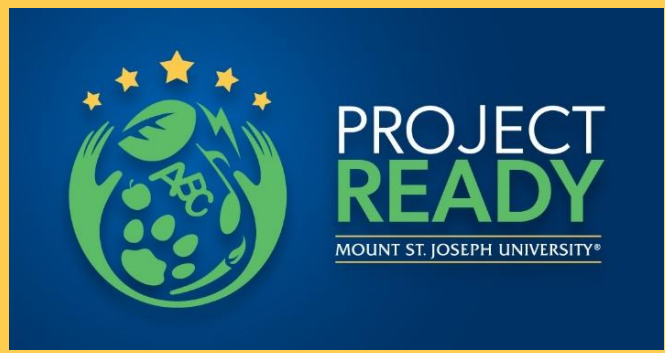




Math Book 2



Joyful Discoveries
Preschool Curriculum

Revised, Warburg 2024



Created by: Dr. Amy Murdoch, Ms. Rosie Warburg, and Dr. Maria Aielli

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Table of Contents

Lesson 1: Copy the Pattern.....1

Review A.....21

Review B.....37

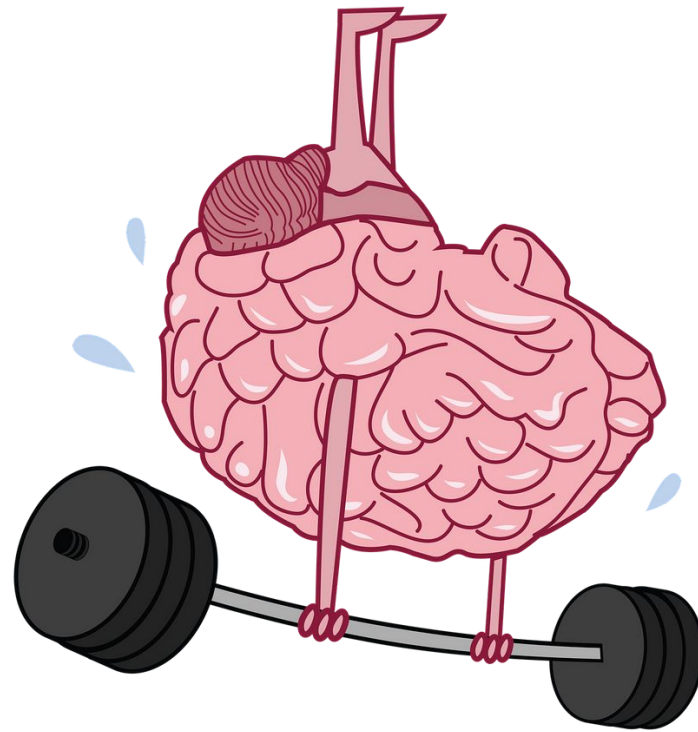
Lesson 2: Counting 6-10.....49

Review A.....69

Review B.....89

Practice and Play Lesson 1.....111

Practice and Play Lesson 2.....149



Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes of two or more colors)
- Work mat for each student.

Lesson 1

Copy the Pattern

Overview: This lesson introduces students to the concept of patterning. They learn to read and copy a simple pattern.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. I'm going to make a pattern. Watch me then you will do the pattern, too. Clap your hands once then slap your knees once. Repeat this pattern several times without saying anything. *When you're ready, make the pattern with me.* Encourage students to join you in the pattern. *You are doing a pattern! Now I'm going to make another pattern.*

Watch me then it will be your turn. Continue in this way with one or two more simple patterns below:

- Raise your hands high then touch your shoulders
- Stand up then sit down
- Raise your right hand then raise your left hand
- Stomp both feet then pat your tummy

Model the pattern then encourage students to join you.



Lesson 1

Copy the Pattern

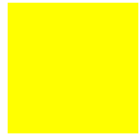
CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book.
- Ask if they remember what we counted in this book.
- Connect the book to background knowledge of unit theme.
- Review title, author, and illustrator of the book.
- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.



3-4 minutes

TOTAL



Lesson 1

Copy the Pattern

Introduce New Concept

Explain: *We are going to learn about something new called patterns. Let's clap that word. Pat-terns. Now let's say it. Patterns.*

Patterns are made when something happens again and again. When things repeat over and over, we have a pattern.

Model: Point to first red square in the pattern. Explain, *I'm going to read this pattern. Watch and listen.* Point to each square as you read the pattern. *Red, yellow, red, yellow, red, yellow. I'm going to use my blocks to make the same pattern. Watch.* Copy the pattern with unifix cubes below the squares. Say the name of each color as you place it down. *Red, yellow, red, yellow, red, yellow. I copied the pattern.* Remove the blocks and turn the page.



Lesson 1

Copy the Pattern

Introduce New Concept

Explain: *This looks like a new pattern. Watch me copy the pattern.*

Model: Point to first red square in the pattern. Explain, *I'm going to read this pattern. Watch and listen.* Point to each square as you read the pattern. *Blue, orange, blue, orange, blue, orange.* *I'm going to use my blocks to make the same pattern. Watch.* Copy the pattern with unifix cubes below the squares. Say the name of each color as you place it down. *Blue, orange, blue, orange, blue, orange.* *I copied the pattern.* Remove the blocks and turn the page.



Lesson 1

Copy the Pattern

Introduce New Concept

Explain: *Watch me copy the pattern.*

Model: Point to first red square in the pattern. Explain, *I'm going to read this pattern. Watch and listen.* Point to each square as you read the pattern. *Purple, green, purple, green, purple, green.* *I'm going to use my blocks to make the same pattern. Watch.* Copy the pattern with unifix cubes below the squares. Say the name of each color as you place it down. *Purple, green, purple, green, purple, green.* *I copied the pattern.* Remove the blocks and turn the page.



Lesson 1

Copy the Pattern

Group Practice

Explain: *Let's work together to copy this pattern. First, let's read the pattern together.*

Group Practice: Point to first square in the pattern. Ask, *What color? Blue. Yes.* Continue to point to each square in the pattern as you encourage students to name the color. *Yellow, blue, yellow, blue, yellow. We read the pattern. Now let's work together to copy it. What color do we need first in the pattern? Blue.* Put a blue unifix cube under the first square. *What comes next in our pattern? Yellow.* Place a yellow unifix cube under the second square. Continue in this way until students have worked together to copy the entire pattern. Remove the blocks and turn the page.



Error Correction Procedure

Point to the square in the pattern.
Name the color.



Lesson 1

Copy the Pattern

Group Practice

Explain: *Let's work together to copy this pattern. First, let's read the pattern together.*

Group Practice: Point to first square in the pattern. *Ask, What color? Green. Yes.* Continue to point to each square in the pattern as you encourage students to name the color. *Orange, green, orange, green, orange. We read the pattern. Now let's work together to copy it. What color do we need first in the pattern? Green.* Put a green unifix cube under the first square. *What comes next in our pattern? Orange.* Place an orange unifix cube under the second square. Continue in this way until students have worked together to copy the entire pattern. Remove the blocks and turn the page.



Error Correction Procedure

Point to the square in the pattern.
Name the color.



Lesson 1

Copy the Pattern

Group Practice

Explain: *Let's work together to copy this pattern. First, let's read the pattern together.*

Group Practice: Point to first square in the pattern. *Let's read the pattern. Purple, yellow, purple, yellow, purple, yellow. Now let's work together to copy it. What color do we need first in the pattern? Purple.* Put a purple unifix cube under the first square. *What comes next in our pattern? Yellow.* Place a yellow unifix cube under the second square. Continue in this way until students have worked together to copy the entire pattern. Remove the blocks and turn the page.



Error Correction Procedure

Point to the square in the pattern.
Name the color.



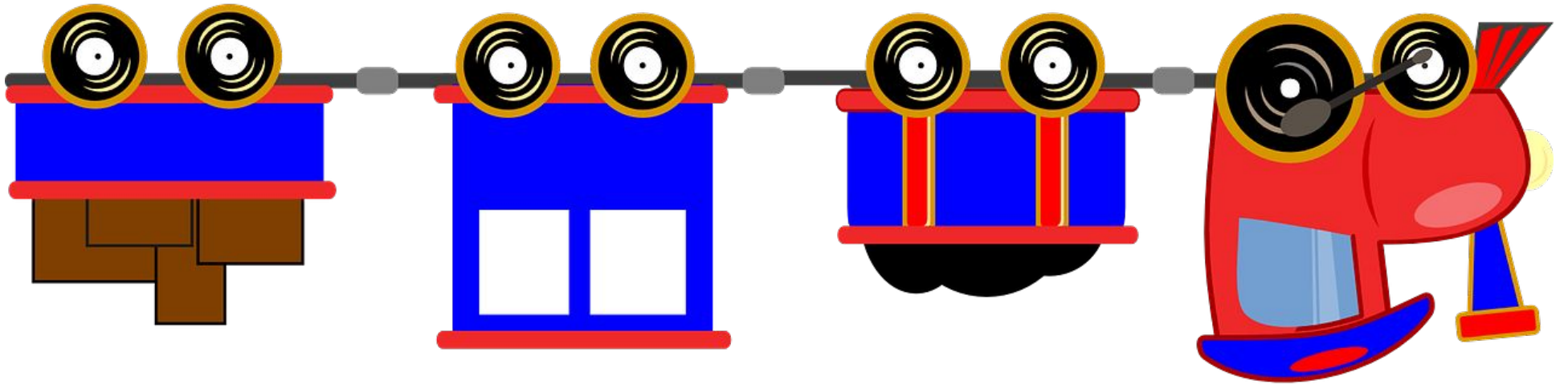
Lesson 1

Copy the Pattern

Individual Practice:

Give each student a work mat. Use two colors of unifix cubes to make a simple pattern on each mat. Give each student the two colors of unifix cubes they need to copy their pattern. Encourage students to independently read their patterns and copy them below with the additional unifix cubes. Monitor student progress and correct errors. Each student should copy 1 pattern.

Expand (optional): For students ready for a challenge, create a simple pattern that is more complex than AB. For example ABBA or AABA.



Lesson 1

Copy the Pattern

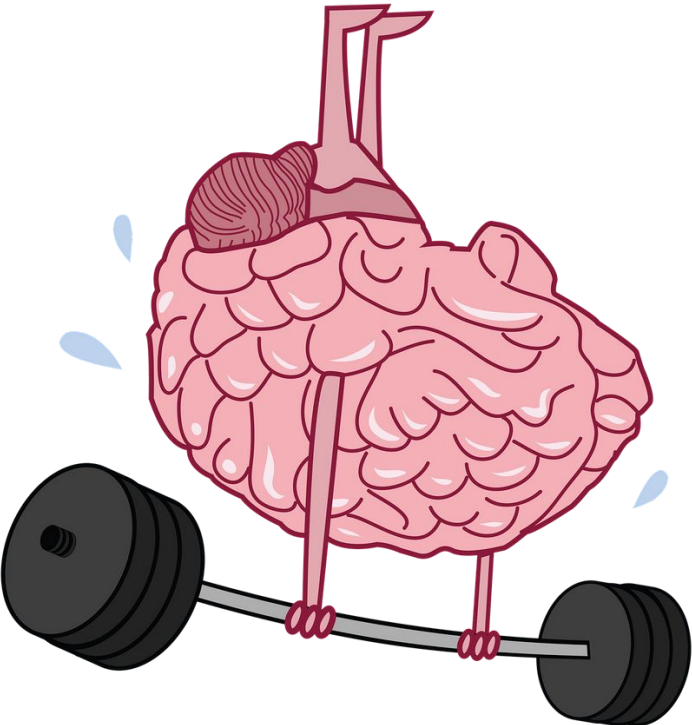
Wrap Up

Explain: *Today we practiced copying patterns. Thank you for helping me read and copy patterns!*

Celebrate success:

Let's celebrate our hard work with a ride on the learning train. Ready? All aboard. Mime train wheels with your arms as you make the sound of the train. *Chugga chugga chugga chugga.* Speed up for extra fun. Mime pulling down on a train whistle and say, *Whew whew!* We did it. We're all done.





