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Domino Concentration Game



Objective To introduce a game that involves matching numbers of dots to written numbers.

Key Concepts and Skills

- Count numbers of dots on dominoes. [Number and Numeration Goal 2]
- Match numbers of dots to written numerals. [Number and Numeration Goal 3]
- Become aware of equivalent names for numbers. [Number and Numeration Goal 5]

Terms to Use half, match

Materials Teaching Aid Masters (*Math Masters*, pp. 105 and 106) to make number cards 0–12; Game Masters (*Math Masters*, pp. 121–123); sets of double-six dominoes

- Whole Group
- Small Group
- Partners
- Center

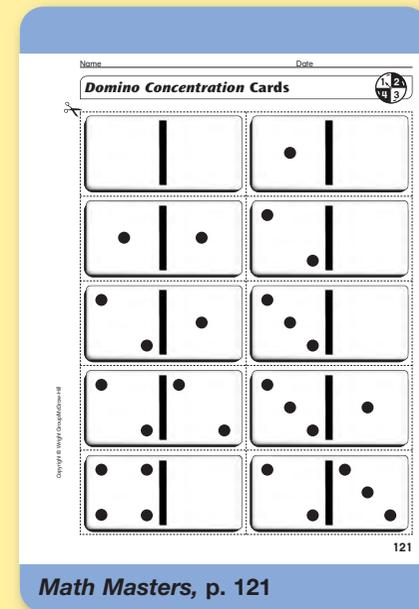
Planning Tip If you do not have dominoes, use additional copies of the *Math Masters*, pages 121–123, for playing the game. You might create multiple sets of number cards and dominoes and color code each set using colored dots or markers.

A Core Activities

▶ Playing Domino Concentration (*Math Masters*, pp. 105 and 106; 121–123)

Show children a domino and point out that it is divided in half. Then show them the Domino Cards and explain that the cards look just like dominoes, but they are bigger. Explain that in this activity all the dots (from both halves) should be counted together. Show several dominoes with the same total number of dots, and note that, although they look different, they all represent the same number.

Place the Small Number Cards (0–12) in a row where everyone can see them. Mix up the Domino Cards and place them facedown in a pile. Call on children, one at a time, to choose a Domino Card and set it under the correct number. (Allow enough space for children to place all possible combinations under each number.)



Math Masters, p. 121

After children are familiar with the dominoes, demonstrate the following concentration game. (For the game, use only one domino for each number.) Partners shuffle one set of Small Number Cards (0–12) and place the cards facedown in two rows. They also arrange the dominoes (or Domino Cards) facedown in two rows. The first player turns over one number card and one domino. If the number card matches the total number of dots on the domino, the player keeps the card-and-domino pair and continues playing. If the card and the domino do not make a pair, the player puts them back in their original places. Players try to remember which cards and dominoes they have seen so they can find matching pairs on their turns. After introducing the game, move it to the Math Center. Vary it by adding new pairs; you might use dominoes that show different combinations to make the same number.

▶ **Continuing Number Books** (Revisit Activity 3•1, p. 138)

Provide time and assistance for children to continue their number book pages.

B Teaching Options

READINESS

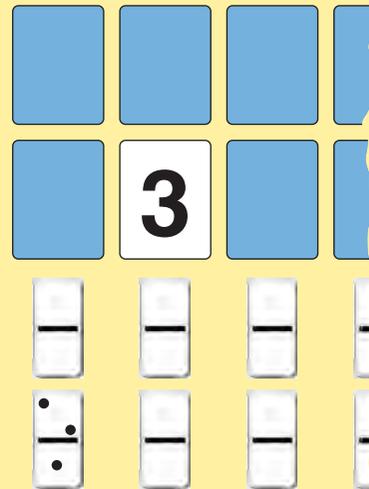
▶ **Matching Dominoes and Number Cards**

Some children may need to keep dominoes and number cards faceup as they play.

