INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
   - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
   - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	Kindergarten
Main Subject:	Mathematics
Big Idea:	Numbers are related to each other through a variety of number relationships
Title:	EXPLORING THE NUMBER 5
Strand:	Number
Duration:	2 weeks
Materials:	See PowerPoint slides
Short Description:	Four number relationships will be explored through the lessons in order for students to understand the importance of the number five. Highlighting these number relationships is crucial to supporting students' development of number sense. The lessons focus on developing and strengthening these number relationships. • One and Two More/Less • Anchors and Benchmarks of Five and Ten • Part-Part-Whole Relationships • Spatial Relationships (Subitizing)

LEARNING OUTCOMES

Mathematics: www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf
K.N.1, K.N.3, K.N.4, K.N.5, K.N.6

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
					X		X						

Original concept created by: Sherry Perih

LEARNING EXPERIENCES AND ASSESSMENT

Overall

Teacher's instructions

See PowerPoint Presentation

Step-by-step instructions for students:

See PowerPoint Presentation

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Kindergarten: Exploring the Number 5.pptx
Kindergarten: Appendix A: Exploring the Number 5 Rubric.docx
Kindergarten: Appendix B: Four Kings Game.pdf
Kindergarten: Appendix C: Schedule for Week 1 and Week 2.docx

Exploring the Number 5 Rubric				
Student:	***Basic descriptors to help guide your formative assessments.***			
Full details of the student achievement profiles can be found here: **Mental Math and Estimation** **Knowledge and Understanding** **Problem Solving**	**Requires considerable ongoing teacher support.**	**Requires occasional teacher or peer support.**	**Accurate, clear, and uses appropriate strategies and procedures. Requires occasional prompting for clarification.**	**Accurate, clear, flexible, consistent, and efficient. Justifies and explains reasoning clearly and completely using accurate math vocabulary.**
	Limited	**Basic**	**Good**	**Very Good/Excellent**
Tracking student data throughout these learning experiences allows the teacher to make an informed assessment about a student's level of achievement of these outcomes.				
Recite the number sequence by 1s, starting anywhere from 1 to 10.				
Subitize and name arrangements of 1 to 6 dots.				
Relate a numeral, 1 to 10, to its respective quantity.				
Represent and describe the number 5 in two parts, concretely and pictorially.				
Demonstrate an understanding of counting to 10.				
Can solve problems with quantities to 5.				

Suggested Codes for daily record keeping purposes:

- I – Knowledge has been demonstrated individually
- H – Used when knowledge has been demonstrated individually, but with help from the teacher or a peer
- G – Used when knowledge has been demonstrated within a group
- X – Used when a question has been attempted but answered incorrectly
- N – Used when a question has not been attempted

Adapted from: Liljedahl, P. (2021). *Building thinking classrooms in mathematics, grades K-12: 14 teaching practices for enhancing learning*. Thousand Oaks, CA: Corwin Press Inc.

Four Kings

Material : A 44-card game using a deck of cards from which the Jokers, Jacks, and Queens have been removed.

Players : Individual or pairs

Rules : The object of a game of kings is to form 4 rows of cards from Ace (1) to 10 in ascending order without turning up the 4 kings. The game ends when the fourth king is uncovered.
Place the 4 Jacks face up at the side to indicate which suit will be in which row. Shuffle the cards and lay them face down on the table in rows of ten. Place the 4 cards left over on the side, face down. The player turns over one of the four cards and puts it in the correct spot in the correct suit row after first removing the card that was in that position. This card is then put in its proper position. If a King turns up it is put to the side and a replacement taken from the remaining cards at the side.

Adapted from Maths Recovery

Note to parents :

This game helps children with the recognition of numerals and with the forward and backward number sequences. Have your child read the numerals as she turns over the cards.

FOUR KINGS

- Forward and backward number sequence
- Numeral recognition

Appendix C:

WEEK 1—Kindergarten—Exploring the Number 5

Day	Opening Routine and Learning Experiences	Learning Outcome	Big Idea (from *Glance Across the Grades*)
Monday	Five Frame Flash Action Cards: Counting Counting Collections	K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1. K.N.2. Subitize and name familiar arrangements of 1 to 6 dots (or objects). K.N.3. Relate a numeral, 1 to 10, to its respective quantity. K.N.5. Demonstrate an understanding of counting to 10 by • indicating that the last number said identifies "how many" • showing that any set has only one count	• Counting tells how many and how much. • Numbers are related to each other through a variety of number relationships. • There are different but equivalent representations of numbers. • Quantities can be represented concretely, pictorially, and symbolically. • There are different but equivalent representations of numbers.
Tuesday	Counting Which One Doesn't Belong Collections in our Home	K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1. K.N.3. Relate a numeral, 1 to 10, to its respective quantity. K.N.5. Demonstrate an understanding of counting to 10 by • indicating that the last number said identifies "how many" • showing that any set has only one count	• Counting tells how many and how much. • Numbers are related to each other through a variety of number relationships. • There are different but equivalent representations of numbers. • Quantities can be represented concretely, pictorially, and symbolically. • There are different but equivalent representations of numbers.

