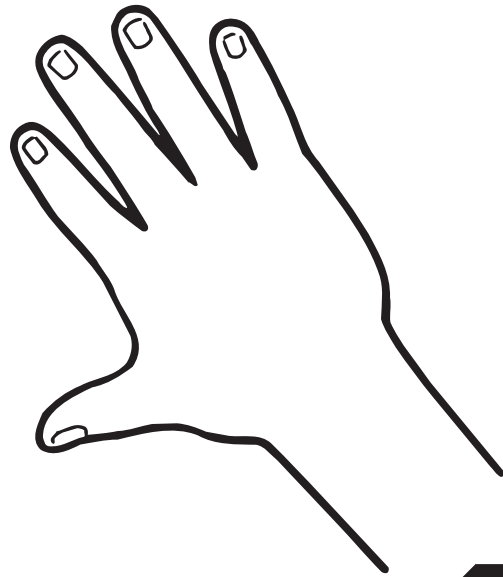


Name Answer Key

1

Color the fingers  
to match.



Show students 2 fingers.

**SAY:** Use your fingers to match my fingers.

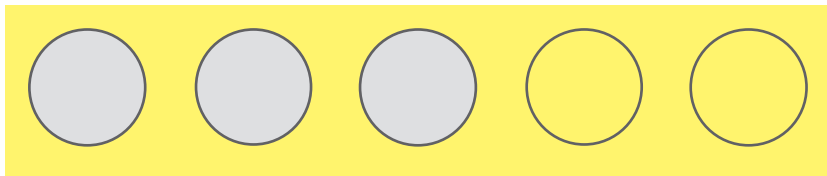
Read the Warm-Up activity page to your students.

**SAY:** Color the number of fingers I am holding up.

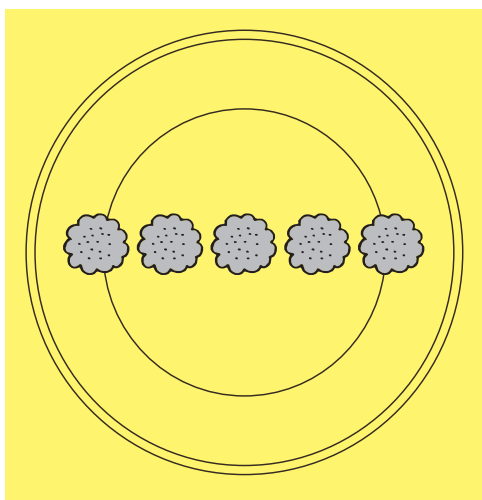
**ANSWER:** Children color 2 fingers.

**COMMENTS & EXTENSIONS:** Here is an example of one-to-one correspondence. For kinesthetically oriented children, have them clap their answers.

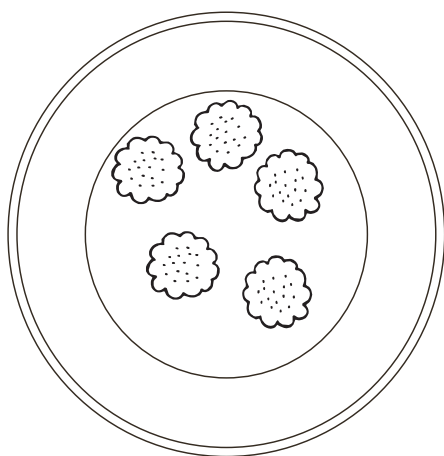
1.



2.



3.



Yes



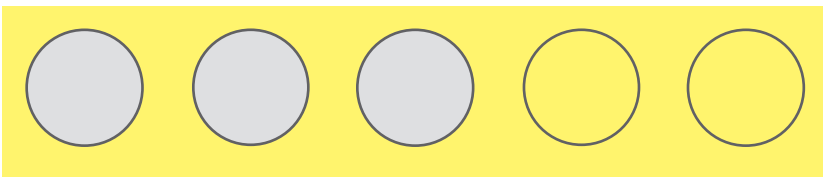
Sample answer: No, there are still 5 crackers on the plate. They are grouped differently but the set still has the same amount.

