Numbers to 5

Unit 1 Overview: 8 lessons

The first math unit of Kindergarten: children count up to 5 things, one number for each, and learn that the last number they say tells how many. They write 1 to 5 and 0, count out a number of things, match numbers to groups and put the numbers in order. Everything is done with real things first (bears, cubes, fingers), then pictures, then numbers. Read every question aloud; most children cannot read the directions yet. Lesson 1.6 (seeing small amounts at a glance) is for the states that teach it in Kindergarten.

THE UNIT, DAY BY DAY

Day 1	**Pre-Check**	What children already know, before the first lesson.
Day 2	**1.1** Count up to 5 things	I can count up to 5 things.
Day 3	**1.2** The last number tells how many	I can tell how many I counted.
Day 4	**1.3** Write 1 to 5	I can write the numbers 1 to 5.
Day 5	**1.4** Zero means none	I can write 0 when there are none.
Day 6	**1.5** Count out a number	I can count out a number of things.
Day 7	**1.6** See small amounts ★	I can see small amounts without counting.
Day 8	**1.7** Match numbers to groups	I can match a number to a group.
Day 9	**1.8** Numbers in order to 5	I can put the numbers to 5 in order.
Day 10	**Unit Review**	The review, to go over together.
Day 11	**Unit Test**	Form A, read aloud to small groups; Form B (other pictures and numbers) is for a retest.

★ Taught in Kindergarten in some states. Skip these lessons if yours teaches them in another grade; animalmath.com/standards shows your state's list.

GET READY FOR THE UNIT

- Five counting bears or cubes and a five frame mat for each child
- Number cards 0 to 5, big enough to trace with a finger, and dot cards 1 to 5
- A floor number path 0 to 5 made with tape on the rug
- Paper plates, cups, a foam die, glue sticks and child scissors

HOW EACH LESSON GOES

1. Warm up (5 min)
2. Teach (10 min)
3. Try it together (5 min)
4. Practice (10 min)
5. Exit ticket (5 min): a quick check on the lesson.

Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. "Sheet 3" is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

PRINTABLE **Pre-Check**: Day 1, with a key

PRINTABLE **Unit Review**: the day before the test

EXIT TICKET **Exit Tickets**: one a lesson, two to a page

PRINTABLE **Unit Test**: Forms A and B, with keys

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Numbers to 5

Lesson 1.1: Count up to 5 things

GOAL Children count up to 5 things in a row, saying one number for each thing and touching or moving each one as they count it.

I can count up to 5 things.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Sing a counting song with fingers, such as Five Little Ducks, holding up one more finger for each number.
2. **Teach** (10 min) Line up 3 toys on the rug and count them slowly, touching each one. Then count 5. Count one toy twice on purpose and ask the class what went wrong.

   > **Say:** "I touch each one and say one number. I don't skip any, and I don't count any twice."

3. **Try it together** (5 min) Call a number from 1 to 5. Children put that many bears in a row on their mats, then touch and count them with a partner.
4. **Practice** (10 min) Children count each row and trace how many on a Count Objects maker sheet set to trace the answers, then circle how many on sheet 1 of Count the Animals.
5. **Exit ticket** (5 min) Read **Exit Ticket 1.1** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Watch the fingers: a child who touches each picture once is counting one to one.

Need help? Count 1 to 3 things first, moving each into the five frame as it is counted.

Ready for more? Count 5 things in a circle. Where do you start? Put a sticky note on the first one.

GET READY

- Five bears and a five frame mat for each child
- Five toys to count on the rug

WORDS TO USE

count: say the numbers in order, one for each thing

how many: the number of things in a group

ASK

- How many bears? Count them for me.
- Did you touch each one? Did you skip any?

WATCH FOR

Says the numbers faster than the touches. Slow down together: slide each bear to the side as you say its number.

Counts one thing twice. Put each counted thing into a box of the five frame.

Says the numbers out of order. Count fingers with a song first, then count things.

ON ANIMAL MATH

PRINTABLE	**Count the Animals: Counting 1 to 10**: sheet 1
PRINTABLE	**Count & Write to 5**: any sheet, once children write numbers
MAKER	**Count Objects**: Mode Count & Write Rows, Answer Style Trace The Number, Count Range 1 to 5, Arrangement Standard
TOOL	**Ten Frames**: add a frame with + 5-Frame
QUIZ	**Number Recognition Quiz**
EXIT TICKET	**Kindergarten Numbers to 5 Exit Tickets**: Exit Ticket 1.1

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Numbers to 5

Lesson 1.2: The last number tells how many

GOAL Children learn that the last number they say tells how many are in the group, and that the number stays the same when the things are moved or counted another way.

