

Grade TK

California Reveal **MATH**®

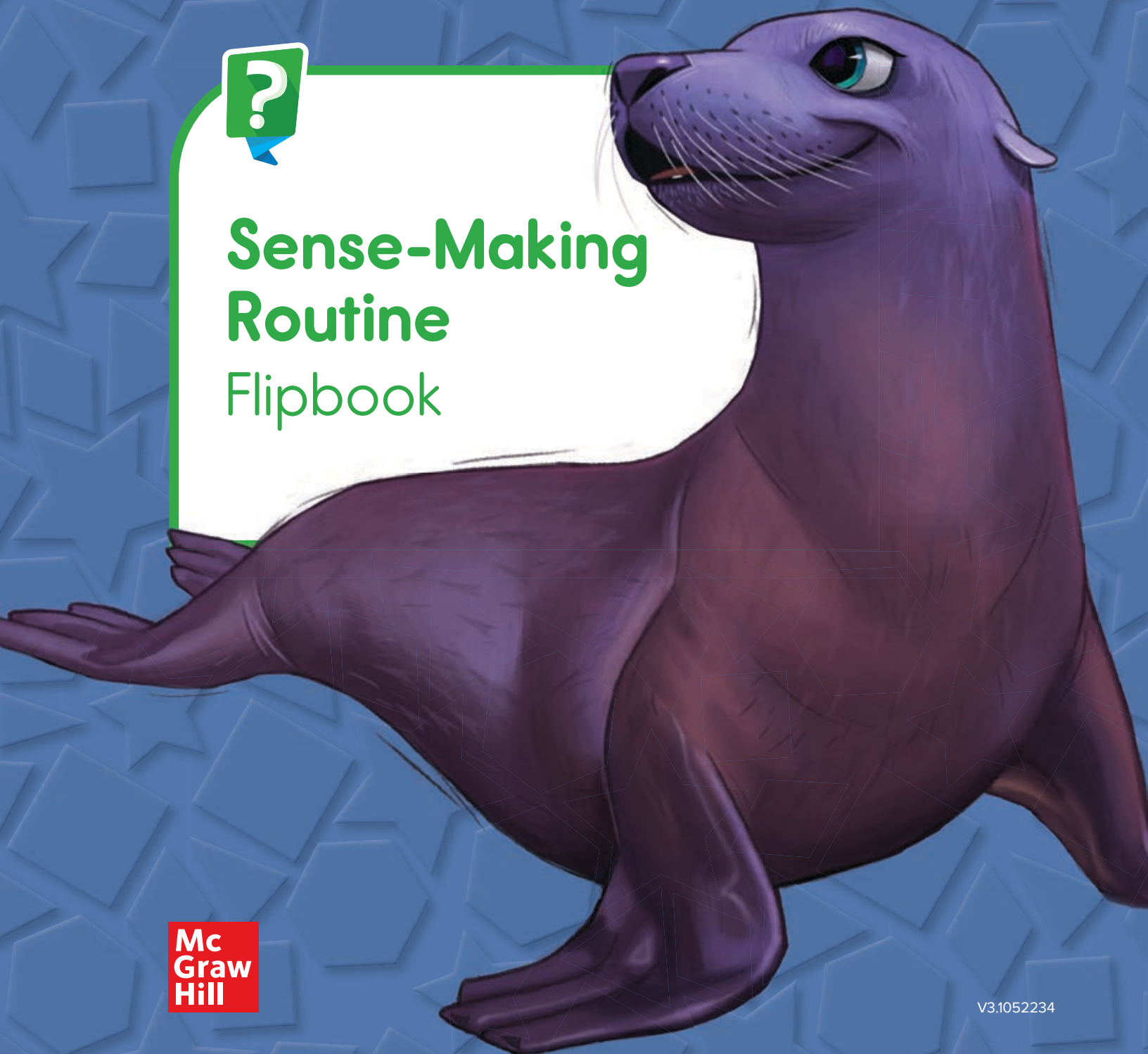
This is a
reduced-size
sampler of the
17" X 24"
Flipbook.



Sense-Making Routine Flipbook

**Mc
Graw
Hill**

V3.1052234



mheducation.com/prek-12



Copyright © 2026 McGraw Hill

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw Hill, including, but not limited to, network storage or transmission, or broadcast for distance learning.

Send all inquiries to:
McGraw Hill
8787 Orion Place
Columbus, OH 43240

ISBN: 978-1-26-525913-6
MHID: 1-26-525913-5

Printed in the United States of America.

1 2 3 4 5 6 7 8 9 MER 28 27 26 25 24

Program: CA_Flip_Book	Component: FB	PDF_Pass
Vendor: Strive	Grade: N/A	

Table of Contents

Week 1	1	Week 16	16
Be Curious	1	Be Curious	16
Be Curious Teacher Notes	T1	Be Curious Teacher Notes	T16
Week 2	2	Week 17	17
Be Curious	2	Be Curious	17
Be Curious Teacher Notes	T2	Be Curious Teacher Notes	T17
Week 3	3	Week 18	18
Be Curious	3	Be Curious	18
Be Curious Teacher Notes	T3	Be Curious Teacher Notes	T18
Week 4	4	Week 19	19
Be Curious	4	Be Curious	19
Be Curious Teacher Notes	T4	Be Curious Teacher Notes	T19
Week 5	5	Week 20	20
Be Curious	5	Be Curious	20
Be Curious Teacher Notes	T5	Be Curious Teacher Notes	T20
Week 6	6	Week 21	21
Be Curious	6	Be Curious	21
Be Curious Teacher Notes	T6	Be Curious Teacher Notes	T21
Week 7	7	Week 22	22
Be Curious	7	Be Curious	22
Be Curious Teacher Notes	T7	Be Curious Teacher Notes	T22
Week 8	8	Week 23	23
Be Curious	8	Be Curious	23
Be Curious Teacher Notes	T8	Be Curious Teacher Notes	T23
Week 9	9	Week 24	24
Be Curious	9	Be Curious	24
Be Curious Teacher Notes	T9	Be Curious Teacher Notes	T24
Week 10	10	Week 25	25
Be Curious	10	Be Curious	25
Be Curious Teacher Notes	T10	Be Curious Teacher Notes	T25
Week 11	11	Week 26	26
Be Curious	11	Be Curious	26
Be Curious Teacher Notes	T11	Be Curious Teacher Notes	T26
Week 12	12	Week 27	27
Be Curious	12	Be Curious	27
Be Curious Teacher Notes	T12	Be Curious Teacher Notes	T27
Week 13	13	Week 28	28
Be Curious	13	Be Curious	28
Be Curious Teacher Notes	T13	Be Curious Teacher Notes	T28
Week 14	14	Week 29	29
Be Curious	14	Be Curious	29
Be Curious Teacher Notes	T14	Be Curious Teacher Notes	T29
Week 15	15	Week 30	30
Be Curious	15	Be Curious	30
Be Curious Teacher Notes	T15	Be Curious Teacher Notes	T30



Be Curious

Children notice a bathtub with a toy duck floating in the bubbles.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with a bubble bath and water toys. If they are not, have them talk about how bubbles can be made when washing with soap and water. Talk about water toys they might have used in the tub, at the beach, or in a swimming pool.

Pose Purposeful Questions

- What number of ducks do you see? How do you know?
- What numbers do you say when you count?



Listen to children’s thinking about what they see in the picture.

- There is one duck.
- See one duck and know there is one duck (*subitize*).
- Count “one” for one duck.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, and K.CC.5.

Use this activity to connect to K.G.1 and K.G.5.

How Many Bubbles?

Using the Flipbook, have children tell how many bubbles are above the duck without counting (*subitize*).

Guide them to take turns pointing to each bubble above the duck as they count the bubbles to check their answers.

Circle Around

Using the Flipbook, have children describe where the bubbles are in the picture.

Ask them to name the shape of the bubbles above the duck.

Lead children to use their fingers to make the shape of a bubble in the air.



Be Curious

Week 1





Be Curious

Children notice the birds in the nests.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure children can identify a bird nest. Explain that older birds build nests in trees for a place to feed younger birds and to keep them safe.

