**Representative TN State Curriculum Standards**

*Kindergarten* –

GLE:

0006.2.1 Count objects in a set and use numbers, including written numerals to 25

0006.2.2 Create represent and recognize a set with a given number of objects

0006.2.5 Model the #s 1-10 as sums or differences of different sets of whole #s

Checks for Understanding

0.0006.2.2 Match quantities to 25 with numerals and written words

0006.2.3 Count backward from 10 to 1

0006.2.6 Quickly recognize the number of objects in a small set

*1st grade* –

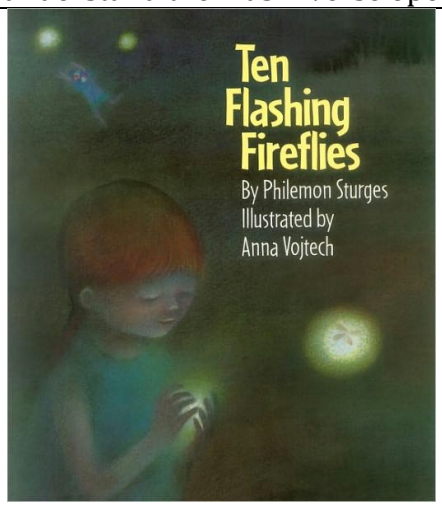
GLE: 0106.2.3 Develop strategies for learning basic addition facts and related subtraction facts

Checks for Understanding

0106.2.4 Skip count by twos, fives, and tens

0106.2.7 Develop fluency with addition and subtraction facts of sums through ten

0106.2.8 Relate "counting on" and "counting back" to addition and subtraction and understand them as inverse operations.




**Time**: 5 minutes

Used to develop the benchmark of 10

- Includes an addition number sentence on the left page and the inverse number sentence on the right.
- Create 10 felt fireflies on clothespins using the template – add googly eyes & use chenille stems for antennae.
- Select 10 students to wear the fireflies. Designate an area of the room as the "bug jar" (or create an outline on the floor)
- Ask the "fireflies" to flit about the room as you read the story. Catch them in the bug jar as you read the story and write the corresponding addition or subtraction number sentence.

**Virtual Manipulatives** **Time:** 8 minutes

*Count Us In* http://www.abc.net.au/countusin/default.htm

**GAME 5 - Representing Number**

Objective: The player has to move a feather with a number of objects to the correct corresponding text number.

**GAME 7 – Addition – Part-Part Whole Relationships**

Objective: There is a picture of a double-decker bus with children standing alongside. The bus has windows on each level. The Player moves the children onto the bus to make the number that is displayed on the top of the screen.

The number of the bus is random, and the children an be placed in any order.

*Ten Frame (NCTM Illuminations Tools)*
http://illuminations.nctm.org/tools/tool_detail.aspx?id=75
A nice manipulative version of the ten-frame. Probably best used by the teacher or at a learning station because the text is quite small. Students use counters and enter a number that answers a question. There is also a five-frame applet.

**Activities from the textbook**
**Materials needed:** Counters, Ten Frames, Measure by the Foot manipulatives

1. 8.6 Counting on With Counters p. 129; 4 minutes
    a. Topic: Counting On
2. 8.15 Ten-Frame Flash p. 134; 4 minutes
    a. Topic: Anchoring #s to 5 & 10
    b. Include variations: number of spaces left; say + or – 1 or 2; Saying the 10 fact
3. 8.20 I wish I had; 4 minutes
    a. Topic: Part-Part Whole
4. 8.28 Is It Reasonable? p. 140; 4 minutes
    a. Real-World Number Sense

**Additional Activity: Number Bracelet;** 10 minutes
**Materials**: Chenille Stem & 7 beads per person
Students thread beads on chenille stem and twist ends together to form a bracelet. Separate the beads to make number sentences such as 4+3=7. Also flip to show that 3+4=7. Show other addition and subtraction sentences.

**Lesson Plan**
Spiders have 8 legs
http://illuminations.nctm.org/LessonDetail.aspx?id=L870
Students represent number eight in writing and with a variety of manipulatives. They will construct sets of 8 by cutting 8 strips of paper and counting 8 pretzel sticks that represent spider legs. They will also use 8 plastic spiders to show 8 with a ten frame and count on from a given number to make 8.

*Note*: Ten Flashing Fireflies & Number Bracelet Activity found in *Number Wonders: 171 Activities to Meet Math Standards and Inspire Students, K-2* by Catherine Jones Kuhns, 2006. Crystal Springs Books