



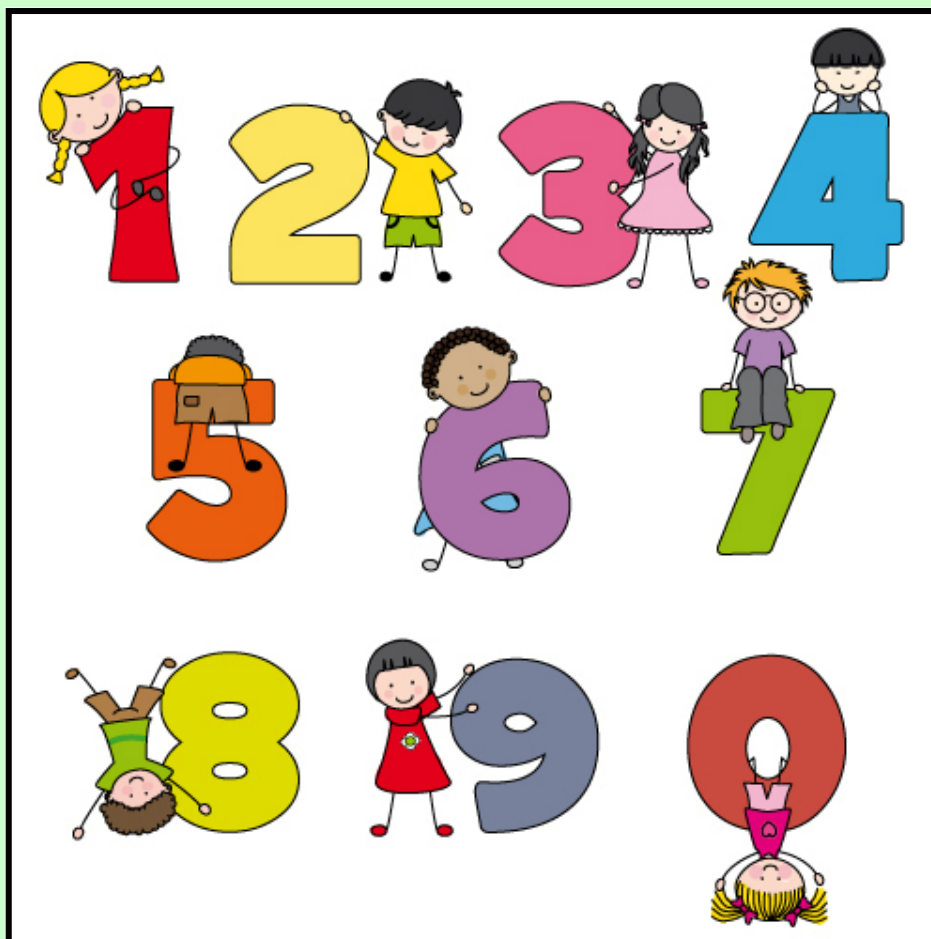
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Math Success Kindergarten



By Jean Roberts

**A complete math program with great lesson plans,
lots of hands-on ideas and review features
that ensure understanding.**



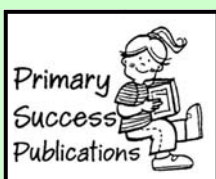
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First Edition - 2003

Revised - 2008

E-book revision - 2018

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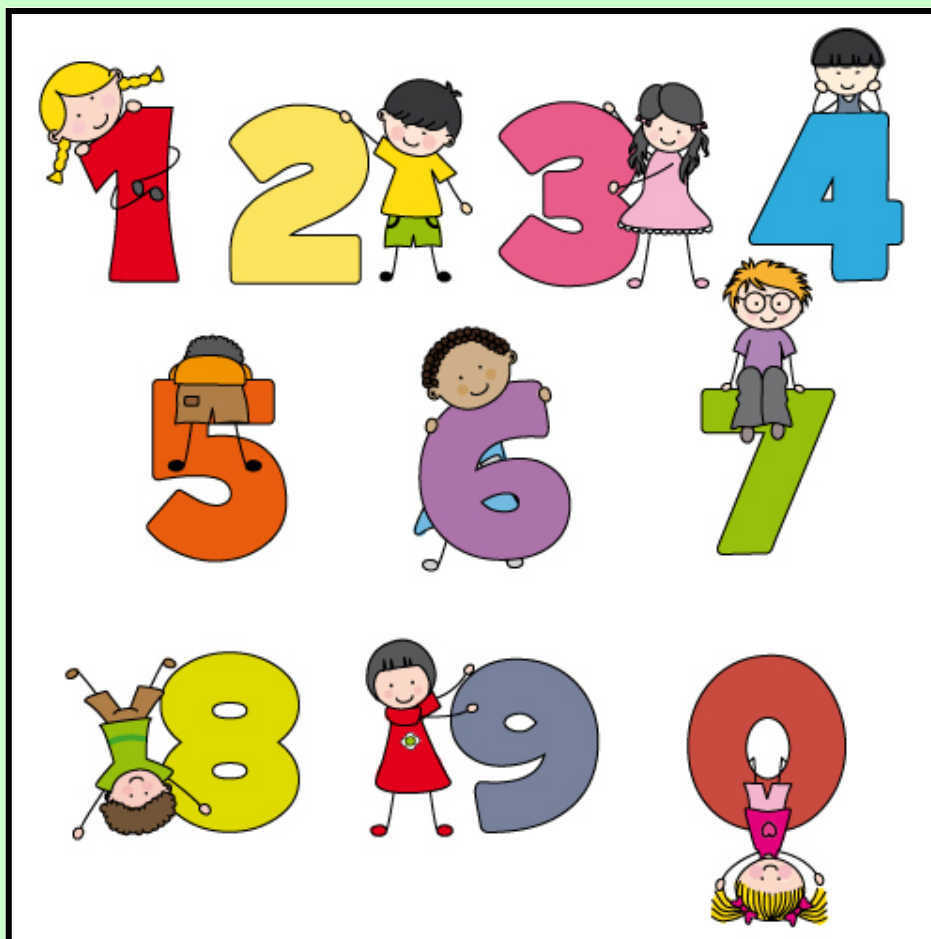
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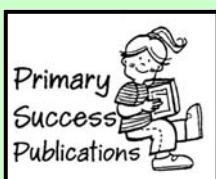
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Note: Other concepts are covered within the lessons: prediction, estimation, graphing, temperature, and more.....