Pose Purposeful Questions

- What can you say about the birds in each nest?
- How can you tell how many birds are in each nest?



Listen to children’s thinking about each nest of birds.

- There are nests with one bird. There are nests with two birds.
- Counting can tell how many birds are in each nest.
- See two birds in a nest and know there are two birds (*subitize*).

Connect to Kindergarten

Use this activity to connect to K.OA.1.

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, and K.CC.6.

Act Out Addition

Using the Flipbook, cover the adult bird and any two nests. Show only two nests with birds.

Discuss with children ways to show how to add the birds in each nest shown.

Choose children to represent the bird(s) in each nest. Lead them to act out “flying” to join each other to show addition.

Count and Compare

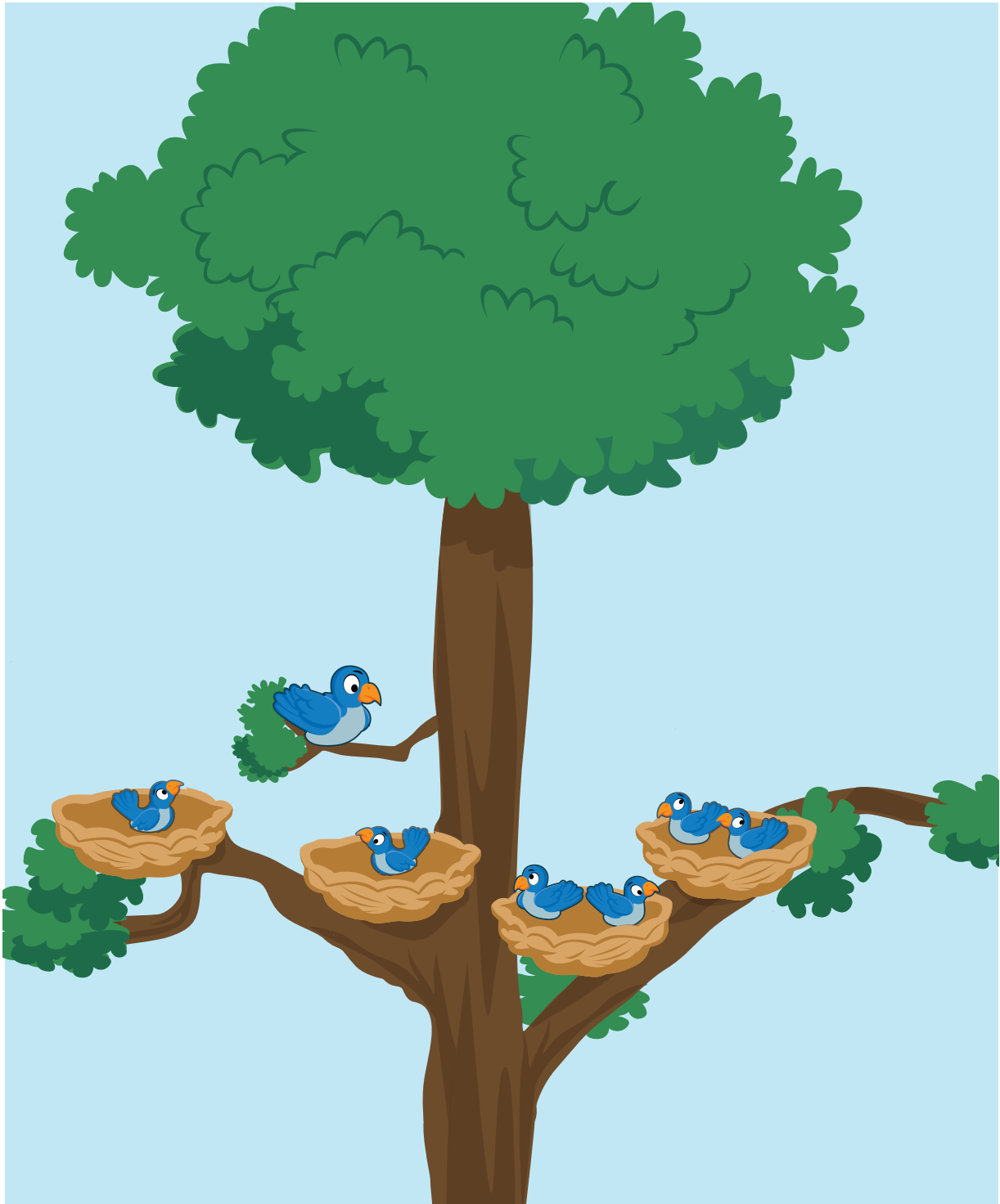
Using the Flipbook, choose a nest of birds. Have children count and say how many birds are in the nest.

Guide children to identify a nest of birds that is *equal to* the chosen nest of birds. Repeat with *greater than* or *less than*, using the comparison term that applies.



Be Curious

Week 2





Be Curious

Children notice a truck and different food items.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure children can talk about bakery trucks. If they are unfamiliar with bakery trucks or food trucks, have them share about their favorite healthy foods and where to buy them. Explain that bakery trucks sell foods that are made in an oven.

Pose Purposeful Questions

- What things in the picture can be counted?
- What groups of food do you see? What groups of food can you count?



Listen to children's thinking about what they see in the picture.

- The food, a truck, and wheels can be counted.
- There is a group of bread and a group of pretzels. There are groups of muffins.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, and K.CC.5.

Use this activity to connect to K.OA.2.

Count It Out

Give each child three counters.

Using the Flipbook, point to a group of food items. Ask how many are in the group.

Have children use counters to count out that many and share their work.

Provide them the opportunity to explain their thinking and respond to classmates' thinking.

Repeat with other groups of food.

It All Adds Up

Choose two groups of food.

Create an addition word problem using the food items in the two groups.

Have children use counters to solve the problem and share their answers.

Repeat by creating other word problems using two different groups of food.



Be Curious

Week 3





Be Curious

Children notice sidewalk chalk drawings and shapes.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure children know about sidewalk chalk drawings. Explain that sidewalk chalk is a special chalk to use on sidewalks just as crayons are used on paper. Have children name other items used to draw.

Pose Purposeful Questions

- Which drawings can you name?
- What is different about the drawings?
What is the same?



Listen to children’s thinking about the drawings and shapes.

- There is a sun and a triangle.
- The sun is round. The star is not round.
- The heart and the circle have curves.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.5, and K.G.4.

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, and K.CC.5.

How Many Sides?

Using the Flipbook, have children name the drawings in the picture that have sides.

Have them take turns using their fingers to trace the sides of the drawings.

Guide them as they count how many sides each drawing has.

Count and Show

Using the Flipbook, point to a section of the sidewalk.

