

## Teaching Unit 3 (Continued)

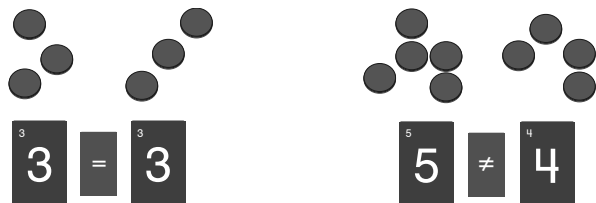
### Math Background

#### Partners

**Counting Mat Activities** In this unit, children will make a number (2 through 6) and find all of the partners of that number using a Break-Apart Stick. The teacher records the partners in a math drawing and with an equation. Later in the unit, children will play a game to find partners of numbers.

**Understanding Equations** Throughout Units 3 and 4, we provide children with many experiences making expressions on one side of the equals sign. This emphasis reflects our finding that it is difficult for kindergarten children to write equations by themselves. Even less-advanced first graders confuse +, −, and = symbols. Children will use the + or − tile with their Number Tiles to create expressions. Equations will be written by the teacher. Partner equations are written with the total first as shown at the right.

Children also use their = or ≠ tile to compare groups of objects and numbers as *equal* or *not equal*.



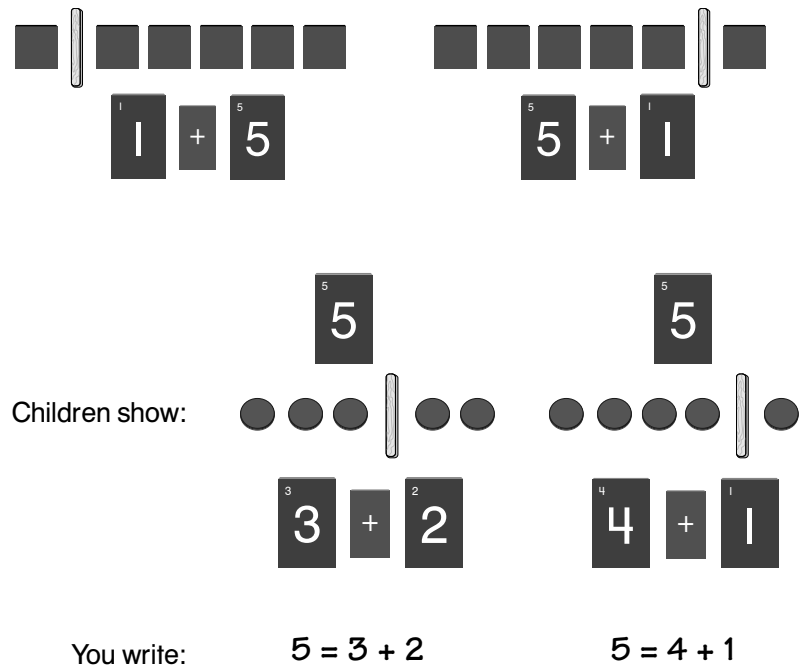
#### Story Problems

In Unit 3, story problems have the theme of stories in a park. Children are encouraged to use the totals of 6, 7, 8, 9, or 10. They build language through retelling story problems, use fingers and objects to solve story problems, show the operation with Number Tiles and a + or − tile, and share their solutions.

After children have shared their solutions, be sure to summarize. Use circles to make a math drawing and then write an equation.

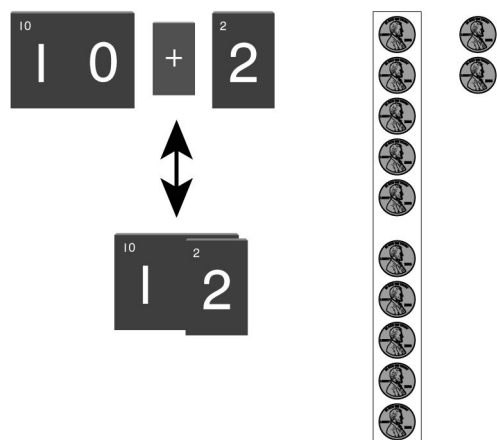


It is important to use 5-groups in your circle drawings. Also, when subtracting, be sure to take away (cross out) circles beginning with the first circle. (This will help later when children count on to subtract.) Using a horizontal line to cross out the circles will help children connect the drawing with the minus sign in the equation.



### Teen Numbers as Tens and Ones

The major new focus of this unit is the introduction of teen numbers as 1 ten and some ones. Previously, children have shown teen numbers with Number Flashes (ten to the left and ones to the right) using Giant Number Cards and by counting. In this unit, children will make teen numbers by counting out objects from various collections. Then they will group 10 objects together to see the 10 “hiding” inside the teen number. They will show this with Number Tiles by placing the 2 on top of the 0 in 10 to see 12. They will then trade the 10 loose objects for various tens models, such as a Dime Strip.



### Geometry and Kinesthetic Spatial Activities

Geometric and spatial concepts continue to be woven into many activities. Children draw shapes in repeating patterns and discuss shapes in everyday life. Attribute cards showing different shapes, sizes, and colors will be sorted and used to make repeating patterns. The new pattern for this unit uses three shapes or letters (ABC).

Body-in-space activities help children develop body awareness, balance, and hand/eye coordination. These activities were developed with the help of a behavioral optometrist who sees many children with reading and writing problems stemming from a lack of such coordination.

### Graphing and Comparing

Children extend their previous graphing experiences to drawing picture graphs and practicing comparing language in both directions. (For example, “There are *more* circles than squares. There are *fewer* squares than circles.”) Children use a pan balance and their Graph Mats to build concepts and language for *heavier* and *lighter* and they experience measuring dry capacity using small containers of rice.