### Directions

**Read each problem to children. Have children give their answers and explanations aloud for others to hear.**

**1.** Look at the picture. Zalina has this many friends at her house. Use counters to show how many friends Zalina has at her house. Color the counters to show how many. **2.** Omar's mom places 5 crackers on a plate. Color a set that matches. How many crackers are on the plate? **3.** Omar arranges the crackers in a different way as shown. He says there are now 4 crackers on the plate. Is he correct? Draw a ring around your answer. Explain.

1.



2.



3.



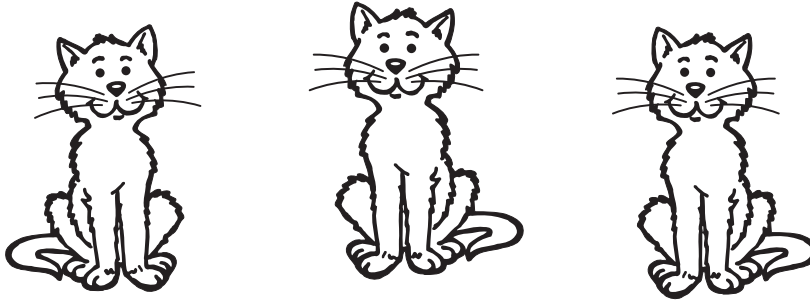
**Directions**

**Read each problem to children.**

**1.** Harold has 3 erasers. Use counters to show Harold has 3 erasers. Color 3 counters. **2.** Fred ate 2 orange slices for lunch. Color the orange slices to show how many Fred ate for lunch. Count each orange slice aloud as you color. **3.** Albert has 5 toy cars. Count aloud as you color in each of the cars.

2

How many cats are there?



Draw a circle around each cat.


Read the Warm-Up activity page to your students.

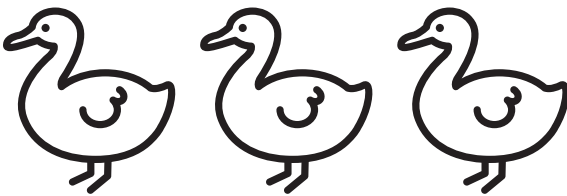
**SAY:** *How many cats are there?*


**SAY:** *Draw a circle around each cat.*

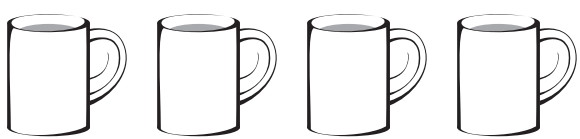
**ANSWER:** Children say 3 aloud. Children draw a circle around each cat.



**COMMENTS & EXTENSIONS:** Children may count 3, or be able to see 3 without counting. They can say their answers aloud.

1.  \_\_\_\_\_ **2** **2**

 \_\_\_\_\_ **3** **3**

 \_\_\_\_\_ **1** **1**



2.  \_\_\_\_\_ **4** **4**

  
 \_\_\_\_\_ **4** **4**


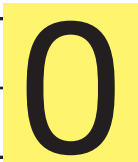

**Directions**

**Read each problem to children. Give them Number Cards to help remind children of what the numbers look like.**

- 1.** At the park, Palo sees some trees, ducks, and children. Use counters to show how many of each Palo saw at the park. Then, write the number. **2.** Use counters to find the number of cups in each group. Write the number.

