

# Teacher Toolbox

## *Resource Sampler*



# Engaging Resources to Drive Student Growth

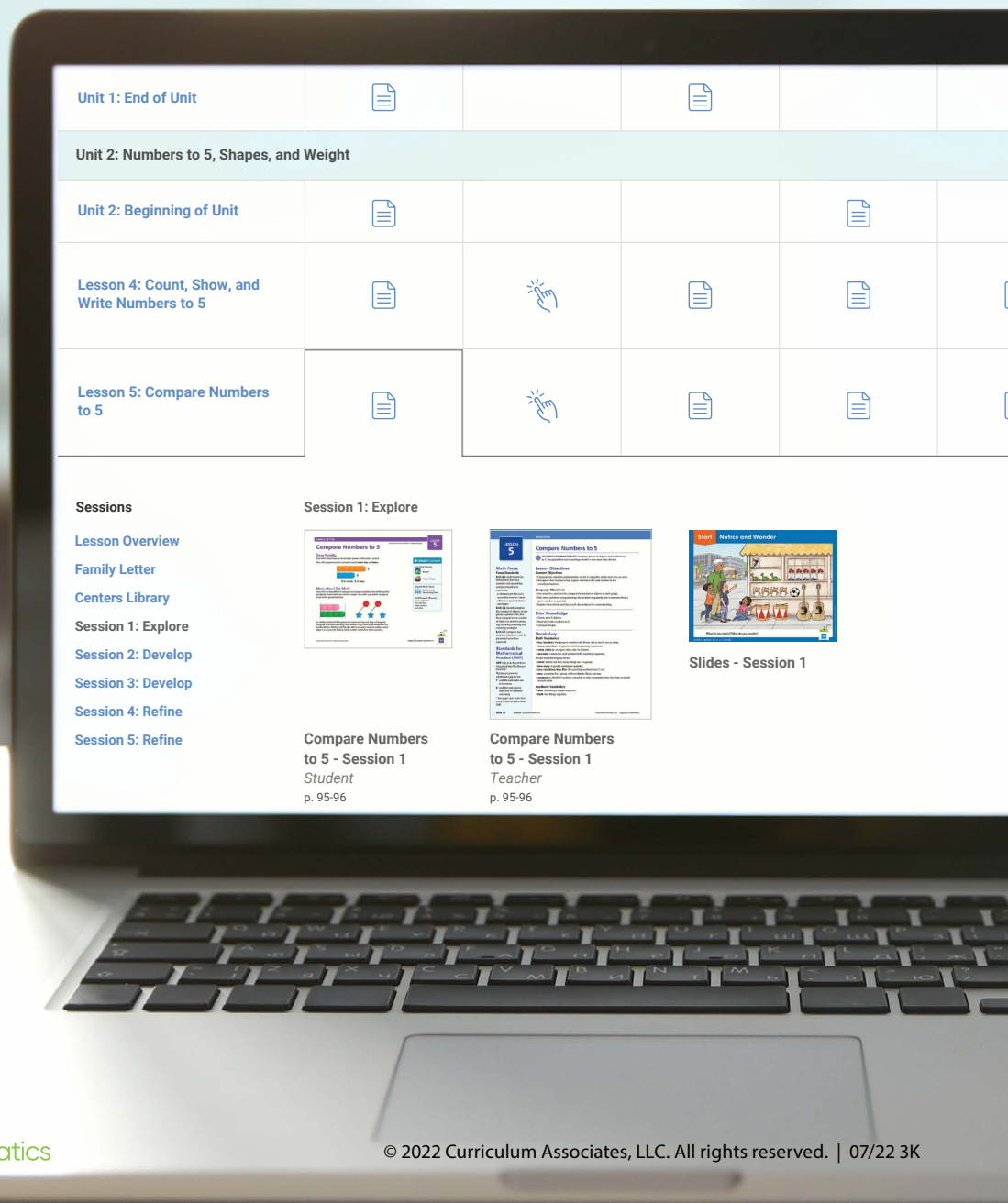
*i-Ready Classroom Mathematics* includes a wealth of resources to meet the needs of all learners. The Teacher Toolbox resources are accessible through the Teacher Digital Experience via [i-ReadyConnect.com](https://www.i-ready.com/Teacher-Digital-Experience).