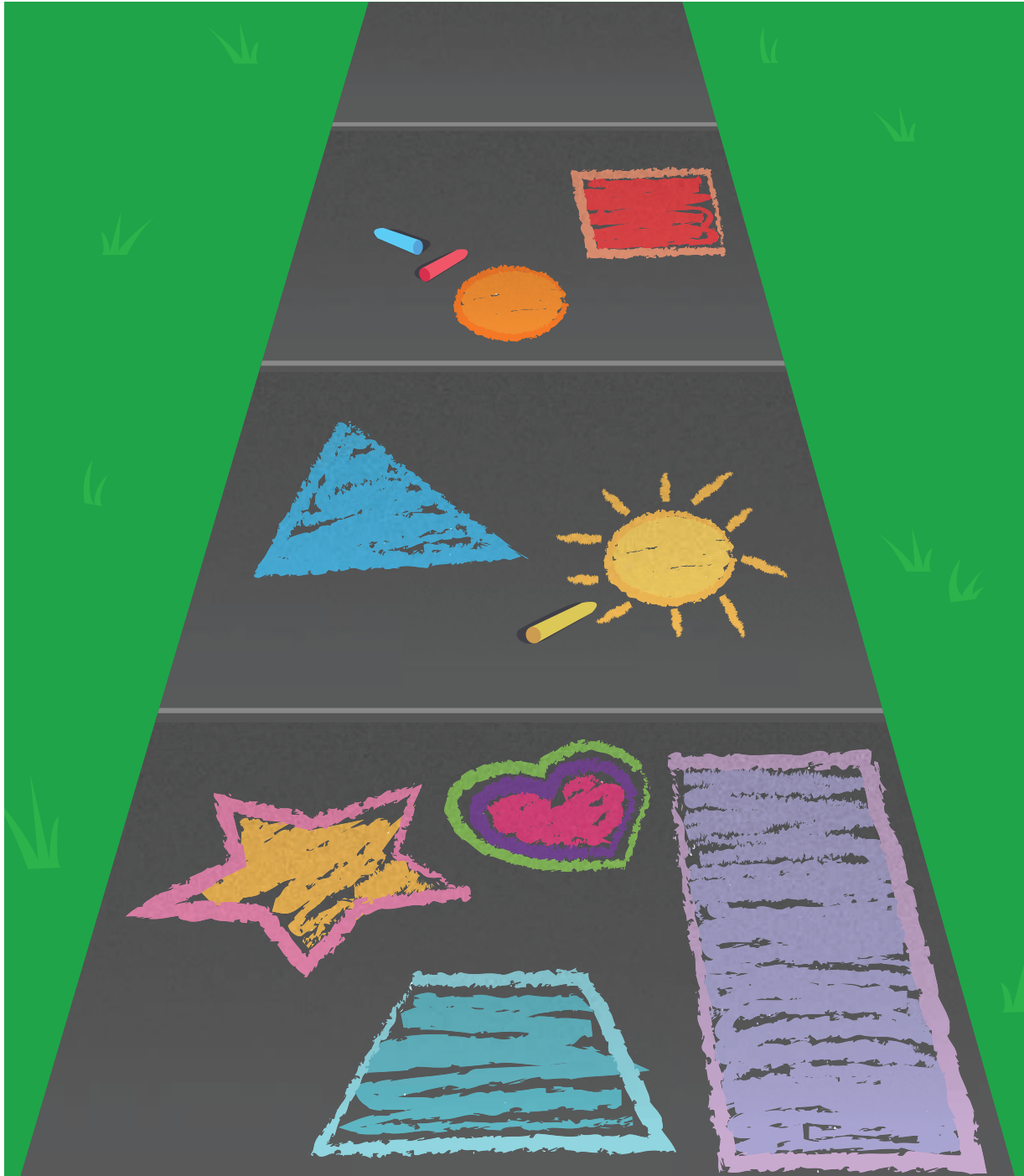
Have children count how many drawings there are in the section.

Lead them to use their fingers to show how many and tell how they know.



Be Curious

Week 4





Be Curious

Children notice shapes in the picture and in the playground equipment.

Notice & Wonder

Ask children:

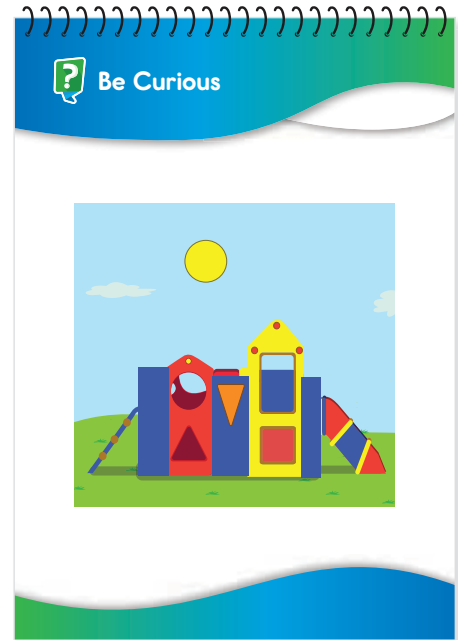
- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with playground equipment in a park. Talk about different places to play where children can climb, swing, and slide. Ask children to talk about playgrounds they may have visited.

Pose Purposeful Questions

- What shapes do you see in the picture?
- What can you tell a friend about the shapes in the picture?



Listen to children’s thinking about things they see in the picture.

- There are squares, triangles, rectangles, and circles.
- The shapes are different sizes.

Connect to Kindergarten

Use this activity to connect to K.G.1 and K.G.2.

Use this activity to connect to K.G.1 and K.G.2.

Shape Riddles

Ask riddles about objects in the classroom by describing the object using shape and location. For example, “What is round like a circle and is above the bookshelf?” (clock)

Give children time to find the object, then have them name the object.

Repeat with other riddles.

Lead children to create riddles of their own as they describe classroom objects using names of shapes and position.

Shaping Up, Down, and All Around

Using the Flipbook, point to the red square on the playground equipment.

Have children name the shape that is above the red square.

Point to the orange triangle and ask children to name the shape.

Guide children to name a shape that is beside or next to the orange triangle.

Repeat using other shapes in the picture.



Be Curious

Week 5





Be Curious

Children notice groups of food on a baker's truck and the items in each group.

Notice & Wonder

Ask children:

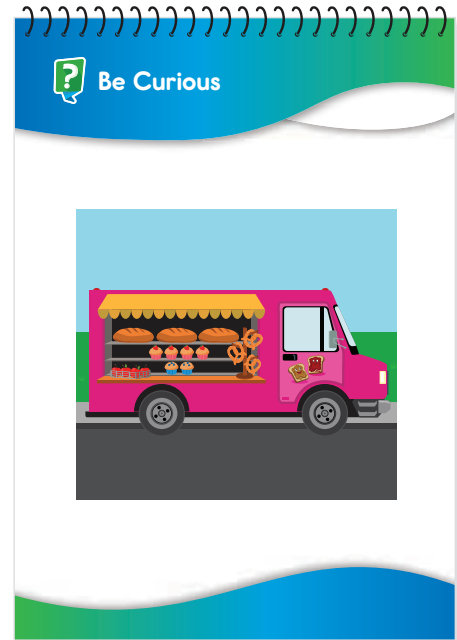
- What do you notice? What do you wonder?

Teaching Tip

Help children recall the baker's truck from Week 3. Remind them that food trucks sell food and bakers' trucks sell foods that are made in an oven. Have them share which healthy foods they would buy if they visited a food truck.

Pose Purposeful Questions

- What groups of food do you see?
- How can you know how many pieces of food are in each group?



Listen to children's thinking about groups of food and knowing how many.

- There is a group of bread, pretzels, and apples. There are groups of muffins.
- Counting tells how many.
- Seeing a group of items and knowing how many without counting (*subitize*).

Connect to Kindergarten

Use this activity to connect to K.CC.2, K.CC.4.a, K.CC.4.b, K.CC.4.c, and K.CC.5.

Use this activity to connect to K.CC.1, K.CC.3, K.CC.4.a, K.CC.4.b, and K.OA.1.

Count On

Using the Flipbook, point to the group of pretzels.

Have children tell how many pretzels are in the group. (three)

Lead them to count forward beginning from three to 10.

Repeat with other groups of food and count forward beginning from the number of food items in the group.

Make Five

Say, "Five." Lead children to count to five and to write the numeral five in the air.

Have them show five using some fingers on each hand.

Discuss the different combinations of five shown, such as two and three, three and two, four and one, or one and four.



Be Curious

Week 6





Be Curious

Children notice a number of butterflies and flowers and how they match up.

Notice & Wonder

Ask children:

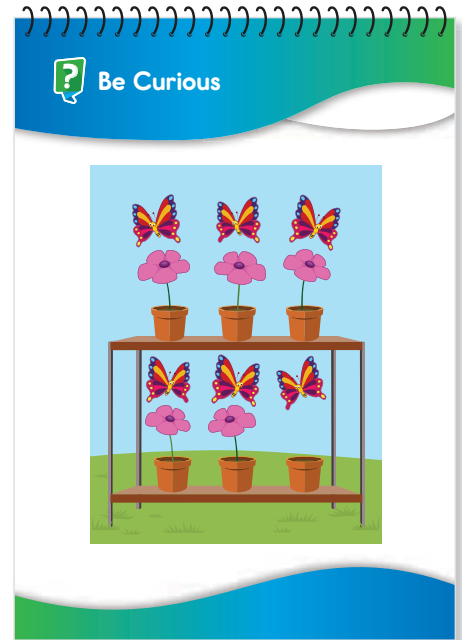
- What do you notice? What do you wonder?