3.   \_\_\_\_\_

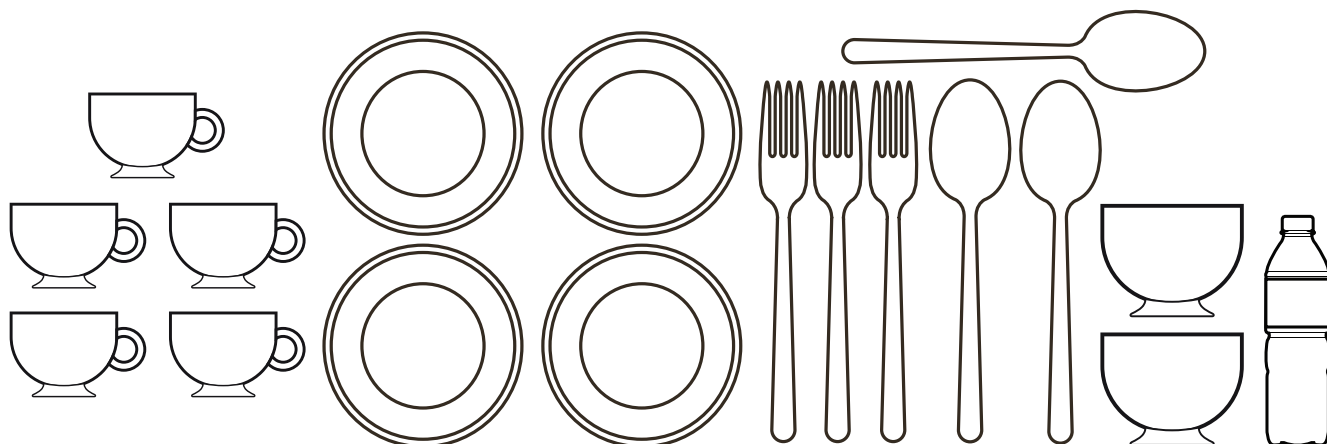
Answer Key: Student draws 5 shirts.

4.    \_\_\_\_\_

### Directions


**Read each problem to children.**

**3.** Carl counts 5 shirts in his closet. Make a drawing to show how many shirts he has. Write the number. Continue to practice by writing the number across the line. **4.** Write the number to show how many fish are in the bowl. Continue to practice by writing the number across the line.



1.  2 2 2

2.  5 5 5





3.  3 3 3

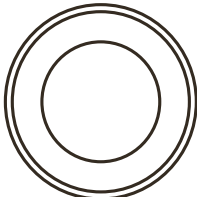


### Directions




**Set the stage: Shaylyn places some items on a table. The items are shown at the top of this page. We are going to count each item on the table. Give children Number Cards to remind them what each number looks like. Read each problem to children.**

- 1.** This is a bowl. Put a counter on every bowl on the table. Count the bowls aloud. Write how many bowls.
- 2.** This is a cup. Put a counter on every cup on the table. Count the cups aloud. Write how many cups.
- 3.** This is a fork. Put a counter on every fork on the table. Count the forks aloud. Write how many forks.

*continued on the next page*

4.    

5.   

6.   

7.   

**Directions**

**Read each problem to children.**

**4.** This is a spoon. Put a counter on every spoon on the table. Count the spoons aloud. Write how many spoons. **5.** This is a plate. Count the plates aloud. Write how many plates. **6.** This is a bottle. Count the bottles aloud. Write how many bottles. **7.** This is a napkin. Write how many napkins.



3

How many pennies were dropped?

Count out loud.

Draw a group to show how many.

Drop 1 to 5 pennies in a glass so children can hear each one, and count them out loud.

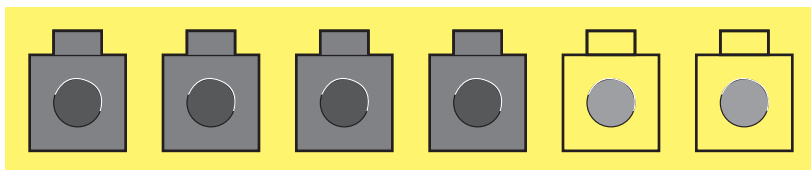
Read the Warm-Up activity page to your students.