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

- Activity Sheets E/S
- Assessments (*Lesson Quizzes, Assessment Notes Recording Sheet, and Unit Assessments—Forms A and B*) E/S
- Centers Library E/S
- Cumulative Practice E/S
- Digital Math Tools
- 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
- Interactive Tutorials E/S
- Literacy Connection Activities E/S
- Learning Activities (*On Level, Below Level, and Above Level*) E/S
- Student Worktext PDFs E/S
- PowerPoint® Slides E/S
- Professional Learning Videos
- Teacher’s Guide PDFs E/S
- Tools for Instruction E/S
- Unit Flow & Progression Videos (closed captioned in English and Spanish)

E/S = Available in English and Spanish

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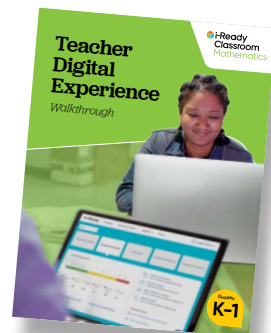
This sampler includes some of the lesson- and unit-level resources available on Teacher Toolbox for **Unit 2: Numbers to 5, Shapes, and Weight, Lesson 5: Compare Numbers to 5.**

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**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.





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“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.”

—Elementary Teacher, OH

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# Lesson-Level Resources

## Lesson 5: Compare Numbers to 5

### Additional Practice

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### Differentiation

Reteach: Tools for Instruction . . . . . [8](#)

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### Assessment

Lesson Quiz . . . . . [18](#)

Fluency and Skills Practice

Comparing Within 5

Name \_\_\_\_\_

**Example**



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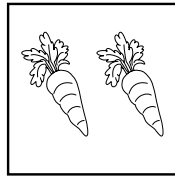
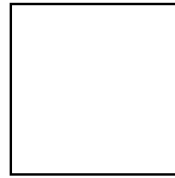
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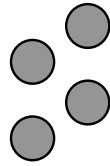
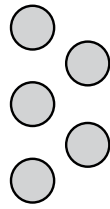
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Have children compare the two groups of objects and circle the group with more. Then ask children to circle the number that is greater. For each problem, ask children to explain how they can tell which group has the number that is more.

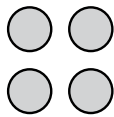


Fluency and Skills Practice

Comparing Within 5 *continued*

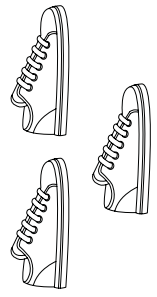
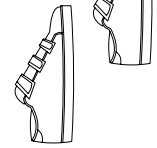
Name \_\_\_\_\_

**Example**



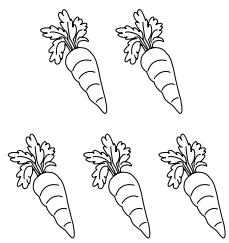
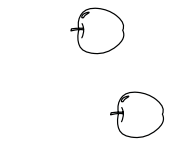
4

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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.

# 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.

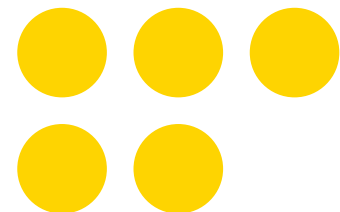
**Support English Learners** Use gestures to help model the meanings of *more* and *less*. For instance, spread your hands wide apart to show *more* and bring them together to show *less*.

#### 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.





## 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.

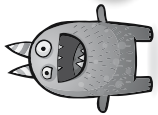
**Check for Understanding**

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.

<b>If you observe...</b>	<b>the student may...</b>	<b>Then try...</b>
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 <i>more</i> and <i>less</i> .	using a visual aid, such as a picture that shows <i>more</i> and <i>less</i> , to refer to when working.