Materials Needed:

- Most recently read math book
- Small, identical materials for counting
(For example: unifix cubes of two or more colors)
- Work mat for each student.

Lesson 1A

Copy the Pattern

Overview: This lesson introduces students to the concept of patterning. They learn to read and copy a simple pattern.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. I'm going to make a pattern. Watch me then you will do the pattern, too. Clap your hands once then slap your knees once. Repeat this pattern several times without saying anything. *When you're ready, make the pattern with me.* Encourage students to join you in the pattern. *You are doing a pattern! Now I'm going to make another pattern. Watch me then it will be your turn.* Continue in this way with one or two more simple patterns below:

- Raise your hands high then touch your shoulders
- Stand up then sit down
- Raise your right hand then raise your left hand
- Stomp both feet then pat your tummy

Model the pattern then encourage students to join you.



Lesson 1A

Copy the Pattern

CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book.
- Ask if they remember what we counted in this book.
- Connect the book to background knowledge of unit theme.
- Review title, author, and illustrator of the book.
- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.



3-4 minutes

TOTAL



Lesson 1A

Copy the Pattern

Introduce New Concept

Explain: *We have been learning about patterns. Let's clap that word. Pat-terns. Now let's say it. Patterns. Patterns are made when something happens again and again. When things repeat over and over, we have a pattern.*

Model: Point to first square in the pattern. Explain, *I'm going to read this pattern. Watch and listen.* Point to each square as you read the pattern. *Green, blue, green, blue, green, blue. I'm going to use my blocks to make the same pattern. Watch.* Copy the pattern with unifix cubes below the squares. Say the name of each color as you place it down. *Green, blue, green, blue, green, blue. I copied the pattern.* Remove the blocks and turn the page.



Lesson 1A

Copy the Pattern

Introduce New Concept

Explain: *This looks like a new pattern. Watch me copy the pattern.*

Model: Point to first square in the pattern. Explain, *I'm going to read this pattern. Watch and listen.* Point to each square as you read the pattern. *Yellow, orange, yellow, orange, yellow, orange.* *I'm going to use my blocks to make the same pattern. Watch.* Copy the pattern with unifix cubes below the squares. Say the name of each color as you place it down. *Yellow, orange, yellow, orange, yellow, orange.* *I copied the pattern.* Remove the blocks and turn the page.



Lesson 1A

Copy the Pattern

Group Practice

Explain: *Let's work together to copy this pattern. First, let's read the pattern together.*

Group Practice: Point to first square in the pattern. Ask, *What color? Purple. Yes.* Continue to point to each square in the pattern as you encourage students to name the color. *Red, purple, red, purple, red.. We read the pattern. Now let's work together to copy it.*

What color do we need first in the pattern? Purple. Put a purple unifix cube under the first square. *What comes next in our pattern?*

Red. Place a yellow unifix cube under the second square. Continue in this way until students have worked together to copy the entire pattern. Remove the blocks and turn the page.



Error Correction Procedure

Point to the square in the pattern.

Name the color.



Lesson 1A

Copy the Pattern

Group Practice

Explain: *Let's work together to copy this pattern. First, let's read the pattern together.*

Group Practice: Point to first square in the pattern. *Ask, What color? Red. Yes.* Continue to point to each square in the pattern as you encourage students to name the color. *Blue, red, blue, red, blue. We read the pattern. Now let's work together to copy it.*

What color do we need first in the pattern? Green. Put a red unifix cube under the first square. *What comes next in our pattern?*

Blue. Place a blue unifix cube under the second square. Continue in this way until students have worked together to copy the entire pattern. Remove the blocks and turn the page.



Error Correction Procedure

Point to the square in the pattern.
Name the color.



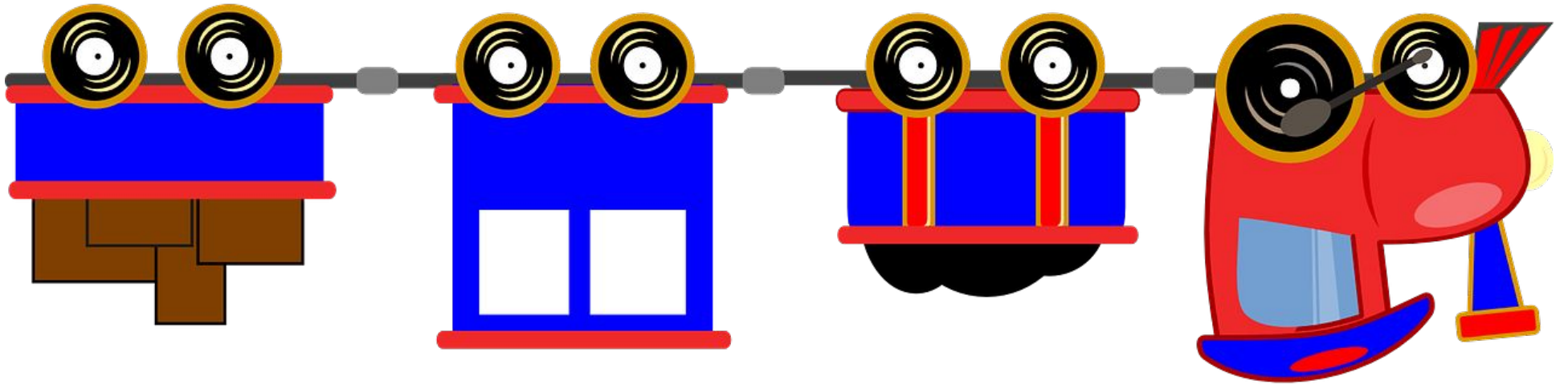
Lesson 1A

Copy the Pattern

Individual Practice:

Give each student a work mat. Use two colors of unifix cubes to make a simple pattern on each mat. Give each student the two colors of unifix cubes they need to copy their pattern. Encourage students to independently read their patterns and copy them below with the additional unifix cubes. Monitor student progress and correct errors. Continue in this manner until all students have copied 3 patterns.

Expand (optional): For students ready for a challenge, create a simple pattern that is more complex than AB. For example ABBA or AABA.



Lesson 1A

Copy the Pattern

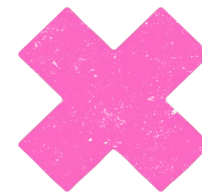
Wrap Up

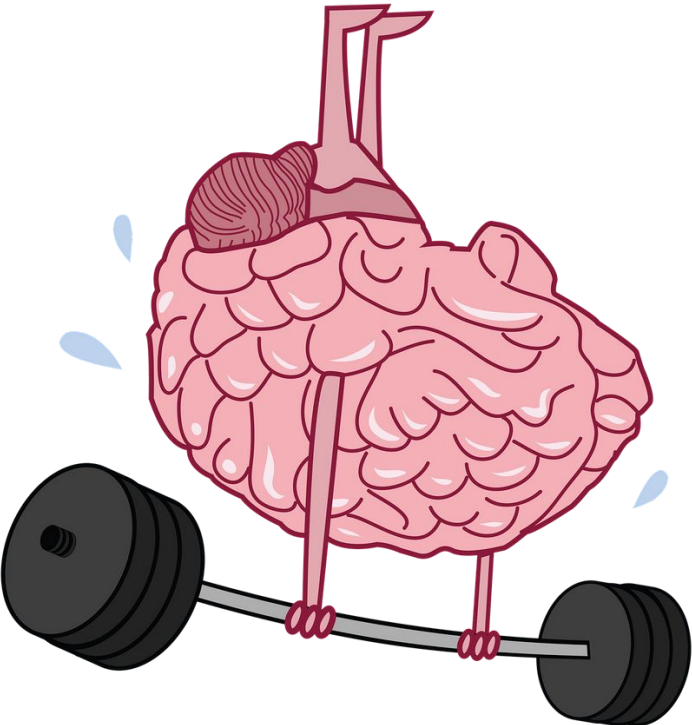
Explain: *Today we practiced copying patterns. Thank you for helping me read and copy patterns!*

Celebrate success:

Let's celebrate our hard work with a ride on the learning train. Ready? All aboard. Mime train wheels with your arms as you make the sound of the train. *Chugga chugga chugga chugga.* Speed up for extra fun. Mime pulling down on a train whistle and say, *Whew whew!* *We did it. We're all done.*

Point out patterns
throughout the day.





Materials Needed:

- Most recently read math book
- Small, identical materials for counting
(For example: unifix cubes of two or more colors)

Lesson 1B

Copy the Pattern

Overview: This lesson introduces students to the concept of patterning. They learn to read and copy a simple pattern.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. I'm going to make a pattern. Watch me then you will do the pattern, too. Clap your hands once then slap your knees once. Repeat this pattern several times without saying anything. *When you're ready, make the pattern with me.* Encourage students to join you in the pattern. *You are doing a pattern! Now I'm going to make another pattern. Watch me then it will be your turn.* Continue in this way with one or two more simple patterns below:

- Raise your hands high then touch your shoulders
- Stand up then sit down
- Raise your right hand then raise your left hand
- Stomp both feet then pat your tummy

Model the pattern then encourage students to join you.



Lesson 1A

Copy the Pattern

CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book.
- Ask if they remember what we counted in this book.
- Connect the book to background knowledge of unit theme.
- Review title, author, and illustrator of the book.
- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.



3-4 minutes

TOTAL



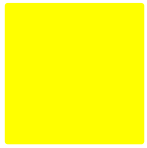
Lesson 1B

Copy the Pattern

Introduce New Concept

Explain: *We have been learning about patterns. Let's clap that word. Pat-terns. Now let's say it. Patterns. Patterns are made when something happens again and again. When things repeat over and over, we have a pattern.*

Model: Point to first square in the pattern. Explain, *I'm going to read this pattern. Watch and listen.* Point to each square as you read the pattern. *Green, orange, green, orange, green, orange.. I'm going to use my blocks to make the same pattern. Watch.* Copy the pattern with unifix cubes below the squares. Say the name of each color as you place it down. *Green, orange, green, orange, green, orange. I copied the pattern.* Remove the blocks and turn the page.



Lesson 1B

Copy the Pattern

Group Practice

Explain: *Let's work together to copy this pattern. First, let's read the pattern together.*

Group Practice: Point to first square in the pattern. *Ask, What color? Green. Yes.* Continue to point to each square in the pattern as you encourage students to name the color. *Yellow, green, yellow, green, yellow. We read the pattern. Now let's work together to copy it. What color do we need first in the pattern? Green.* Put a green unifix cube under the first square. *What comes next in our pattern? Yellow.* Place a yellow unifix cube under the second square. Continue in this way until students have worked together to copy the entire pattern. Remove the blocks and turn the page.



Error Correction Procedure

Point to the square in the pattern.
Name the color.



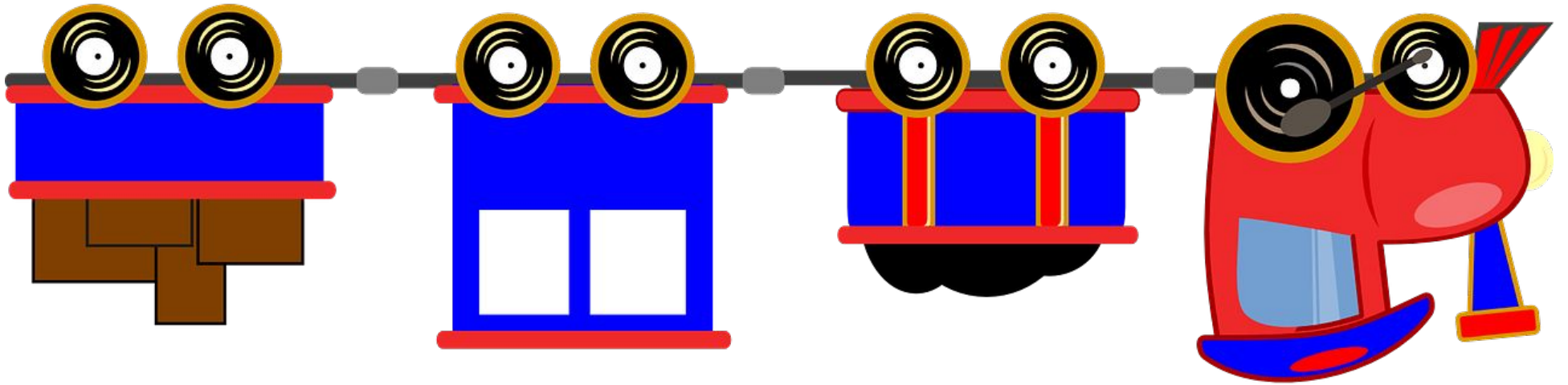
Lesson 1B

Copy the Pattern

Individual Practice:

Give each student a work mat. Use two colors of unifix cubes to make a simple pattern on each mat. Give each student the two colors of unifix cubes they need to copy their pattern. Encourage students to independently read their patterns and copy them below with the additional unifix cubes. Monitor student progress and correct errors. Continue in this manner until all students have copied 4 patterns.