EXTRA PRACTICE

▶ **Playing Dominoes**

Mix up a set of double-six dominoes and place them facedown. Each player draws seven tiles (for 2 players) or five tiles (for 3 or 4 players) and keeps them hidden from other players. The players confer to determine who has the highest double tile, and that tile is played to begin the game. Players take turns trying to match a domino with an end of a domino that has been played. If a player cannot match a tile, she draws from the pile until she can play. Doubles are placed crosswise. The game ends when a player uses all of his or her dominoes or no more tiles can be played. The player with no tiles left or the fewest tiles left wins.



Ongoing Assessment: **Recognizing Student Achievement**

Use *Domino Concentration* to assess children's ability to accurately count and read numbers. Children are making adequate progress with counting objects if they can count up to 12 dots.

[Number and Numeration Goal 2]

Children are making adequate progress toward recognizing numerals if they can match the correct number cards to the dominoes.

[Number and Numeration Goal 3]



Monster Squeeze Game



Objective To introduce a game that reinforces number relationships and number recognition.

Key Concepts and Skills

- Read numbers. [Number and Numeration Goal 3]
- Compare and order numbers. [Number and Numeration Goal 6]

Terms to Use number line, big, bigger, small, smaller, more, less, high, low

Materials Home Link Master (*Math Masters*, p. 28); Game Masters (*Math Masters*, pp. 126 and 127) colored, cut out, and laminated; number line; metersticks (optional)

A Core Activities

▶ **Playing *Monster Squeeze*** (*Math Masters*, pp. 126 and 127)

Place monsters facing each other at either end of a 0–10 number line. (You can use the 0–10 section of your Growing Number Line or hang up a new number line.) Say: *I'm thinking of a mystery number between 0 and 10.* Children take turns guessing. If the number they guess is too large, reply: *Your number is too big.* Move the right-hand monster along the number line until it covers that number. If the number they guess is too small, say: *That number is too small,* and move the left-hand monster to cover that number. Children continue guessing numbers until the correct number has been guessed, or “squeezed,” between the two monsters. The child who guesses the correct answer thinks of the next number and whispers it to you. That child then responds to each guess with “too big” or “too small” and moves the monsters accordingly (with help, if necessary). As children become familiar with the game, they can respond and move the monsters without assistance.

- Whole Group
- Small Group
- Partners
- Center

Planning Tip You may want to have children help you prepare the monsters. Attach each monster to a meterstick handle if it is necessary for children to reach a number line posted high on the wall.

NOTE When children identify the mystery number, the class can celebrate (and reinforce counting and numeral formation) by chanting and acting out the rhyme: *Clap it, Tap it, Write it in the air!*

Play *Monster Squeeze* frequently during the school year. As the year goes on and children become more adept at playing the game, use higher numbers on the number line, as well as a bigger range of numbers between the monsters. Also play *Monster Squeeze* as a mental math game giving only oral clues (“too big” or “too small”) after each guess, without using the number line and the monsters.



Children can play a computer version of *Monster Squeeze* using *Everyday Mathematics EM Games*.



Home Link 3•6 (Math Masters, p. 28)

Children teach family members how to play *Monster Squeeze*. You may want to save this Home Link until children have had more practice with the game.

▶ Telling and Drawing Number Stories (Revisit Activity 2•14, p. 116)

Have children tell a number story for a partner to draw and solve. Children should have a turn telling their own story and drawing and solving someone else’s story.

B Teaching Options

EXTRA PRACTICE

▶ Playing *Monster Squeeze* Mini Version (Math Masters, p. 128)

Use *Math Masters*, page 128 to create (or have children create) a set of mini monsters and number lines that can be used in the Math Center.

ART CONNECTION

▶ Making Symmetrical Monsters

Children can create pairs of monsters by folding a sheet of paper in half, painting a monster on one side, then refolding and rubbing. Remind children of their symmetry paintings (Activity 2-15, page 120). Ask if their monsters are symmetrical.