Teaching Tip

Make sure children can identify a butterfly. Explain that butterflies land on flowers for food to drink. Have children talk about juice, water, or other healthy favorite drinks they enjoy.

Pose Purposeful Questions

- Does each butterfly have a flower to land on? How do you know?
- What can you say about the number of butterflies or flowers?



Listen to children’s thinking about the relationship between the number of butterflies and flowers.

- Each butterfly does not have a flower to land on. One flower is missing.
- There are five flowers. There are more butterflies.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, and K.CC.5.

Handy Counting

Provide children with six counters to place in front of themselves.

Have children count each counter to tell how many.

Guide them to put one counter in hand, leaving the other counters in front.

With the children, count “one” (for the counter in hand). Continue counting, “two, three, four, five, six” by pointing to each remaining counter as it is counted.

Repeat with two counters in hand. Count “one, two”. Continue counting the remaining counters from three to six.

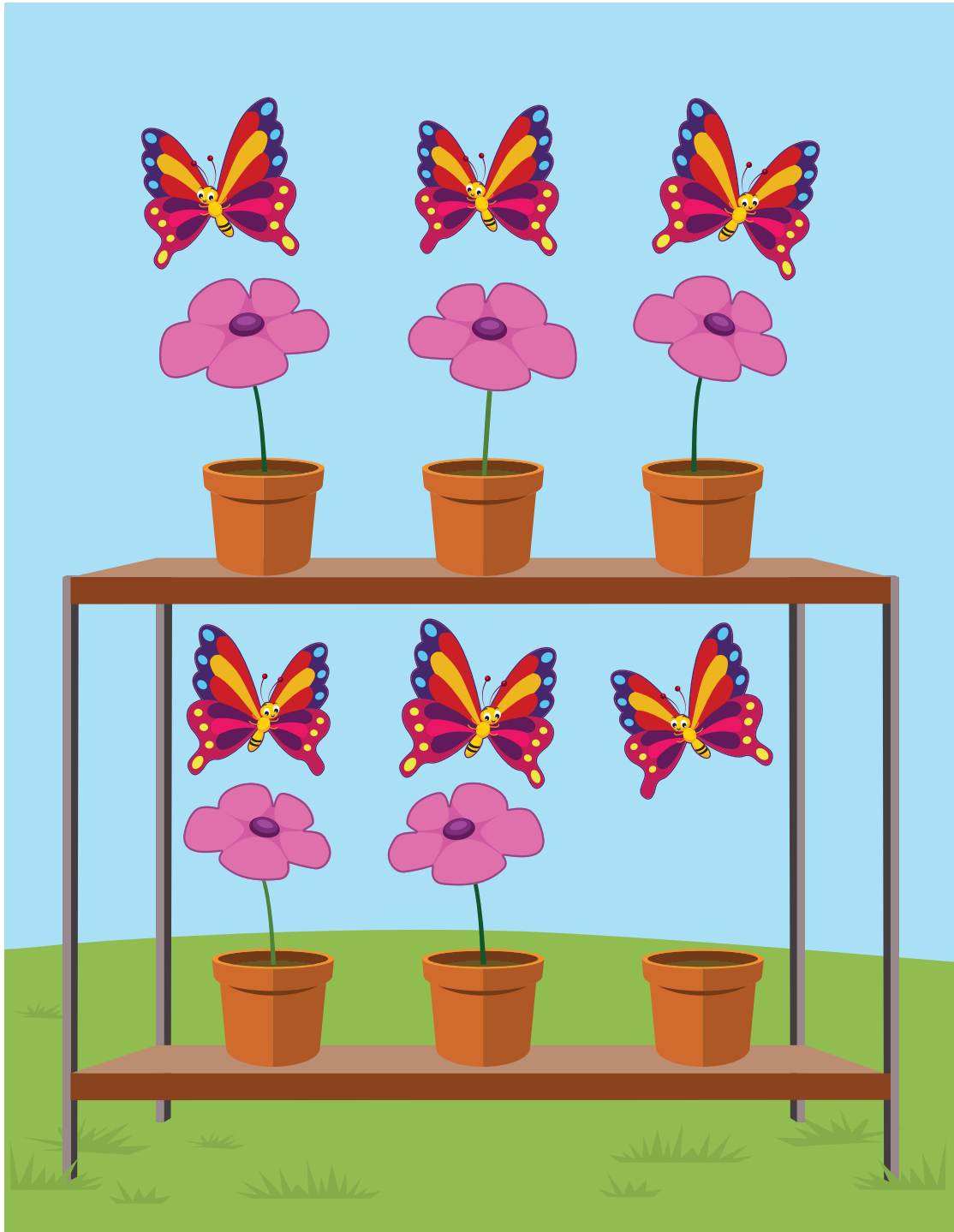
Continue in the same way with three, four, then five counters in hand.

Help children discover that there are six counters no matter the order in which the counters are counted.



Be Curious

Week 7





Be Curious

Children notice the fish in each fishbowl and make comparisons.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure children understand that a fishbowl is a place where fish can live. If they are unfamiliar with fishbowls, discuss other places that animals can live. For example, dogs with people in homes, horses in a stable, or sheep in a barn. Help children use familiar animal homes to relate fish with fishbowls.

Pose Purposeful Questions

- How are the fishbowls the same?
- How are the fishbowls different?



Listen to children’s thinking about the similarities and differences in the fishbowls.

- There is a group of fish in each bowl.
- Count two fish in one bowl. Count four fish in the other bowl.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, and K.CC.6.

Use this activity to connect to K.CC.4.a, K.CC.4.b, and K.MD.3.

Counter Comparisons

Place the Flipbook on the floor faceup for all children to see.

Choose a child to show any number of counters from one to 10 to place on a fishbowl table.

Have another child show any number of counters from one to 10 to place on the other fishbowl table.

Ask children to tell which group of counters has more than, less than, or is equal to the other group of counters and tell how they know.

Sorting Numbers

Tell children that when you say, “Ready, Set, Show!” they will hold up one hand and show either one or five fingers.

Have them keep their fingers in the air as they look at the number of fingers other children show.

Guide them to sit down with the children who have the same number of fingers shown.

Discuss sorting and repeat using other numbers for children to show and then sort.



Be Curious

Week 8





Be Curious

Children notice different shapes and what the child might be doing.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with paper cutouts. If they are unfamiliar, explain that paper can be cut to make different things, called cutouts. Show a paper cutout, such as a paper doll. Have name other items that can be cut from paper.

Pose Purposeful Questions

- What is happening in the picture?
- What do you know about the paper cutouts?



Listen to children’s thinking about the shapes in the picture.

- A child is putting same shapes in groups.
- There are shapes with sides.
- There are rectangles, squares, and triangles.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.MD.3, and K.G.2.

Sort by Count

Using the Flipbook, have children name the shapes in each of the three groups of shapes. **Have** them count to tell how many of each shape is in each group.

Ask: Which groups have the same number of shapes?

Place the Flipbook on the floor faceup for all children to see.

Provide a piece of yarn long enough to encircle two groups of shapes on the Flipbook.

Choose a volunteer to use the yarn to form a circle around the groups with the same number of shapes.

Guide children to discuss how the cutouts have been sorted by shape and then sorted by count.



Be Curious

Week 9





Be Curious

Children notice shapes and real-world objects on pages in a book.