I can tell how many I counted.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Clap 4 times while the class counts, then ask "How many claps?" Children answer with one number.
2. **Teach** (10 min) Count 4 counters in a row and ask how many. Point to the last one: 4. Spread them out on a plate and ask again. Count them from the other end to check.

   > **Say:** "The last number I say tells how many. If I move them, there are still four."

3. **Try it together** (5 min) Pairs spill up to 5 counters onto a plate. One counts, the other asks "How many?" and the counter answers with one number. They move the counters and ask again.
4. **Practice** (10 min) Children count scattered pictures and circle the number on sheets 2 to 6 of Count & Circle to 5.
5. **Exit ticket** (5 min) Read **Exit Ticket 1.2** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The second group is in a circle with no start or end: watch who marks where they began.

Need help? Count groups of 2 and 3 in a row before groups that are scattered.

Ready for more? Count scattered groups and write how many, on a maker sheet in Count & Write Grid mode.

GET READY

- Five counters, a cup and a paper plate for each pair
- Dot cards 1 to 5, in a row and scattered

WORDS TO USE

how many: the number of things in all

last number: the number you say at the end; it tells how many

scattered: spread out, not in a line

ASK

- How many are there? How do you know?
- If I move them, how many now?
- Where did you start counting?

WATCH FOR

Counts again from 1 when asked how many. Ask "What number did you say last?" and point to the last thing counted.

Gives a new number after the things move. Count again together: the same number. Moving does not add or take away.

Loses track in a scattered group. Put a counter on each picture as it is counted.

ON ANIMAL MATH

PRINTABLE **Count & Circle to 5**: sheets 2-6

MAKER **Count Objects**: Mode Count & Circle Grid, Count Range 1 to 5, Arrangement Scattered

TOOL **Ten Frames**

EXIT TICKET **Kindergarten Numbers to 5 Exit Tickets**: Exit Ticket 1.2

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Numbers to 5

Lesson 1.3: Write 1 to 5

GOAL Children write the numbers 1 to 5, starting each one at the top, and match each number to that many fingers or things.

I can write the numbers 1 to 5.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Show a number card. Children hold up that many fingers, then count them.
2. **Teach** (10 min) Write 1 to 5 big on the board, one at a time, saying the strokes as you go. Children write each number in the air, then with a finger on the rug.

   > **Say:** "Every number starts at the top. Five: down, around, then the hat on top."

3. **Try it together** (5 min) Call a number from 1 to 5. Children write it on whiteboards or in sand and show that many fingers. Check where each one started.
4. **Practice** (10 min) Children trace and write 1 to 5 on sheet 1 of Writing Numbers, then one of sheets 4 to 8 (one number a sheet) for the number they find hardest.
5. **Exit ticket** (5 min) Read **Exit Ticket 1.3** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. A number written backwards still shows the child knows how many: note it and keep going.

Need help? Trace the large numbers on Number Tracing, Large, then write over a light dotted copy.

Ready for more? Write 1 to 5 in order with no dotted lines, then count and write how many on a Count & Write to 5 sheet.

GET READY

- Number cards 1 to 5 to trace with a finger
- A whiteboard and marker, or a tray of sand, for each child

WORDS TO USE

number: a sign we write to show how many

trace: go over the dotted lines with your pencil

start at the top: where we begin to write each number

ASK

- Where do you start the 5?
- Show me that many fingers.
- How is 2 different from 5?

WATCH FOR

Writes 2, 3 or 5 backwards. Common now. Trace the number card with a finger, saying the strokes, before writing.

Starts at the bottom. Put a green dot at the top where the number starts.

ON ANIMAL MATH

PRINTABLE **Writing Numbers**: sheets 1 and 4-8

PRINTABLE **Number Tracing - Large**: sheet 1 (0 to 4)

MAKER **Number Tracing Practice**: Numbers 1 to 5 picked, Size Large

EXIT TICKET **Kindergarten Numbers to 5 Exit Tickets**: Exit Ticket 1.3

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Numbers to 5

Lesson 1.4: Zero means none

GOAL Children learn that zero tells how many when there are none, write 0, and say zero for an empty group.

I can write 0 when there are none.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Sing Five Little Speckled Frogs, counting down to none. How many frogs are left? Zero.
2. **Teach** (10 min) Put 3 counters on a plate. Take them off one at a time, saying how many are left: 2, 1, none. Write 0 and show the 0 card. Hold up the empty basket: how many balls?

   > **Say:** "When there are none, we say zero and write 0. It is round, like an empty plate."

