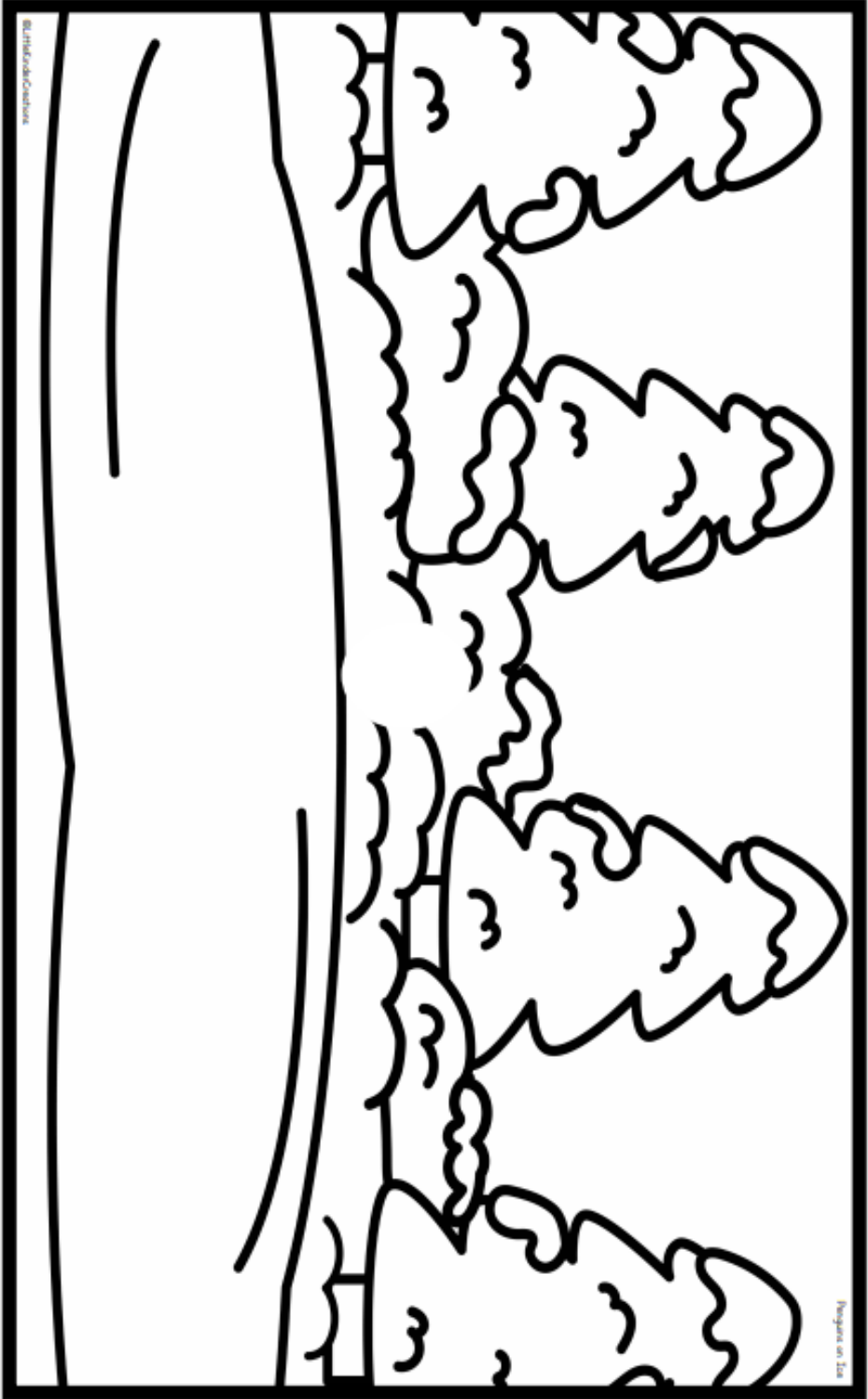
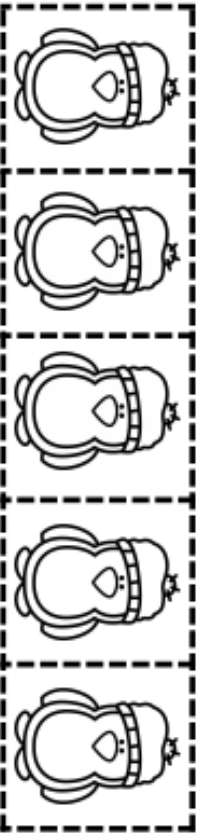


Use to retell the story Five Little Penguins Slipping on the Ice:

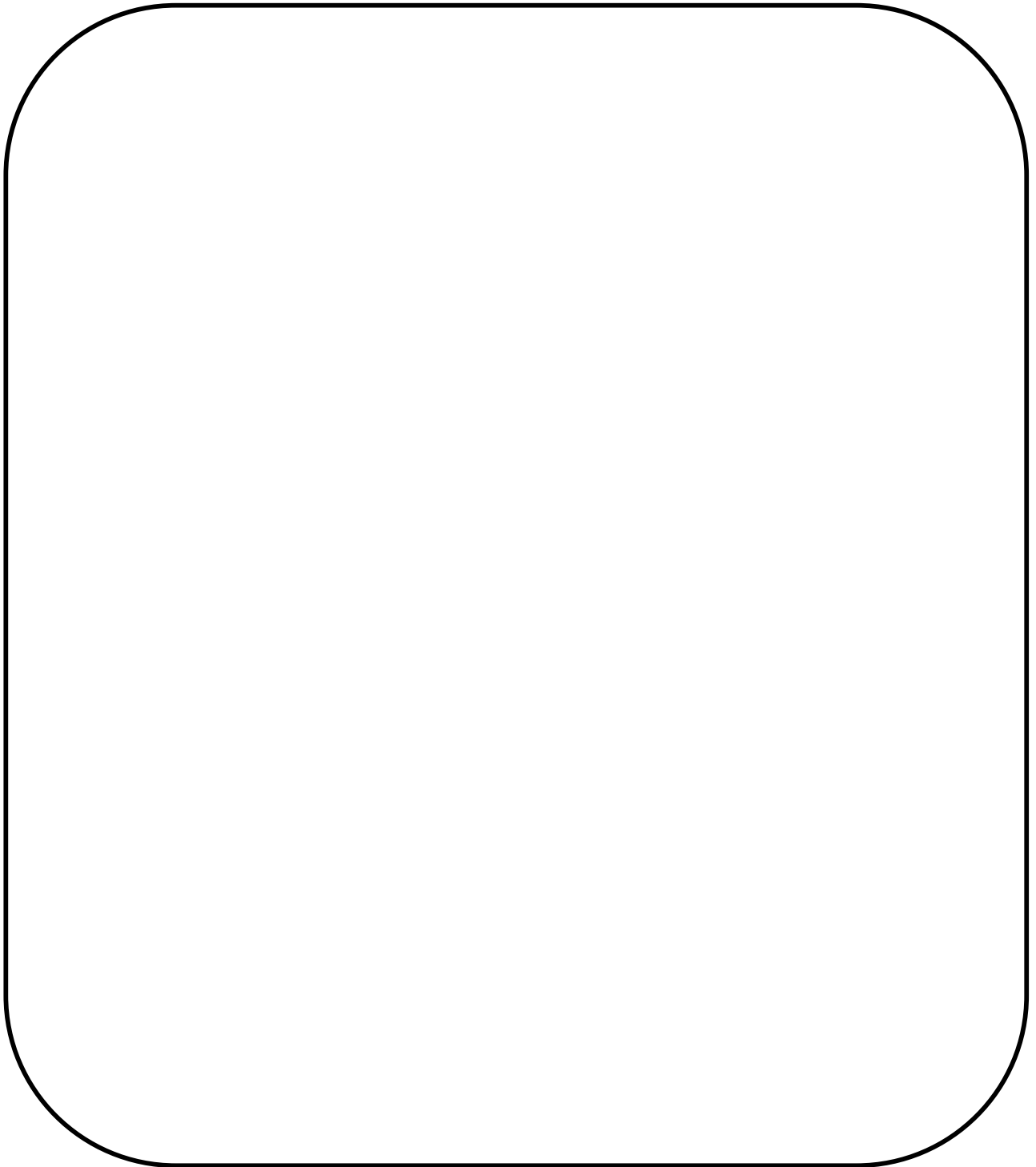


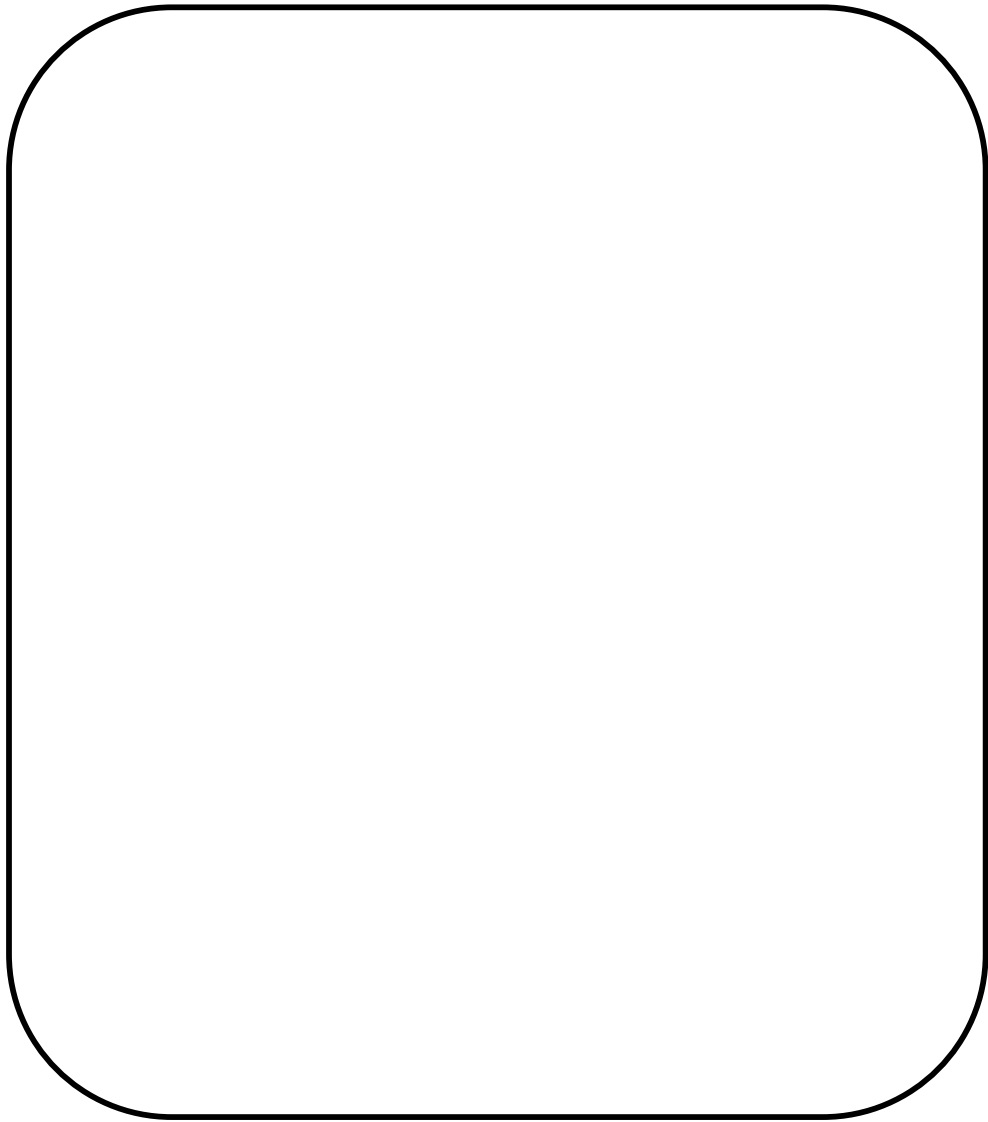
Illustration/Contra

Preparati un'ora



Cut the shapes to create a penguin! The big piece can be colored black, the smaller stays white! Add eyes, a beak, and flippers!





Polar Animals

Use the animals for sorting throughout the unit!

Bat	
Bear	
Beluga	
Camel	
Cat	
Cheetah	
Chicken	
Chimpanzee	
Chipmunk	
Cow	
Coyote	
Crab	
Crocodile	
Deer	
Dog	
Dolphin	
Donkey	
Eagle	
Emperor penguin	
Elephant	
Flamingo	
Fox	
Frog	
Giraffe	
Gorilla	
Iguana	
Kangaroo	
Lion	
Manta ray	
Mantana	
Octopus	
Orangutan	
Owl	
Panda	
Polar bear	
Rainbow trout	
Reindeer	
Snake	
Walrus	
Wolf	

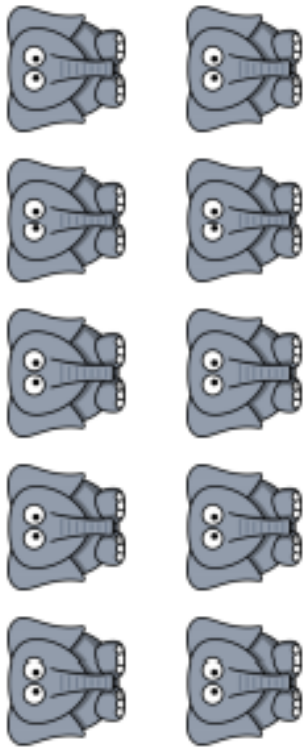


Lesson 33 in math:


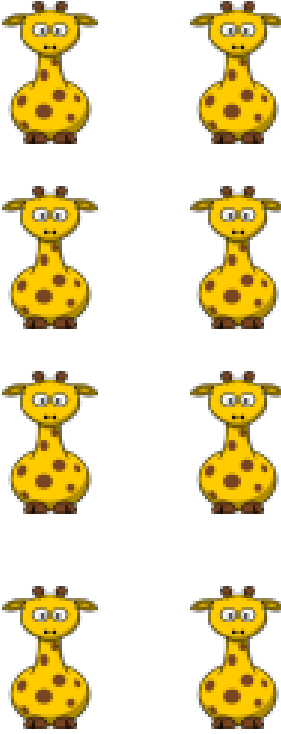
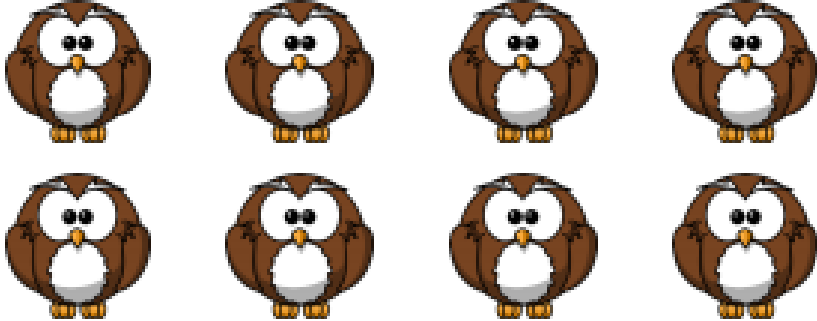
Name _____ Date _____

Draw 10 eggs. Draw lines to show the 10 chicks standing.

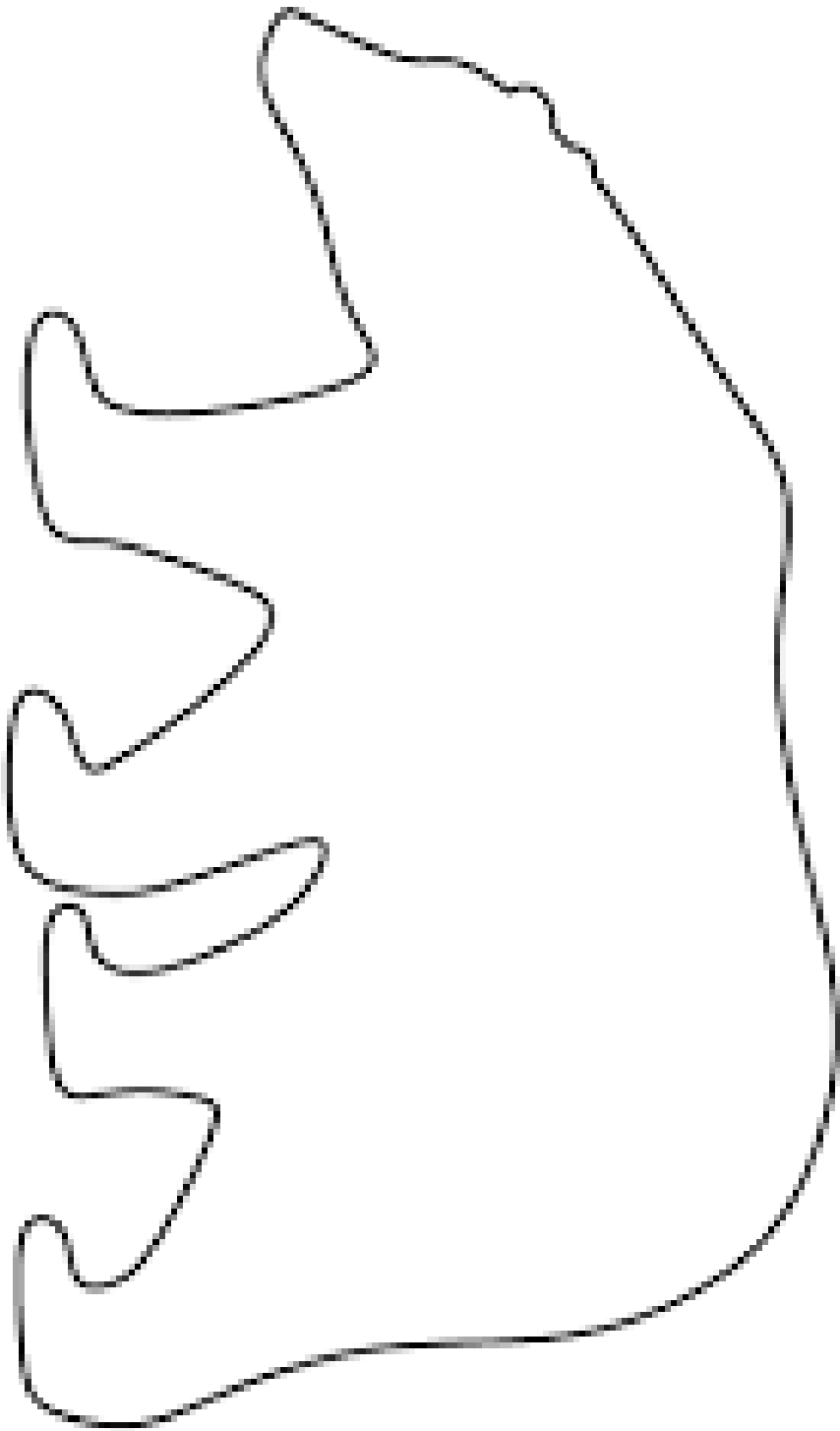


Math Lesson 34:

Polar Bear Craft: Color in the polar bear black. Then cut it out, glue onto white paper for a snowy background and cover it with cotton balls to show camouflage!



