

Explore Making 3, 4, and 5

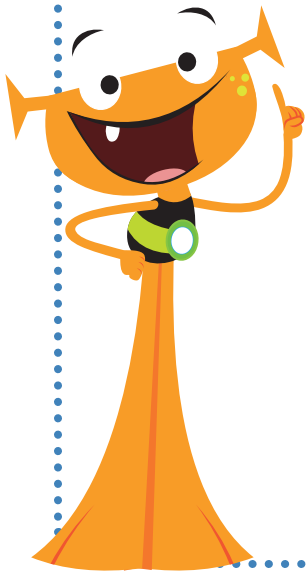


Learning Targets

- Decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition by a drawing or equation.
- Fluently add and subtract within 5.

SMP 1, 2, 3, 4, 5, 6, 7

Try It



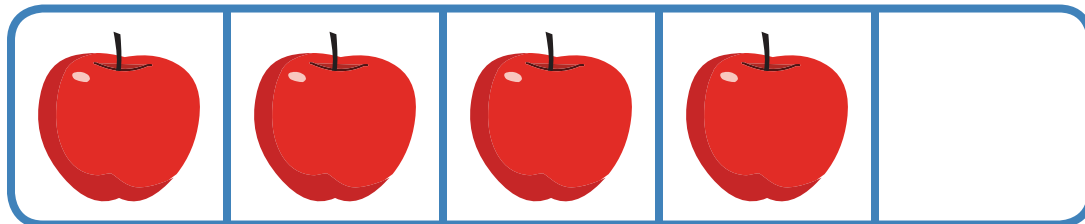
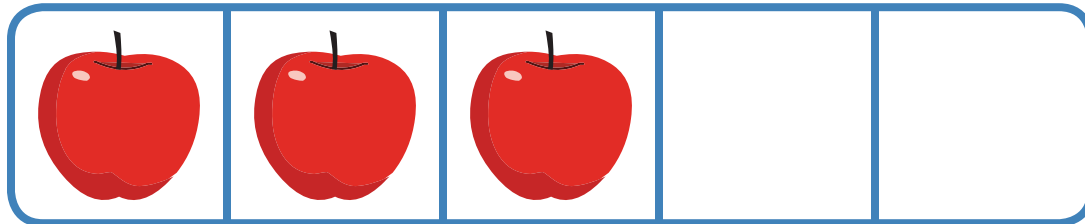
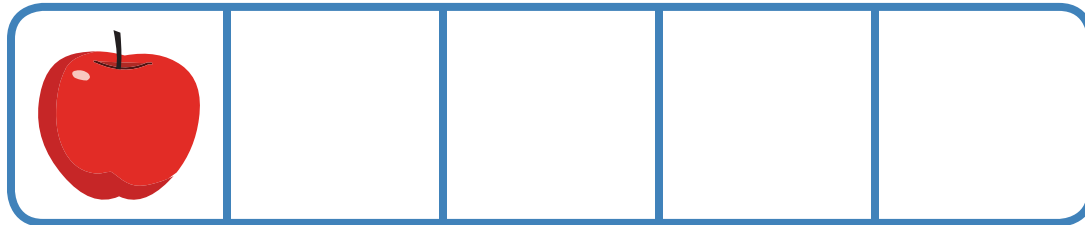
Math Toolkit

- counters
- two-color counters
- crayons

Have children count groups of 5 and use counters as a standard for finding groups of 5. Give each child 5 crayons and ask: *How many crayons are there?* Have children make different groups of 5 by arranging the crayons in

different ways. Then give children 5 counters. Have children practice one-to-one correspondence by gathering groups of 5 objects in the classroom and placing one counter on each object to verify.