Expand (optional): For students ready for a challenge, create a simple pattern that is more complex than AB. For example ABBA or AABA.



Lesson 1B


Copy the Pattern

Wrap Up

Explain: *Today we practiced copying patterns. Thank you for helping me read and copy patterns!*

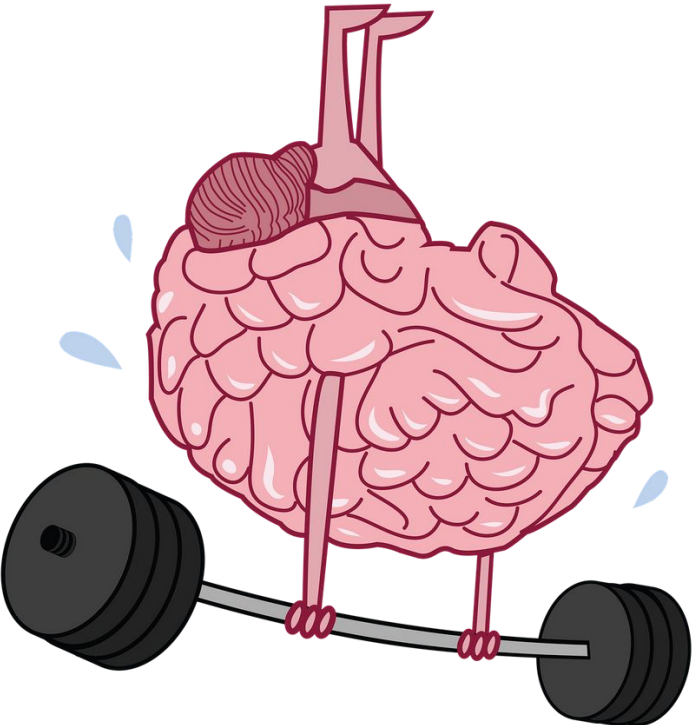
Celebrate success:

Let's celebrate our hard work with a ride on the learning train. Ready? All aboard. Mime train wheels with your arms as you make the sound of the train. *Chugga chugga chugga chugga.* Speed up for extra fun. Mime pulling down on a train whistle and say, *Whew whew! We did it. We're all done.*



Point out patterns
throughout the day.





Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes of the same color)
- Work mat for each student.

Lesson 2

Counting Groups of 6 - 10

Overview: This lesson continues with the concept that numbers tell how many. Students learn to count larger groups of 6-10.

Warm Up

Explain:

Let's get our brains ready to learn. Today we are going to count all the way to ten. Count with me. One, two, three, four, five, six, seven, eight, nine, ten. Repeat one time if necessary to gain students' attention.



Lesson 2

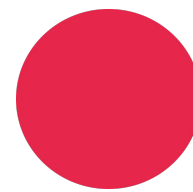
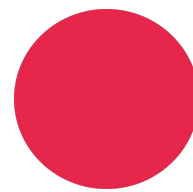
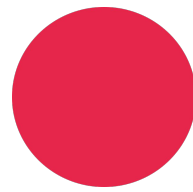
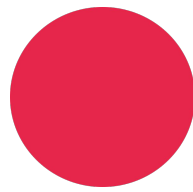
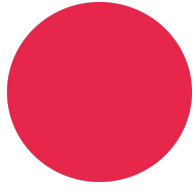
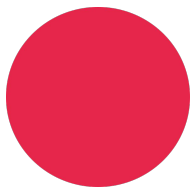
Counting Groups of 6 - 10

CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book.
- Ask if they remember what we counted in this book.
- Connect the book to background knowledge of unit theme.
- Review title, author, and illustrator of the book.
- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.



**3-4 minutes
TOTAL**



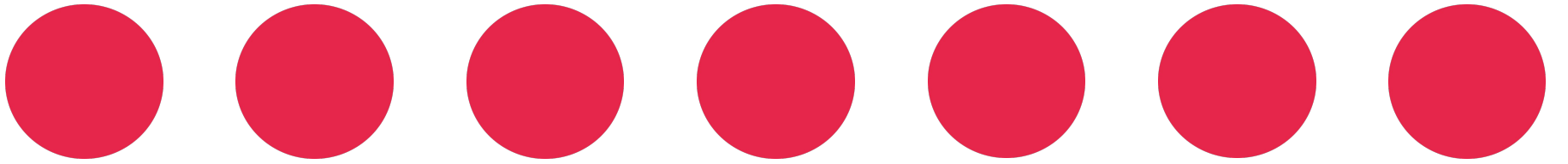
Lesson 2

Counting Groups of 6 - 10

Introduce New Concept

Explain: *Numbers tell us how many. When we count, the last number we say tells us how many. We have practiced counting small groups. Today we are going to count bigger groups.*

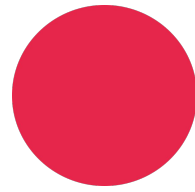
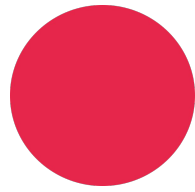
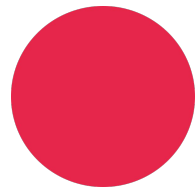
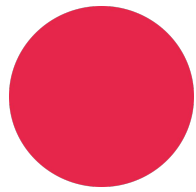
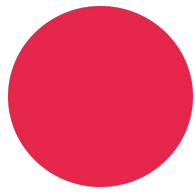
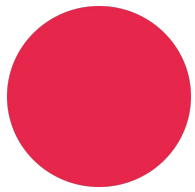
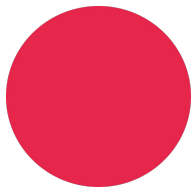
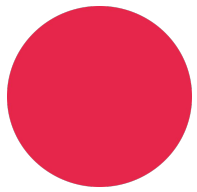
Model: Point to each red circle as you count. *One, two, three, four, five, six. There are six red circles.* Draw a circle around the dots with finger. *This is six.*



Lesson 2

Counting Groups of 6 - 10

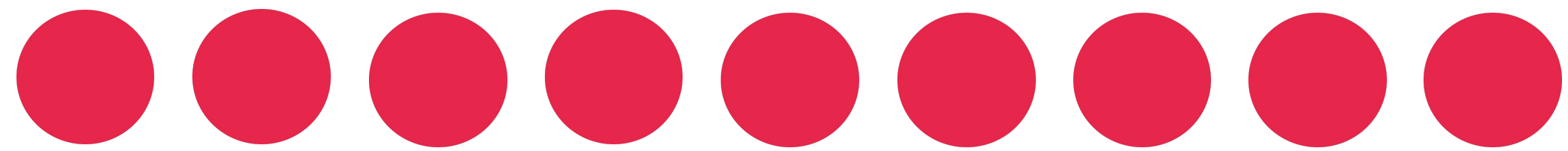
Model: Point to red circles as you count. *One, two, three, four, five, six, seven.* There are seven red circles. Draw a circle around the dots with finger. *This is seven.*



Lesson 2

Counting Groups of 6 - 10

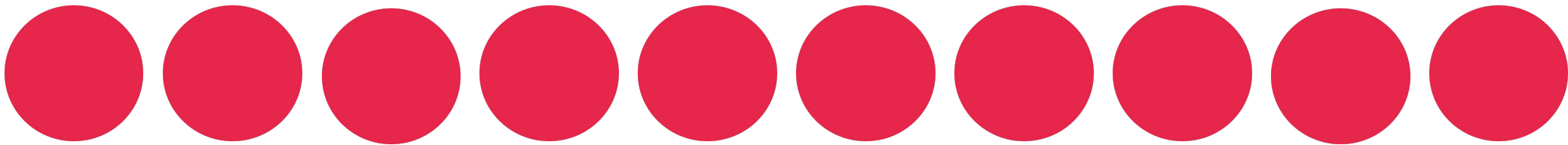
Model: Point to red circles as you count. *One, two, three, four, five, six, seven, eight. There are eight red circles.* Draw a circle around the dots with finger. *This is eight.*



Lesson 2

Counting Groups of 6 - 10

Model: Point to red circles as you count. *One, two, three, four, five, six, seven, eight, nine. There are nine red circles.* Draw a circle around the dots with finger. *This is nine.*



Lesson 2

Counting Groups of 6 - 10

Model: Point to red circles as you count. *One, two, three, four, five, six, seven, eight, nine, ten. There are ten red circles.* Draw a circle around the dots with your finger. *This is ten.*

Lesson 2

Counting Groups of 6 - 10

Explain: Place 7 identical manipulatives on the white page facing students. *I'm going to count these blocks.*

Model: *Listen and watch as I point and count. One, two, three, four, five, six, seven. There are seven blocks.*

Group Practice: *Now it's your turn to count the blocks. Everyone point to the blocks as you count. One, two, three, four, five, six, seven. Good. How many blocks are there? Seven.*

*Repeat with groups of 6, 9, 10, and 8. First model counting then support students as they all point and count.



Error Correction Procedure

Let's count together. How many?



Lesson 2

Counting Groups of 6 - 10

Individual Practice:

Give each student a work mat. Place a group of identical manipulatives on each student's work mat.

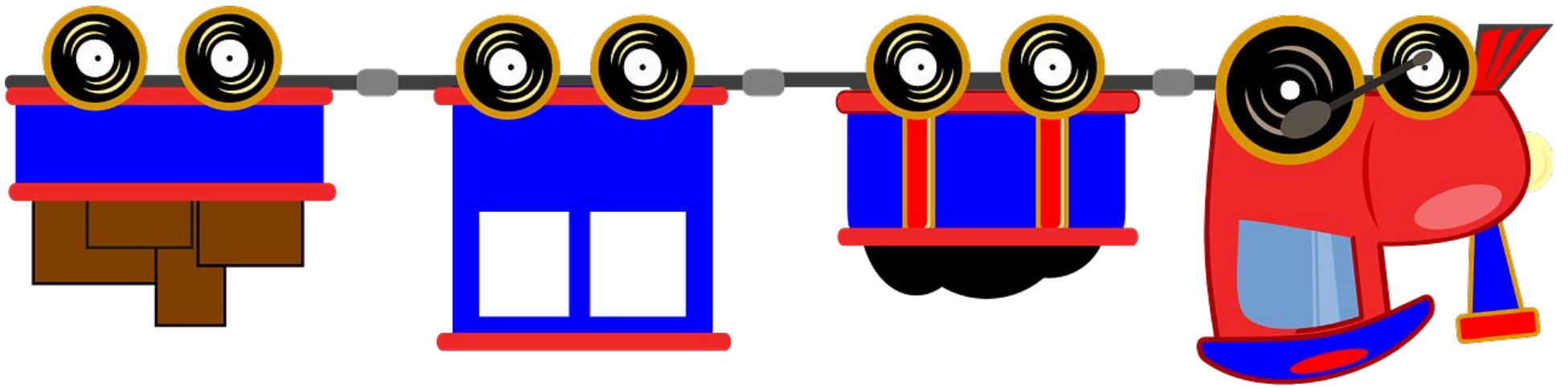
Encourage students to independently count their manipulatives. Continue giving groups of manipulatives until each student has counted groups of 6-10.