On Level shown here.



Center Activity K.12 ★★

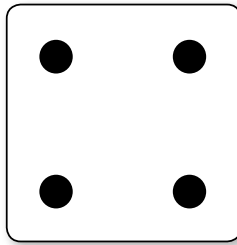
# Compare Vocabulary

### Check Understanding

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

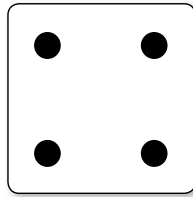
### What You Do

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.

Center Activity K.12 ★★ Game Board

Player A \_\_\_\_\_

Player B \_\_\_\_\_

5	2	3
4	3	2
3	4	5

Counting and Cardinality

2

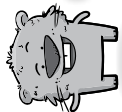
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Center Activity K.12 ★★ Dot Cards 1-4

12 dot cards arranged in a 3x4 grid. Each card is a square with a dashed border and a pair of scissors icon in the top-left corner. The cards contain the following number of dots:

- Card 1: 1 dot
- Card 2: 2 dots
- Card 3: 3 dots
- Card 4: 4 dots
- Card 5: 5 dots
- Card 6: 6 dots
- Card 7: 7 dots
- Card 8: 8 dots
- Card 9: 9 dots
- Card 10: 10 dots
- Card 11: 11 dots
- Card 12: 12 dots

Center Activity K.11 ★



1 More

**Check Understanding**

Show a group of 3 counters.  
Ask: *What number is 1 more than the number shown?*

**What You Do**



**Pick.**



**Use counters to count.**

A



**Add 1 more.**



**Write.**

A	○ ○ ○	How many?	1 More
		2	3

**What You Need**

- 9 counters
- Recording Sheet

**What You Do**

1. Take turns. Pick a letter on the **Recording Sheet**.
2. Count the number of objects as you place counters on top.
3. Write the number of objects on the **Recording Sheet**.
4. Add a counter to show 1 more.
5. Then write the number that is 1 more.
6. Each partner takes two turns.

**Go Further!**

Take turns. Pick a letter. Draw a group that shows 1 more.

Below Level shown here.  
Above Level also available.

Center Activity K.11 ★

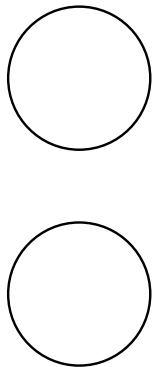
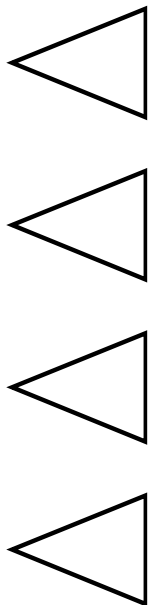
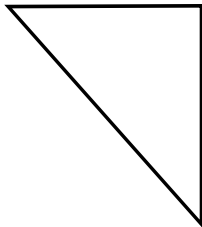
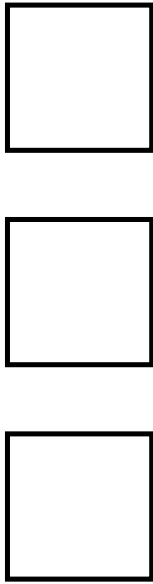


**1 More**

Recording Sheet

Partner A \_\_\_\_\_

Partner B \_\_\_\_\_

		How many?	1 More
<b>A</b>		 _____ - - - _____	 _____ - - - _____
<b>B</b>		 _____ - - - _____	 _____ - - - _____
<b>C</b>		 _____ - - - _____	 _____ - - - _____
<b>D</b>		 _____ - - - _____	 _____ - - - _____



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“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!”

—Elementary Teacher, MS

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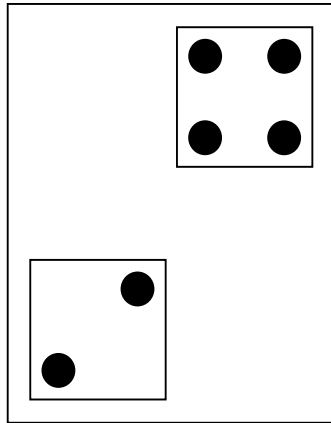
Enrichment Activity

# Who Has More?

Your Challenge

Count the dots.