Flash Cards And Lesson Cards

Numeral Cards

Large Numerals

Small Numeral Cards

Pattern Cards

Large

Small

Shapes Cards

Minus Cards

Picture Cards



Lesson 10 – One-to-one correspondence to 5

Review:

Rote count to 10. Count objects to 4, touching the objects as you say each number.

Problem of the Day:

How many children are wearing blue today? Can the children sort themselves to find the answer?

Lesson:

First, ask your children to rote count to 10.

Bring one, and then two, three and four children to the front of the group and demonstrate how we count by touching each child and saying the numeral simultaneously. Have children demonstrate. Then bring five children to the front of the group and ask if anyone could show how to count the children. Then count in unison, one child touching and the group counting with the touch. How many children did they count? How many are standing in the line? Next, count groups of 1, 2, 3, 4 and 5 and touch and 'clap and count'. Clap as they say the numeral.



Count things in the classroom. Have some objects prepared - 5 books in a pile, 4 pencils in a pencil can, 3 tables, 1 teacher's desk, 5 stuffed toys. Watch to see that the children are touching each object as they say the number.

Put the students into groups of 5, each group at a table. Give the children knives, forks and spoons, and ask them to set the table. Demonstrate how it should look. How many forks will the group need? Knives? Spoons?

Have 5 plastic animals or other counters in some individual ziplock bags, 4 animals in other bags, and 3 and 2 animals in others. Take one of the bags and put the contents on the floor or table top. Demonstrate counting the objects by picking up one animal and moving it across, left to right saying the number 'one', then another saying 'two', and the same for 3, 4 and 5.

Manipulatives:

Give out the bags to the students. Give the children time to look at the plastic animals and discuss them. Ask the children to count the animals in the bag. Watch to see that everyone touches or move the objects as they say the numeral.

Have the children place the animals on the baggie, and trade places with another child so everyone has a new baggie and a new counting job. Depending on your seating, you may want them to trade on an orderly way - or you can have everyone move away from the tables

and find another place. Count again and take note of children who are not touching and counting at the same time and work with them.

The children can then go back to their original places. Ask them to 'sort' the animals on each table - putting them into groups of the same animal. Count how many of each kind. They can work together to find the answers.