Notice & Wonder

Ask children:

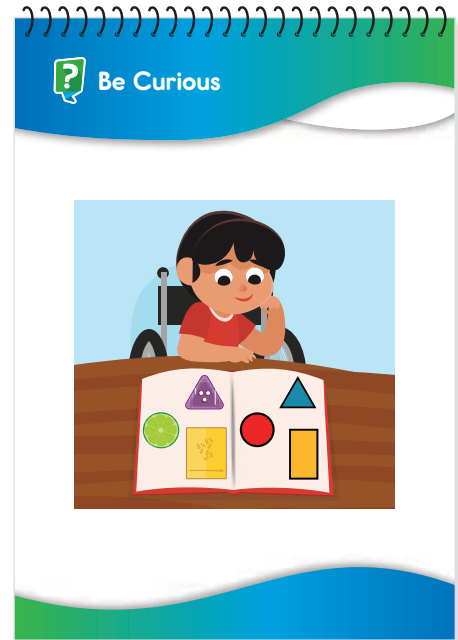
- What do you notice? What do you wonder?

Teaching Tip

Make sure children can talk about pages. Show pages in a book. Explain that a book is made from pieces of paper called pages.

Pose Purposeful Questions

- On the pages of the book, which pictures can you name?
- What is same about the pictures on each page? What is different?



Listen to children’s thinking about pictures on pages in the book.

- There is a button. There is a circle.
- The slice of lime and the red circle are the same shape.
- All shapes do not have straight lines.

Connect to Kindergarten

Use this activity to connect to K.CC.3 and K.OA.2.

Use this activity to connect to K.G.2 and K.G.4.

Shape Addition

Using the pages of the book in the Flipbook picture, tell an addition story.

Have children use the Two-Color Shape Sets to represent the story and show how many in all.

Guide children to write the number in the air that tells how many in all.

Repeat by creating other addition stories.

Shape Talk

Choose desired shapes from the Colored Pattern Blocks and/or Two-Color Shape Sets.

Provide children with one shape each.

Have a child name their shape and describe one attribute of it. Then have other children tell a different attribute of that same shape.

Continue until all children have had opportunity to share their shapes.



Be Curious

Week 10





Be Curious

Children notice a backpack with numbered groups of dinosaur decorations.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with backpacks and decorations. Explain that backpacks are a type of bag used to carry things. Help them identify the dinosaur decorations. Ask children where they might find decorations, such as on clothing or on classroom walls.

Pose Purposeful Questions

- How can you know how many dinosaurs are in each group?
- What do you see with each group of dinosaurs?



Listen to children’s thinking about groups of dinosaurs.

- Count to know how many.
- Numbers tell how many.
- There is a number with each group of dinosaurs.

Connect to Kindergarten

Use this activity to connect to K.CC.6.

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, and K.CC.5.

More or Less Dinosaurs

Using the Flipbook, cover three groups of dinosaurs.

Have children share ways to compare the remaining two groups.

Guide them to match the dinosaurs in one group with the dinosaurs in the other.

Have children identify which group is greater than or less than and explain how they know.

Repeat by covering three different groups and compare the remaining two groups.

On a Count of Dinosaurs

Using the Flipbook, have children count how many dinosaurs are in each group.

Give each child six counters.

Point to one group of dinosaurs. Have children tell how many are in the group.

Guide them to count out the same number of counters as dinosaurs in the group.

Point to a different group and repeat.



Be Curious

Week II





Be Curious

Children notice amounts of drawing utensils in numbered boxes.

Notice & Wonder

Ask children:

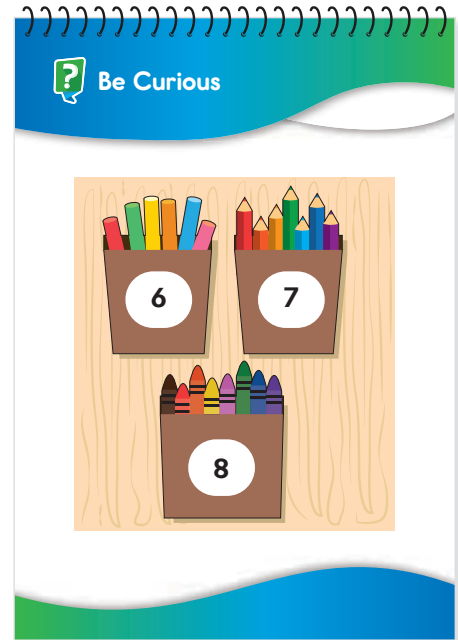
- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with the art supplies. If they are not, explain that the items are tools used to draw. Invite them to name something they would draw using one of the art supplies.

Pose Purposeful Questions

- What helps you figure out how many are in each group?
- How would you count to know how many?



Listen to children’s thinking about how many are in each group.

- A number can tell how many are in a group.
- Touch each object and say the number name to count how many.

Connect to Kindergarten

Use this activity to connect to K.CC.7.

Use this activity to connect to K.MD.2.

Comparing Numbers

Using the Flipbook, have a child choose a number on any box.

Ask another child to choose a different box number.

Completely cover the box that was not chosen.

Guide children to compare the numbers on each chosen box.

Have them share which number is greater than, which is less than, and explain.

Repeat by comparing two different numbers using the boxes in the same way.

The Long and Short of It

Show children a crayon and pencil of different lengths.

Ask them to share ways to find out which object is longer.

Choose a child to align the two objects at one end to compare lengths.

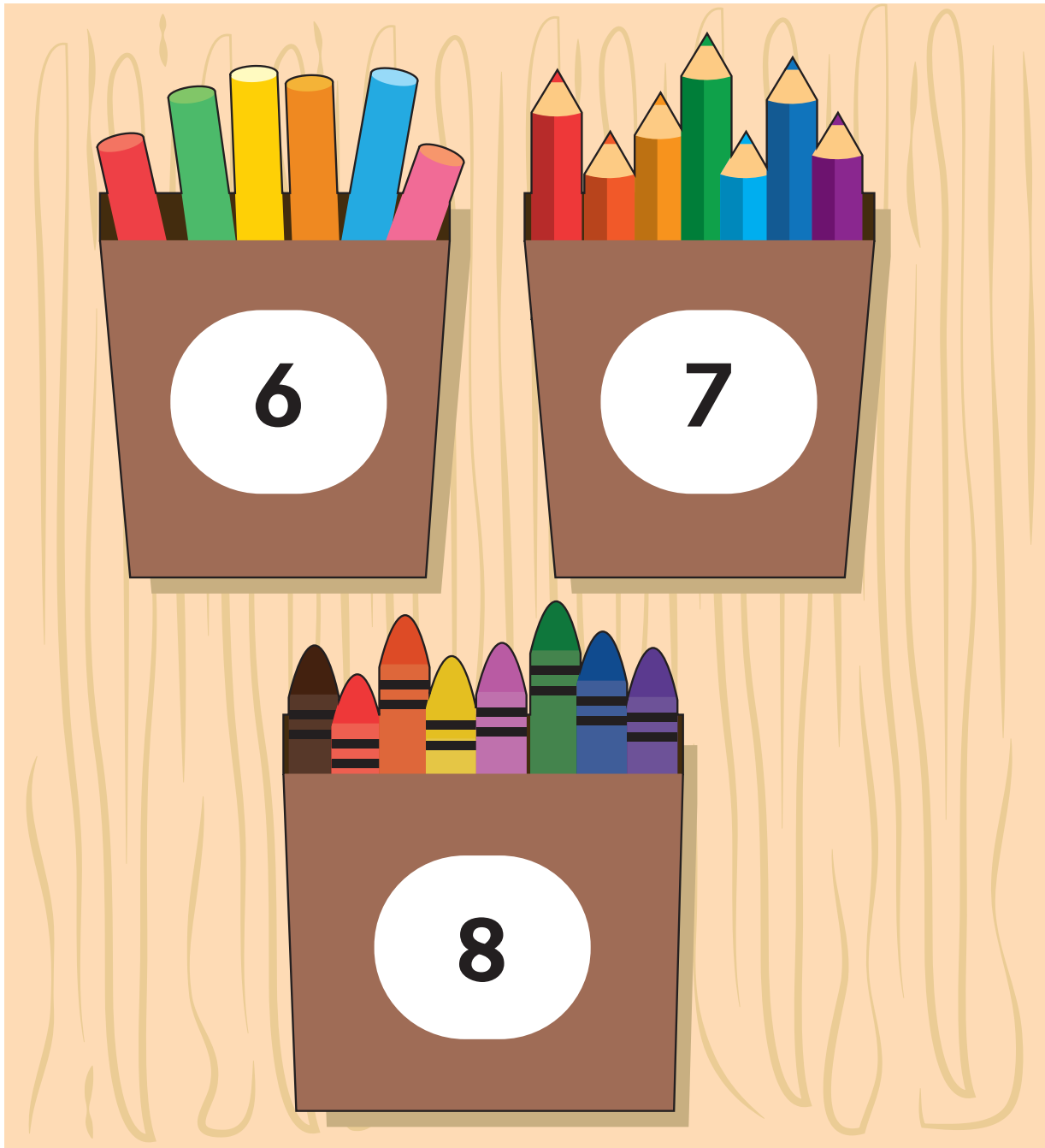
Have them identify which object is longer and tell how they know.