**SAY:** Listen to me drop 1 to 5 pennies into a glass. How many pennies were dropped? Draw a group to show how many. Count out loud.

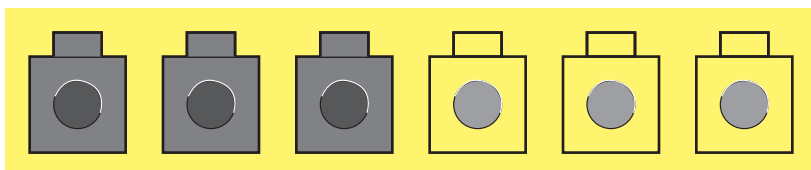
**ANSWER:** Answers will vary.

**COMMENTS & EXTENSIONS:** Repeat this activity a number of times and vary the number of dropped coins. One-to-one correspondence is one of the most basic mathematical ideas.

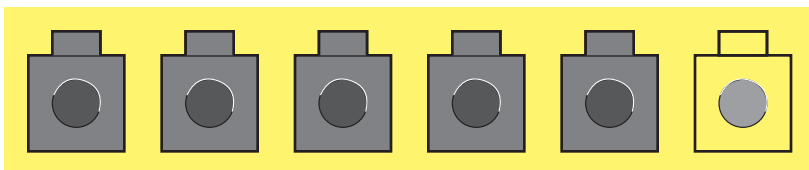
1. 4 cubes



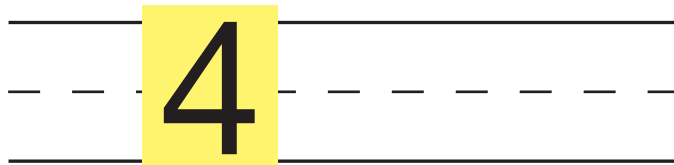
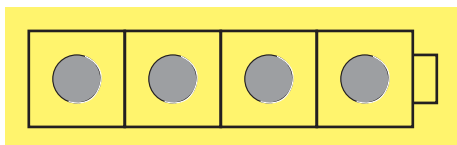
2. 3 cubes



3. 5 cubes

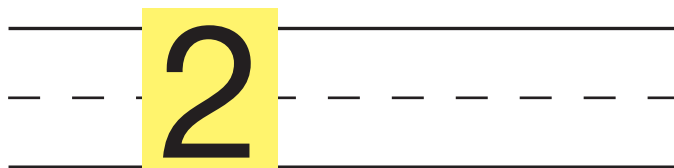


4.



5.

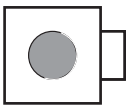
Answer Key: Students will draw 2 oranges.

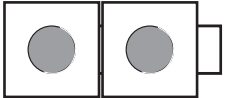


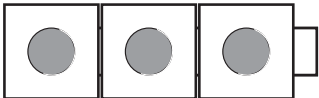
**Directions**

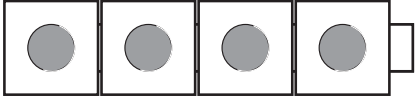
**Read each problem to children.**

**1–3.** Use Snap Cubes to make a set that matches the number. Color the cubes to match the number. **4.** Trace or draw a cube train that shows 4. Write the number that matches the drawing you made. **5.** Jessie has 2 oranges. Draw a picture of Jessie's oranges and write the number.

1.  \_\_\_\_\_ **1** **1**

 \_\_\_\_\_ **2** **2**

 \_\_\_\_\_ **3** **3**

 \_\_\_\_\_ **4** **4**

2. **5** **5** \_\_\_\_\_

Check student's drawings.