Wednesday	What do you notice? What do you wonder? Ways to Show 5	K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1. K.N.3. Relate a numeral, 1 to 10, to its respective quantity. K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially. K.N.6. Compare quantities, 1 to 10, • using one-to-one correspondence • by ordering numbers representing different quantities	• Counting tells how many and how much. • Numbers are related to each other through a variety of number relationships. • There are different but equivalent representations of numbers. • Quantities can be represented concretely, pictorially, and symbolically. • There are different but equivalent representations of numbers.
Thursday	Showing Number Relationships with the Action Cards What do you notice? Using the Number Path	K.N.3. Relate a numeral, 1 to 10, to its respective quantity. K.N.5. Demonstrate an understanding of counting to 10 by • indicating that the last number said identifies "how many" • showing that any set has only one count K.N.6. Compare quantities, 1 to 10, • using one-to-one correspondence • by ordering numbers representing different quantities	• Counting tells how many and how much. • Numbers are related to each other through a variety of number relationships. • There are different but equivalent representations of numbers. • Quantities can be represented concretely, pictorially, and symbolically. • There are different but equivalent representations of numbers. • Benchmark numbers are useful for comparing, relating, and estimating numbers.
Friday	Counting Strategies Find the Missing Number on the Number Path The Number Path Game: Four Kings	K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1. K.N.3. Relate a numeral, 1 to 10, to its respective quantity. K.N.6. Compare quantities, 1 to 10, • using one-to-one correspondence • by ordering numbers representing different quantities	• Counting tells how many and how much. • Numbers are related to each other through a variety of number relationships. • There are different but equivalent representations of numbers. • Quantities can be represented concretely, pictorially, and symbolically. • There are different but equivalent representations of numbers. • Benchmark numbers are useful for comparing, relating, and estimating numbers.

Appendix C:

WEEK 2—Kindergarten—Exploring the Number 5

Day	Opening Routine and Learning Experiences	Learning Outcome	Big Idea (from *Glance Across the Grades*)
Monday	Frame Flash: One more, One less Comparing Quantities Making a Number Path	K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1. Subitize and name familiar arrangements of 1 to 6 dots (or objects). K.N.3. Relate a numeral, 1 to 10, to its respective quantity. K.N.5. Demonstrate an understanding of counting to 10 by • indicating that the last number said identifies "how many" • showing that any set has only one count K.N.6. Compare quantities, 1 to 10, • using one-to-one correspondence by ordering numbers representing different quantities.	• Counting tells how many and how much. • Numbers are related to each other through a variety of number relationships. • There are different but equivalent representations of numbers. • Quantities can be represented concretely, pictorially, and symbolically. • There are different but equivalent representations of numbers.
Tuesday	Subitize and name familiar arrangements of 1 to 6 dots (or objects).	K.N.3. Relate a numeral, 1 to 10, to its respective quantity. K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially.	• Counting tells how many and how much. • Numbers are related to each other through a variety of number relationships. • There are different but equivalent representations of numbers. • Quantities can be represented concretely, pictorially, and symbolically.

	Stories about 5	K.N.5. Demonstrate an understanding of counting to 10 by • indicating that the last number said identifies "how many" • showing that any set has only one count	• There are different but equivalent representations of numbers.
Wednesday	What do you notice? What do you wonder? Compatible Numbers of 5	K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1. K.N.3. Relate a numeral, 1 to 10, to its respective quantity. K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially. K.N.6. Compare quantities, 1 to 10, • using one-to-one correspondence • by ordering numbers representing different quantities	• Counting tells how many and how much. • Numbers are related to each other through a variety of number relationships. • There are different but equivalent representations of numbers. • Quantities can be represented concretely, pictorially, and symbolically. • There are different but equivalent representations of numbers.
Thursday	Five Frame: How many to 5? Story Problems	K.N.3. Relate a numeral, 1 to 10, to its respective quantity. K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially. K.N.5. Demonstrate an understanding of counting to 10 by • indicating that the last number said identifies "how many" • showing that any set has only one count K.N.6. Compare quantities, 1 to 10, • using one-to-one correspondence • by ordering numbers representing different quantities	• Counting tells how many and how much. • Numbers are related to each other through a variety of number relationships. • There are different but equivalent representations of numbers. • Quantities can be represented concretely, pictorially, and symbolically. • There are different but equivalent representations of numbers. • Benchmark numbers are useful for comparing, relating, and estimating numbers.

Friday	What do you notice? What do you wonder? Missing Part Cards All about 5	K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1. K.N.2. Subitize and name familiar arrangements of 1 to 6 dots (or objects). K.N.3. Relate a numeral, 1 to 10, to its respective quantity. K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially. K.N.5. Demonstrate an understanding of counting to 10 by • indicating that the last number said identifies "how many" • showing that any set has only one count K.N.6. Compare quantities, 1 to 10, • using one-to-one correspondence • by ordering numbers representing different quantities	• Counting tells how many and how much. • Numbers are related to each other through a variety of number relationships. • There are different but equivalent representations of numbers. • Quantities can be represented concretely, pictorially, and symbolically. • There are different but equivalent representations of numbers. • Benchmark numbers are useful for comparing, relating, and estimating numbers.