Repeat using different classroom writing utensils having children identify which is longer and which is shorter.



Be Curious

Week 12





Be Curious

Children notice and compare the stacks of counting rings on the counter board.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure that children are familiar with a ring counter board. Explain that the counters are like beads or rings that stack on a peg. Have children name items they like to use when counting.

Pose Purposeful Questions

- How is each stack of counters the same?
- How is each stack of counters different?



Listen to children’s thinking about comparing stacks of ring counters.

- Rings in each stack can be counted.
- The number of counters in each stack is different.

Connect to Kindergarten

Use this activity to connect to K.CC.2, K.CC.3, K.CC.4.a, K.CC.4.b, and K.CC.5.

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4c, and K.CC.5.

Forward...Count!

Using the Flipbook, point to the stack with one ring. Have children say how many rings are in the stack, tell how they know, and write the number in the air using their fingers.

Continue the activity by pointing to stacks of two through five rings.

Once all stacks have been counted, point to any stack of rings and say how many.

Guide children to count forward from that number to 10.

Repeat with other stacks of rings, counting forward to 10 or beyond.

One Larger

Provide children with 15 linking cubes.

Have them show one cube and count how many.

Beside the one cube have children show two cubes and count how many.

Follow the same routine, leading them to show and count three, four, and then five cubes.

As children count, guide them to recognize that each number name shows a number of cubes that is one larger.



Be Curious

Week 13





Be Curious

Children notice shapes and placement of shapes that make a picture.

Notice & Wonder

Ask children:

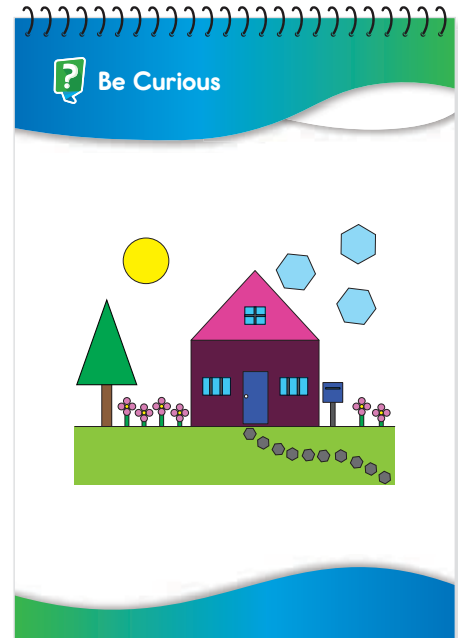
- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with different places to live and types of houses to live in. If they are not familiar, talk about many different homes. Invite children to describe their home.

Pose Purposeful Questions

- How can you describe the picture?
- What do you know about the shapes in the picture?



Listen to children’s thinking about shapes in the picture.

- The picture is made from different shapes.
- There are hexagons, circles, squares, and rectangles.
- Shapes can be different sizes.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.5, K.G.1, and K.G.2.

Use this activity to connect to K.MD.3. and K.G.2.

Shapes Around the House

Using the Flipbook, lead children to name the shapes of the clouds and stones.

Have them count how many of each and describe where the objects are located.

Point to the two groups of flowers. Have children say how many flowers are in each group and name the shapes the flowers are made from.

Guide them to describe where the flowers are located in the picture.

Continue with other objects in the picture.

Shape Sort—Get the Picture?

Using the Flipbook, begin sorting the shapes in the picture by asking children to identify objects in the picture that are shaped like a triangle.

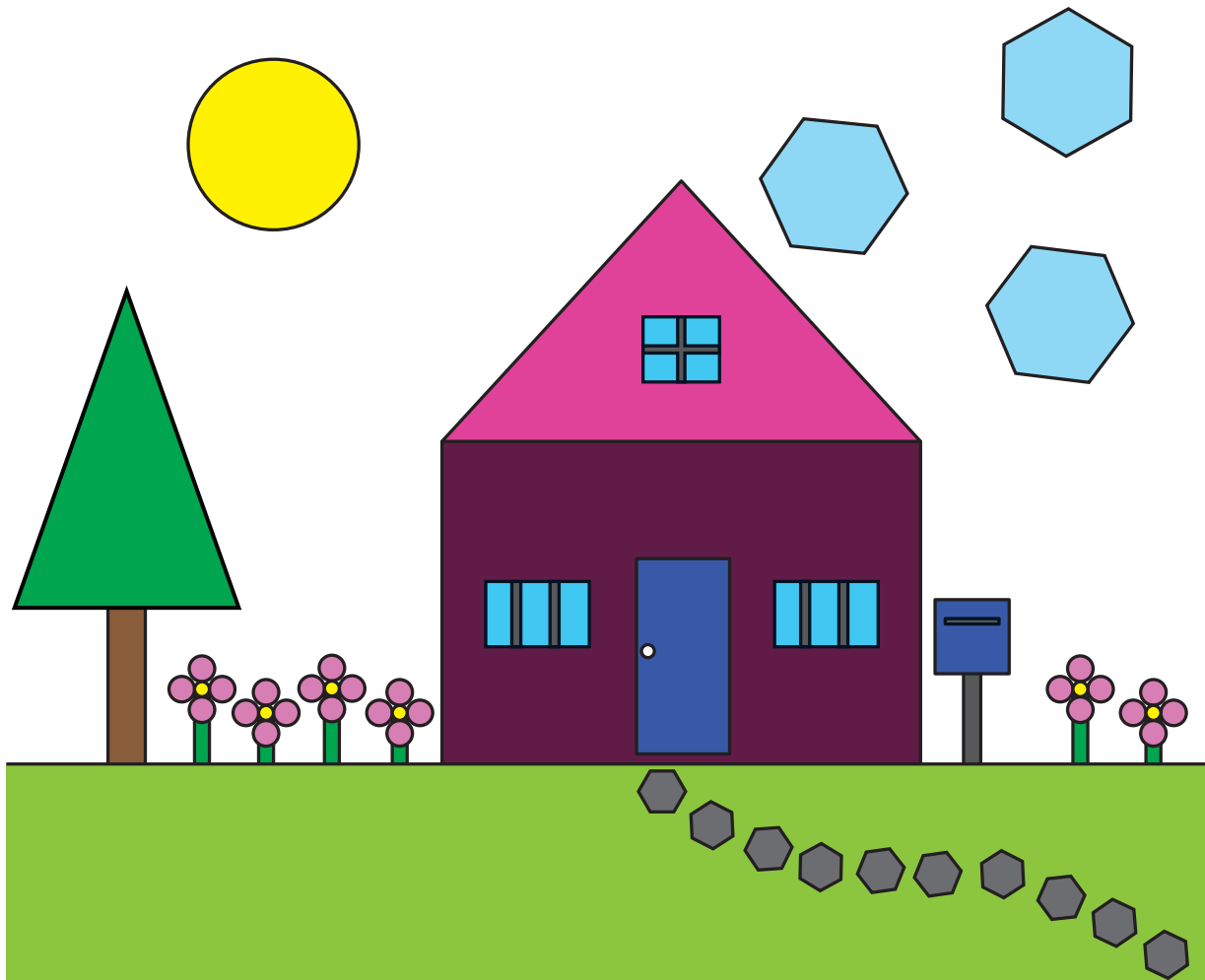
Guide them to identify the rooftop and treetop as triangles.