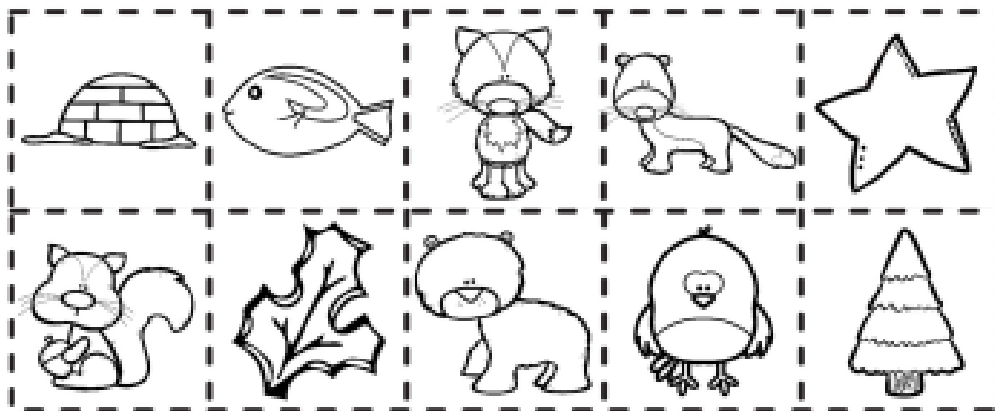
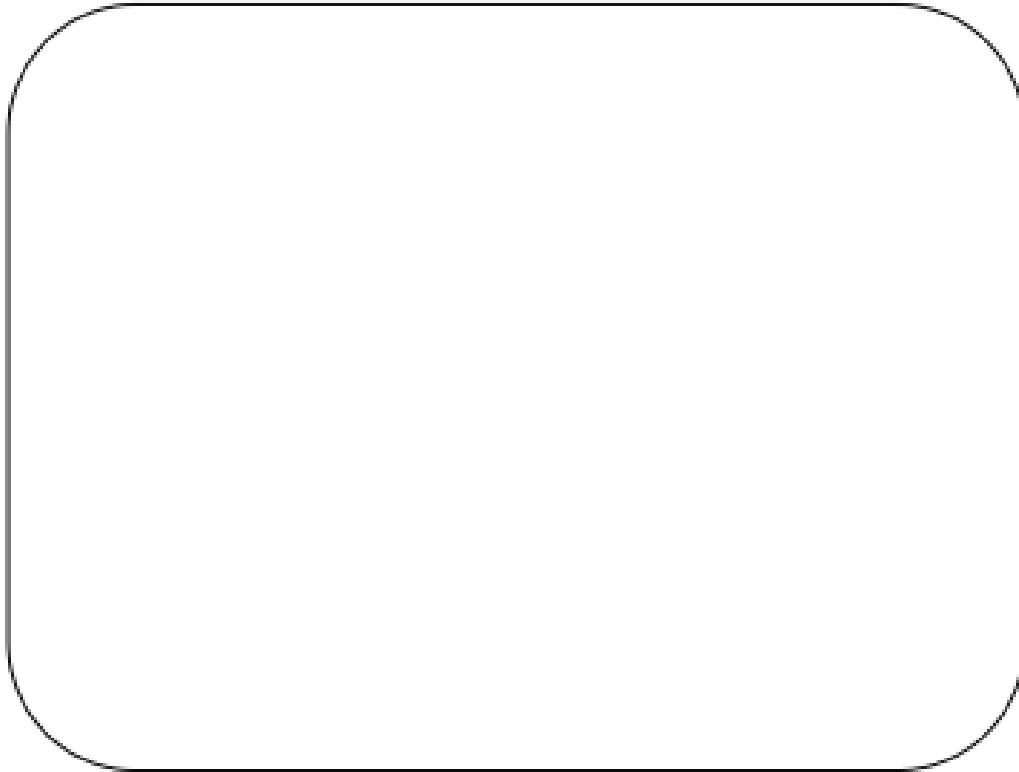
Forest Animals

Forest Animals:

Name: _____

What belongs in the forest?

Cut out the pictures. Glue the pictures that belong in the forest in the box below.



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Math News:



Topic H

Matching One Numeral with up to 10 Objects

PK.CC.3a, PK.CC.4

Focus Standards:	PK.CC.3	Understand the relationship between numbers and quantities to 10; connect counting to cardinality. <ol style="list-style-type: none"> 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. 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.
	PK.CC.4	Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.
Instructional Days:	8	
Coherence -Links to:	GK-M1	Numbers to 10
	GK-M5	Numbers 10–20 and Counting to 100

Topic H follows the instructional path laid out in Topics B, D, and F, with children matching groups of up to 10 objects to the numeral that tells *how many* (PK.CC.4). As in previous topics, the numerals are prewritten.

Lesson 35 introduces the numeral 10 as children practice decomposing and composing 10. As before, children use puzzles to understand that 10 can be broken into parts or made from parts. In Lesson 36, students manipulate dinosaurs between two locations at a dinosaur pre-school. Tallies are used to keep track of the number of dinosaurs in each place. This playful context provides children with additional practice exploring the idea that a number (6–10) can be decomposed in different ways.

In Lesson 37, children count groups of 10 puppies and flower petals in circular configurations and match the numeral that tells *how many*. They use pictures to practice this skill, for example, carefully marking each petal as they count to 10. Lesson 38 carries forward the context from Topic F wherein up to 10 seeds are arranged in varied configurations and the amounts matched to numerals (PK.CC.3.b). Then, in Lesson 39, students play bingo, matching a given numeral to different pictorial representations of the numbers 0–10 on their bingo boards.



In Lesson 40, children return to being waiters in the Pollen Café, using tallies to record the number of orders from their customers. In Lesson 41, children synthesize their learning throughout the module as the Pollen Café comes to life with children acting out the roles of both waiters and chefs. The waiters communicate the number of orders to chefs using numerals. The chefs, in turn, prepare the correct numbers of flowers for the customers. The waiters count to verify the accuracy of the chefs' preparations (PK.CC.4).

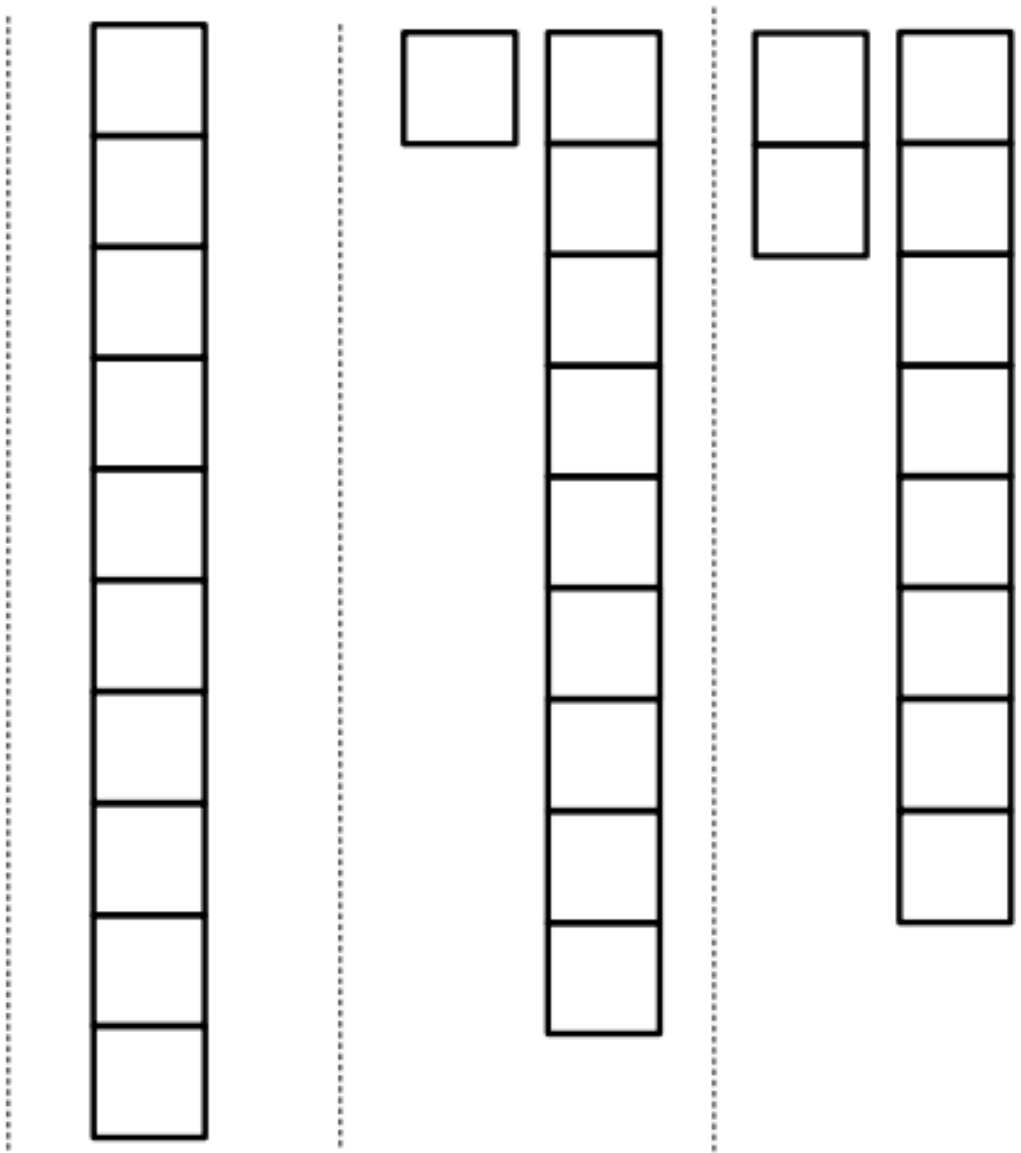
The final lesson is a culminating experience in which children add to the number books they created in Module 1, matching numerals 0, 6, 7, 8, 9, and 10 to objects and pictures. After that, they create a library display of their books to share with the class and school community.

Topic H fluency activities focus on 10: Students count 10 jumps, 10 paper clips, towers of 10, or 10 in an array configuration. They also practice composing and decomposing 10. Children continue to count with the fingers on the left hand, then adding "some more" with the right hand.

