

Centers, Play, and THE WHOLE CHILD

Increase children's motivation, interaction, and independence with math centers. *Classroom Mathematics California* includes a variety of math centers for children to review skills, build fluency, and reinforce what was taught during class. While children are engaged in purposeful centers, teachers can work to meet the needs of small groups or individual children.

Centers to Reinforce Session Concepts

Children can continue the Apply It activity from the Session as a center. This center can be used repeatedly in future sessions in the lesson.

SESSION 3 ●●●○○○ | DEVELOP

Hide One More Activity

After children have completed several rounds of the Hide One More Activity, have them record one turn from the game by drawing the counters they started with and the counters they had after hiding one more.

102 Lesson 5 Compare Numbers to 5

How can you count to find one more?

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Centers Library for Review and Fluency

Provide additional centers that are simple to teach and learn using the cards from the Centers Library. These centers offer opportunities for children to reinforce concepts and skills and build fluency. Once children are familiar with a center, the activity can be used independently with different content as the year progresses.

Centers, Differentiation, and Practice

CENTERS | Student-Led Practice

Session Centers
Hide One More
Children strengthen understanding of finding one more than a given number by continuing the activity in a center.

Centers Library
SKILL REVIEW: Tile Puzzles
FLUENCY: Show It

INDEPENDENT PRACTICE Student Worktext

DIFFERENTIATION | Teacher-Led Small Group

RETEACH
Use with children who may not recognize the connection between one more and the counting sequence.

Materials: opaque bowl, 5 two-color counters per child, 5-Frames Workmat

- In pairs, have Partner A hide up to 4 counters under a bowl and tell Partner B how many counters are hiding.
- Partner B shows that many counters in a 5-frame.
- Partner A puts one more counter under the bowl and asks Partner B how many there are now. Partner B can add another counter to the 5-frame and count to find the new total.
- After Partner B tells how many, Partner A removes the bowl to reveal the counters. Partner B counts them to check.
- Children swap roles and play again.

EXTEND
Use with children who quickly identify quantities that are one more.

Materials: opaque bowl, 5 two-color counters per child

- In pairs, have Partner A hide between 1 and 4 counters under the bowl.
- Have Partner A tell Partner B how many counters are hiding.
- Partner A then secretly adds one more counter or takes one away.
- Partner A then reveals the counters to Partner B.
- Partner B tells whether Partner A showed one more or one less.

Fluency and Skills Practice
Comparing Numbers to 5

Digital Practice
Learning Games: Bounce, Hungry Guppy
i-Ready Personalized Instruction

Tile Puzzles

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Designed for Flexible Use

The centers in *Classroom Mathematics California* are designed to meet the needs of every child and every teacher. For each session, the Teacher’s Guide includes centers suggestions. Teachers can also pull additional centers or substitute centers from the Centers Library to meet children’s needs.



Choose from These Flexible Centers to Support Each Domain

Centers Library	Counting & Cardinality	Operations & Algebraic Thinking	Numbers & Operations in Base Ten	Measurement & Data	Geometry
Memory		◆			◆
Board Game	◆				◆
Go Fish	◆				
Sort It Out				◆	◆
Shake and Spill	◆	◆			
Build to Compare	◆			◆	
Tile Puzzles	◆	◆			
Counting Collections	◆	◆	◆		
Let’s Move	◆				
Estimate and Count	◆				
Writing Center	◆				
Show It	◆				
Roll and Cover		◆			
Dominoes		◆			
Dare to Compare	◆				