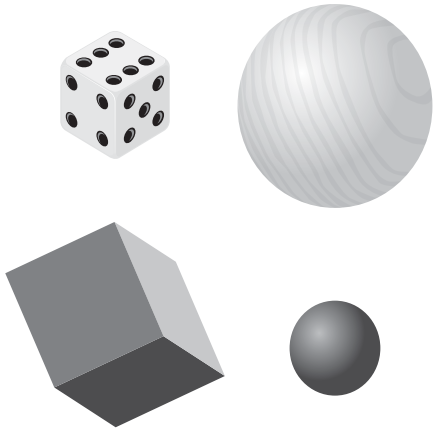
© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

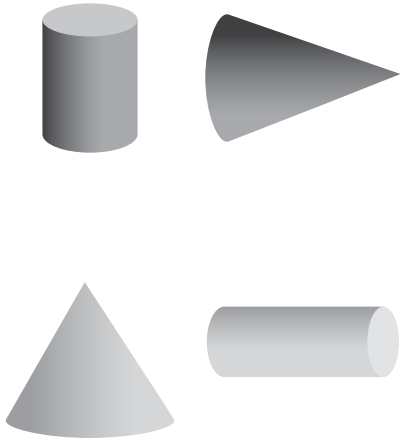
UNIT 2 | UNIT ASSESSMENT

NAME:

UNIT 2

Form A





For the first problem, have children match each real-world object with a geometric solid of the same shape. For the next problem, have children match solid shapes that have the same shape.

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

UNIT 2 | UNIT ASSESSMENT

NAME:

UNIT 2

Form A

For the first problem, have children count the counters and color the number card that shows how many counters. For the next problem, have children cross out the lighter object in the pair. For the last problem, have children look at the number on the card and draw dots to show one more.

©Curriculum Associates, LLC Copying permitted for classroom use.

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

"I highly recommend the use of Teacher Toolbox beyond what words can even convey. Most importantly, the growth I see in students using the [Teacher] Toolbox resources is unmatched. And that's what matters!"

—Mathematics Educator

© 2022 Curriculum Associates, LLC. All rights reserved. | 08/22 750

Learn more at
i-ReadyClassroomMathematics.com/24.

To see how other educators are maximizing their *i-Ready Classroom Mathematics* experience, follow us on social media!

@MyiReady Curriculum Associates @CurriculumAssoc iReady

© 2022 Curriculum Associates, LLC.
All rights reserved. | 08/22 750

Curriculum Associates

34995.0