Expand (optional): For students ready for a challenge, allow them to create groups and tell you how many in each group.



Error Correction Procedure

Let's count together. How many?



Lesson 2

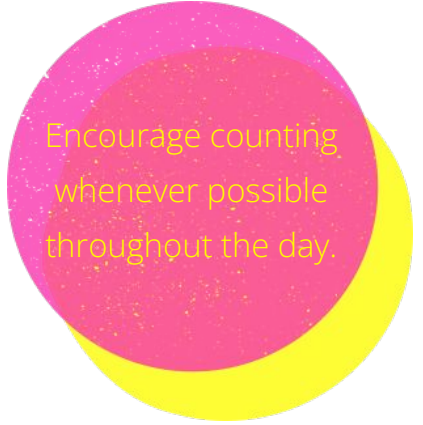
Counting Groups of 6 - 10

Wrap Up

Explain: *Today we practiced counting big groups. Thank you for helping me count!*

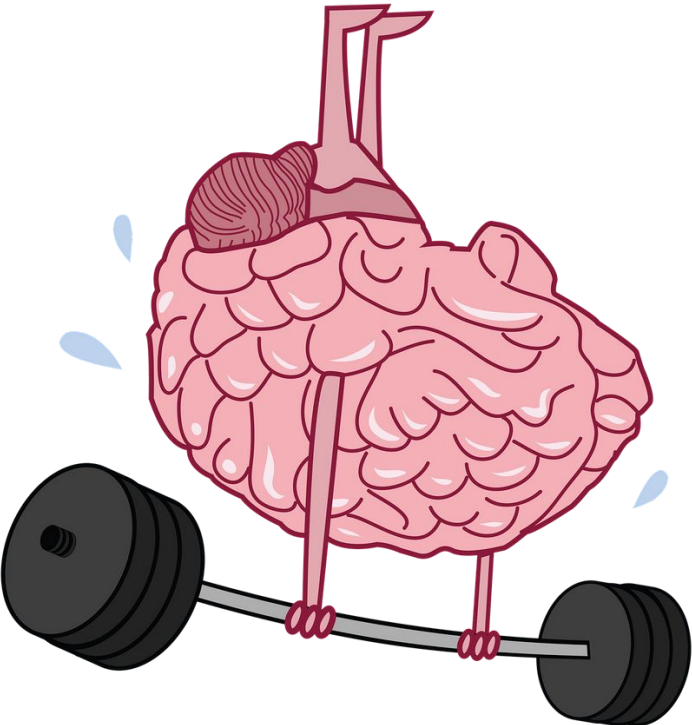
Celebrate success:

Let's celebrate our hard work with a ride on the learning train. Ready? All aboard. Mime train wheels with your arms as you make the sound of the train. *Chugga chugga chugga chugga.* Speed up for extra fun. Mime pulling down on a train whistle and say, *Whew whew! We did it. We're all done.*



Encourage counting
whenever possible
throughout the day.





Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes of the same color)
- Work mat for each student.

Lesson 2A

Counting Groups of 6 - 10

Overview: This lesson introduces students to the idea that numbers tell how many. When we count, the last number we say tells us how many there are.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. I'm going to make a pattern. Watch me then you will do the pattern, too. Clap your hands once then slap your knees once. Repeat this pattern several times without saying anything. *When you're ready, make the pattern with me.* Encourage students to join you in the pattern. *You are doing a pattern! Now I'm going to make another pattern. Watch me then it will be your turn.* Continue in this way with one or two more simple patterns below:

- Raise your hands high then touch your shoulders
- Stand up then sit down
- Raise your right hand then raise your left hand
- Stomp both feet then pat your tummy

Model the pattern then encourage students to join you.



Lesson 2A

Counting Groups of 6 - 10

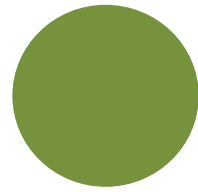
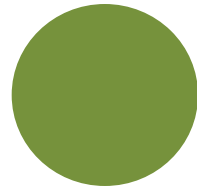
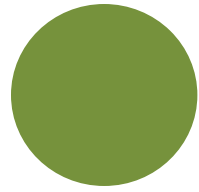
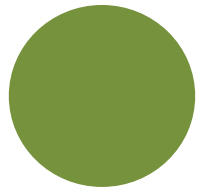
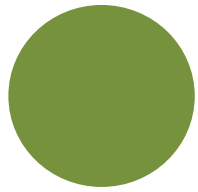
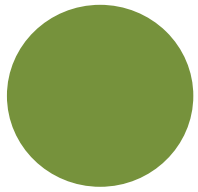
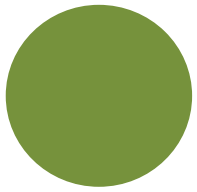
CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book.
- Ask if they remember what we counted in this book.
- Connect the book to background knowledge of unit theme.
- Review title, author, and illustrator of the book.
- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.



3-4 minutes

TOTAL

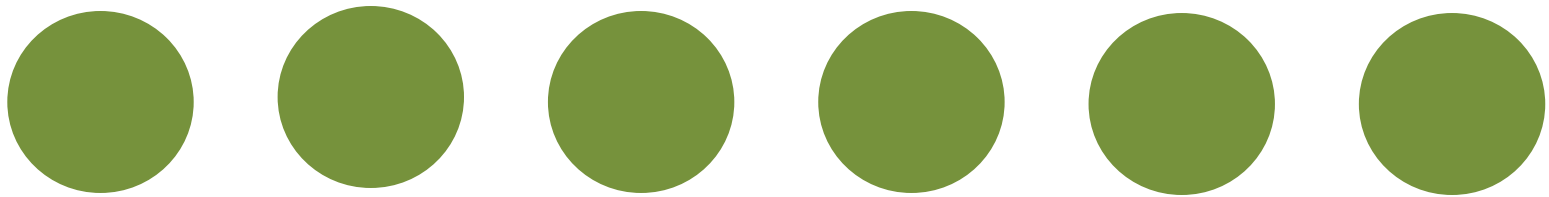


Lesson 2A

Counting Groups of 6 - 10

Review New Concept

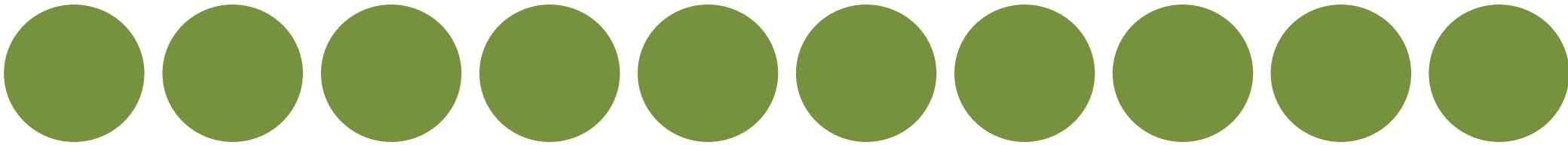
Model: Point to green circles as you count. *One, two, three, four, five, six, seven. There are seven green circles.* Draw a circle around the dots with finger. *This is seven.*



Lesson 2A

Counting Groups of 6 - 10

Model: Point to each green circle as you count. *One, two, three, four, five, six. There are six green circles.* Draw a circle around the dots with finger. *This is six.*

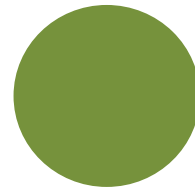
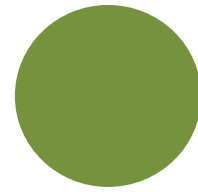
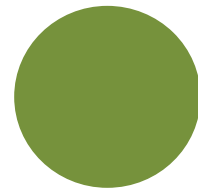
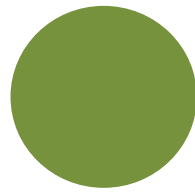
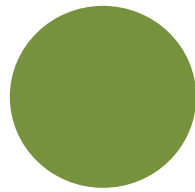
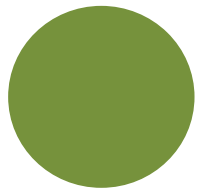
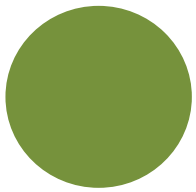
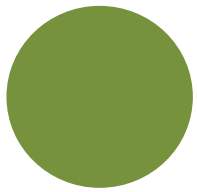


Lesson 2A

Counting Groups of 6 - 10

Model: Point to green circles as you count. *One, two, three, four, five, six, seven, eight, nine, ten. There are ten green circles.*

Draw a circle around the dots with your finger. *This is ten.*

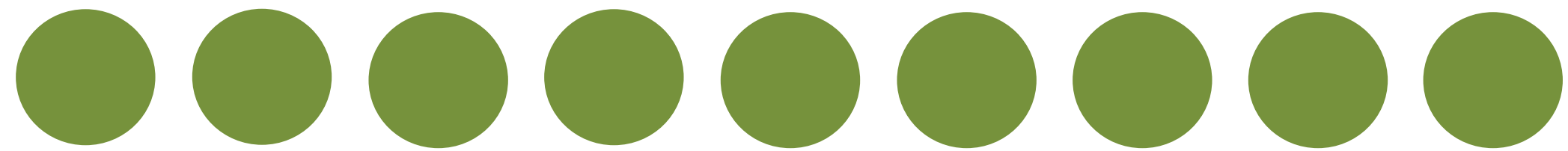


Lesson 2A

Counting Groups of 6 - 10

Model: Point to green circles as you count. *One, two, three, four, five, six, seven, eight. There are eight green circles.*

Draw a circle around the dots with finger. *This is eight.*



Lesson 2A

Counting Groups of 6 - 10

Model: Point to green circles as you count. *One, two, three, four, five, six, seven, eight, nine. There are nine green circles.*

Draw a circle around the dots with finger. *This is nine.*

Lesson 2A

Counting Groups of 6 - 10

Explain: Place 9 identical manipulatives on the white page facing students. *I'm going to count these blocks.*

Model: *Listen and watch as I point and count. One, two, three, four, five, six, seven, eight, nine. There are nine blocks.*

Group Practice: *Now it's your turn to count the blocks. Everyone point to the blocks as you count. One, two, three, four, five, six, seven, eight, nine. Good. How many blocks are there? Nine.*

*Repeat with groups of 7, 10, , and 8. First model counting then support students as they all point and count.



Error Correction Procedure

Let's count together. How many?



Lesson 2A

Counting Groups of 6 - 10

Individual Practice:

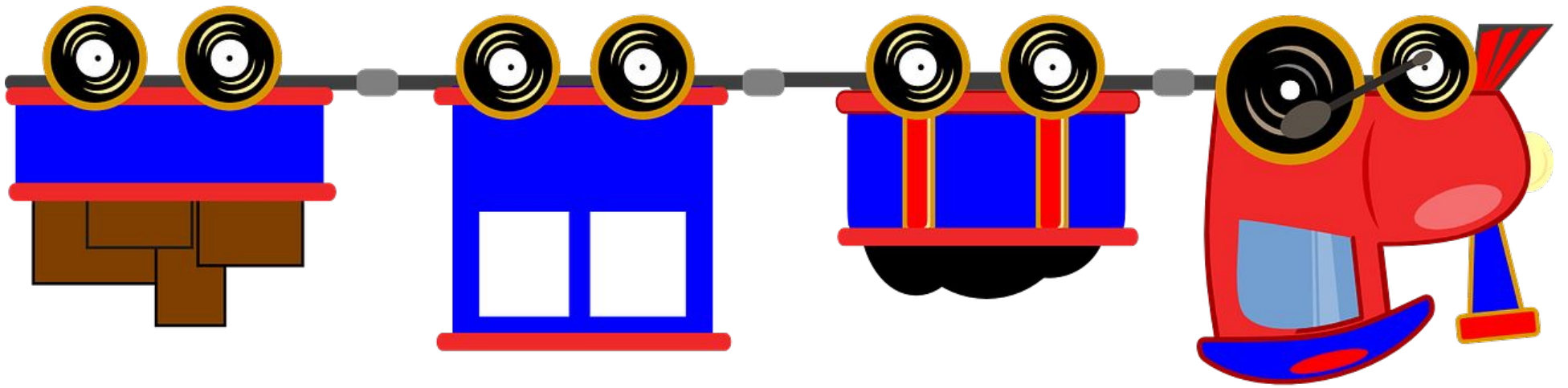
Give each student a work mat. Place a group of identical manipulatives on each student's work mat. Encourage students to independently count their manipulatives. Continue giving groups of manipulatives until each student has counted groups of 6-10.