Ongoing Assessment: Informing Instruction

As children become proficient with the game, watch for those who cannot provide or use clues to narrow in on a mystery number. These children may benefit from additional number-comparing activities.

Name _____ Date _____

HOME LINK 3•6 **Monster Squeeze** 

Family Note: Games are a wonderful way for children to practice mathematics skills. *Monster Squeeze* is a game that reinforces number recognition and the concepts of greater and less. Directions are provided below, but let your child take the lead in teaching you the game.

Players: 2
Skill: Compare numbers
Object of the Game: To guess the mystery number

Directions:

1. Player 1 places one monster at each end of the number line, facing each other. The same player chooses a mystery number between 1 and 10 and writes it on a piece of paper.
2. Player 2 guesses a number.
3. Player 1 says whether the number guessed is too low or too high and covers the number with a monster. (The left monster covers the number if the guess was too low. The right monster covers the number if the guess was too high.)

Example: If the mystery number is 4 and the guess is 3, the left-hand monster moves up the number line to cover the 3. If the guess is 6, the right-hand monster moves down the number line to cover the 6.

4. Player 1 keeps guessing and moving the monsters until the mystery number is guessed, or “squeezed,” between the monster!

Cut out the monsters and the number line.

Use them to teach someone in your family to play *Monster Squeeze*.



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Math Masters, p. 28



Measurement with Children's Feet



Objective To develop and extend measurement skills by using children's feet to measure objects.

Key Concepts and Skills

- Measure with nonstandard "feet." [Measurement and Reference Frames Goal 1]
- Practice measuring techniques. [Measurement and Reference Frames Goal 1]

Terms to Use measure, foot, heel to toe

Materials *My First Math Book*, p. 2; stiff paper (file folders work well); markers or crayons; scissors

- Whole Group
- Small Group
- Partners
- Center

Planning Tip You might want to do the first part of the activity (discussion and making foot cutouts) in one session or at a center. Then use the cutouts to measure in a separate session.

A Core Activities

► Measuring with Feet *(My First Math Book, p. 2)*

Tell children that long ago people used parts of their bodies to measure (hand spans, finger widths, feet, outstretched arms). Demonstrate how to measure the edge of a rug or the side of the room by walking along it, placing feet heel to toe. Model how to count to the closest number of feet. Then call on a few children to walk slowly (heel to toe) along the rug or the side of the room while the rest of the children count the number of steps (feet).

Discuss with children how they might measure a vertical length, such as the height of a table. If it doesn't come up, propose that they make a cutout foot for measuring. Show children how to trace one of their feet on stiff paper, cut it out, and label it with their name. Provide assistance as needed.

Have children use their cutout feet to measure objects in the room. Demonstrate how to keep track of the end of the toe and put the heel in front of it, just as they did with their own feet. This is known as "marking off." Working with a partner might help

NOTE If your class did Project 2, children may have already tried measuring with various body parts.

them mark off and keep track of the counts as they measure. (Pair children who understand the concept of marking off with those who are having difficulty with it.) Have children measure a table and another object that they choose. They should record their findings on page 2 in their math books.

Save the cutout feet and encourage children to use them for further measuring. The cutout feet will be used again in Activities 5-7 and 5-11.

▶ **Playing Top-It** (Revisit Activity 4•2, p. 190; *Math Masters*, p. 108)

Place card decks in the Math Center and encourage children to play *Top-It*. Consider introducing some of the *Top-It* variations, such as using decks with numbers above 20 or playing *Addition Top-It* with smaller number cards. Choose variations according to individual children's current skill levels. You can use blank number cards (*Math Masters*, page 108) to customize decks.

B Teaching Options

EXTRA PRACTICE

▶ **Measuring with Paces**

Explain and demonstrate that a natural walking step (a pace) is often used to make an approximate measure of the distance between two places. Have children pace off the distance to the playground, bathroom, or coatroom. Record the results and discuss why different children get different measures.