Sort again using other objects in the picture that are shaped like hexagons, squares, circles, and rectangles.



Be Curious

Week 14





Be Curious

Children notice and describe the shapes of classroom objects in the picture.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure children are aware that the picture is of a classroom and not all classrooms are the same. Explain that classrooms can have chairs, tables, and materials to do work. Ask children to name objects in their classroom that might be in other classrooms.

Pose Purposeful Questions

- What do you know about the objects in the picture?
- How could you use what you know about shapes to describe the classroom objects?



Listen to children’s thinking about how to describe objects using shapes.

- There is a shape of a square on the tissue box.
- There is a clock shaped like a circle. There are windows shaped like rectangles.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.5, K.OA.3, and K.MD.3.

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.5, K.OA.1, and K.OA.2.

Shape Break-Up

Using a variety, give each child five pattern blocks of two different shapes (e.g., 3 hexagons, 2 triangles).

Direct them to sort their blocks by shape.

Have a child share how many shapes are in their sorted groups.

Record the child’s work with a drawing or equation to show and discuss.

Continue in the same way with other children sharing their sorted groups.

Fish Subtraction

Using the Flipbook, ask children how many fish are in the tank and tell how they know.

Tell a subtraction problem about the fish.

Have children share their answers and explain their thinking with actions or words.

Record their thinking with an equation.

Repeat with other subtraction problems.



Be Curious

Week 15





Be Curious

Children notice the repeating color stripes on the beach towel.

Notice & Wonder

Ask children:

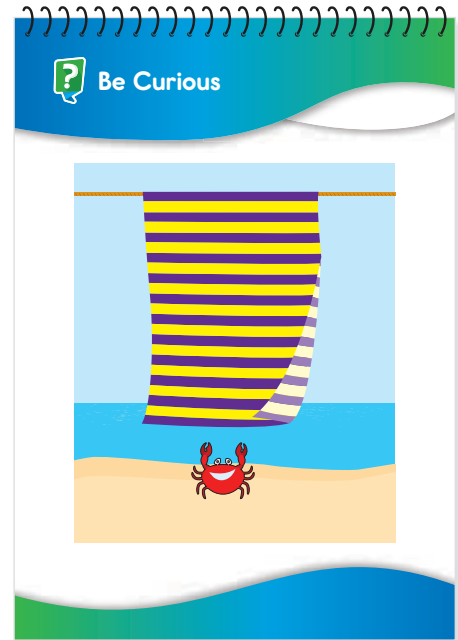
- What do you notice? What do you wonder?

Teaching Tip

Make sure that children are familiar with beach towels. Explain that beach towels are like bigger bath towels used to dry off with or lay on at the beach. Tell them that some towels are colorful like the one in the picture.

Pose Purposeful Questions

- How would you describe the beach towel to a friend?
- What do you notice about the colors on the beach towel?



Listen to children's thinking about repeating colors.

- There are purple and yellow stripes on a large towel.
- The colors are in rows that show purple, yellow, purple, yellow, purple, yellow.

Connect to Kindergarten

Use this activity to connect to K.OA.1, K.OA.2, and K.OA.5.

Use this activity to connect to K.CC.1.

Taking From or Adding To

Have children hold up five fingers on one hand to represent five seashells.

Say: Five shells are in the sand. Two shells washed away. How many shells are left?

Guide children to cover two fingers to represent the two shells that washed away.

Ask them to tell how many are left and explain how they know.

Tell more addition and subtraction word problems for children to represent using their five fingers.

Count by Tens to 100

Counting by tens, write numbers on paper from 10 to 100 in a column large enough for children to see.

Pointing to each number, have them count with you by tens from 10 to 100.

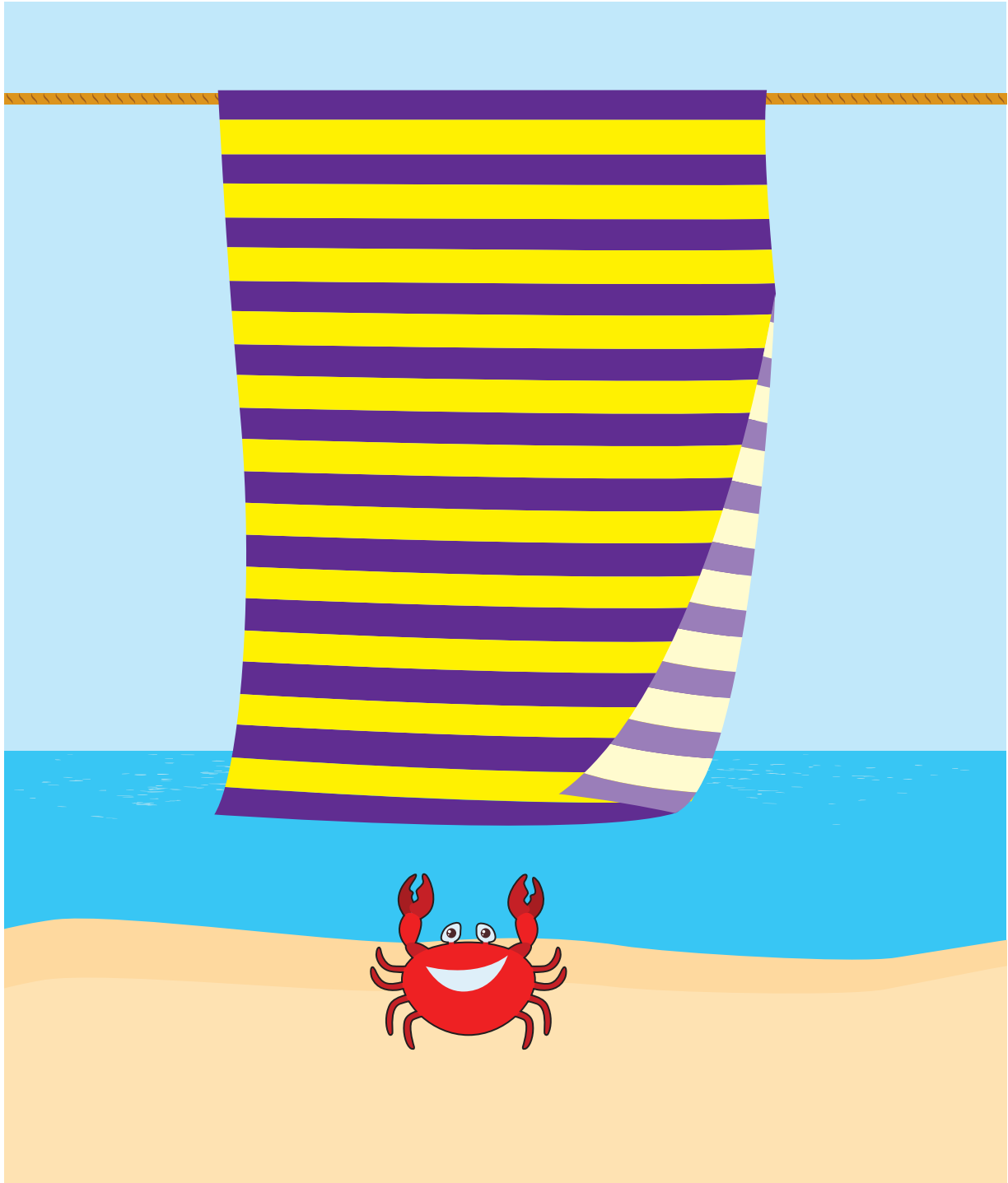
Ask children to describe what they notice about the numbers.

Have them take turns counting by tens to 100.



Be Curious

Week 16





Be Curious

Children notice the size pattern in the row of bees.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure that children are familiar with honeybees. Explain that honeybees are bees that live in nests or hives and make honey that can be eaten. As children discuss the picture, see if they notice the black and yellow color pattern on each honeybee.

