SCAFFOLDING TASK: Numerals-Pictures-Words (11-19)

STANDARDS FOR MATHEMATICAL CONTENT

MCC.K.CC.1. Count to 100 by ones and by tens.

MCC.K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

MCC.K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

MCC.K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
c. Understand that each successive number name refers to a quantity that is one larger.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE

Students need to understand that quantity can be represented through numerals, pictures, and words. Students should be given ample time to explore this concept early on in kindergarten. These task cards are designed for students to see and recognize the different forms in which a quantity can be represented.

ESSENTIAL QUESTIONS

- How can we use counting in our everyday life?

- How can numbers be represented?

MATERIALS

- Numerals, Pictures, Words playing cards

GROUPING

Whole group, small group, partner, individual

TASK DESCRIPTION, DEVELOPMENT, AND DISCUSSION

Concentration/Memory: Shuffle the cards and lay them face down in a pattern. Let students decide the pattern but they need to be able to explain their pattern. On each turn, a player turns over two cards (one at a time). If the amount represented on each card matches the player keeps the cards. If a match is made the player gets another turn. When a player turns over two cards that do not match, those cards are then turned face down again and it becomes the next player's turn. Each pair matched is worth one point. When all possible cards have been matched, the player with the most points wins.

Squeeze: Cards are placed face down in a stack on the table. The first player takes two cards and places them face up on the table with a space between them and in order from smallest to largest. The second player does the same. Then, they turn up the top card in the pile. If this card squeezes between the two cards, that player gets a point. If Player 1 has "12" and "15" and Player 2 has "14" and "19" and a "13" is flipped over, only Player 1 gets a point because "13" fits between their numbers. Keep score on a ten-frame. First player to 10 wins.

Got Dots: The subitizing activities listed in *Got Dots* can also be included and played with the *Numeral, Picture, Word Cards.*

Suggested questions used to engage students:

- How do you know that you counted correctly?
- How many dots did you see? How do you know?
- What way did you see the dots grouped together?
- How many dots are 8 from 5? How many dots would you need to make 10? (anchoring 5&10)

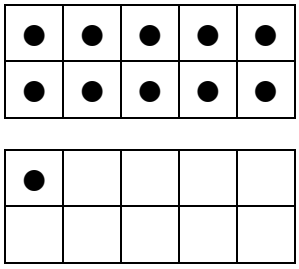
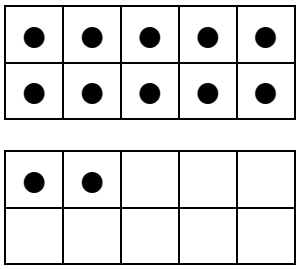
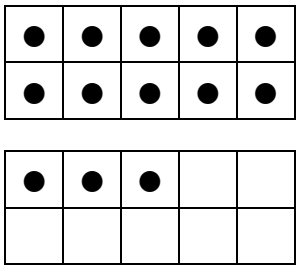
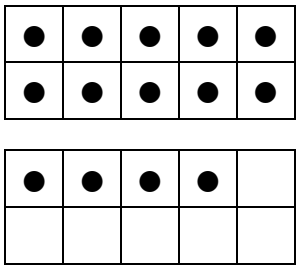
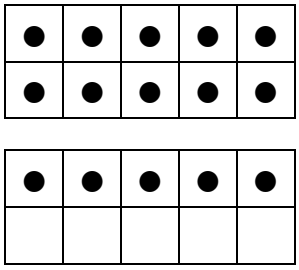
FORMATIVE ASSESSMENT QUESTIONS

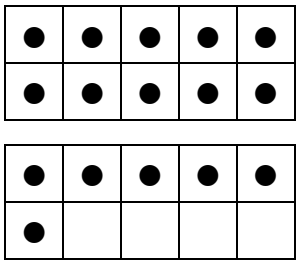
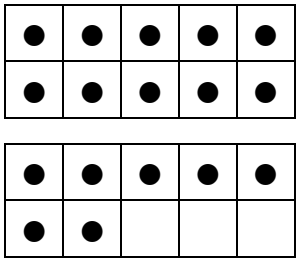
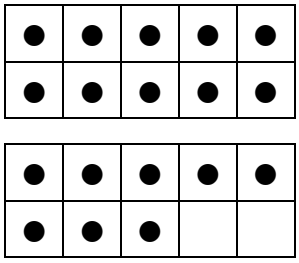
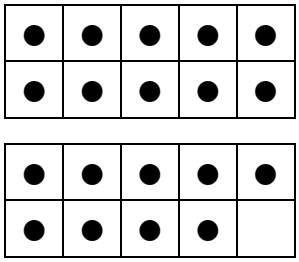
- Is the number closer to 10 or 20? How do you know?
- Can you make a group of ten with the number ____?
- If you removed the group of ten, what number would you have?
- How many dots would you need to make a second group of ten?

DIFFERENTIATION

Extension and Intervention

- Increasing or decreasing the quantity of dots on a card can help with differentiating subitizing activities.

11	a group of 10 and 1 more	
12	a group of 10 and 2 more	
13	a group of 10 and 3 more	
14	a group of 10 and 4 more	
15	a group of 10 and 5 more	

16	a group of 10 and 6 more	
17	a group of 10 and 7 more	
18	a group of 10 and 8 more	
19	a group of 10 and 9 more	
20	a group of 10 and 10 more