MATHEMATICS IN THE BLOCK CENTER

▶ **Measuring Block Buildings**

Encourage children to use their feet cutouts to measure their block buildings. Help them record their measurements ("5 Cindy feet," for example). They can use the writing and drawing pages in their math books to record their measurements.



One child marks off the end of the toe with his finger while the other child moves the foot cutout so the heel is right in front of the first child's finger.

Measuring with My Foot

1. Measure a table with your cutout foot.



Answers vary.

Record your measurement. _____ my feet

2. Measure and draw another object.

2

Record your measurement. _____ my feet

Use with Activity 5•6.

My First Math Book, p. 2

**Family Note**

Games are a wonderful way for children to practice mathematics skills. *Monster Squeeze* is a game that reinforces number recognition and the concepts of greater and less. Directions are provided below, but let your child take the lead in teaching you the game.

Materials Two monsters and a 1–10 number line.

Players 2

Skill Compare numbers

Object of the Game To guess the mystery number

Directions

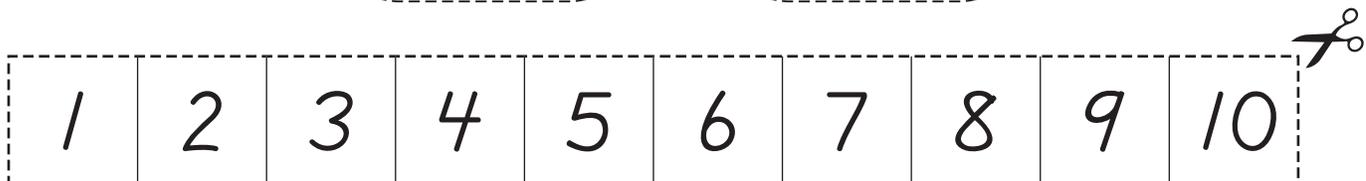
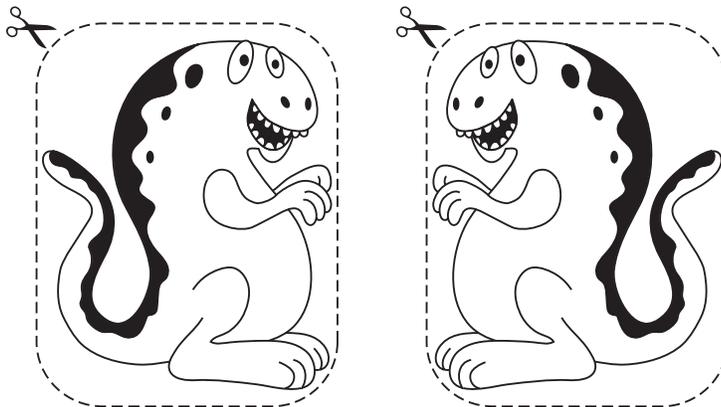
1. Player 1 places one monster at each end of the number line, facing each other. The same player chooses a mystery number between 1 and 10 and writes it on a piece of paper.
2. Player 2 guesses a number.
3. Player 1 says whether the number guessed is too low or too high and covers the number with a monster. (The left monster covers the number if the guess was too low. The right monster covers the number if the guess was too high.)

Example: If the mystery number is 6 and the guess is 3, the left-hand monster moves up the number line to cover the 3. If the guess is 8, the right-hand monster moves down the number line to cover the 8.

4. Players keep guessing and moving the monsters until the mystery number is guessed, or “squeezed,” between the monsters!

Cut out the monsters and the number line.

Use them to teach someone in your family to play *Monster Squeeze*.