A Teaching Sequence Toward Mastery of Matching One Numeral with up to 10 Objects

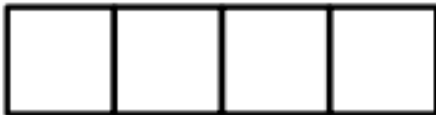
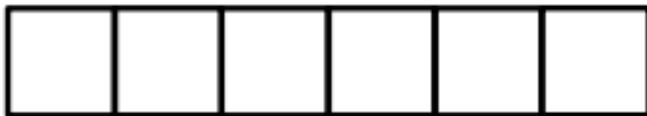
- Objective 1: Compose 10, and decompose into two parts. Match to the numeral 10.
(Lesson 35)
- Objective 2: Decompose numbers 6–10.
(Lesson 36)
- Objective 3: Arrange and count 10 objects in circular configurations.
(Lesson 37)
- Objective 4: Count up to 10 objects in varied configurations.
(Lessons 38–39)
- Objective 5: Tally 10 objects.
(Lesson 40)
- Objective 6: Look at a numeral and count out a group of up to 10 objects.
(Lesson 41)
- Objective 7: Culminating Task—represent numbers 6–10 using objects, images, and numerals in a number book.
(Lesson 42)

Cut along dashed lines to prepare Partners of 10 Puzzles.



partners of 10 puzzle

Cut along dashed lines to prepare Partners of 10 Puzzles.



partners of 10 puzzle

Alphabet BINGO board:


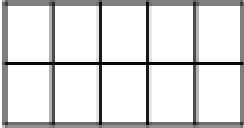

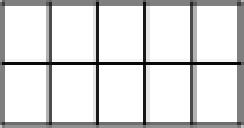

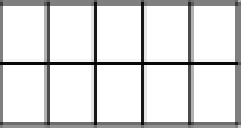

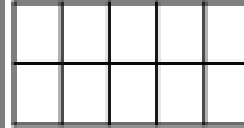
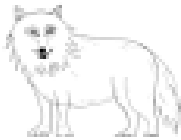
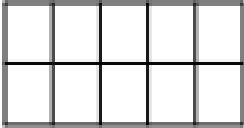

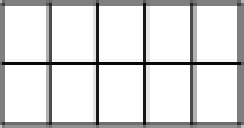
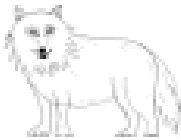
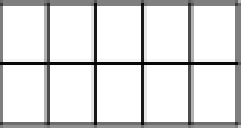

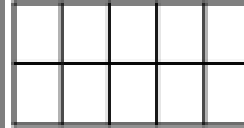

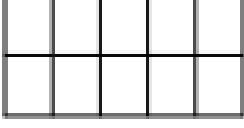

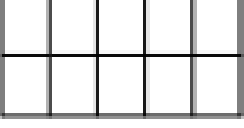
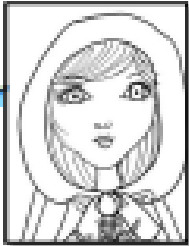
Alphabet BINGO

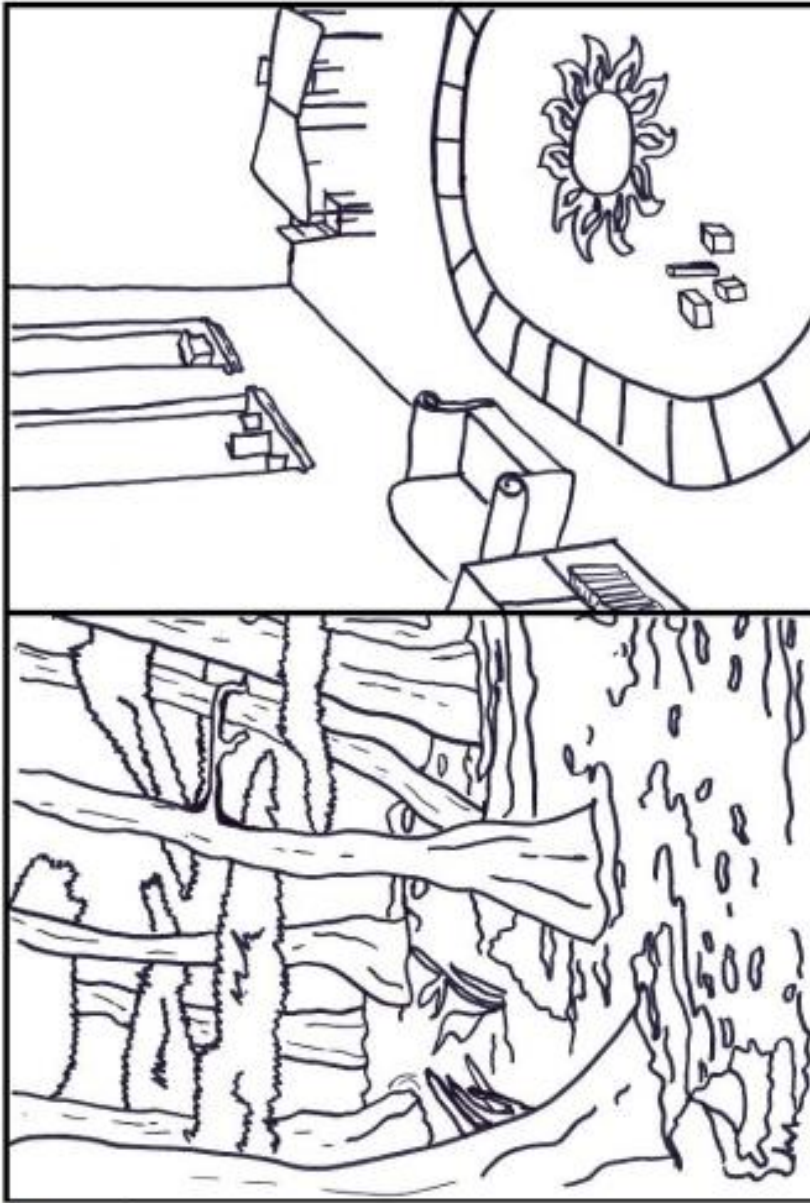
		★		

Little Red Riding Hood Ten Frames:

Ten Frame Practice 1-10

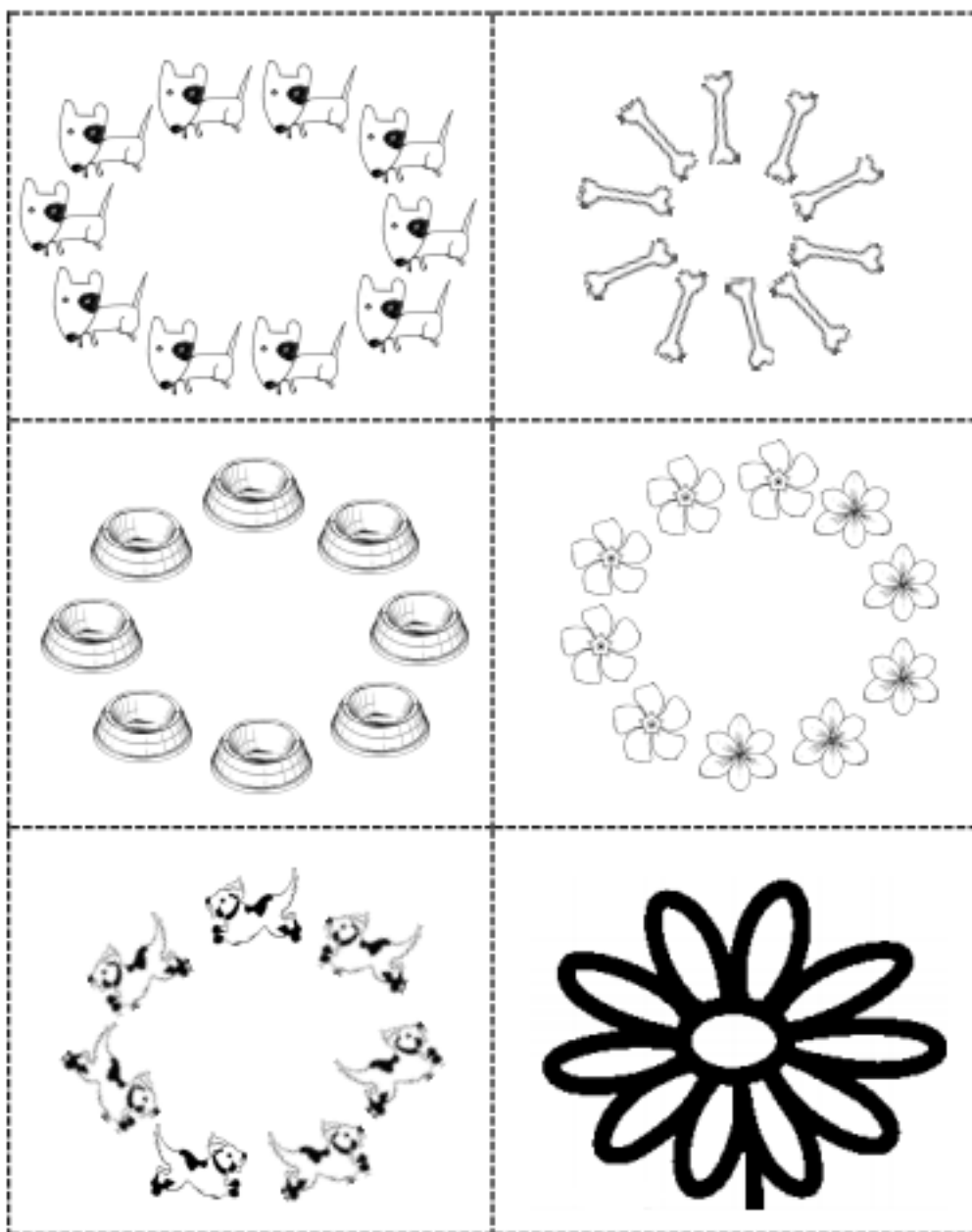
Name _____

1  	5  	3  	8  
10  	2  	9  	6  
7  	4  	<p>Little Red Riding Hood</p> <p>Directions: Color the correct number of boxes in each ten frame.</p> 	