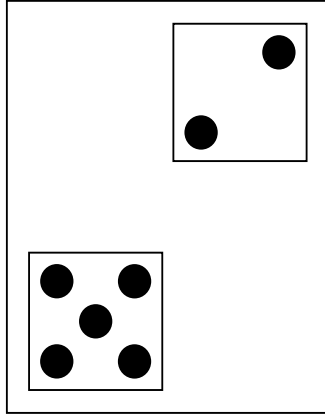
Tim



6

Count the dots.

Kim



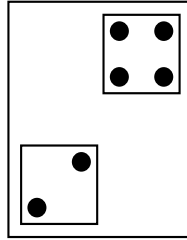
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Compare.  
Circle who has more.

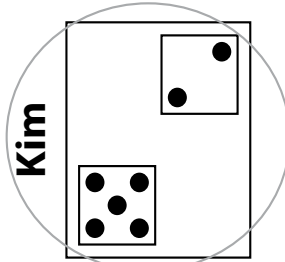
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Tim



Kim



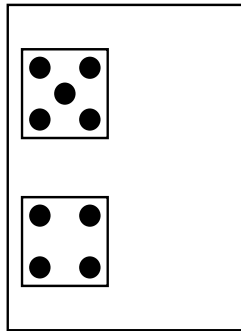
Children compare two groups of dots and circle the group that has more. Have children count how many dots Tim has in all. Then have them count how many dots Kim has in all. Children then compare and circle the group that has more.

Enrichment Activity Recording Sheet

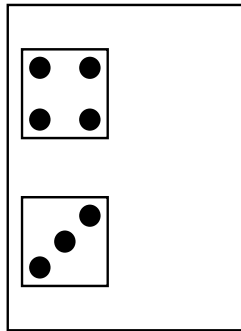
# Who Has More?

Name \_\_\_\_\_

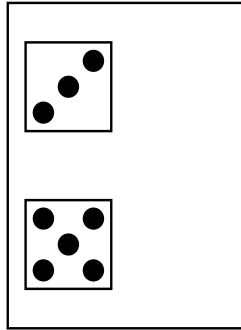
**Tim**



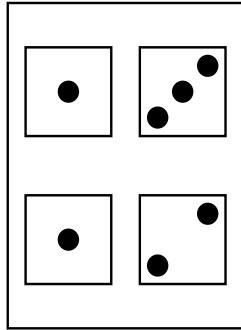
**Kim**



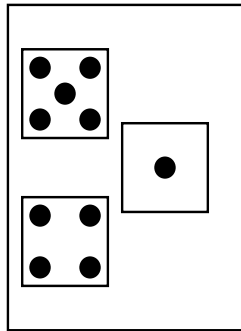
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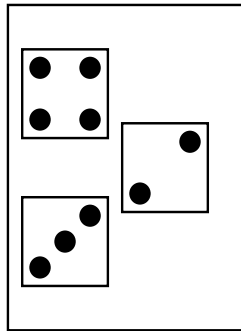
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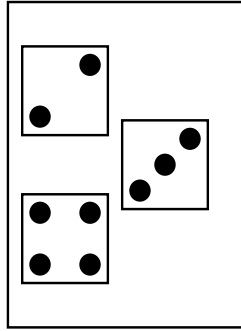
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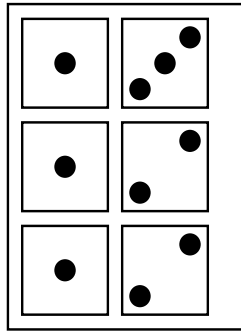
**Kim**



**Tim**



**Kim**



LESSON  
**5**

NAME:

LESSON 5 | QUIZ



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

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

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Kindergarten Lesson 5 Compare Numbers to 5

LESSON 5 | QUIZ

NAME:

LESSON  
**5**




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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.