Expand (optional): For students ready for a challenge, allow them to create groups and tell you how many in each group.



Error Correction Procedure

Let's count together. How many?



Lesson 2A

Counting Groups of 6 - 10

Wrap Up

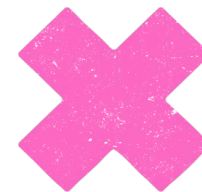
Explain: *Today we practiced counting big groups. Thank you for helping me count!*

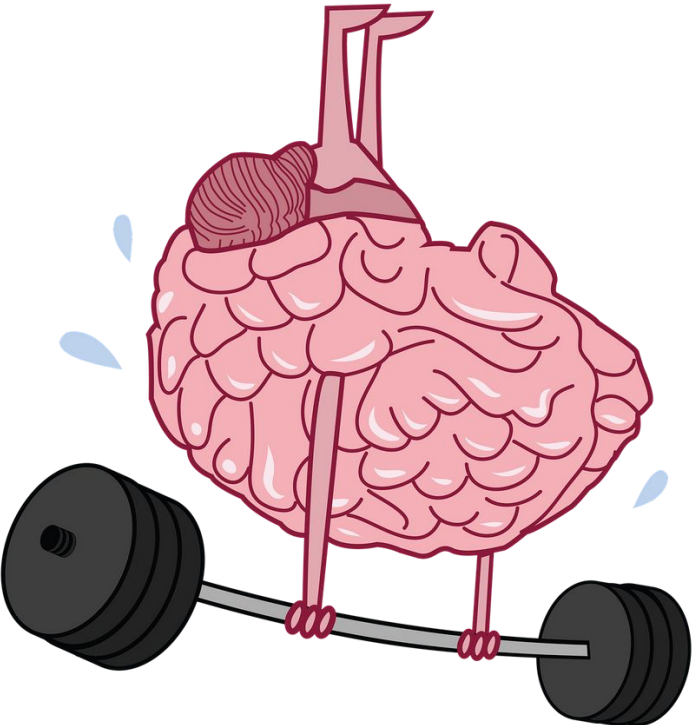
Celebrate success:

Let's celebrate our hard work with a ride on the learning train. Ready? All aboard. Mime train wheels with your arms as you make the sound of the train. *Chugga chugga chugga chugga.* Speed up for extra fun. Mime pulling down on a train whistle and say, *Whew whew! We did it. We're all done.*



Encourage counting
whenever possible
throughout the day.





Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes of the same color)
- Work mat for each student.

Lesson 2B

Counting Groups of 6 - 10

Overview: This lesson introduces students to the idea that numbers tell how many. When we count, the last number we say tells us how many there are.

Warm Up

Explain:

Do you remember when we counted things around our school? We can count so many things! When we count, we say numbers.

Let's get our brains strong and ready to learn. Let's count together. One, two, three, four, five. Great. Let's do it one more time.

One, two, three, four, five.



Lesson 2B

Counting Groups of 6 - 10

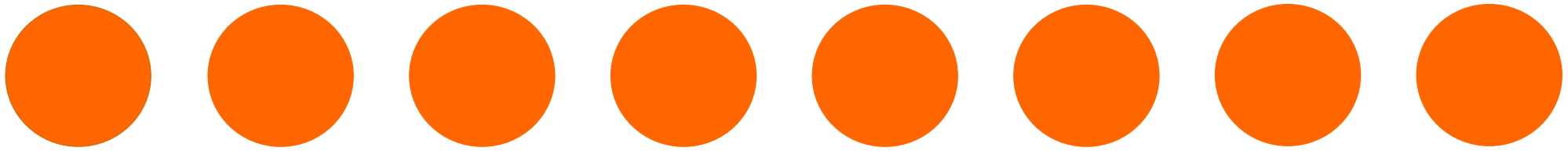
CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book.
- Ask if they remember what we counted in this book.
- Connect the book to background knowledge of unit theme.
- Review title, author, and illustrator of the book.
- Spend 2-3 minutes reviewing parts of the book. Count some items in the book. Review the vocabulary of the book.



3-4 minutes

TOTAL

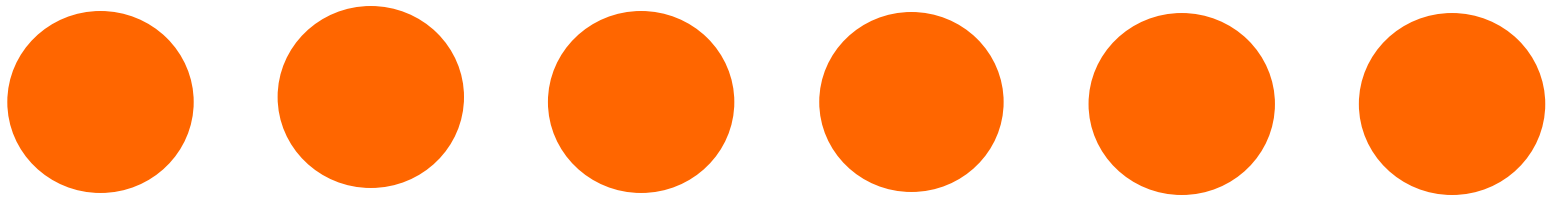


Lesson 2B

Counting Groups of 6 - 10

Model: Point to orange circles as you count. *One, two, three, four, five, six, seven, eight. There are eight orange circles.*

Draw a circle around the dots with finger. *This is eight.*

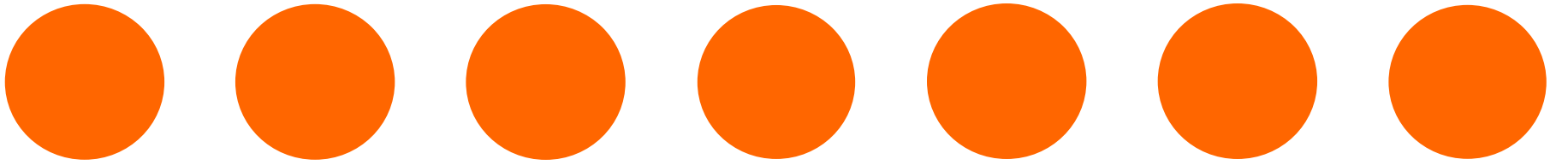


Lesson 2B

Counting Groups of 6 - 10

Model: Point to each orange circle as you count. *One, two, three, four, five, six. There are six orange circles.*

Draw a circle around the dots with finger. *This is six.*

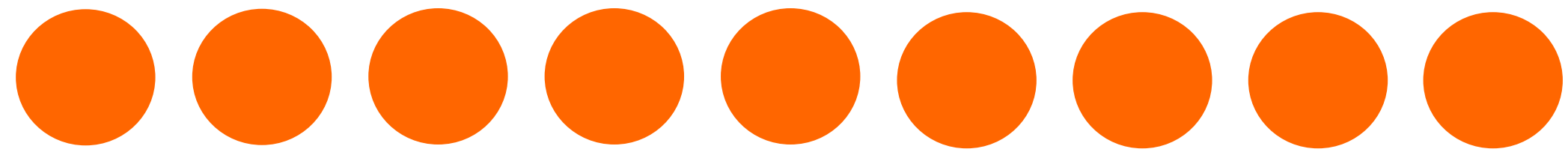


Lesson 2B

Counting Groups of 6 - 10

Model: Point to orange circles as you count. *One, two, three, four, five, six, seven. There are seven orange circles.*

Draw a circle around the dots with finger. *This is seven.*

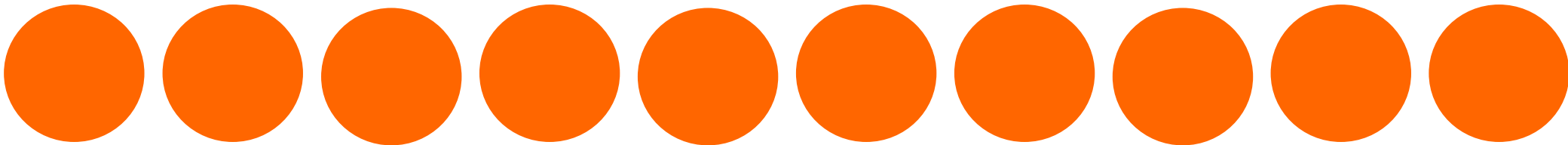


Lesson 2B

Counting Groups of 6 - 10

Model: Point to orange circles as you count. *One, two, three, four, five, six, seven, eight, nine. There are nine orange circles.*

Draw a circle around the dots with finger. *This is nine.*



Lesson 2B

Counting Groups of 6 - 10

Model: Point to orange circles as you count. *One, two, three, four, five, six, seven, eight, nine, ten. There are ten orange circles.*

Draw a circle around the dots with your finger. *This is ten.*

Lesson 2B

Counting Groups of 6 - 10

Explain: Place 4 identical manipulatives on white page facing students. *I'm going to count these blocks.*

Model: *Listen and watch as I point and count. One, two, three, four. There are four blocks.*

Group Practice: *Now it's your turn to count the blocks. Everyone point to the blocks as you count. One, two, three, four. Good. How many blocks are there? Four.*

*Repeat with groups of 2, 1, 5, and 3. First model counting then support students as they all point and count.



Error Correction Procedure

Let's count together. How many?



Lesson 2B

Counting Groups of 6 - 10

Individual Practice:

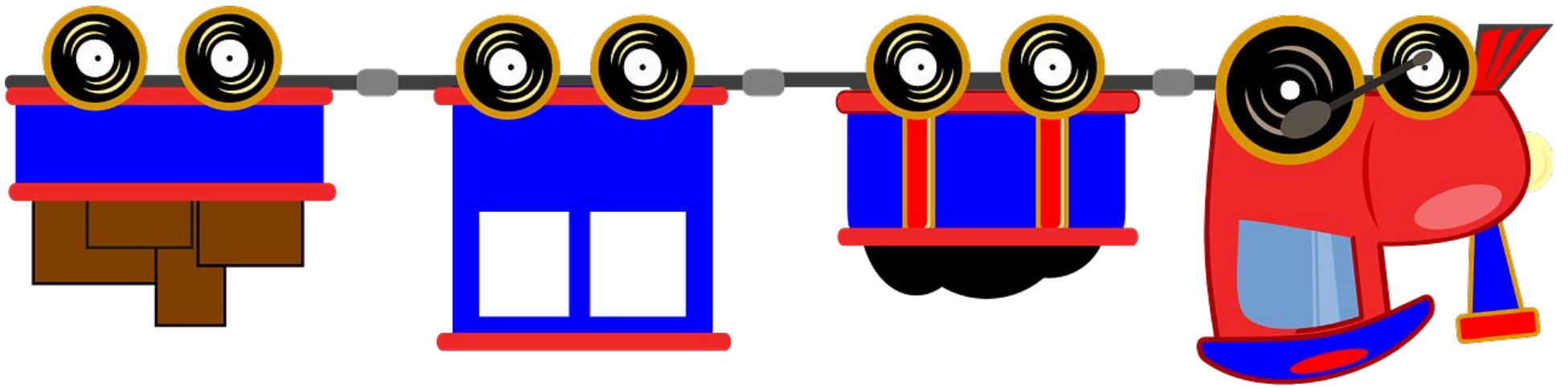
Give each student a work mat. Place a group of identical manipulatives on each student's work mat. Encourage students to independently count their manipulatives. Continue giving groups of manipulatives until each student has counted groups of 1-5.