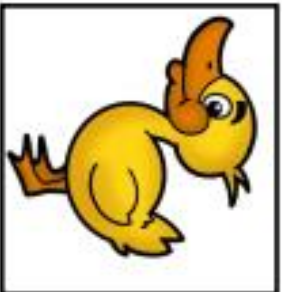
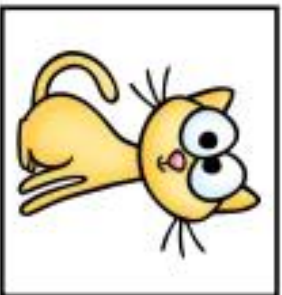
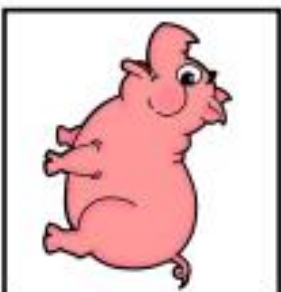
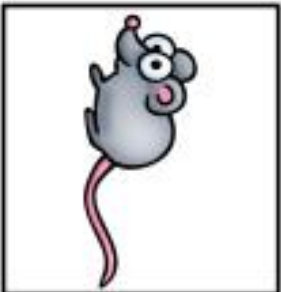
decomposition mat

Math Lesson 37:



circular configuration cards

Old MacDonald:



Farm Animals

Story Map:

Name: _____

Story Map

Characters:

Setting:

Problem:

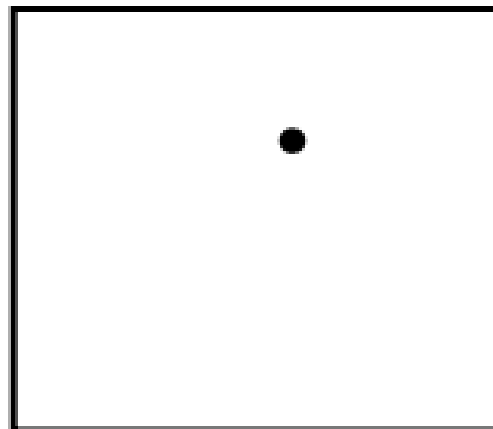
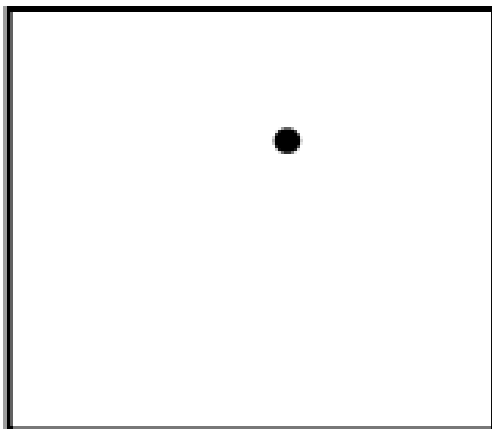
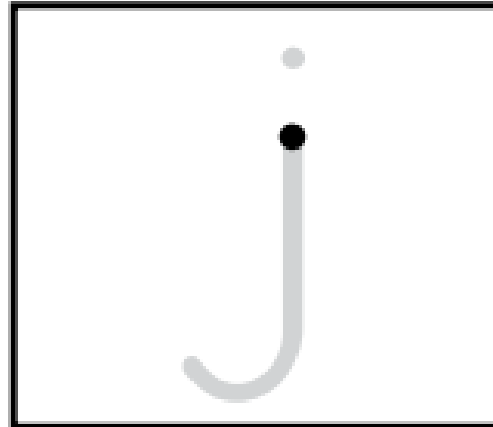
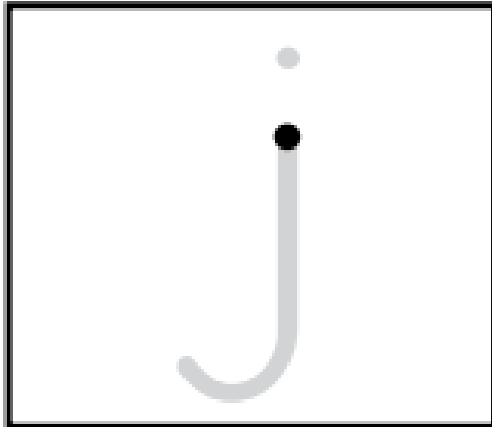
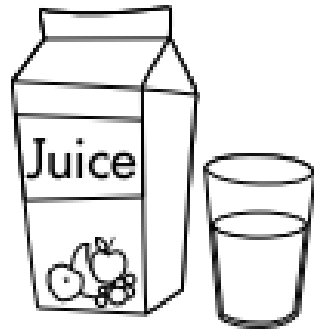
Solution:



Letter Practice Pages:

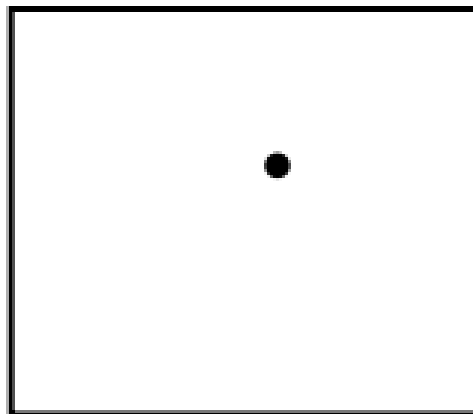
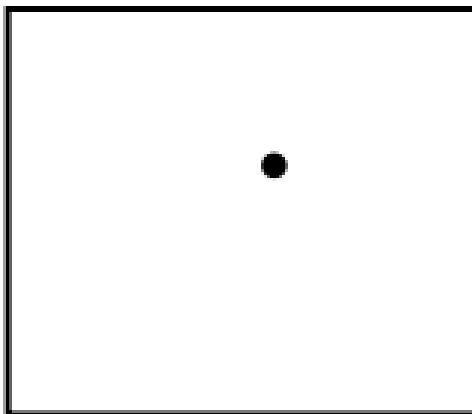
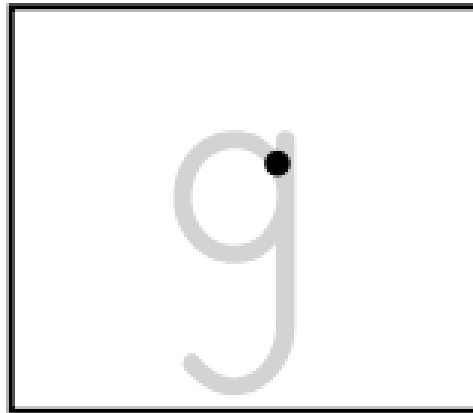
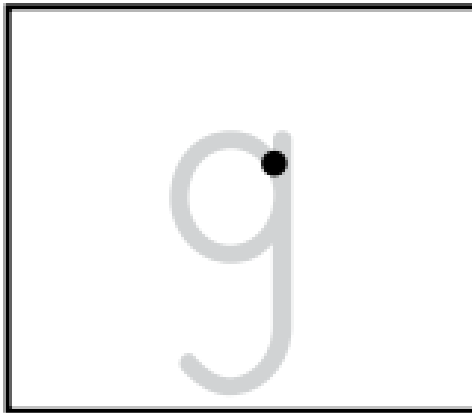
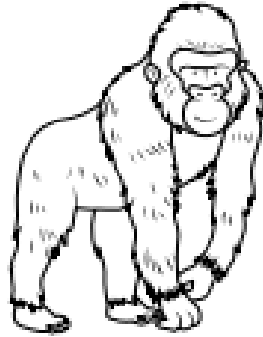
Name _____

Directions: Trace and write. Begin at the dot. Color the juice.



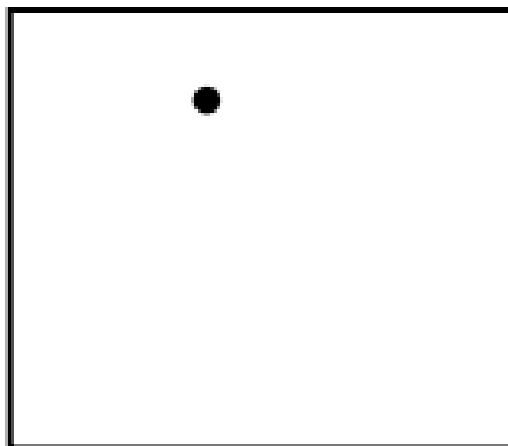
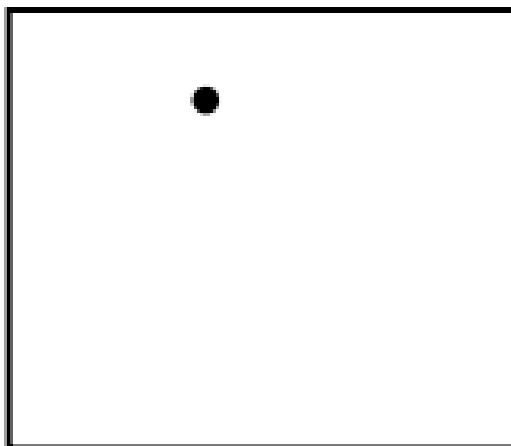
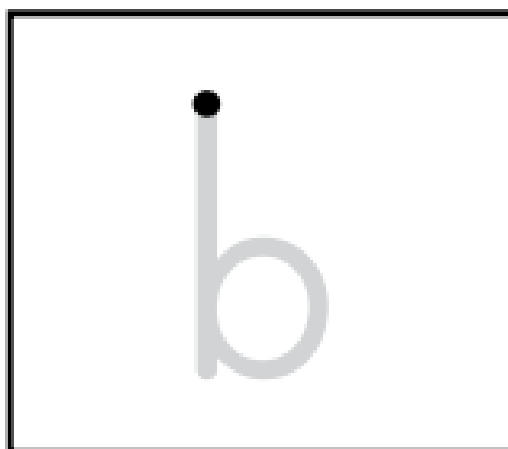
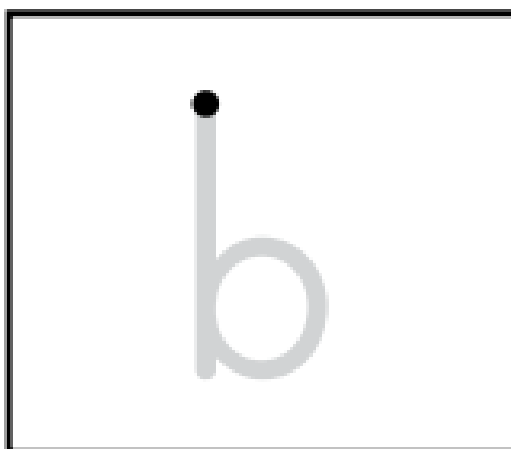
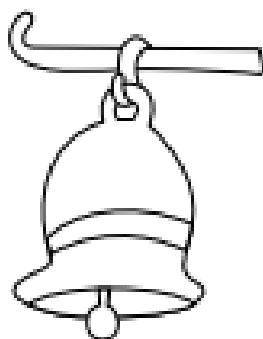
Name _____

Directions: Trace and write. Begin at the dot. Color the gorilla.