Small Number Cards (0–7)

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0

4

1

5

2

6

3

7

Small Number Cards (8–15)[back to lesson](#)

8

12

9

13

10

14

11

15

Name _____

Date _____

Small Number Cards (blank)



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Domino Concentration Cards

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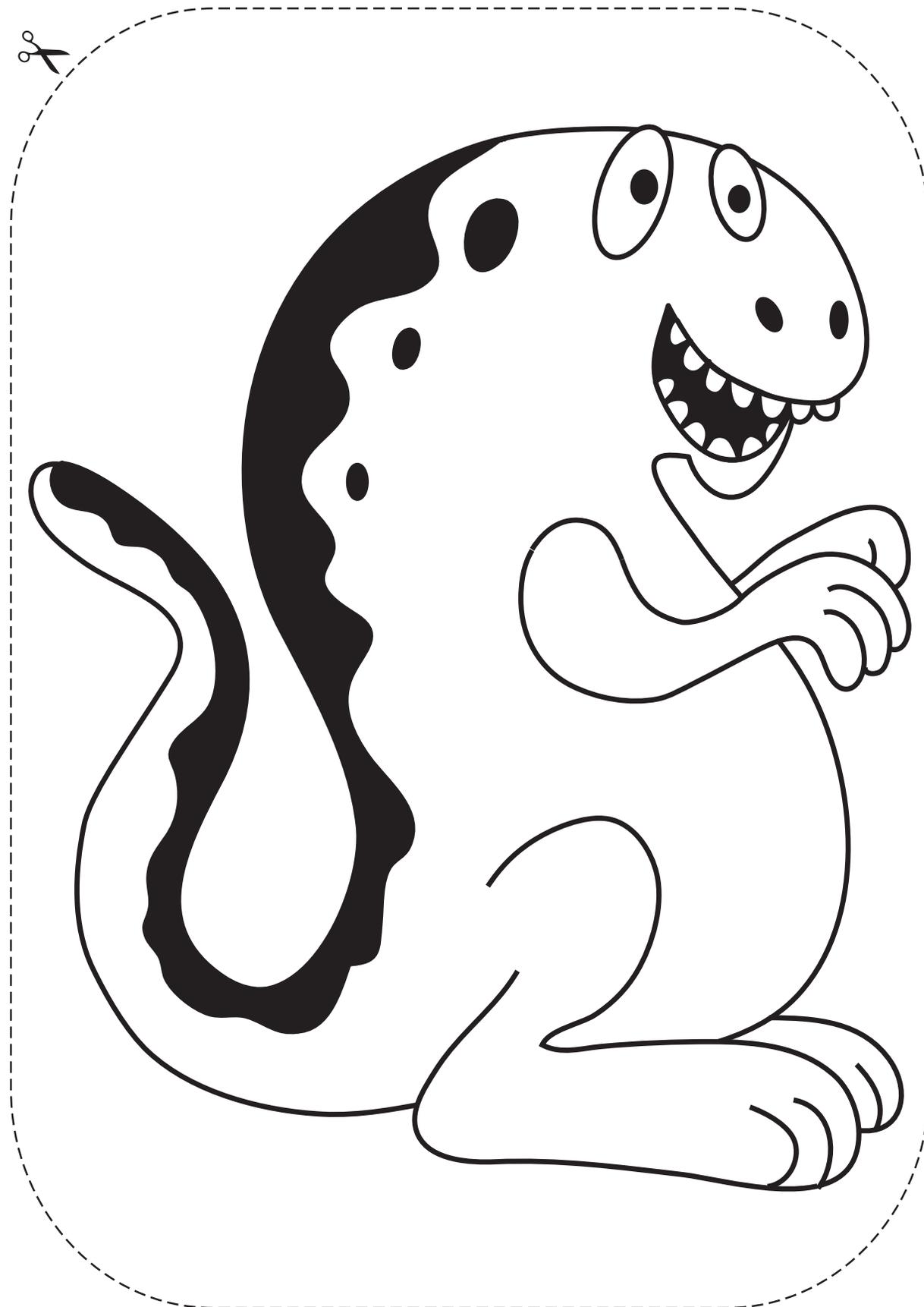
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Domino Concentration Cards *continued*