Expand (optional): For students ready for a challenge, allow them to create groups and tell you how many in each group.



Error Correction Procedure

Let's count together. How many?




Lesson 2B

Counting Groups of 6 - 10

Wrap Up

Explain: *Today we practiced counting big groups. Thank you for helping me count!*

Celebrate success: *Let's celebrate our hard work with a ride on the learning train. Ready? All aboard.* Mime train wheels with your arms as you make the sound of the train. *Chugga chugga chugga chugga.* Speed up for extra fun. Mime pulling down on a train whistle and say, *Whew whew! We did it. We're all done.*



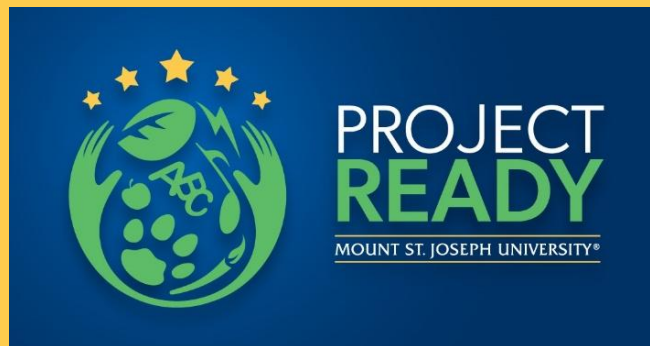
Encourage counting
whenever possible
throughout the day.





Practice & Play

Set 2





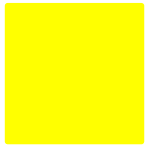
Practice & Play #1

Skills: Copying a pattern, Counting groups of 6-10
Materials: None

Review Game: Thumbs Up, Thumbs Down

Explain:

We have been practicing copying patterns. A pattern is something that repeats again and again. You're so good at reading patterns and copying them! Today, you are going to show me what you know about patterns. I'm going to ask a question. If the answer is yes, you will show me a thumbs up. First, you will hide your answer on your chest. (Point to first photo of thumbs up on chest) Then, when I say, "Show me" you will hold your answer up high. (Point to second photo) If the answer is no, you will show me a thumbs down. First, you will hide your answer on your chest. (Point to first photo of thumbs down) Then, when I say, "Show me" you will hold your answer up high. (Point to second photo) Let's practice. (Practice putting a thumb up or down on their chest then raising their hand high when you say, "Show me.")



Practice & Play #1

Group Practice: *Let's read this pattern together.* Point to each square as students say the color names. Pay careful attention to student 1 as they read the pattern. *Now I'm going to use my blocks to copy the pattern. When I ask, "Am I right?" you will give me a thumbs up (yes) or a thumbs down (no.)* Use unifix blocks to copy the pattern below. Place a **blue block** then a **yellow block**. Pause and ask, *"Is that right?"* Note student 1's response. Place a **blue block** then a **green block**. Pause and ask, *"Is that right?"* Note student 1's response. Correct the error with a **yellow block**. Place a **blue block** then a **yellow block**. Ask, *"Is that right?"* Note student 1's response.

Note: Pay careful attention to Student #1's responses as you progress through copying this pattern. Note their mastery on Student Progress Sheet.



Error Correction Procedure

Point to corresponding square in the pattern above. Name the color of the square.



Practice & Play #1

Group Practice: *Let's read this pattern together.* Point to each square as students say the color names. Pay careful attention to student 2 as they read the pattern. *Now I'm going to use my blocks to copy this pattern. Use your thumbs up if I'm right and your thumbs down if I'm wrong.* Use unifix blocks to copy the pattern below. Place an orange block then an orange block. Pause and ask, *"Is that right?"* Note student 2's response. Correct the error with a green block. Place an orange block then a green block. Pause and ask, *"Is that right?"* Note student 2's response. Place an orange block then a yellow block. Ask, *"Is that right?"* Note student 2's response. Correct the error with a green block.

Note: Pay careful attention to Student #2's responses as you progress through copying this pattern. Note their mastery on Student Progress Sheet.



Error Correction Procedure

Point to corresponding square in the pattern above. Name the color of the square.



Practice & Play # 1

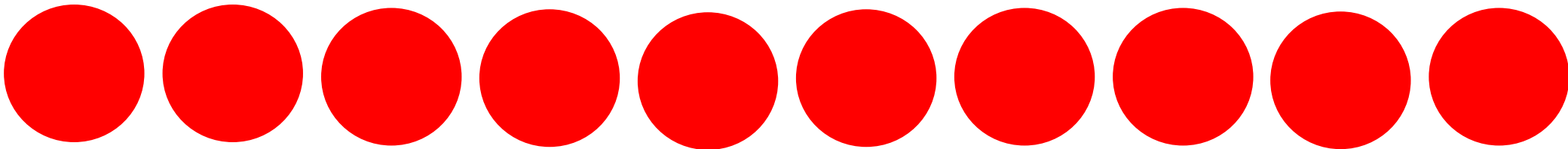
Group Practice: *Let's read this pattern together.* Point to each square as students say the color names. Pay careful attention to student 3 as they read the pattern. *Now I'm going to use my blocks to copy this pattern. Use your thumbs up if I'm right and your thumbs down if I'm wrong.* Use unifix blocks to copy the pattern below. Place a **purple block** then a **yellow block**. Pause and ask, *"Is that right?"* Note student 3's response. Correct the error with a **red block**. Place a **purple block** then a **green block**. Pause and ask, *"Is that right?"* Note student 3's response. Correct the error with a **red block**. Place a **purple block** then a **red block**. Ask, *"Is that right?"* Note student 3's response.

Note: Pay careful attention to Student #3's responses as you progress through copying this pattern. Note their mastery on Student Progress Sheet.



Error Correction Procedure

Point to corresponding square in the pattern above. Name the color of the square.



Practice & Play #1

Group Practice: *Is this seven? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

Show me.

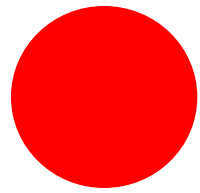
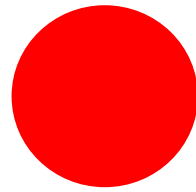
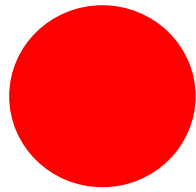
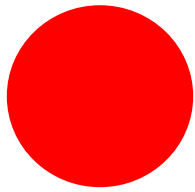
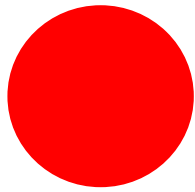
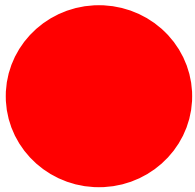
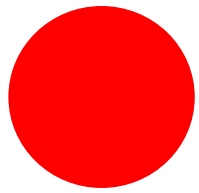
Note: Pay careful attention to Student #1's responses as you progress through all pages with red dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

No. This is ten. (Point to dots as you count.)

One, two, three, four, five, six, seven, eight, nine, ten.



Practice & Play # 1

Group Practice: *Is this ten? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

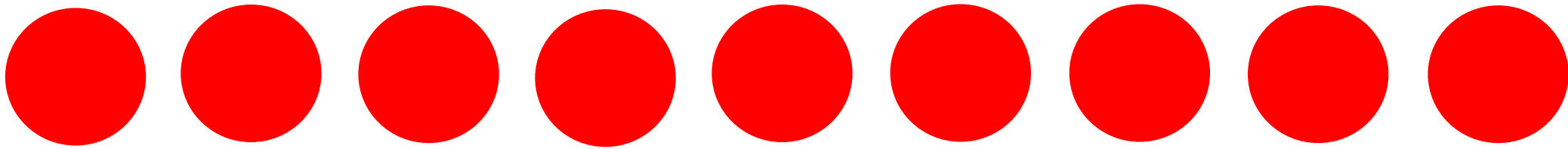
Show me.

Note: Pay careful attention to Student #1's responses as you progress through all pages with red dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

No. This is seven. (Point to dots as you count.)
One, two, three, four, five, six, seven.



Practice & Play # 1

Group Practice: *Is this nine? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

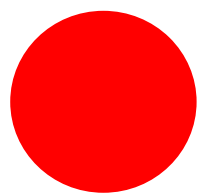
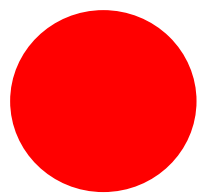
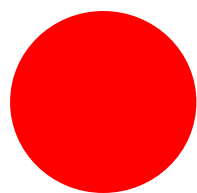
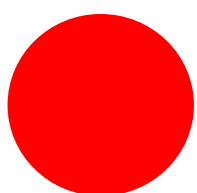
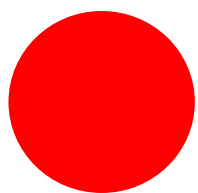
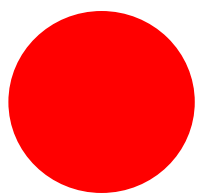
Show me.

Note: Pay careful attention to Student #1's responses as you progress through all pages with red dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

Yes. This is nine. (Point to dots as you count.)
One, two, three, four, five, six, seven, eight, nine.



Practice & Play # 1

Group Practice: *Is this six? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

Show me.

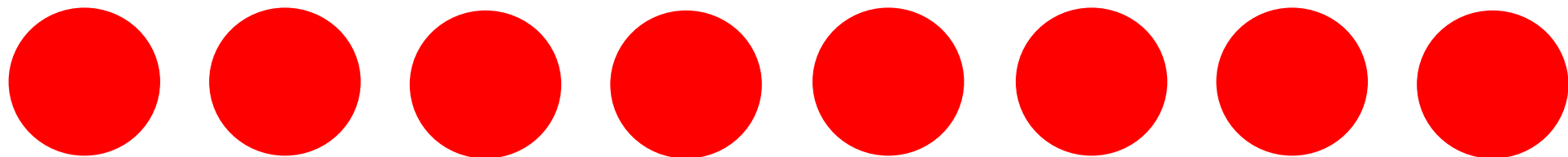
Note: Pay careful attention to Student #1's responses as you progress through all pages with red dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

Yes. This is six. (Point to dot as you count.)

One, two, three, four, five, six.



Practice & Play #1

Group Practice: *Is this eight? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

Show me.

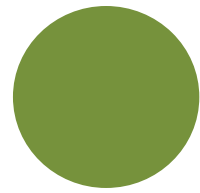
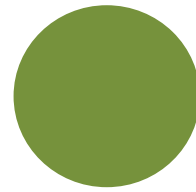
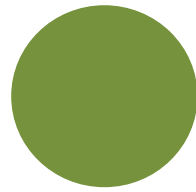
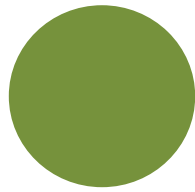
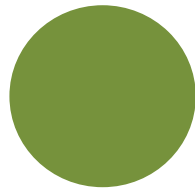
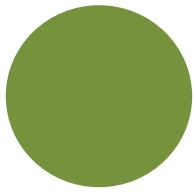
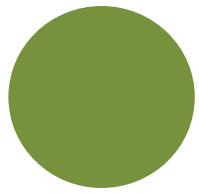
Note: Pay careful attention to Student #1's responses as you progress through all pages with red dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

Yes. This is eight. (Point to dots as you count.)

One, two, three, four, five, six, seven, eight.



Practice & Play # 1

Group Practice: *Is this eight? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

Show me.

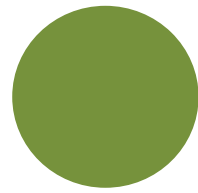
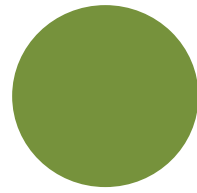
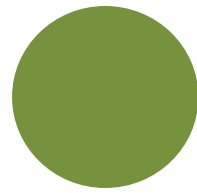
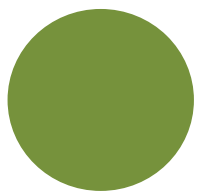
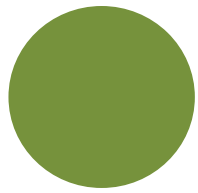
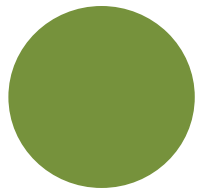
Note: Pay careful attention to Student #2's responses as you progress through all pages with green dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

No. This is seven. (Point to dots as you count.)

