



Objective

Count and order numbers to 5.

Math Practices

#2. Reason abstractly and quantitatively.

Students use one-to-one correspondence to count the circles and then place them in order.

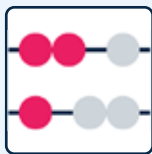
#8. Look for and express regularity in repeated reasoning.

Students use the structure and pattern of the Five-Frames to compare and order numbers 0 through 5 and to see the pattern that each number represents 1 more each time.

Manipulatives



ALTERNATE:



Description

Students count the number of counters in each Five-Frame. Students then put the five frames in order on the train. Students then match the associated number on top into the correct wheel below each Five-Frame.



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All Aboard!

4 2 5 0 3 1

Directions: Count the number of counters in each Five-Frame. Say the number. Place the Five-Frames in order starting with 0. Move the green numbers to the wheels that match the number of counters.

Launch

Begin with having students build a number 1-5 using either Linking Cubes or Two-Color Counters. Then have students build the number that comes before and after. Discuss the following questions with your students to activate prior knowledge about counting and ordering numbers to five.

- What do you notice is changing for each number?
- Have you ever put anything in order?
- Can you put numbers in order more than one way?
- What do the words “more” and “less” mean?



Task

Students are asked to count the number of counters in each Five-Frame, put the frames in order, and match the correct number below each Five-Frame. Students are familiar with the counting sequence and should visualize numbers 0-5. Understanding the counting sequence allows them to compare groups using counting.

- Which Five-Frame has the most counters? Which Five-Frame has the fewest counters?
- Which number do we use if there are no counters shown?
- Do you see any patterns with the Five-Frames? Explain.
- Describe the pattern you see with the counters when you put the Five-Frames in order.
- How do you know that you have arranged the Five-Frames correctly?

SOLUTION:

See student work.

IF YOU SEE THIS...

Students have not ordered the Five-Frames correctly on the train.

TRY THIS...

Ask students to read the order of their Five-Frames aloud. Ask: Does that follow our counting sequence? Remind students that when counting each number increases by one.

Math Talks

Use the following questions as a guide to drive meaningful mathematical discourse, make mathematical connections, and to provide evidence of student thinking and understanding.

- How did you know which Five-Frame to put first? How did you know which Five-Frame to put last?
- How did you know which number to place in the wheel?
- Look at how you ordered your Five-Frames. Do you see a pattern? Explain.

Extension

Students could use the same train template to arrange the Five-Frame from greatest to least.

- Can you order the Five-Frames from greatest to least?

SOLUTION:

See student work.