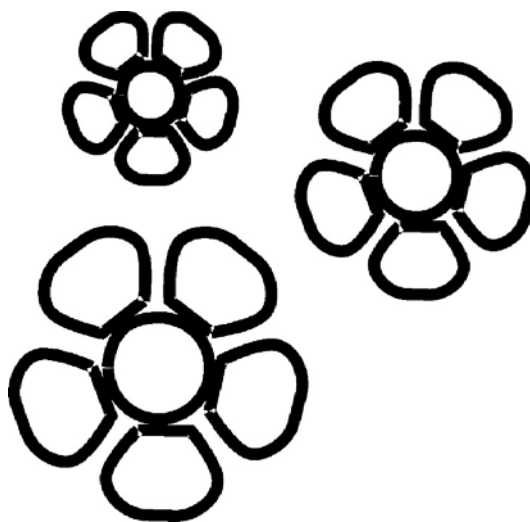
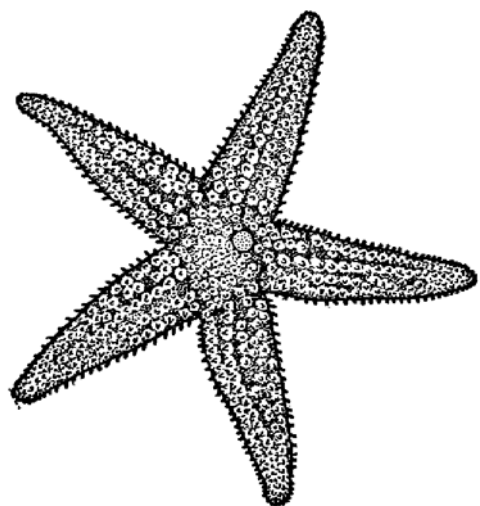
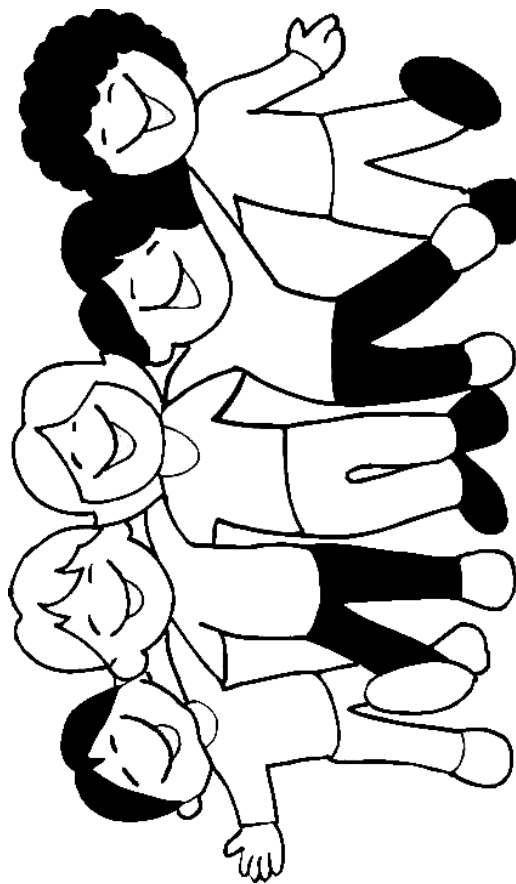
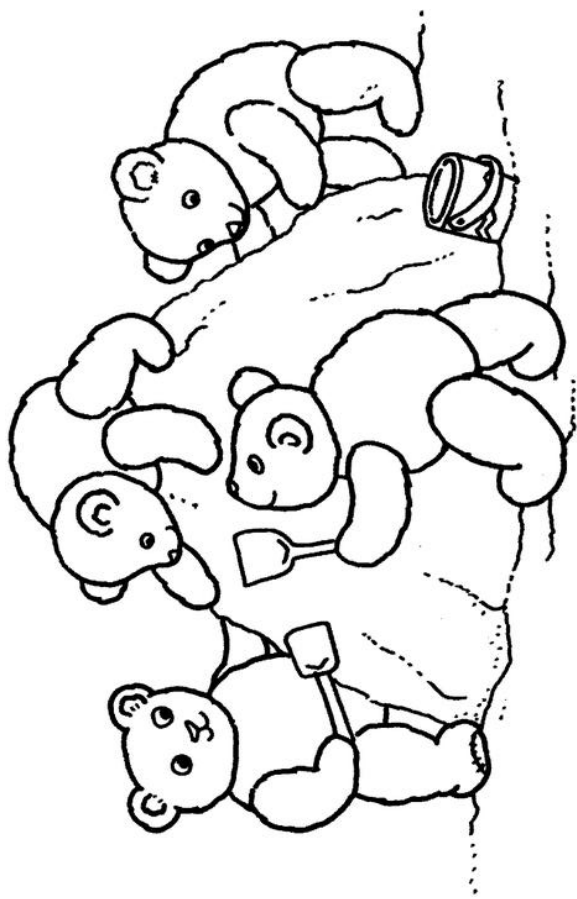
Paper Exercise:

Give out Exercise #10. Model counting by showing how we touch each object and say each number simultaneously. Ask the children to count the objects in each box. Ask, how many bears? Children? Etc. How many starfish? Count the rays on the starfish. Count the petals on the flowers. Watch for children who do not have a system of counting - a random choice for sequence. These children may count the same object twice or miss one. Talk about ways to count things so this doesn't happen.

Have them put a plain counter (a bean, perhaps) on each of the objects in the pictures, counting as they put the beans on. Ask them to do one box at a time and then remove the counters.

Closure:

Discuss how we count, touching first and then saying the numeral. Have the children tell you how to do it.



Lesson 11 - Patterns

Review:

Rote count to 10. Count 5 objects, modeling the touch as the number is said.

Problem of the Day:

How many children in the class like ice cream?

Lesson:

Ask the children to copy you. Clap hands once and then slap your knees once. Say, "Hands, knees, hands, knees" as you do it. Do this a number of times and suddenly stop! Do the children know what would come next? Can they continue? Tell the children that this is a pattern. Do other movements (touch your head, snap your fingers, etc.) in a n A-B-A-B pattern. Say the words or make sounds so the children get the auditory pattern, too.



Sometimes we hear patterns and sometimes we see them. Put coloured paper sheets up on the ledge or in a pocket chart. Use only two colours. For example, red, blue, red, blue. Ask the children what will come next to keep extending the pattern. Use the word 'pattern'. Have the children continue it.

Try a A-B-A-B pattern with children! Dark hair - blonde- dark hair - blonde, or girl-boy patterns. See if the children can continue the pattern.

Can the children make another A-B-A-B pattern?

Manipulatives:

Put two colours of blocks or unifix cubes on each table. Show the children an A-B-A-B pattern and ask them to make one, too. Give them time to experiment with the blocks and make some patterns. If some children are confused, pair them with more mature children who understand the concept.