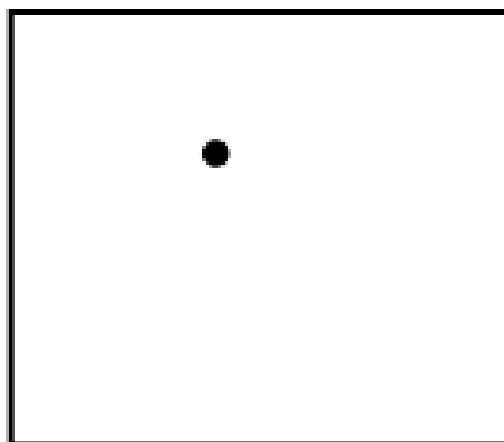
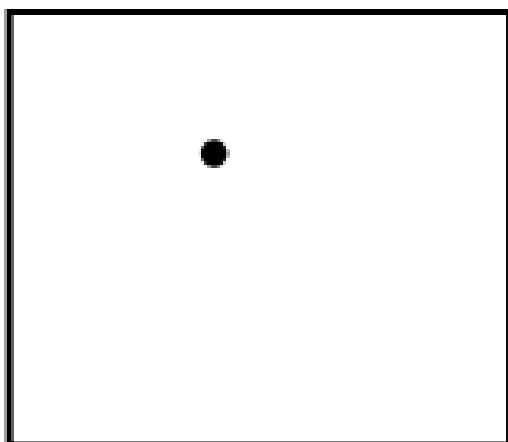
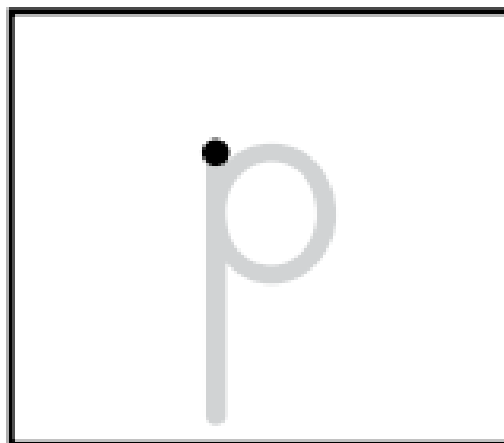
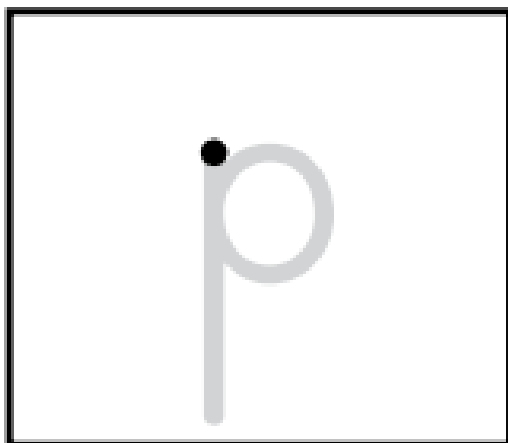
Name _____

Directions: Trace and write. Begin at the dot. Color the bell.



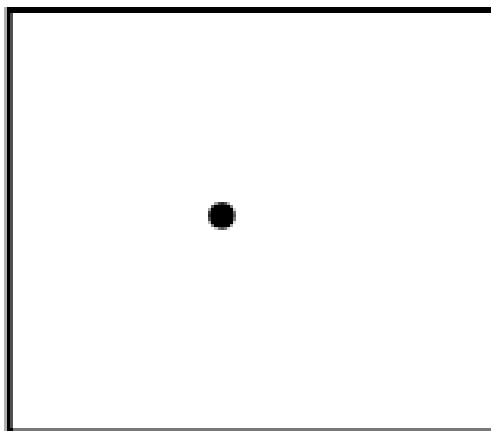
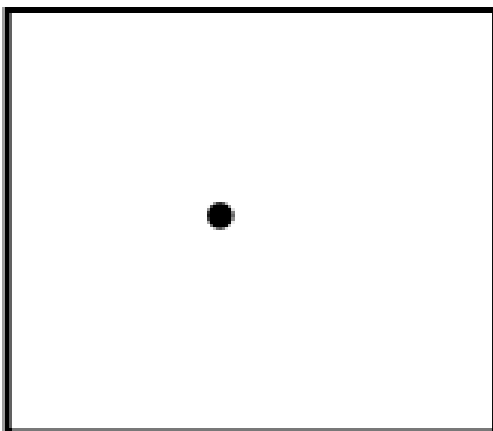
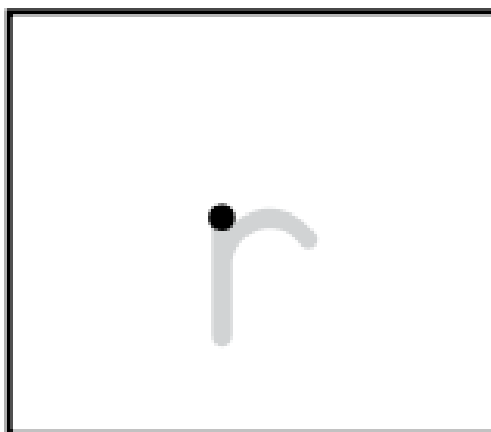
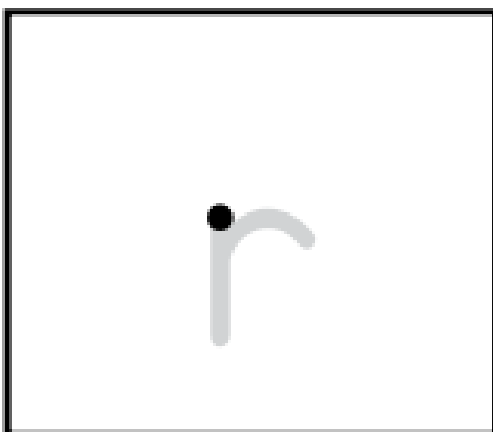
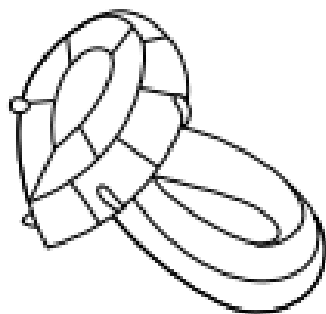
Name _____

Directions: Trace and write. Begin at the dot. Color the parrot.



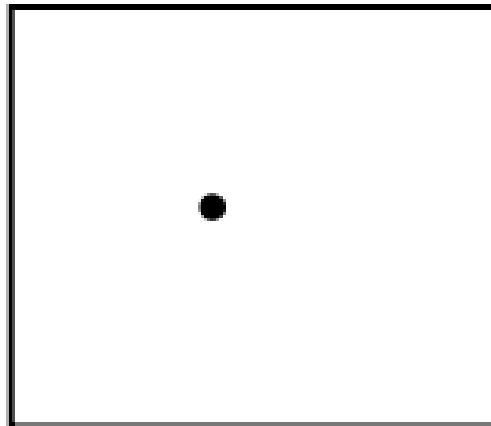
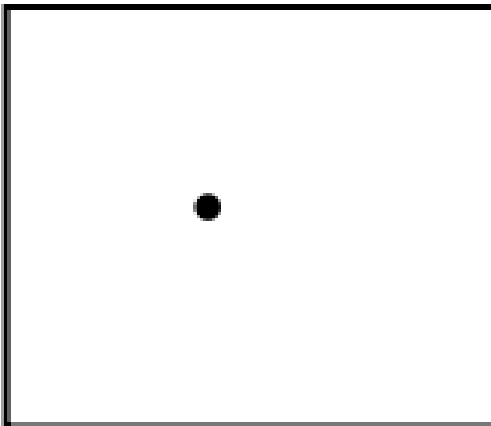
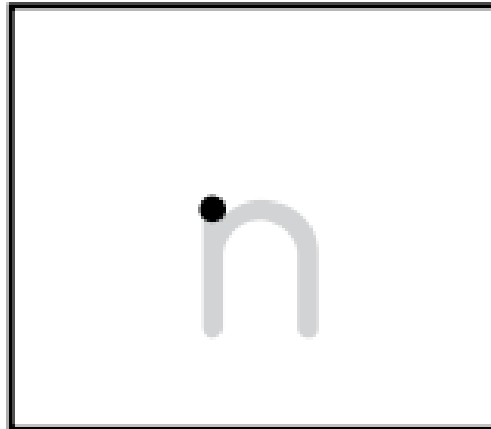
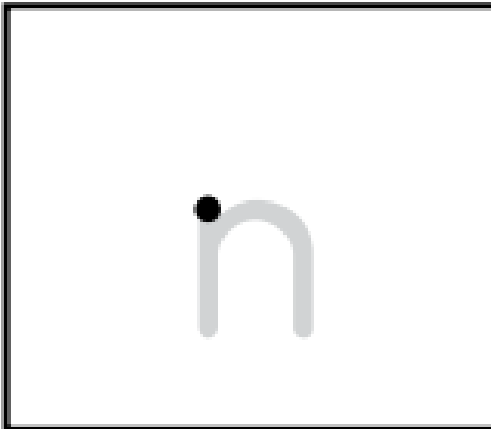
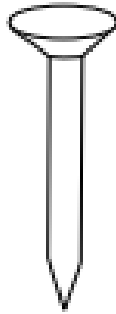
Name _____

Directions: Trace and write. Begin at the dot. Color the ring.