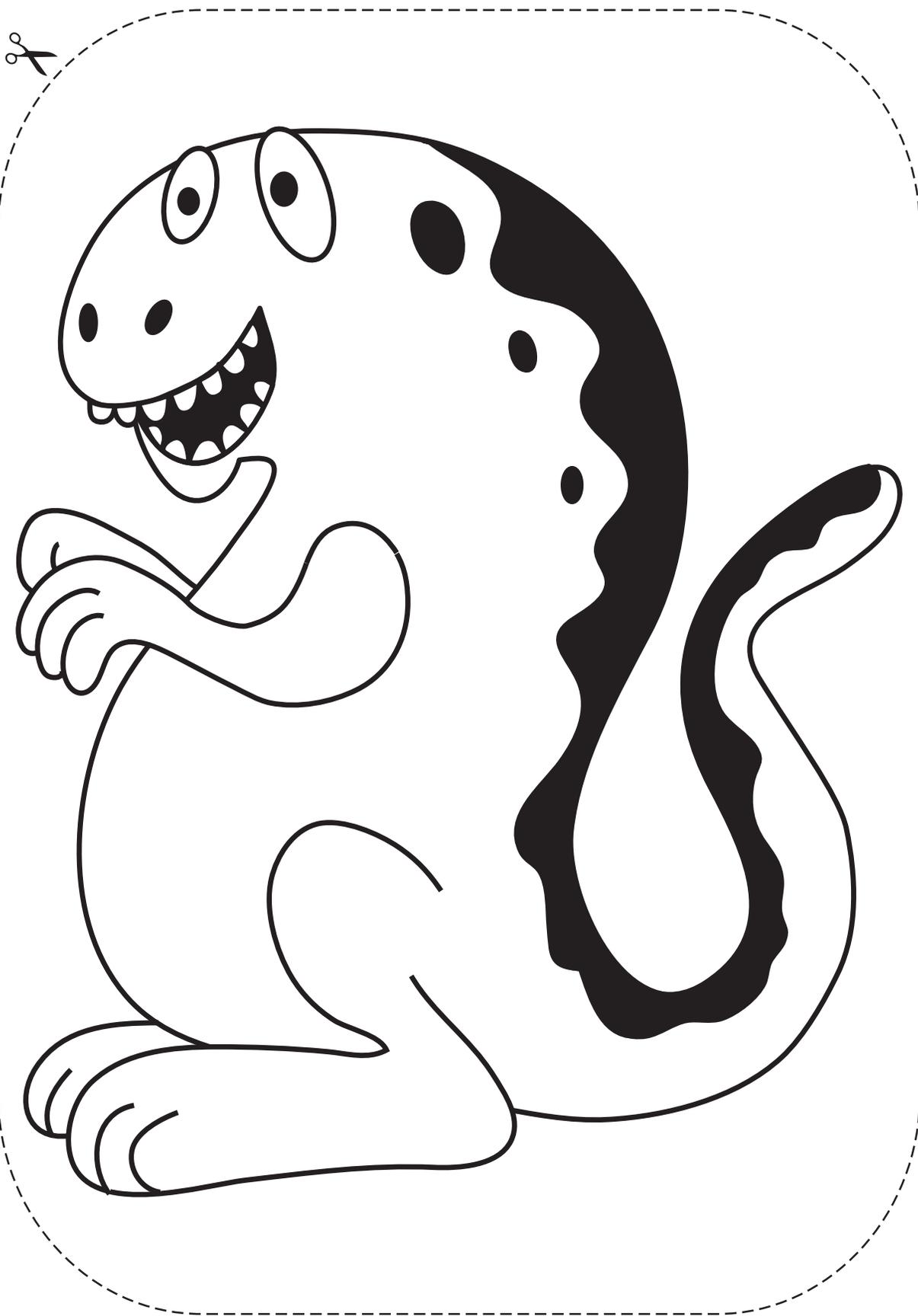
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Monster Squeeze Monster (left side)