One, two, three, four, five, six, seven.



Practice & Play #1

Group Practice: *Is this six? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

Show me.

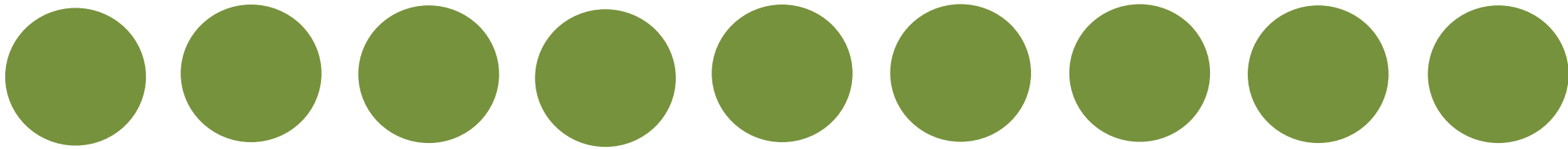
Note: Pay careful attention to Student #2's responses as you progress through all pages with green dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

Yes. This is six. (Point to dot as you count.)

One, two, three, four, five, six.



Practice & Play #1

Group Practice: *Is this seven? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

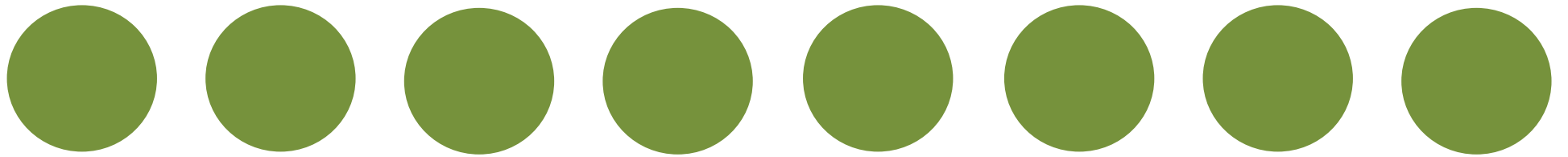
Show me.

Note: Pay careful attention to Student #2's responses as you progress through all pages with green dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

No. This is nine. (Point to dots as you count.)
One, two, three, four, five, six, seven, eight, nine.



Practice & Play # 1

Group Practice: *Is this ten? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

Show me.

Note: Pay careful attention to Student #2's responses as you progress through all pages with green dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

No. This is eight. (Point to dots as you count.)
One, two, three, four, five, six, seven, eight.



Practice & Play # 1

Group Practice: *Is this nine? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

Show me.

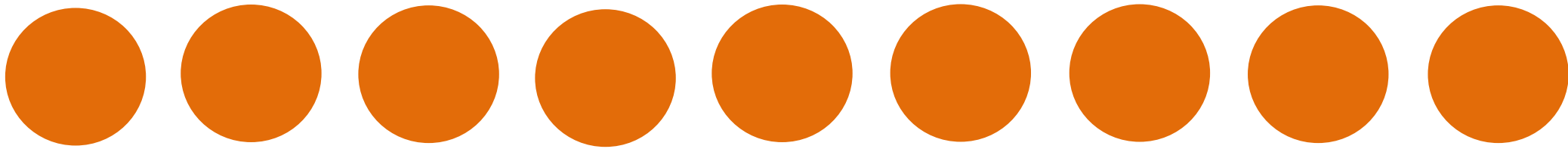
Note: Pay careful attention to Student #2's responses as you progress through all pages with green dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

No. This is ten. (Point to dots as you count.)

One, two, three, four, five, six, seven, eight, nine, ten.



Practice & Play #1

Group Practice: *Is this nine? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

Show me.

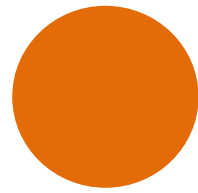
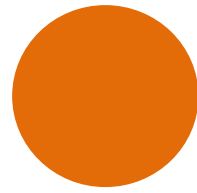
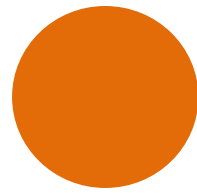
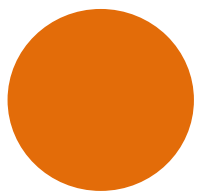
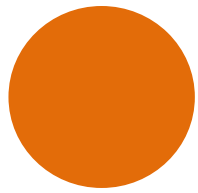
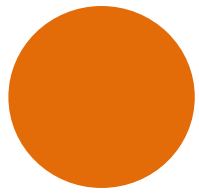
Note: Pay careful attention to Student #3's responses as you progress through all pages with orange dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

Yes. This is nine. (Point to dots as you count.)

One, two, three, four, five, six, seven, eight, nine.



Practice & Play # 1

Group Practice: *Is this six? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

Show me.

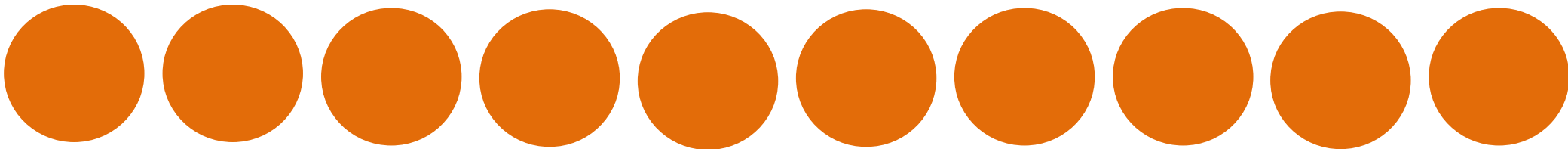
Note: Pay careful attention to Student #3's responses as you progress through all pages with orange dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

Yes. This is six. (Point to dot as you count.)

One, two, three, four, five, six.



Practice & Play # 1

Group Practice: *Is this eight? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

Show me.

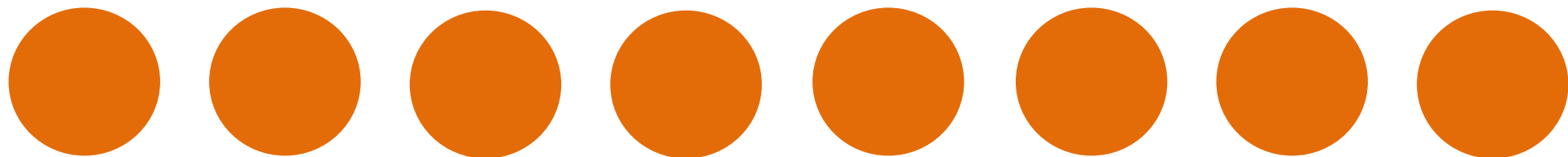
Note: Pay careful attention to Student #3's responses as you progress through all pages with orange dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

No. This is ten. (Point to dots as you count.)

*One, two, three, four, five, six, seven, eight,
nine, ten.*



Practice & Play #1

Group Practice: *Is this seven? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

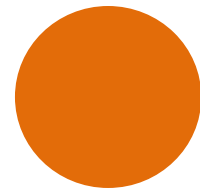
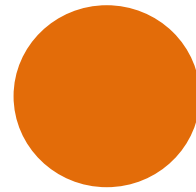
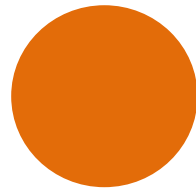
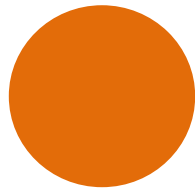
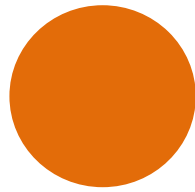
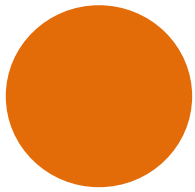
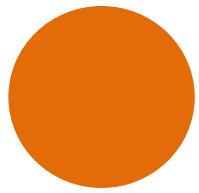
Show me.

Note: Pay careful attention to Student #3's responses as you progress through all pages with orange dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

No. This is eight. (Point to dots as you count.)
One, two, three, four, five, six, seven, eight.



Practice & Play # 1

Group Practice: *Is this ten? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.)

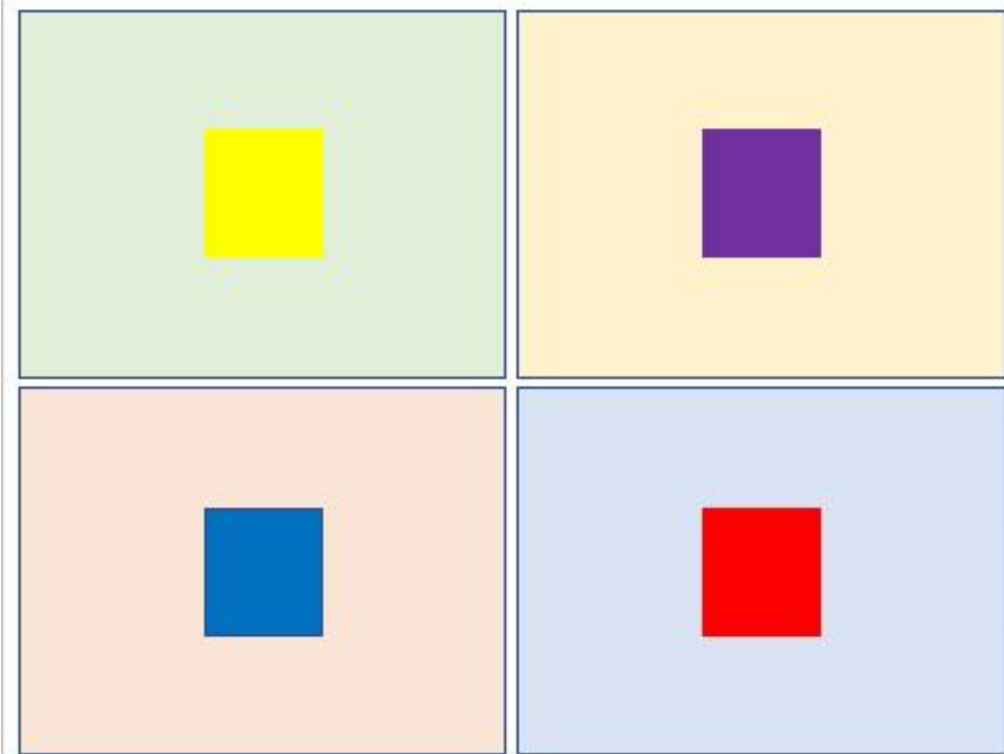
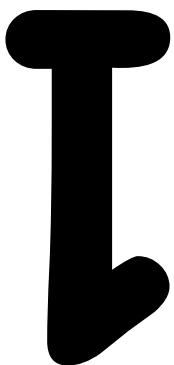
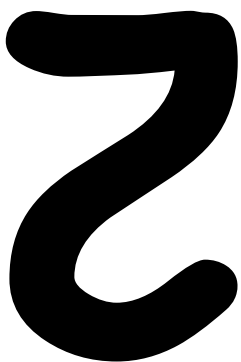
Show me.

Note: Pay careful attention to Student #3's responses as you progress through all pages with orange dots. Note their mastery on Student Progress Sheet.



Error Correction Procedure

No. This is seven. (Point to dots as you count.)
One, two, three, four, five, six, seven.