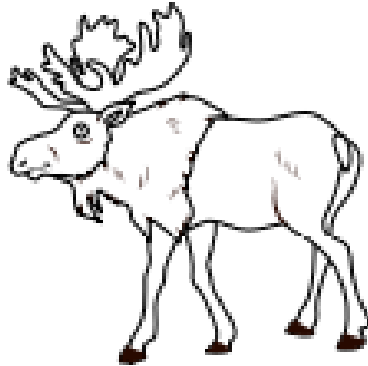
Name _____

Directions: Trace and write. Begin at the dot. Color the nail.



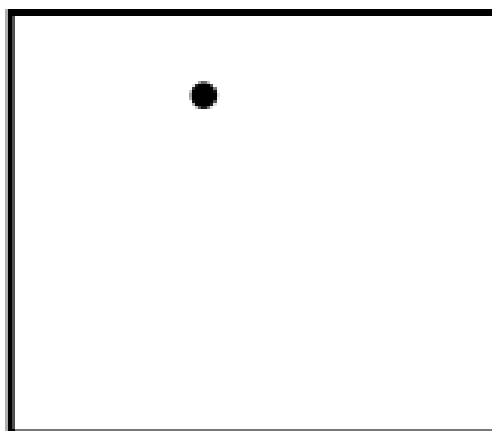
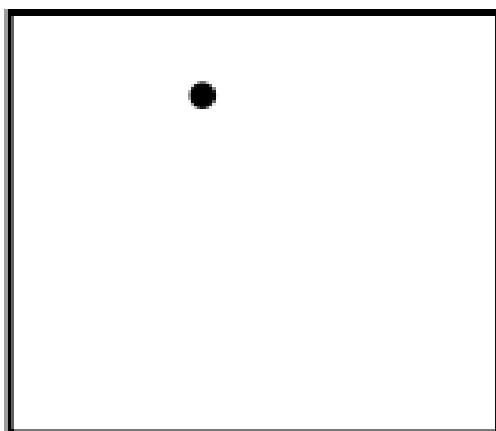
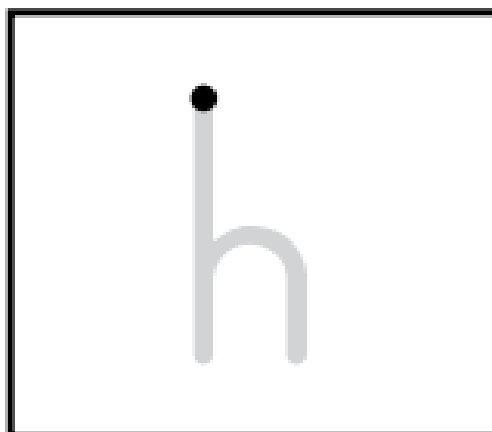
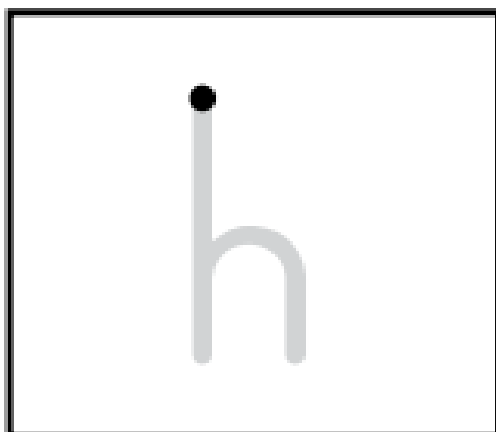
Name _____

Directions: Trace and write. Begin at the dot. Color the moose.



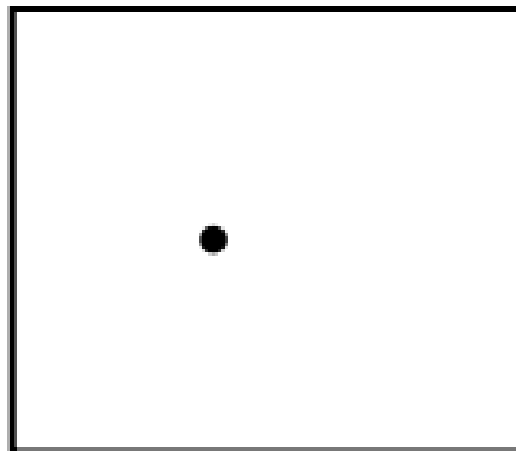
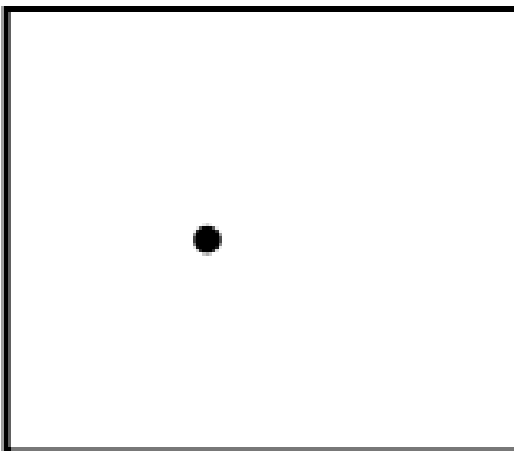
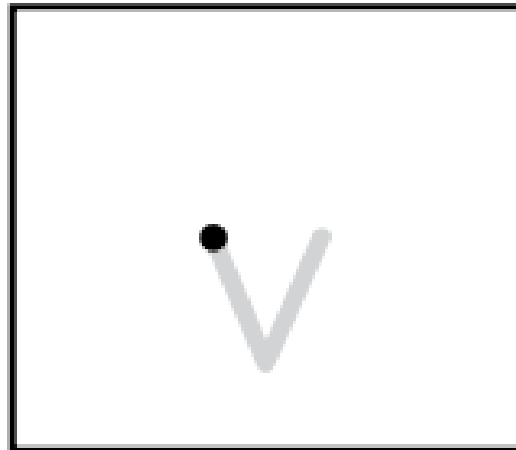
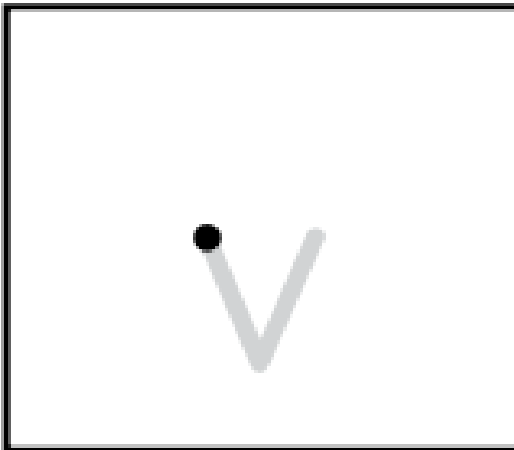
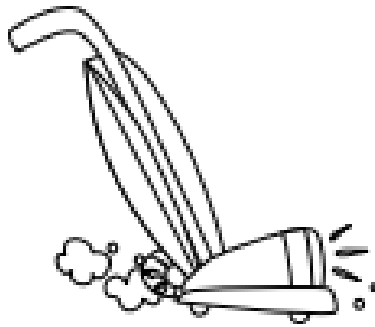
Name _____

Directions: Trace and write. Begin at the dot. Color the hammer.



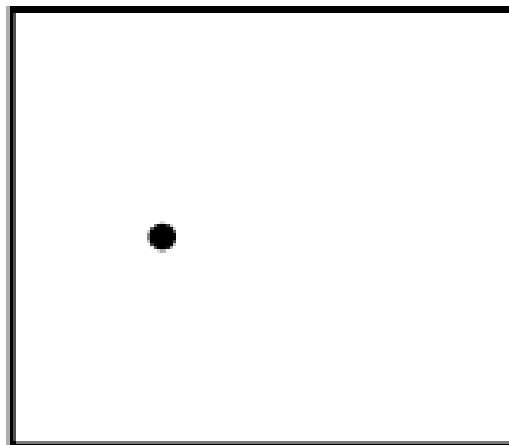
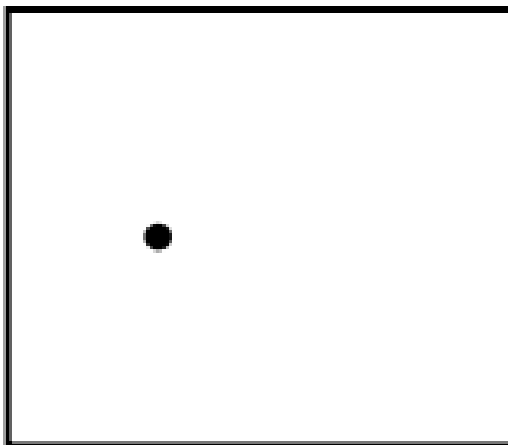
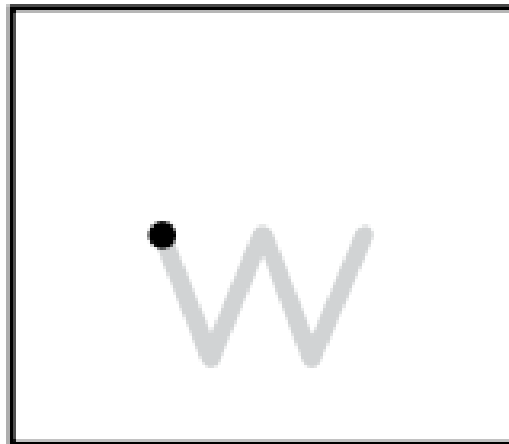
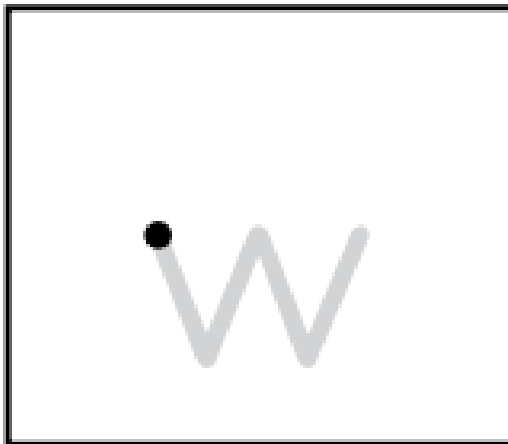
Name _____

Directions: Trace and write. Begin at the dot. Color the vacuum.