Paper Exercise:

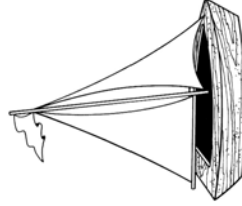
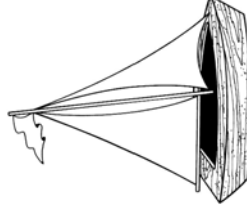
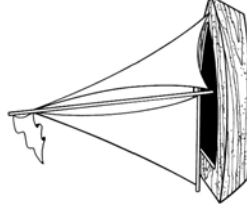
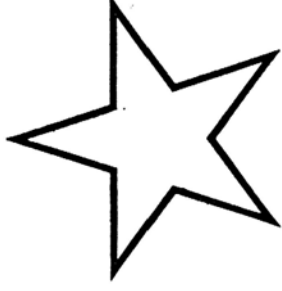
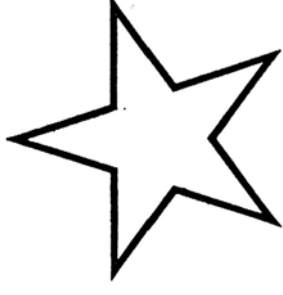
Give the children Exercise #11. This is an oral exercise. Have the children say the patterns and continue them orally. Then the pictures can be coloured. Just give each table two colours of crayons and see if they can colour in the pattern, too. Do it orally first saying the colours.

Closure:

Clap and snap an A-B-A-B pattern.

Additional Ideas:

- Buy rolls of adding machine paper. Cut off a strip of this for the children to glue patterns or draw on.
 - Have a Pattern Centre. This could have foam cutouts, stickers, and any of the items mentioned below.
 - Give the children stamp pads and 2 (and later) 3 stamps to make patterns.
 - Make patterns with the children - hair colour, girl/boy, etc.
 - Make patterns with noises.
 - For an exercise break, make a pattern with movement.
 - Copy patterns with different media.
 - Make patterns on the overhead projector.
 - Make necklaces and bracelets using beads in a pattern.
 - Make patterns with objects in the classroom and other math manipulatives.
 - Make patterns with shapes.
 - Give the children play-dough and have them make patterns by using cookie cutters.
 - Have one child begin a pattern and pass it to the next child to do the next piece and then it is passed on again.
- Many of the beginning reading books have patterns (*Brown Bear, Brown Bear*, etc.) Discuss the patterns of phrases repeated in books. Have the children listen for patterns in the books you read.



Lesson 38 – All About 5

Review:

Rote count to 20. Count objects to 20. Clap and tap a pattern and have the children do it. Flash the circle, square and triangle cards. Flash the '1', '2', '3' and '4' numeral cards and the '1', '2', '3' and '4' pattern cards. Do auditory cues to 4, clapping or tapping in mixed 1, 2, 3 or 4 (2 + 2) patterns. Review the formation of the numerals '1', '2', '3' and '4'.

Problem of the Day:

Have a coffee can or other container and put 14 objects in it. Show one of the objects to the class. Shake it, and ask the children how many of the objects are in the can. Take all guesses (estimations). Open the can and have one child at a time take one object from the can, counting together.

Lesson:

Do visual training. The five pattern is in a square with one in the centre. Flash the pattern cards 1 to 5. Have cards with one object, two objects, three objects, four objects and five objects. Mix the cards and have the children say the number of objects as you flash them. You want the children to recognize the patterns without counting each time.

Look around the classroom. Brainstorm things that the children can see that are in sets of five.

Show the '1', '2', '3', '4' and '5' cards and mix them. Have the children read the numerals.

Repeat yesterday's lesson on how to print the 5.

Print a 5 on a chart or on the chalkboard. Where do we begin to print the 5? Draw two widely spaced horizontal lines. Have them print big 5's on the carpet, on the tables and on other surfaces. Say the little poem as you print.

Make two parallel lines on a chart or the chalkboard. Show where we begin to draw the 5. Give the children individual chalkboards or whiteboards. Draw two horizontal lines widely separated across each board. You make a 5 on each board and then hand them to the children. They put the point of the chalk on your 5 where we begin and trace over your printing. Trace it a number of times. You can say the little poem as the children print the number. Keep mentioning the word 'five' as the children work.

Review the 5 numeral card and the 5 pattern card. The children say 'Five' when they see them.



Manipulatives:

Give each table a box of manipulatives. Have the children put them into 5's, in the 5 pattern of the square with one in the centre.

Paper Exercise:

Photocopy "My 5 Book". Show how we read a book, the cover, reading the left page first and then the right page and from the front to the back of the book. Read the book together. Then the children can go in pairs and read the book to each other. They can colour the pictures if time permits.

Closure:

Flash the 1, 2, 3, 4 and the 5 numeral cards, asking the children to read them. Have the children tell you how to print a 5.

Flash the large 1, 2, 3, 4 and 5 pattern cards, and have the children tell you 'how many'.

Turtles

One baby turtle alone and new.

Finds a friend, and then there are two.

Two baby turtles crawl down to the sea.

They find another, and then there are three.

Three baby turtles crawl along the shore.

They find another, and then there are four.

Four baby turtles go for a dive.

Up swims another, and then there are five.