**Directions**

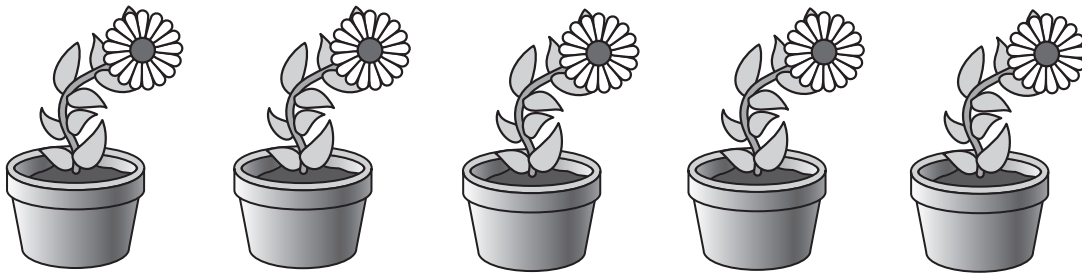
**Read each problem to children.**

1. Sally built some cube trains. Each cube train she built is one larger than the one before. How many cubes are in each of Sally's trains? Use cubes to build models of each train. Write the number that matches each cube train.
2. Draw a cube train that is one larger than the last cube train you built. What number matches the cube train you drew?

Name Answer Key

4

Color 4 flowers.

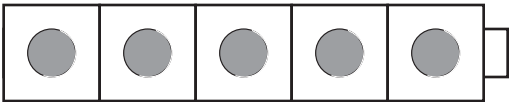
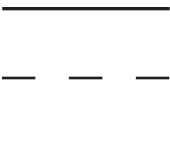

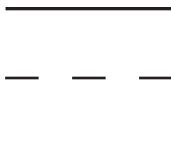



Read the Warm-Up activity page to your students.

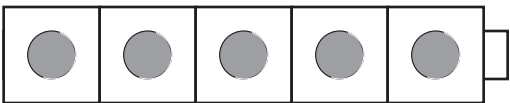
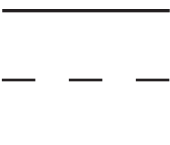

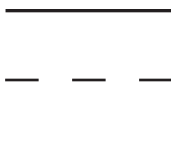

**SAY:** *Color 4 flowers.*

**ANSWER:** Children color 4 flowers.

1.     

2.     

Answers will vary.

3.     

Answers will vary.

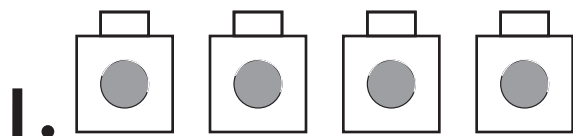
4.

Check students' drawings. Answers will vary.

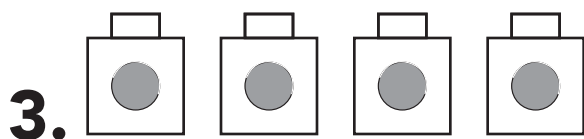
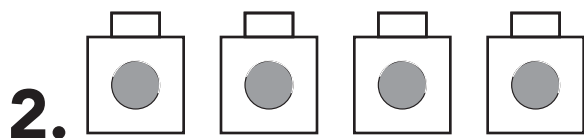
### Directions

**Set the stage: Karen has 5 snacks. Some are apples and some are bananas. Read each problem to children.**

**1.** Let's say that 3 are apples and 2 are bananas. Use Snap Cubes to make a model to match. Color the cubes and write numbers to show how many she has of each snack. **2–3.** Use cubes to show different ways to make the 5 snacks. Color the cubes and write the numbers to show the different ways. **4.** David has 4 books. Some are red and some are blue. Draw two different ways to make 4.



Answers will vary. Check that children colored the cubes in three different ways.



4. 1 and **3** make 4

### Directions

Read this word problem to children: *Jenna has 4 drinks in her refrigerator. Some are orange juice and some are apple juice.* Then read each problem to children.

1. Color the Snap Cubes to show one way the drinks could be in the refrigerator. 2. Color the cubes to show another way. 3.-4. If one drink is orange juice, how many are apple juice? Color in the cubes to show how many drinks are orange juice and how many drinks are apple juice. Fill in the blank with the correct number.