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

LESSON 5  
Assessment Recording Sheet

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

# Unit-Level Resources

## Unit 2: Numbers to 5, Shapes, and Weight

Unit Game . . . . .	<a href="#">22</a>
Grade Level Game . . . . .	<a href="#">24</a>
Literacy Connection . . . . .	<a href="#">29</a>
Unit Assessment (Form A) . . . . .	<a href="#">32</a>

## Unit Game

Name \_\_\_\_\_

## Roll and Count Game Board

0

\_\_\_\_\_

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\_\_\_\_\_

1

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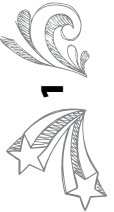
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\_\_\_\_\_

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\_\_\_\_\_

**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.



Kindergarten Unit 1 Game Roll and Count

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# Color the Cubes Recording Sheet

2

3

4

5



# 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!





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

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

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
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101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

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# What Am I?



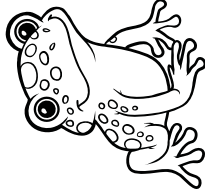
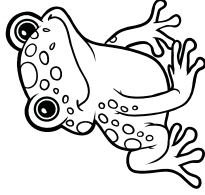
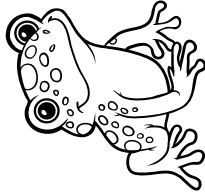
by Ron Fridell

- 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!



Name \_\_\_\_\_

## Literacy Connection: Science

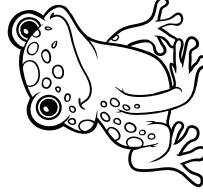
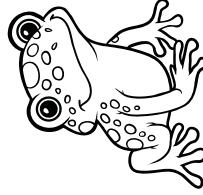
**“What Am I?”: Count and Write to 5**

1

2

3

4



1

2

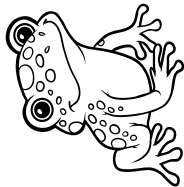
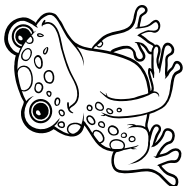
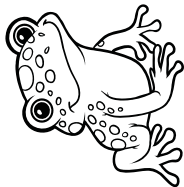
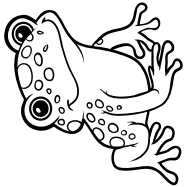
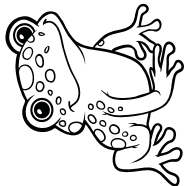
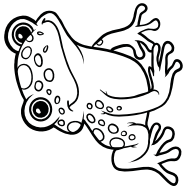
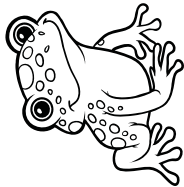
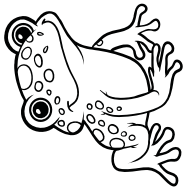
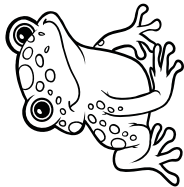
3

4

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

Name \_\_\_\_\_

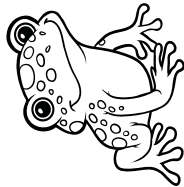
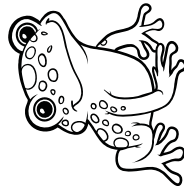
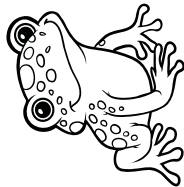
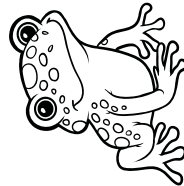
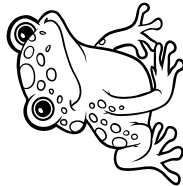
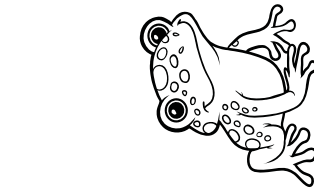
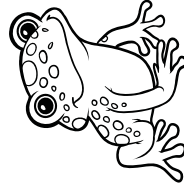
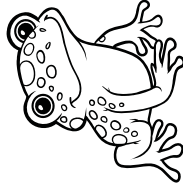
Literacy Connection: Science continued



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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

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.