3. **Try it together** (5 min) Call numbers from 0 to 5. Children put that many counters on their plates and hold up the number card. Call zero a few times.
4. **Practice** (10 min) Children trace and write 0 on sheet 3 of Writing Numbers, then count and write how many on a maker sheet with Allow Zero, where some groups are empty.
5. **Exit ticket** (5 min) Read **Exit Ticket 1.4** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The first plate is empty: a 0 there shows who knows that none is a number.

Need help? Take counters away from 2, one at a time, until none are left, saying how many each time.

Ready for more? Count down from 5 to 0 on the floor number path, then write the numbers 5 to 0.

GET READY

- A paper plate and five counters for each child
- Number cards 0 to 5
- An empty basket

WORDS TO USE

zero: none, not any; we write 0

empty: with nothing in it

ASK

- How many are on this plate? How do we write that?
- Is zero more or less than one?

WATCH FOR

Leaves the box blank when there are none. Ask "How many?" and show the 0 card: none is written 0.

Writes a tiny circle, or the letter O. Trace a big 0, starting at the top and going around to the left.

ON ANIMAL MATH

PRINTABLE **Writing Numbers**: sheet 3

MAKER **Count Objects**: Mode Count & Write Rows, Count Range 1 to 5, Allow Zero

TOOL **Ten Frames**: an empty frame shows zero

EXIT TICKET **Kindergarten Numbers to 5 Exit Tickets**: Exit Ticket 1.4

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Numbers to 5

Lesson 1.5: Count out a number

GOAL Children count out a number of things up to 5 from a bigger pile, and stop when they reach the number.

I can count out a number of things.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Show a number card. The class claps that many times, then freezes.
2. **Teach** (10 min) Hold up the 3 card. Count bears from a pile into a five frame, one, two, three, and stop. Ask why you stopped. Then count out 5 and show the full frame.

   > **Say:** "I count out 3: one, two, three, stop. I have 3, the number on the card."

3. **Try it together** (5 min) Pull a number card. Children count that many counters into their five frames and hold up that many fingers. Partners check each other's frames.
4. **Practice** (10 min) Children fill in five frames on a Ten Frames maker sheet (Fill the Frame, 1 to 5, Five Frames), then circle that many animals on sheet 4 of Count the Animals.
5. **Exit ticket** (5 min) Read **Exit Ticket 1.5** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Count the dots each child drew: one too many means they did not stop at the number.

Need help? Count out 1 to 3, with the number card on the mat to look at.

Ready for more? Count out a number from 6 to 10, or show the same number two ways on the frame.

GET READY

- A cup of 10 counters and a five frame mat for each child
- Number cards 1 to 5

WORDS TO USE

count out: take just that many, then stop

five frame: a row of five boxes, one thing in each box

ASK

- How many do you need? When do you stop?
- Show me 4 on your frame. How do you know it is 4?

WATCH FOR

Keeps counting past the number. Say the number before starting, and stop with a hand flat on the mat.

Takes a handful without counting. Count out loud, moving one at a time into the frame.

ON ANIMAL MATH

PRINTABLE **Count the Animals: Counting 1 to 10**: sheet 4 (the row with 6 is a stretch)

PRINTABLE **Ten Frames Fill to 10**: sheet 5 (mostly numbers to 5)

MAKER **Ten Frames Counting**: Mode Fill the Frame, Number Range 1-5, Five Frames

TOOL **Ten Frames**: add a frame with + 5-Frame

EXIT TICKET **Kindergarten Numbers to 5 Exit Tickets**: Exit Ticket 1.5

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Numbers to 5

Lesson 1.6: See small amounts

GOAL Children say how many are in a small group, up to 5, with a quick look and no counting one by one, on fingers, dice, dot cards and five frames.

I can see small amounts without counting.

About 35 minutes

★ Taught in Kindergarten in some states

THE LESSON

1. **Warm up** (5 min) Show fingers for a second and hide them. How many? Try 2, 3, 5 and 4.
2. **Teach** (10 min) Flash a dot card for two seconds and hide it. Ask how many and how they knew. Show that a die's 5 is four corners and one in the middle, and that 3 can be a line or a triangle.

   > **Say:** "I didn't count. I saw 2 and 2, so I know it is 4."
3. **Try it together** (5 min) Flash dot cards and five frames. Children show the number with fingers before you count to check. Then pairs flash cards for each other.
4. **Practice** (10 min) Children say how many in a quick look, then count to check, on a Ten Frames maker sheet (Count the Dots, 1 to 5, Five Frames).
5. **Exit ticket** (5 min) Read **Exit Ticket 1.6** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Read the ticket aloud quickly: a child who counts every dot on the die is still counting, not seeing.

Need help? Flash 1, 2 and 3 only, with the dots in a row.

Ready for more? Flash ten frames to 10: "five and two more" is 7. Sheet 6 of Ten Frames Counting to 10 has frames to 10.