Here is a Beehive

Here is the beehive, where are the bees?

clench fist and bring out fingers quickly one by one

Hidden away were nobody sees

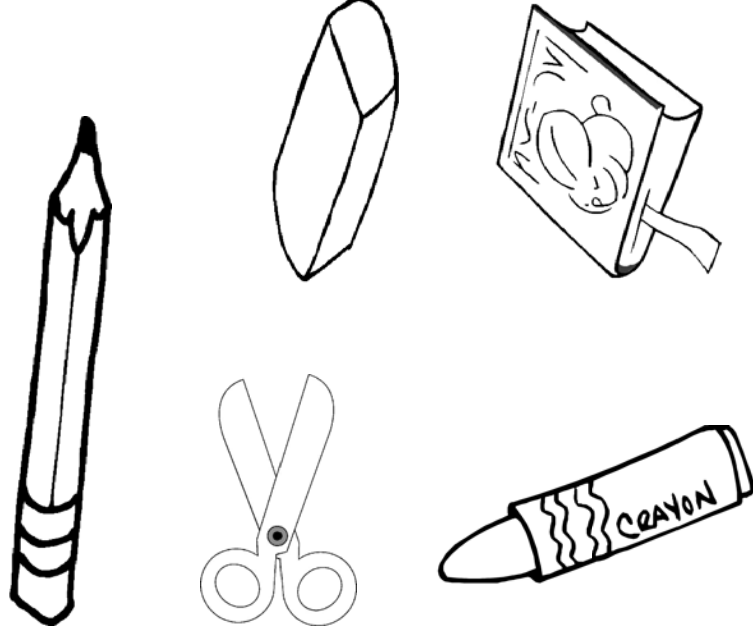
Watch and you will see them come out of their hives,

One, two, three, four, five,

Buzz, buzz, buzz.



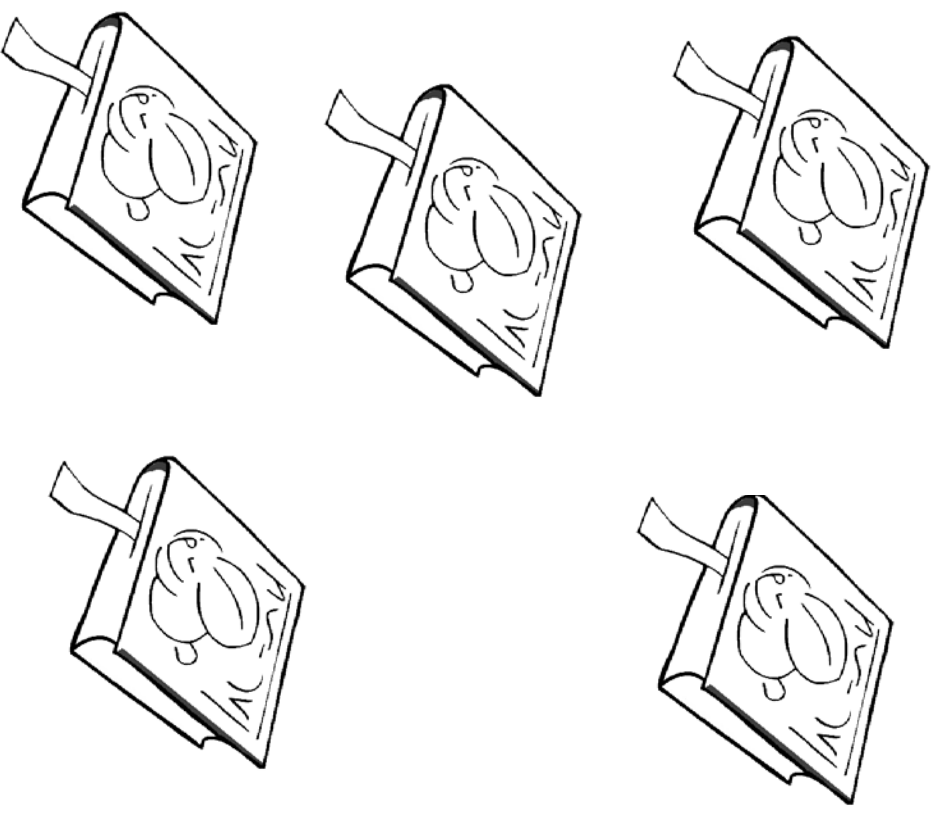
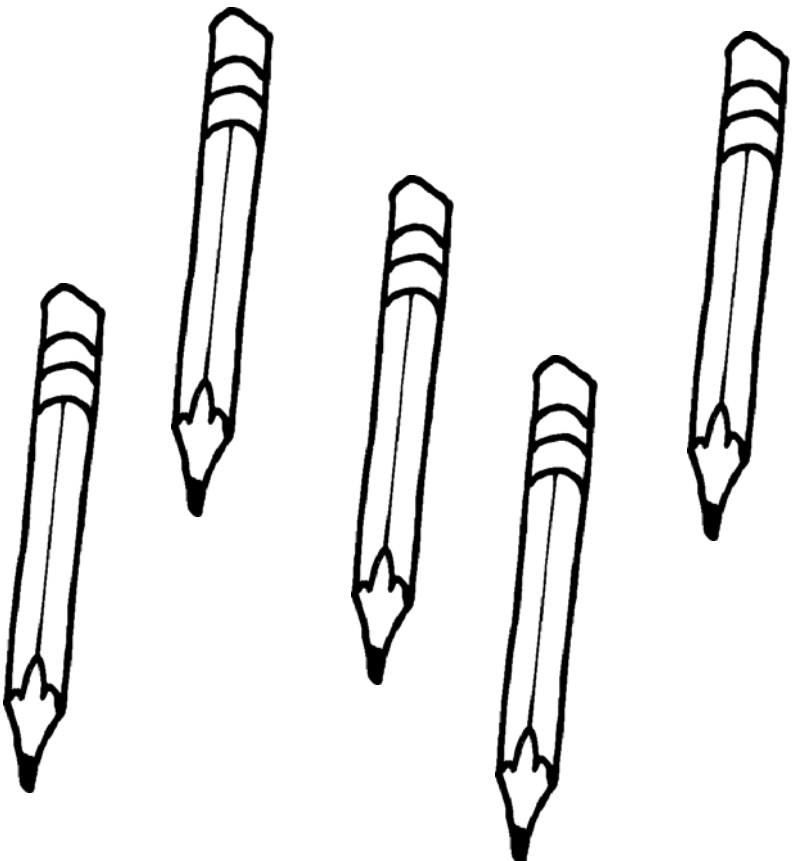
My Five Book



