

Lesson 3: Exploremos las fichas de dos colores y los tableros de 5

Standards Alignments

Addressing K.CC
Building Towards K.CC.B, K.MD.B.3

Teacher-facing Learning Goals

- Explore and use counters and 5-frames.
- Repeat mathematical ideas shared by a partner.

Student-facing Learning Goals

- Exploremos las fichas de dos colores y los tableros de 5.

Lesson Purpose

The purpose of this lesson is for students to explore two-color counters and 5-frames. Teachers also have an opportunity to gather formative assessment data about students' counting concepts and skills.

As students explore two-color counters and 5-frames, they likely will create designs. As you monitor, consider asking questions such as “¿Cuántas fichas de dos colores hay en el tablero de 5? ¿Cuántas fichas rojas tienen? ¿Tienen suficientes fichas para completar el tablero de 5?” // “How many two-color counters are in the 5-frame? How many red counters do you have? Do you have enough counters to fill the 5-frame?” These questions help teachers learn more about each student. The 5-frame is a useful tool for students to develop a visualization of the number 5. Various arrangements of counters on the frame prompt different visualizations of numbers and strategies for manipulating these numbers in relation to five. Students will use the 5-frame, and later the 10-frame, throughout the year. In the lesson synthesis, students think about which math tools they would choose for certain tasks (MP5).

The first few lessons in this section are intentionally shorter to allow students to learn the structure and routines of math lessons and to give teachers an opportunity to learn what students know about concepts of number. If there is extra time, students may spend more time in exploring two-color counters in the first activity.

In the lesson synthesis, students practice saying the verbal count sequence to 10 in preparation for counting objects in an upcoming section. Add variety to the counting by adding movement. For example, students can count as they clap, stomp their feet, or jump.

Access for:

Students with Disabilities

- Engagement (Activity 1)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Notice and Wonder (Warm-up)

Materials to Gather

- Two-color counters: Activity 1

Materials to Copy

- 5-Frame (groups of 1): Activity 1

Lesson Timeline

Warm-up	15 min
Activity 1	15 min
Lesson Synthesis	10 min

Teacher Reflection Question

Unlike talking, listening is a difficult thing to observe. At what points in the lesson did you observe students listening to one another's ideas today in class? What indicators do you have that they were listening and making sense of what was being said?

Cool-down (to be completed at the end of the lesson)

 0 min

Unidad 1, Punto de chequeo de la sección A

Standards Alignments

Addressing K.CC

Student-facing Task Statement

Lesson observations

Student Responses

- Say the count sequence to 10.
- Say one number for each object.
- Answer how many without counting again.

- Recognize and name groups of 1, 2, or 3 objects or images without counting.
- Recognize and name groups of 4 objects or images without counting.
- Show quantities on fingers.
- Identify groups with the same number of objects (for groups of up to 4 objects).