Practice & Play #1

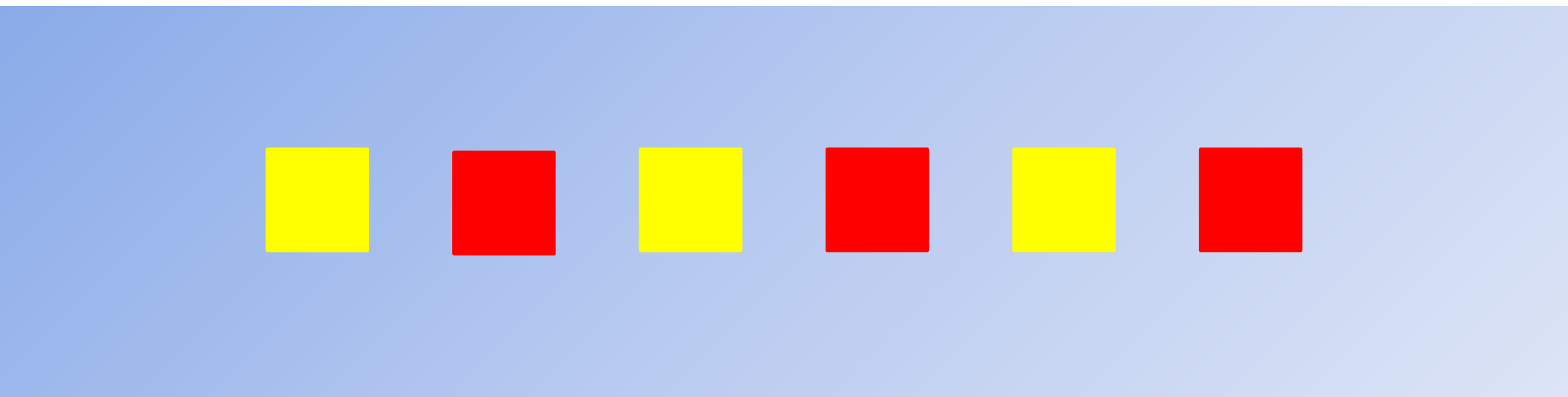
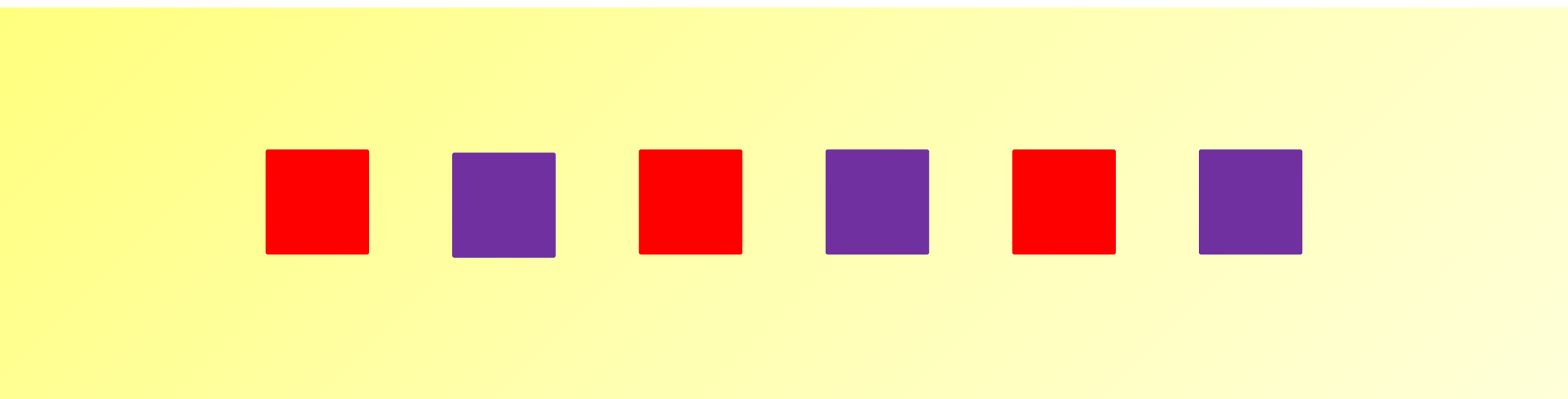
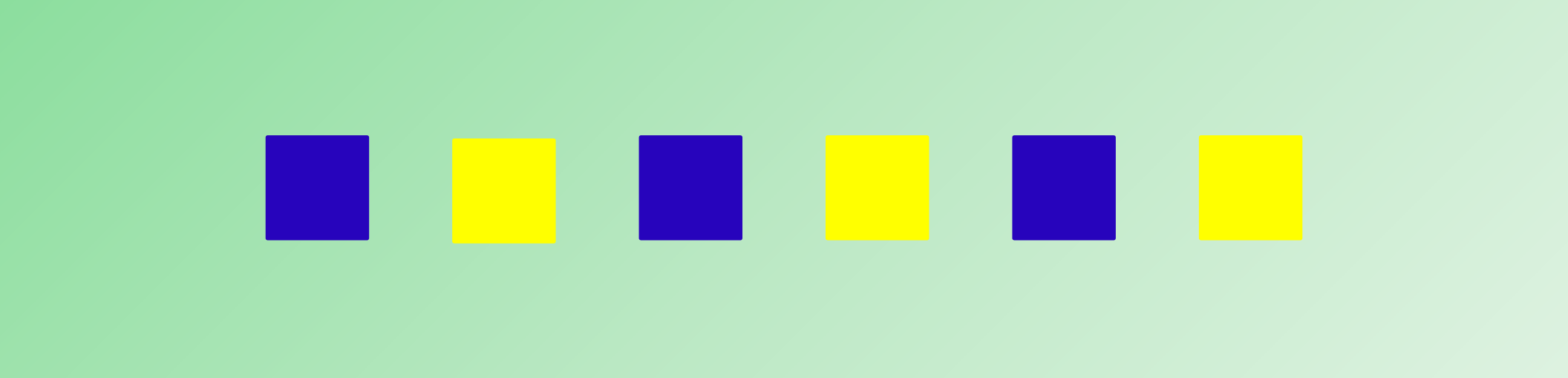
Skills: Copying a pattern, counting groups of 6-10

Materials: Eye Spy page with colored square and quantities 6-10

Review Game: Eye Spy

Place response sheets in front of each student so the side with colored blocks is facing up.

Explain: *We are going to play another pattern game today. This is called Eye Spy. We are going to look at pattern and you are going to tell me which block we would use to copy the pattern. First, you will find the correct color with just your eyes. Then, I will say, "Point to it" and you will point to the block with your finger. (Practice finding with their eyes then pointing when you give the cue "Point to it.")*



Practice & Play #2

Group Practice:

Okay. Let's read this pattern together. Point to each square in the pattern as you read. *If you are copying the pattern, which color would you use first?* Point to the space below the first square. *What color goes next?* Point to the space below the second square. *What color next?* Point to the space below the third square. *And one more time. What color would you use next?* Point to the space below the fourth square.

Repeat this process and these questions for each of the patterns, paying attention to each student's responses as outlined below:

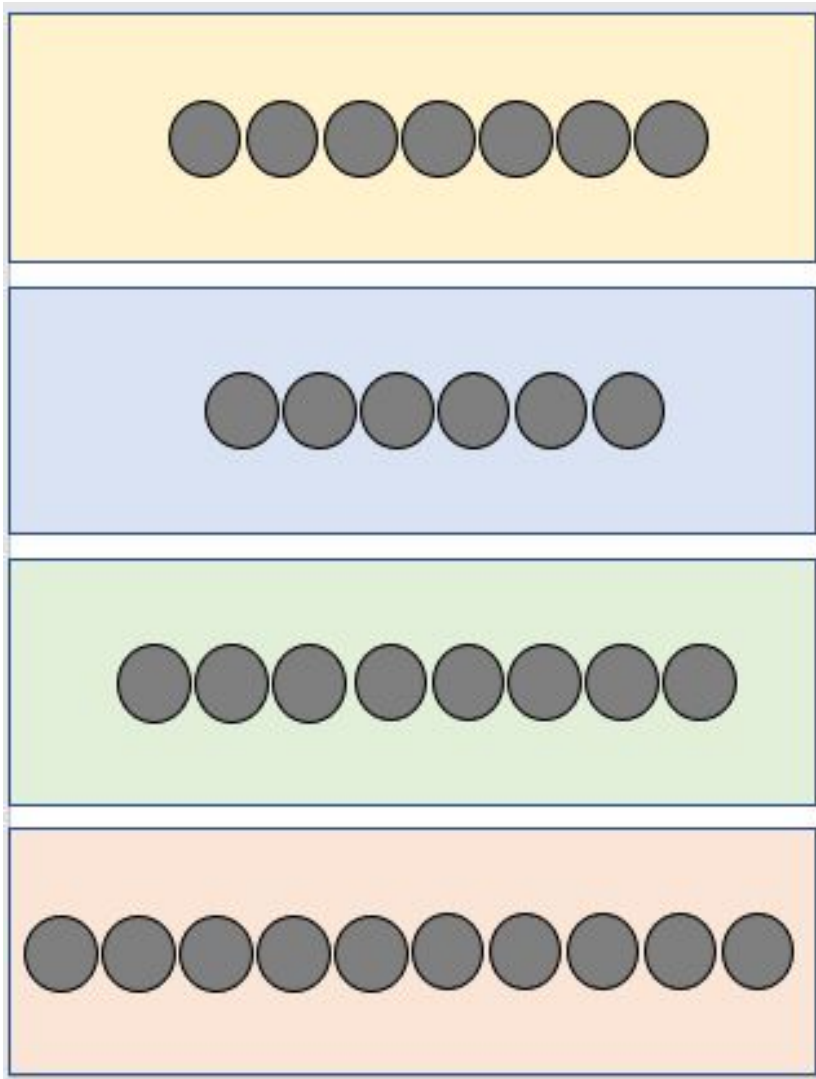
- For the first pattern on the blue background, pay close attention to Student 1's responses and mark them on the Student Progress Sheet:
- For the second pattern on the yellow background, pay close attention to Student 2's responses and mark them on the Student Progress Sheet:
- For the third pattern on the green background, pay close attention to Student 3's responses and mark them on the Student Progress Sheet:



2

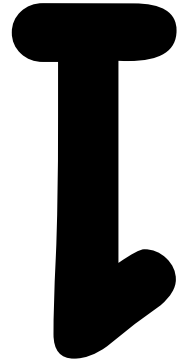
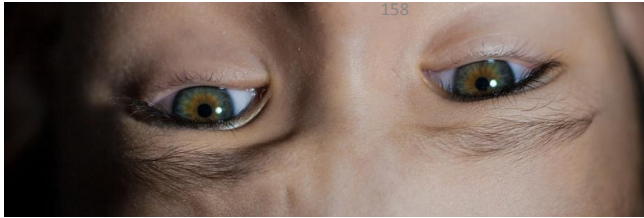
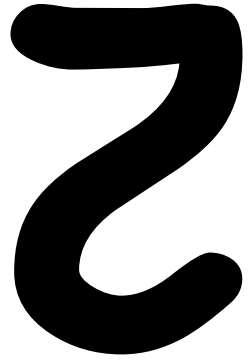


1



Place response sheets in front of each student so the side with groups of dots facing up.

Explain: *We are going to keep playing Eye Spy but now we are going to do a counting game. I'm going to ask you to find the group with a number. First, you will find the group with just your eyes. Then, I will say, "Point to it" and you will point to the group with your finger.* (Practice finding with their eyes then pointing when you give the cue "Point to it.")



Practice & Play #2

Group Practice:

Okay. Get ready to find the group with your eyes then point when I say, "Point to it."

- For the items below, pay close attention to Student 1's responses and mark them on the Student Progress Sheet:

Use your eyes to find 6. Point to it. Continue with 9, 10, and 8.

- For the items below, pay close attention to Student 2's responses and mark them on the Student Progress Sheet:

Use your eyes to find 8. Point to it. Continue with 6, 9, and 10.

- For the items below, pay close attention to Student 3's responses and mark them on the Student Progress Sheet:

Use your eyes to find 10. Point to it. Continue with 8, 6, and 9.



Joyful Discoveries Preschool Curriculum

Revised, Warburg 2024