My name is _____.

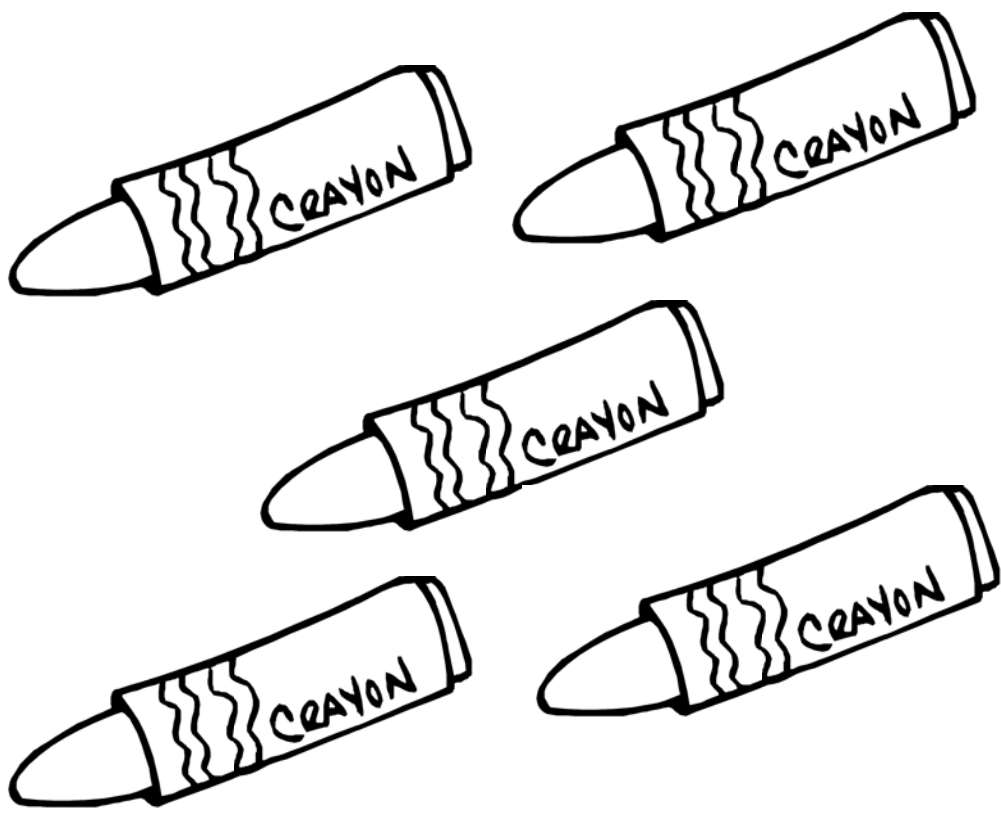


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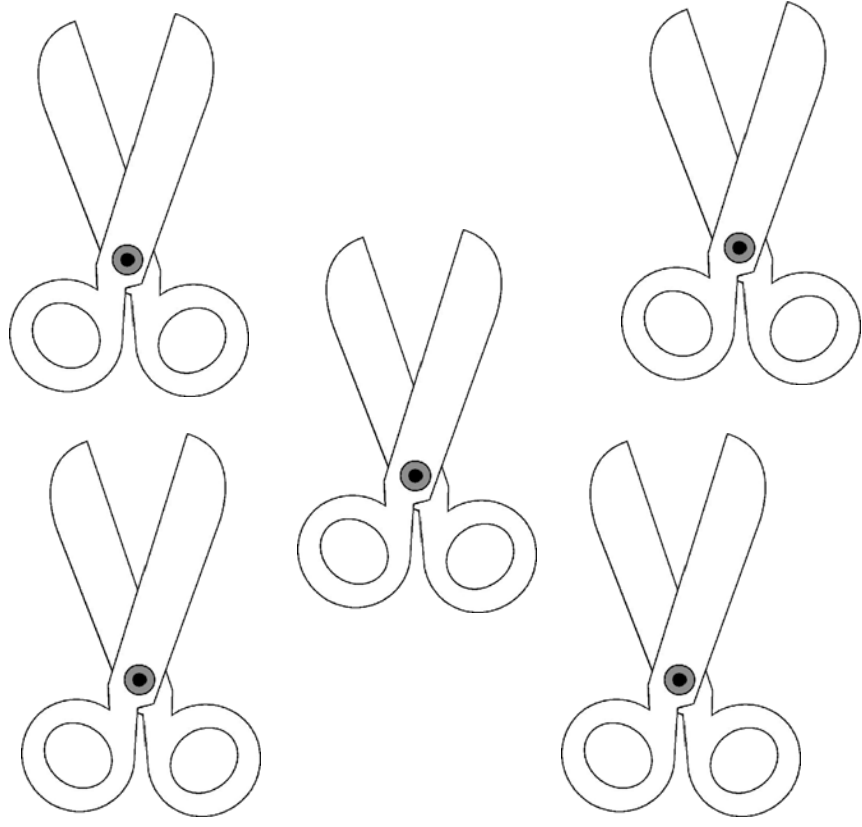
5 pencils

5 books



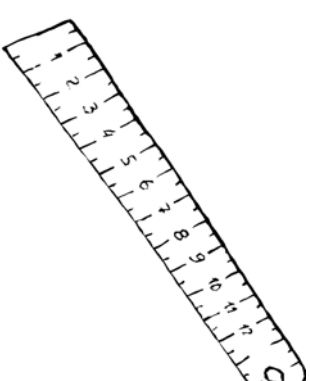
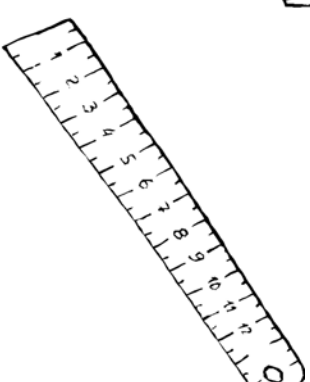
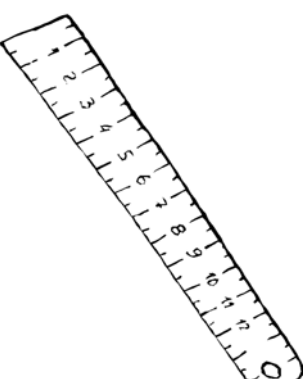
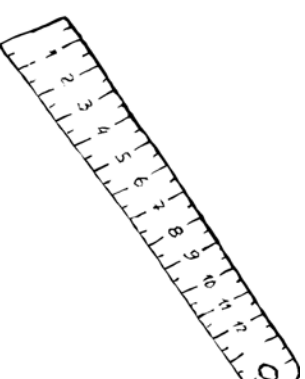
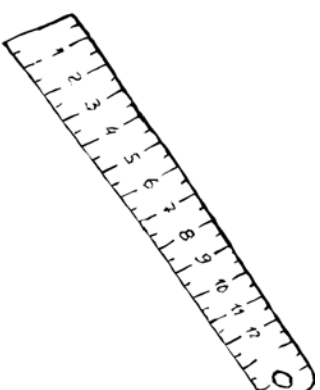
5 crayons

3



5 scissors

6



5 erasers

5 rulers

Lesson 66 - The Minus Sign

Review:

Rote count and count objects to 30. Clap and tap a pattern. Flash the 0 to 10 numeral cards and the 0 to 5 pattern cards. Do auditory cues to 4, clapping or tapping in mixed 1, 2, 3 or 4 (2 + 2) patterns. Review the formation of the numerals 0 to 10. Show the number line and how to count on and count down. Count down from 10. Review the meaning of the = and + signs.

Problem of the Day:

The principal wanted to talk to all the girls in the class and the girls left the classroom. How many children were left in the room?

Lesson:

We have been putting groups together - now we will be taking some away from a group.

Act out some problems with the children. "There are 4 children at the red table. ___ went to get a pencil. Now there are ___ children at the table." "_____, _____ and _____ brought apples to school. _____ ate his. Now there are ___ apples." "Five children sat at the library looking at books. Two of the children went back to their table. How many children are still at the library?" Etc. Have small groups and take 1, 2 or 3 away. How many are left?

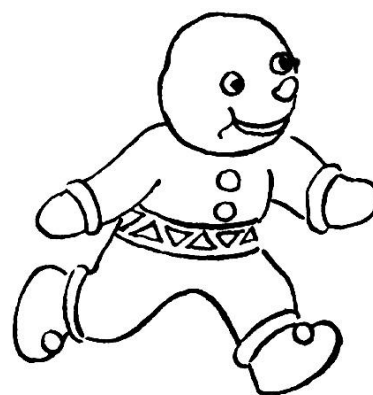
Today we introduce the - sign. We will say that it says 'take away' until the children are comfortable with the concept. Have a card with the large - 1. Give it to a child to hold. Have three children stand up holding blocks, then the child comes along with a -1 card. He takes one of the blocks away. How many blocks are left?

Note: do not make the second pattern. The minus sign and the number that follows are a unit to tell you what to do.