UNIT 2

NAME:

UNIT 2 | UNIT ASSESSMENT

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.

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Kindergarten Unit 2 Unit Assessment 1 of 1

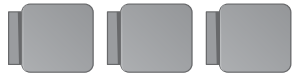
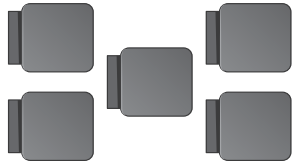
Form A shown here. Digital Comprehension Checks and Form B are also available.

UNIT 2 | UNIT ASSESSMENT

NAME: \_\_\_\_\_

UNIT 2

Form A

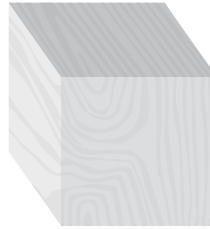


\_\_\_\_\_

3 ...

4 ...

\_\_\_\_\_



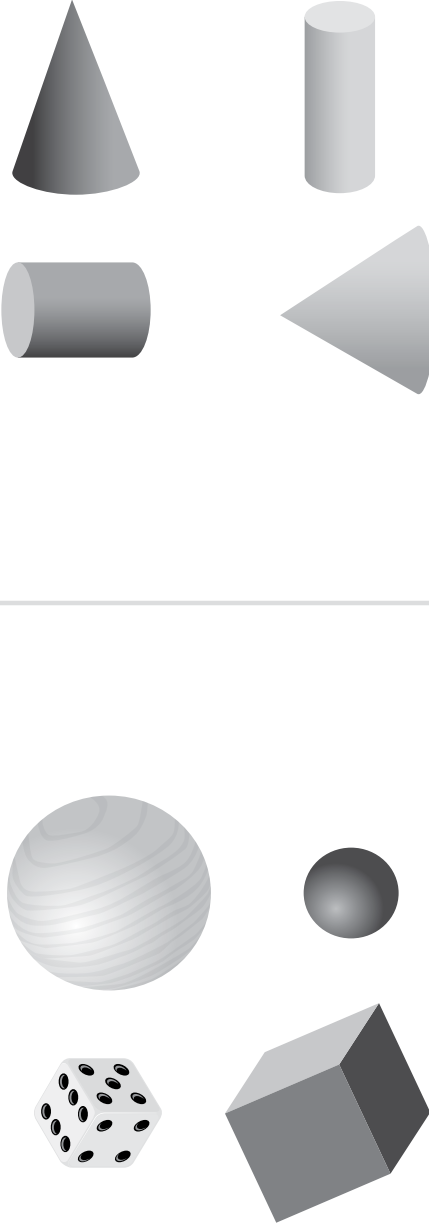
For the first problem, have children draw a line under the group that shows less. For the next problem, have children circle the number that shows more. For the last problem, have children circle the sphere.

UNIT  
**2**

NAME:

UNIT 2 | UNIT ASSESSMENT

**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.

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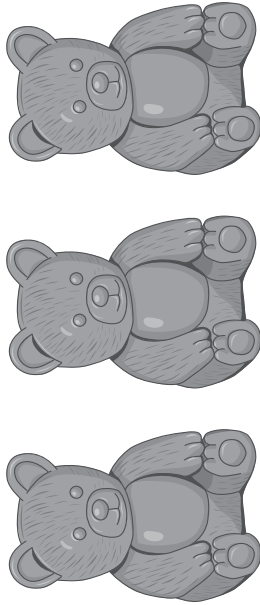
Kindergarten Unit 2 Unit Assessment **3 of 4**

UNIT 2

NAME:

UNIT 2 | UNIT ASSESSMENT

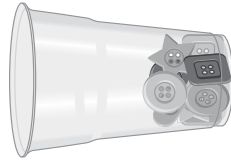
Form A



4 ...

3 ...

5 ...



1.

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.

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