

Focus & Within Grade Coherence

Task Handout, Grade K

Major Task #1

Sam bought 8 pieces of fruit at the farmers' market. He loves apples and oranges, so he bought some of each.

- Draw a plate and show his fruit on the plate. Don't lose any!
- Show your work to your friend. Does his/her plate look the same?
- Make a number bond and number sentence about your picture.

Source: EngageNY.org of the New York State Education Department. Kindergarten Mathematics, Module 4, Topic C, Lesson 18. Available from <https://www.engageny.org/resource/kindergarten-mathematics-module-4-topic-c-lesson-18/file/32726>, accessed 10 June 2016.

Major Task #2

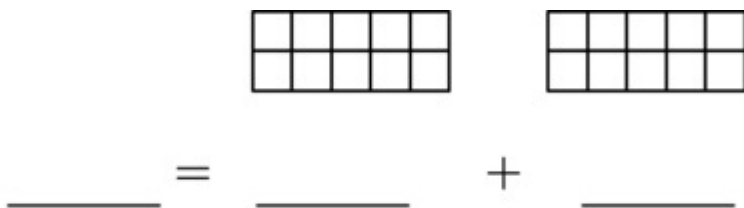
Decompose teen numbers using 10-frames and a number equation.

Materials

- Number cards 11-19
- Pencil, crayon, or marker
- Attached student worksheet

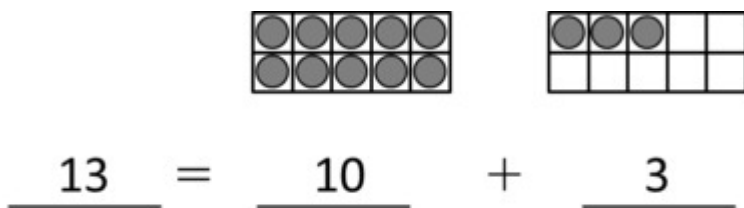
Action

This activity can be done individually, in partners, or in small groups. The students have a teacher-made sheet and a writing implement. The cards are shuffled and placed face down.



The student picks a card off of the top of the pile. The student then says the number and draws that many dots beginning with the first 10-frame. When the first 10-frame is filled, the student continues drawing the remaining dots in the next 10-frame. The student then fills in the blank equation with the corresponding numbers.

Example:



The student continues to pick cards and illustrate numbers in this way until all cards are used or the sheet is filled.

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Supporting Task #1

You will need sorting cards or items, for example: colors, shapes, animals, foods, etc. Cards should be able to be sorted multiple ways (example, foods could be sorted by color, then sorted by fruit vs. veggie vs. grain). Another example is animals could first be sorted by pet vs. wild animal vs. farm animal and next be sorted by number of legs and finally be sorted by furry animals/skin animals/scale animals.

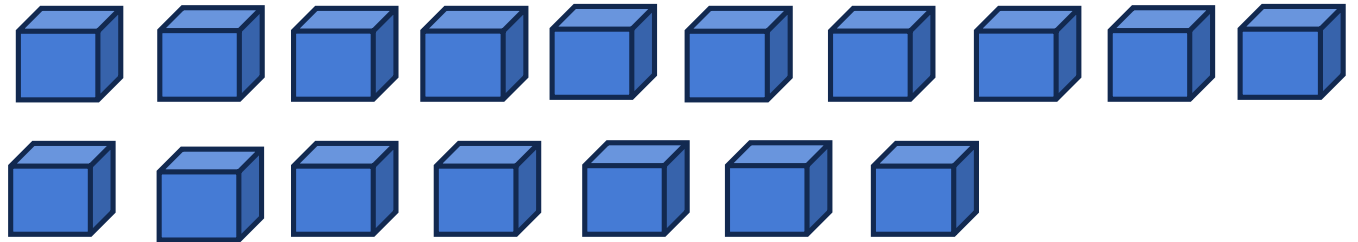
First have students look at the cards and decide two or three different ways to sort. Next each student can randomly choose a card or item. Then when all class has one, they sort themselves into categories according to color, shape, type of animal or food they have. Then the teacher can ask the questions:

- “Which group has the most?”
- “Which group has the least?”
- “Do any groups have the same number?”

The students count the groups and answer the teacher’s questions.

Source: Available from <https://www.illustrativemathematics.org/content-standards/K/MD/B/3/tasks/799>, accessed 10 June 2016, licensed by Illustrative Mathematics under CC BY--NC--SA 4.0.

Within Grade Coherence Task #1



- How many cubes are there?
- Separate 10 cubes into a group.
- Write 17 as a number bond using 10 ones as one of the parts.
- Write an addition sentence to match your number bond.
- How are your number bond and your addition sentence the same?

Source: EngageNY.org of the New York State Education Department. Kindergarten Mathematics, Module 5, End-of-Module Assessment. Available from <https://www.engageny.org/resource/kindergarten-mathematics-module-5/file/122216>, accessed 10 June 2016.

Within Grade Coherence Task #2

This activity is designed to determine the appropriate instructional level for a student in a one-on-one interaction with the teacher.

The teacher needs paper and pencil to record the student's reactions. It is important to find a time and place where the student is comfortable and not distracted. Record the exact language of the student's counting, including hesitations, substitutions, and errors, to help identify specific objectives for future lessons. If a student makes an error on a counting sequence, it is not necessary to continue; this is the place where the student needs instruction.

Say:

- “Start counting at 1 and I will tell you when to stop” (stop the student at 22)
- “Start counting at 10 and I will tell you when to stop” (stop the student at 35)
- “Start counting at 54 and I will tell you when to stop” (stop the student at 68)
- “Start counting at 86 and I will tell you when to stop” (stop the student at 102)

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