GET READY

- Dot cards 1 to 5 (dice patterns, rows and scattered dots)
- A big foam die
- Five frames and counters

WORDS TO USE

quick look: see how many fast, without counting

dot pattern: the way the dots sit, like the 5 on a die

ASK

- How did you know it was 4 without counting?
- What did you see first?

WATCH FOR

Counts every dot one by one. Flash the card faster, then say it the way you saw it: 2 and 2.

Guesses wildly. Use 1 to 3 dots in a row before dice patterns.

ON ANIMAL MATH

PRINTABLE **Ten Frames Counting to 10**: sheet 6, the frames to 5 first

MAKER **Ten Frames Counting**: Mode Count the Dots, Number Range 1-5, Five Frames

TOOL **Ten Frames**

EXIT TICKET **Kindergarten Numbers to 5 Exit Tickets**: Exit Ticket 1.6

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Numbers to 5

Lesson 1.7: Match numbers to groups

GOAL Children count a group of up to 5 and match it to its number, and match a number to a group with that many.

I can match a number to a group.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Hand out number cards. Show a picture card; the children holding that number stand up.
2. **Teach** (10 min) Lay out picture cards and number cards in a jumble. Count a picture card, find its number and put it beside the picture. Make one wrong match on purpose: does 3 go with 4 apples?

   Say: "I count the apples: four. I find the 4 and put it next to them."
3. **Try it together** (5 min) Pairs match picture cards to number cards face up, then play Memory with them face down.
4. **Practice** (10 min) Children count, cut and paste the numbers on Count & Paste to 5 (Set 2), one or two sheets.
5. **Exit ticket** (5 min) Read **Exit Ticket 1.7** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Each group gets one line to one number: check that no number has two lines.

Need help? Match groups of 1 to 3 to their numbers first, with counters on the pictures.

Ready for more? Make a picture card for a partner: draw 1 to 5 things and hide the number on the back.

GET READY

- Picture cards with 1 to 5 things and number cards 1 to 5
- Child scissors and glue sticks

WORDS TO USE

match: put two things together that go together

the same as: just as many

ASK

- How many are in this group? Which number says that?
- Which group goes with 2?

WATCH FOR

Pastes a number without counting. Count each group out loud first and say the number before cutting.

Mixes up 2 and 5. Trace both cards with a finger, saying "2 bears, 5 bears" with counters beside them.

ON ANIMAL MATH

PRINTABLE **Count & Paste to 5 (Set 2)**: sheets 1-2

PRINTABLE **Count & Paste to 5**: for more practice

MAKER **Count & Paste**: Count Range 1 to 5

EXIT TICKET **Kindergarten Numbers to 5 Exit Tickets**: Exit Ticket 1.7

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Numbers to 5

Lesson 1.8: Numbers in order to 5

GOAL Children say and put the numbers 0 to 5 in order, and find the number missing from a counting line.

I can put the numbers to 5 in order.

About 35 minutes

THE LESSON

1. **Warm up** (5 min) Children take turns hopping along the floor number path, saying each number, then hop back.
2. **Teach** (10 min) Pin the cards 1 to 5 on the string out of order. Ask what is wrong and fix it by counting together. Take one card away: which number is missing? How do you know?

   Say: "One, two, three, four, five. After 3 comes 4."
3. **Try it together** (5 min) Pairs mix up their cards 0 to 5 and put them back in order. Then one partner hides a card and the other finds which number is missing.
4. **Practice** (10 min) Children fill in the missing numbers on sheets 1 to 3 of Missing Numbers to 5.
5. **Exit ticket** (5 min) Read **Exit Ticket 1.8** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The second line is missing two numbers: watch who counts from the start to find them.

Need help? Put cards 1 to 5 in order on the floor number path, matching each card to its spot.

Ready for more? Sheet 4 of Missing Numbers to 5: the number before and after.

GET READY

- Number cards 0 to 5 for each pair
- The floor number path 0 to 5
- A string and clothespins for a class number line

WORDS TO USE

order: one after another, the way we count

next: the number that comes after

missing: not there; we need to find it

ASK

- What comes after 3?
- Which number is missing? How do you know?

WATCH FOR

Writes the next number twice. Count the line out loud, pointing to each number and blank.

Puts 0 at the end. Zero is none, so it comes first: count down to it on the path.

ON ANIMAL MATH

PRINTABLE **Missing Numbers to 5**: sheets 1-3

MAKER **Missing Numbers**: Mode Sequence, Sequence Range 1-5

TOOL **Number Line**

EXIT TICKET **Kindergarten Numbers to 5 Exit Tickets**: Exit Ticket 1.8

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