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Unit 3

Sort and Classify

pattern

Activating Prior Knowledge

Share Math Card 24 with students. Ask them to look closely at the picture and describe what they see. Tell students that the word at the top of the card is *pattern*. Explain that a pattern is something that repeats over and over. Tell them that a pattern can have two or more parts. Ask them to look at the pattern of flowers in the picture. Point to the zinnia and then the daisies. Point to each flower as you say its name so students can start to see the pattern. Point out that the pattern never ends. Talk about how there are three parts to the pattern, even though two of them are the same. The pattern is as follows: the first part is zinnia, the second part is daisy, and the third part is daisy. Ask students to help you make patterns with actions. Start out with a two-part pattern. For example, stomp, clap. Repeat the pattern several times. You may wish to introduce a three-part pattern, such as stomp, clap, clap.

Language Development

Share the card with students again. Ask them to look closely at the word beginning with “p” at the top of the card. Tell students that the word is *pattern*. Ask them to practice making the /p/ sound. Tell students to listen very carefully as you say the word out loud. Ask them what sound they hear at the end of the word. After they respond that the word *pattern* ends in the letter “n,” ask them to practice making the /n/ sound. Read the word *pattern* together as a class. Point out to the class that the word has two syllables, *pat-tern*. Ask students to place two fingers under their chins as they say the word. The syllables are easy to feel when doing this. Direct students’ attention to the sentence at the bottom of the page. Ask students to see if they recognize any of the words in the sentence.

Discuss the words that students recognize. Read the sentence to students while pointing to the words with a pointer. Ask students to read the sentence with you several more times.

Building Knowledge and Comprehension

Share the card with students again. Ask them to read the word *pattern* while you point to it. Ask them to read the sentence at the bottom of the card while you point to it. Discuss with students again what a pattern is. Read the pattern of flowers one more time. Tell students that together you are going to make a class book of patterns. Before doing this activity, cut different shapes out of different colors of construction paper for the students to choose from. You could also use 1/2” x 2” (1.5 cm x 5 cm) strips of different-colored construction paper. Model for students how to make a pattern out of the different shapes or strips. Give students a large sheet of white construction paper and ask them to make a pattern and glue it to the white paper. When students are done making their patterns, bind the pattern pages together to make a class book.

Time to Differentiate!

For English language learners, preview the names of the flowers pictured on the card. If possible, bring in some real flowers for students to look at and smell.

For below-level students, provide extra assistance for the Building Knowledge and Comprehension lesson. Work with students in a small group to create their patterns. Encourage students to point to and name each shape before identifying the pattern.

pattern



Do you see the **pattern**?

Unit 3

Sort and Classify

Focus Lesson

Objectives

Pre-K Standard 6.1: Students know the sequence of events.

K–2 Standard 7.1: Students use reading skills and strategies to understand a variety of informational texts.

Skills

- organizing information
- sorting objects
- recognizing a pattern
- creating a pattern
- recognizing a graph
- creating a graph
- reading and locating information on a graph

Materials

- Math Cards 23, 24, and 26
- different objects to show a pattern
- examples of a bar, line, pie, and pictograph
- large piece of chart paper and marker
- math manipulatives (different colors and different shapes)

Word Study

- | | |
|------------|-----------|
| • category | • pattern |
| • favorite | • pet |
| • graph | • repeat |
| • order | • shape |
| • organize | • sort |

Comprehension and Skills

Part 1: Lesson Length: approx. 15 minutes

1. Show students Math Card 24. Point out the word at the top of the card. Say, “This word starts with a ‘p.’ What sound does ‘p’ make?” Direct all students to make the /p/ sound.
2. Ask, “What word do you think this might be?” Lead students to understand that the word is *pattern*.
3. Point out the question at the bottom of the card. Ask, “Do you recognize any words that you see in the box?” Point to each word, the letters, and letter sounds, and have students help you read the question aloud.
4. Ask, “How is the picture on Math Card 24 organized?” Show students the pattern in the picture on Math Card 24. Share the pattern by saying it aloud while pointing to the objects (yellow flower, yellow flower, purple flower, yellow flower, yellow flower, purple flower, etc.).



Focus Lesson *(cont.)*

Comprehension and Skills

Part 2: Lesson Length: approx. 20 minutes

1. Tell students that they are going to help you organize objects in the same order as the flowers on Math Card 24. Ask students to help you recreate the same AABAAB pattern. When you are finished, check your pattern against the one shown on the card.
2. Ask, "Can anyone else choose two objects and create the same pattern?" Let students volunteer to create this pattern. Assist them in any way necessary. (If an AABAAB pattern is too difficult for students, help them to create an ABAB pattern.)

Comprehension and Skills

Part 3: Lesson Length: approx. 20 minutes

1. Show students Math Card 26. Help them sound out the word *graph*. Explain that a graph is another way to organize information. Review and name various examples of graphs.
2. Read the question on the bottom of Math Card 26. Model how you might read the graph. Share the data and explain how many people voted for each animal as their favorite pet. Remind them that you can understand the graph just by looking at it.
3. Tell students that a graph is an easy way to organize and show information to a reader. Select a favorite subject and poll students to get their data.
4. Use a sheet of blank chart paper to create a graph that resembles the one on Math Card 26. Place students' responses on the graph in the appropriate place.

Comprehension and Skills

Part 4: Lesson Length: approx. 20 minutes

1. Show students Math Card 23. Point out the word at the top of the card. Review the /sh/ digraph. Read each word on Math Card 23 as a group.
2. Tell students that some objects can be sorted by shape. Review the meaning of *sort*.
3. Choose a category and sort students according to that category (e.g., gender, hair color, height). Explain how you are sorting students while you are doing it. ("I am going to sort you by putting boys over here and girls over there.")
4. Do another sorting activity. Use math manipulatives to sort by color, size, or shape. If possible, do this activity without revealing the category and ask students, "What do all of these objects have in common? How are they different from this group of objects?"

Time to Differentiate!

For above-level students, provide them with a group of objects. Ask them to sort the objects several different ways.

Assessment

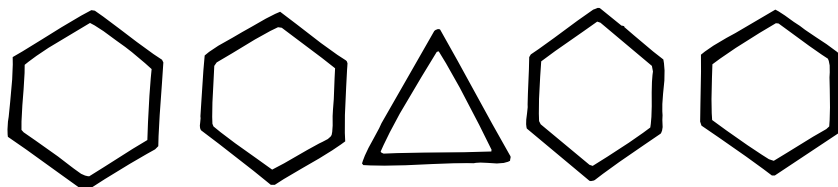
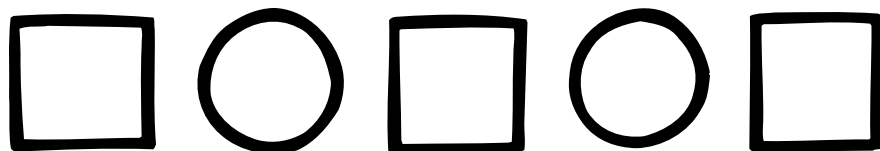
Place students in pairs. Ask them to create a pattern with their partner using objects in the classroom. When each pair is finished, they may share their patterns with the rest of the class.



Name _____

Sort and Classify

Find the **pattern** in each row. Draw the next shape in the **pattern**.



Make your own **pattern**. Ask a friend to continue the **pattern** on a sheet of paper.