Put up 4 stuffed animals. Have a child come up with a -2 card and what will he do? Take 2 away! Try this with different objects and the -1, -2, -3, -4 and -5 cards. Now how many are left?

Now do this with patterns on a felt or magnetic board. Have the little - 1, -2, etc., cards and let a child take the card and do what the card says. Do this with a number of patterns. Now how many are left? Use the equal sign, remembering that 'equal' means the same on both sides. Put up a small number card to show the answer.

Read what the children are doing as, "4 blocks, take away 2, now there are 2 left", etc.



Manipulatives:

Model the following procedure before the children try it. Put the children into pairs. Give each child 5 blocks and one each of the small - (and the number) cards. They can work together to make '-' stories. Make a set, then a child takes a card and does what it says, taking away that number. Now how many are left?

Paper Exercise:

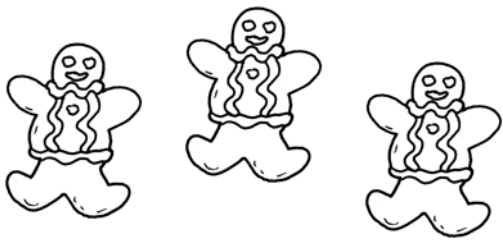
Model how to do Exercise #66. The children cross out the number of objects that are being taken away, and then put the number of how many are left.

Extra exercise: same as 366.

Closure:

Talk about the minus sign.

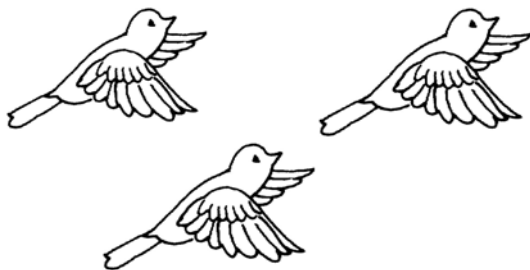
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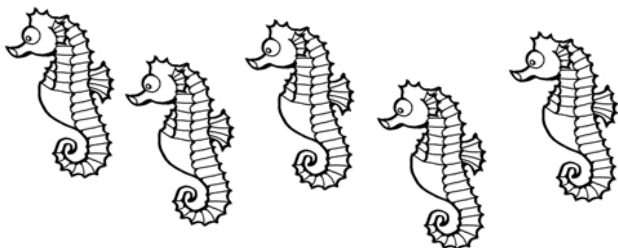
$$- 2 =$$



$$- 1 =$$



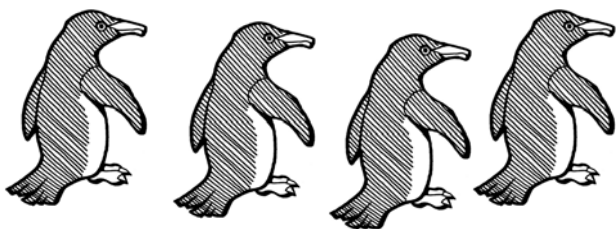
$$- 2 =$$



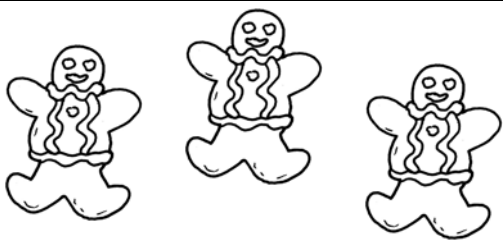
$$- 4 =$$



$$- 1 =$$



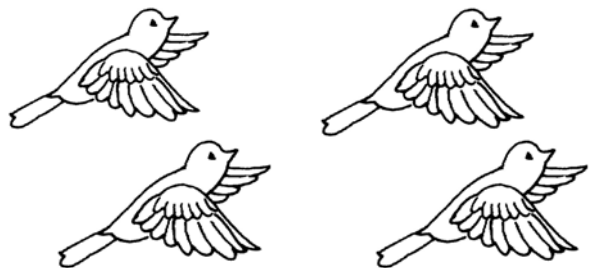
$$- 3 =$$



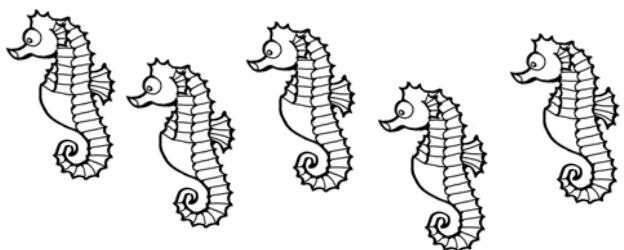
$$- 1 =$$



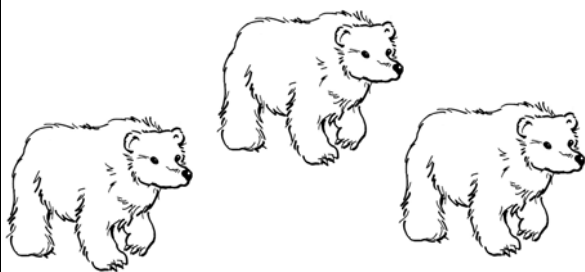
$$- 2 =$$



$$- 2 =$$



$$- 3 =$$



$$- 1 =$$



$$- 3 =$$