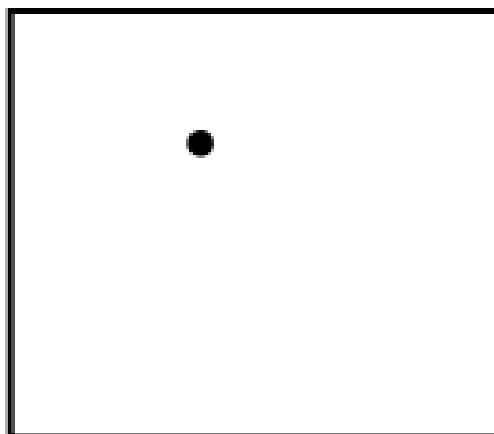
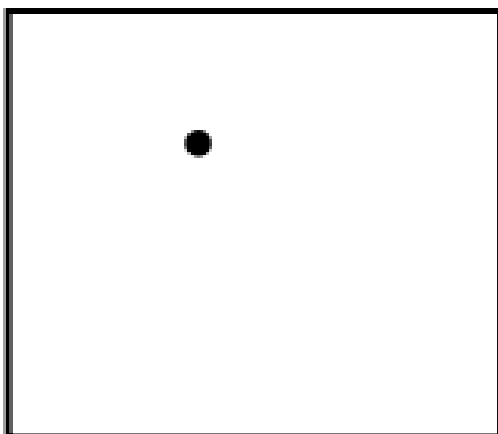
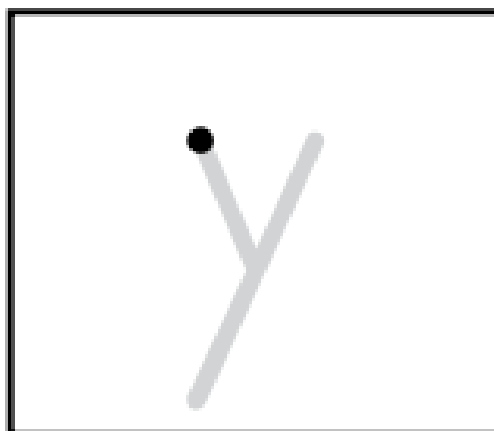
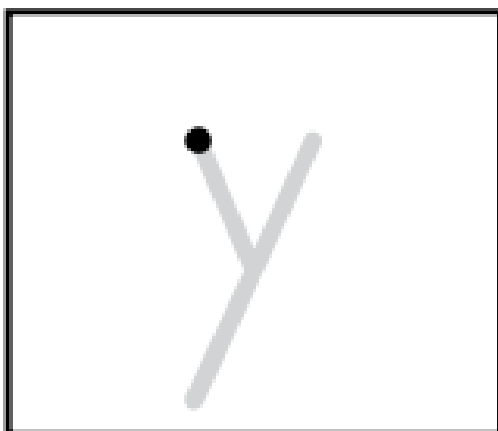
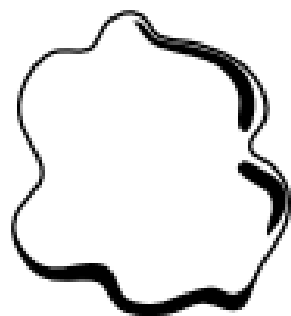
Name _____

Directions: Trace and write. Begin at the dot. Color the wolf.



Name _____

Directions: Trace and write. Begin at the dot. Color the paint yellow.

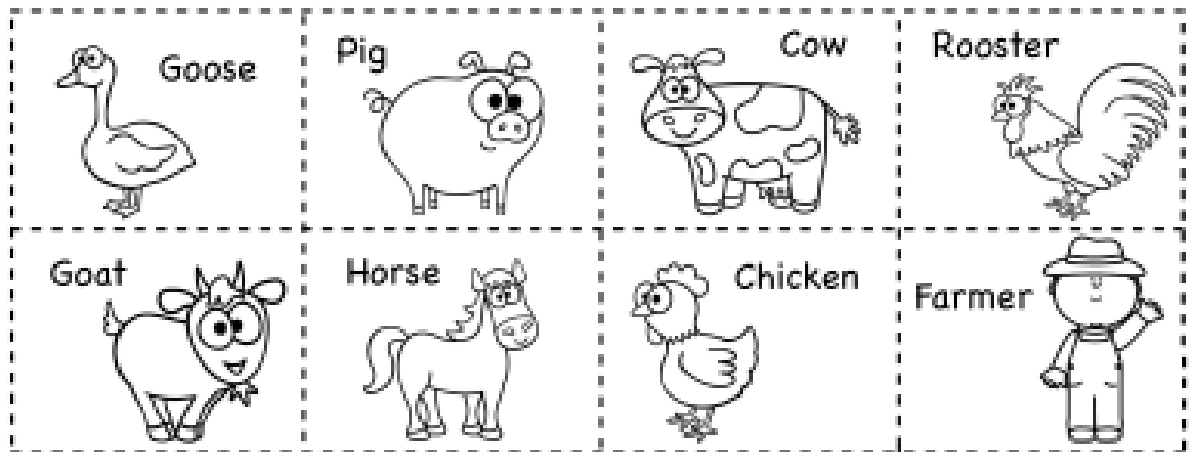


2/4 legs animal sort:

Name: _____

Fun on the Farm Sorting

2 Legs	4 Legs



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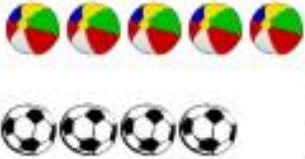
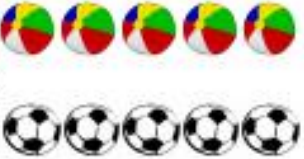


Paper Plate Animals:



Number Matching:



pictures and shapes

pictures and shapes

Topic A

Comparison of Length**PK.MD.1**

Focus Standard:	PK.MD.1	Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).
Instructional Days:	5	
Coherence -Links to:	GK-M3	Comparison of Length, Weight, Capacity, and Numbers to 10.

In the first half of Module 4, students describe and compare measurable attributes of length, weight, and volume (**PK.MD.1**). To begin, students use correct vocabulary, *tall* or *short*, to describe length. Because Pre-Kindergarten students entering school might describe most objects as *big* or *small*, Lesson 1 helps students refine their descriptors using examples of tall things (buildings, trees, a flagpole) and short things (scissors, a used crayon or pencil, a puppet). Children practice using their new vocabulary as they build tall and short buildings with blocks and then move to the pictorial using strips of paper to create a city with tall and short buildings.

Discussing *tall* and *short* naturally leads children to compare their height to someone else's. Lesson 2 uses this context to demonstrate the importance of aligning endpoints when measuring. Students see that David isn't taller than the teacher when he is standing on a chair. They practice comparing classroom objects (pen and marker) by aligning endpoints to a line drawn on a piece of paper and then stating which object is taller, longer, or shorter than another object (**PK.MD.1**). Students learn to differentiate between *tall* and *long*. When something is standing up, it is usually described as *tall*; whereas, when something is lying flat, it is usually described as *long*.



In Lesson 3, students explore the classroom, comparing and aligning endpoints to find objects that are *longer than*, *shorter than*, or *about the same length* as a simple, straight object (strip of paper, straw, chopstick). Then, students practice making clay snakes that are *longer than*, *shorter than*, or *about the same length* as their straight object. Using a straight object, and later a linking cube tower, helps students to see indirectly that they are iterating a unit and that units of measure can be divided to make comparisons more precise.

Lessons 4 and 5 transition into comparing length with linking cube trains and towers. In both lessons, students are given differing amounts of linking cubes (3 to 10 cubes) that they count and connect. Once they have built their train in Lesson 4, students compare it to a friend's train by making *longer than*, *shorter than*, or *the same as* statements. They record their comparison by drawing both trains. In Lesson 5, students take their towers/trains and go on a classroom search for a *museum piece* that is *about the same length/height* as their cubes. They record their discoveries by drawing their tower/train and their object to be displayed in The About the Same Museum.



In Topic A Fluency Practice, students practice new vocabulary (*long*, *short*, *tall*) by playfully acting out the words to a chant. They continue to count with one-to-one correspondence and practice rote counting to 15 by means of movement (the Number Cha-Cha) and sound (Counting Drumbeats). In addition, students play Say Ten basketball, counting to 15 (ten 5) the *Say Ten Way*. This facilitates rote counting to 20 by the end of the year.

A Teaching Sequence Toward Mastery of Comparison of Length

- Objective 1:** Identify the attribute of length by describing objects as *tall* or *short*.
(Lesson 1)
- Objective 2:** Compare length using *taller than* and *shorter than* with aligned and non-aligned endpoints.
(Lesson 2)
- Objective 3:** Compare length using *longer than*, *shorter than*, and *about the same as* with a simple straight object.
(Lesson 3)
- Objective 4:** Compare length using *longer than*, *shorter than*, and *the same as* with a stick of linking cubes.
(Lesson 4)
- Objective 5:** Compare length using *about the same as* with a stick of linking cubes.
(Lesson 5)

Pond Animals

Cat Tail Craft:

You will need scissors, paper, and a pipe cleaner for each one!