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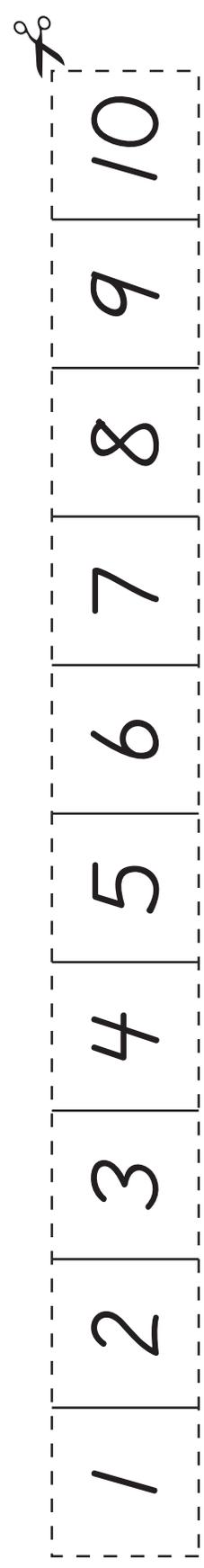
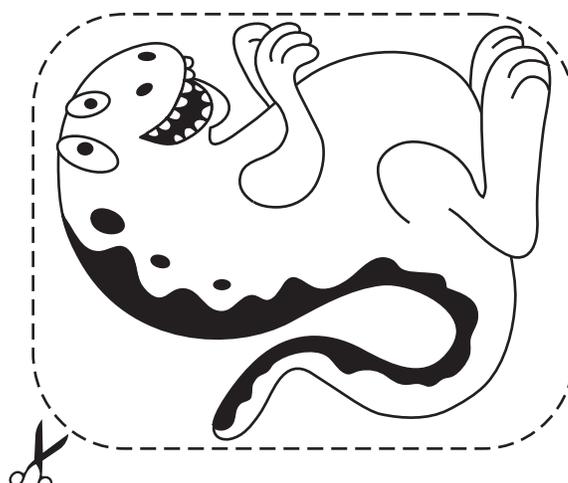
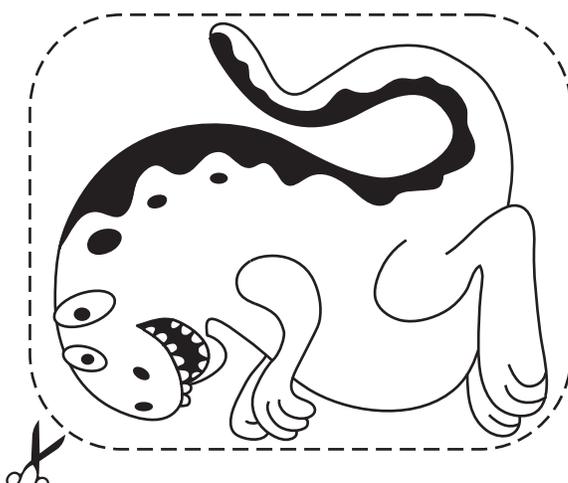
Monster Squeeze Monster (right side)



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Monster Squeeze Mini Version

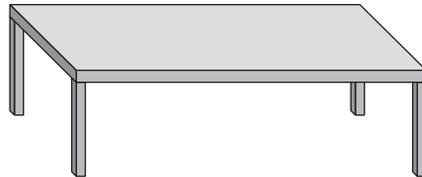
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Measuring with My Foot

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1. Measure a table with your cutout foot.



Record your measurement.

_____ my feet

2. Measure and draw another object.

2

Record your measurement.

_____ my feet

Use with Activity 5•6.