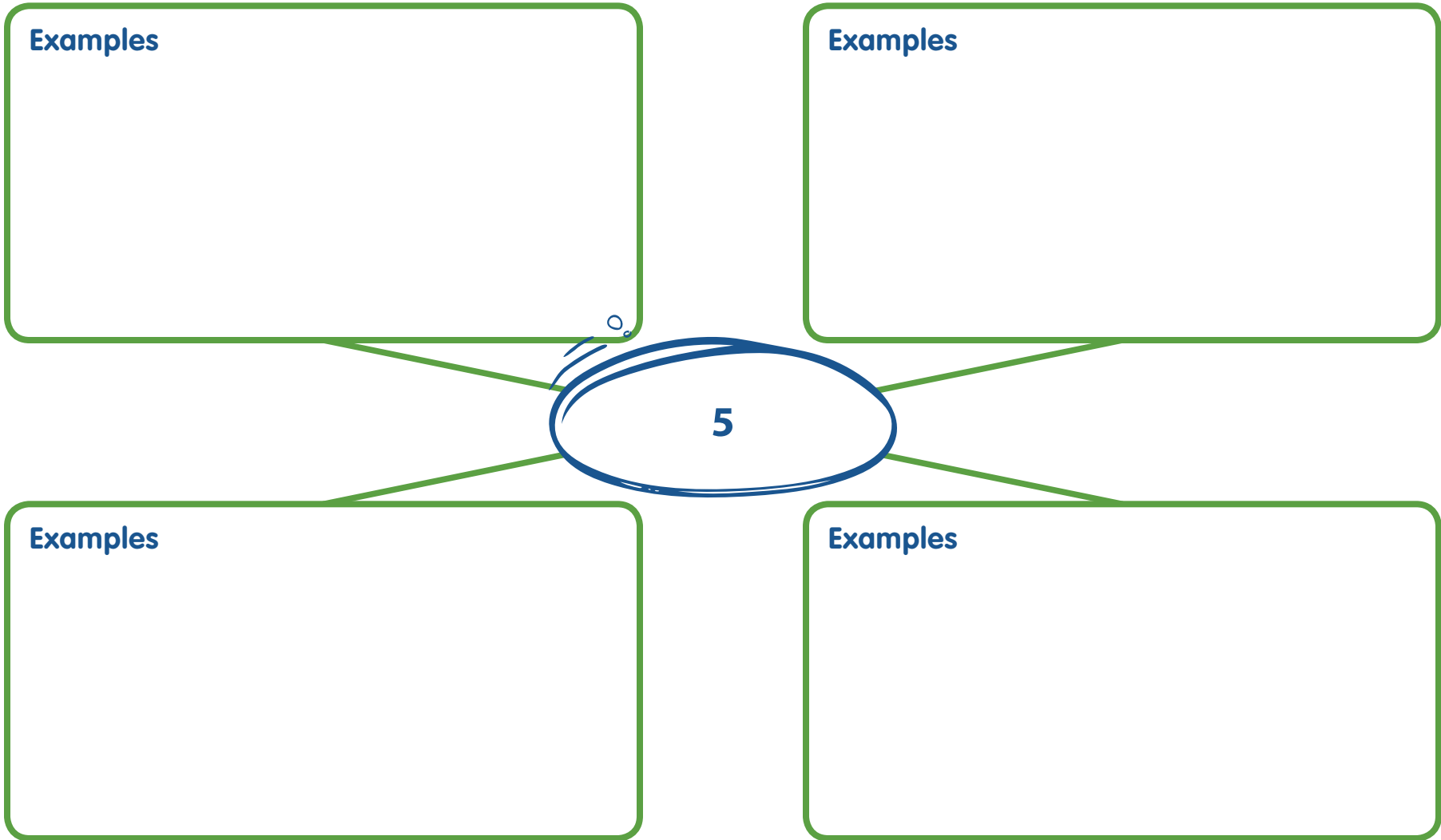
Connect It



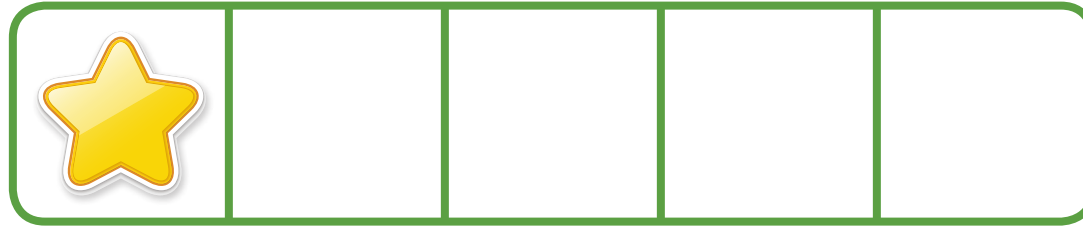
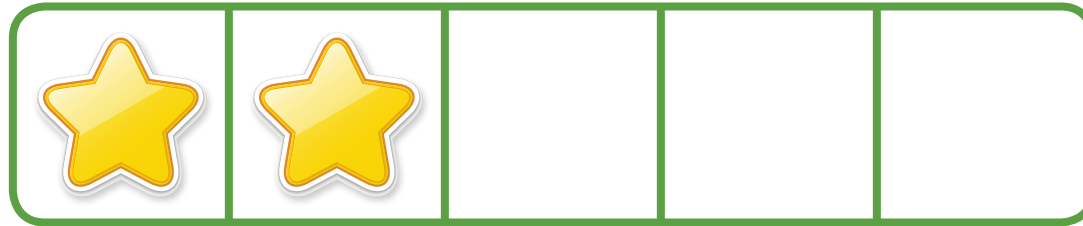
Have children model problems using counters. Pose a problem:
I have 2 red apples. How many yellow apples should I buy to have 5 apples?

Then have children use counters to solve the problem. Pose more problems starting with 1, 3, and 4 red apples. Have children use counters to solve.

Prepare for Making 3, 4, and 5



Have children show the meaning of 5. Have children fill in each of the boxes to show the meaning of 5. Tell children that they can use words, numbers, and pictures. Encourage them to show as many ideas as they can.



Have children model problems using counters. Pose a problem: *I have 4 star stickers. How many moon stickers should I buy to have 5 stickers?* Then have children use counters or small objects to solve the problem. Pose more

problems starting with 2, 1, and 3 star stickers. Have children use counters or small objects to solve.