Pose Purposeful Questions

- What do you know about the line of bees?
- How would you figure out what bee could come next in line?



Listen to children's thinking about the pattern of bees.

- The bees in the line are big, small, big, small, big, small.
- Use the pattern to show which bee could come next in line.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, and K.OA.2.

Bees Buzz Away

Give children six Stringing Beads to place on a string, counting how many as each is placed.

Using the Flipbook, tell them that the beads represent the bees in the picture.

Share a subtraction word problem about a given number of bees buzzing away from six bees.

Have children explain how they could use the beads to show the word problem.

Lead them to demonstrate subtraction with the beads to solve the word problem.

Record the representation with a drawing or equation and discuss.

Repeat with other subtraction word problems within 10, providing more beads as needed.



Be Curious

Week 17





Be Curious

Children notice a child working with counters and numeral cards.

Notice & Wonder

Ask children:

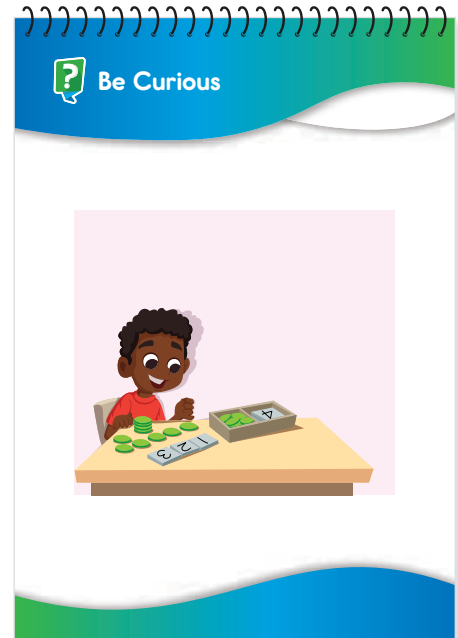
- What do you notice? What do you wonder?

Teaching Tip

Make sure children understand that there are many different objects to use to help with counting. Explain that some counting tools or counters come in different colors, shapes, and sizes. Have children name the counters that they like to use most and tell why.

Pose Purposeful Questions

- What numbers do you know? When do you use numbers?
- What do you think the child is working on? How could you help the child with the work?



Listen to children's thinking about counters and numeral cards.

- One, two, three and four are numbers. Use numbers to count and show how many.
- The child is matching counters to numbers.
- Say a number as each counter is counted.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, and K.OA.4.

Use this activity to connect to K.G.2 and K.G.4.

What Makes 10?

Give children 10 counters.

Using the Flipbook, choose a number and have them count out that many counters.

Lead children to share ways to know how many more counters they need to make 10.

Record their answers with a drawing or equation and discuss.

Repeat by choosing other numbers to nine.

Clued Into Shapes

Hold up a round counter as shown in the Flipbook. Also hold up a pattern block.

Give clues about one of the objects using shape attributes without naming the shape.

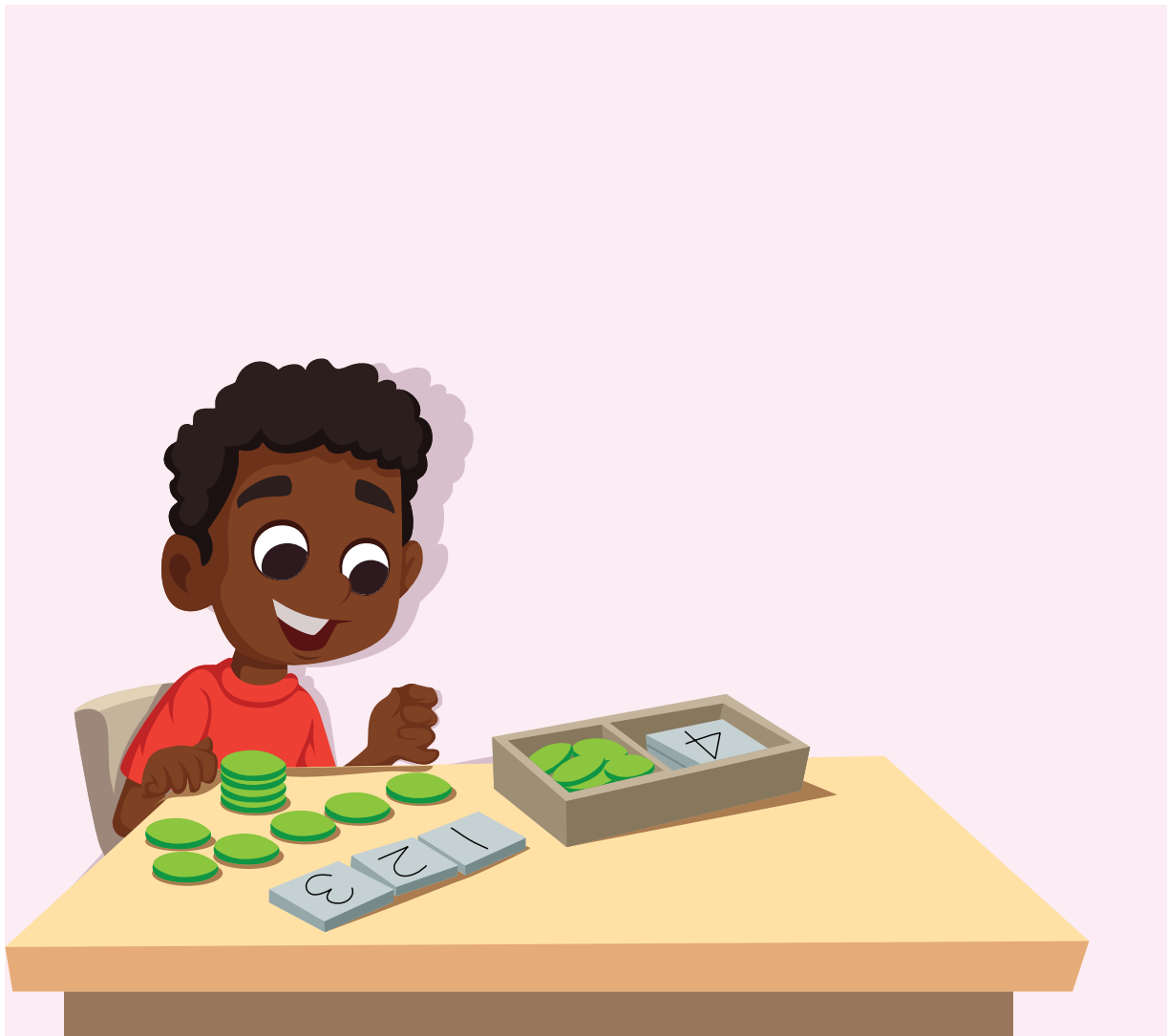
Have children listen to the clues and name the shape being described.

Repeat by having children choose two shapes, give clues, and name the shapes.



Be Curious

Week 18





Be Curious

Children notice a missing number in the ordered numbers on the caterpillar.

Notice & Wonder

Ask children:

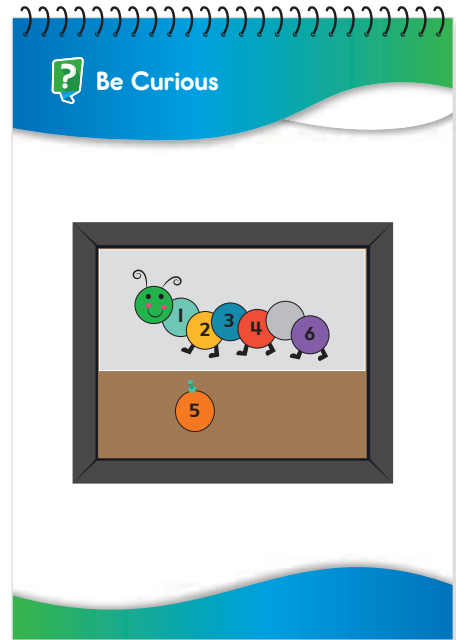
- What do you notice? What do you wonder?

Teaching Tip

Make sure that children are familiar with caterpillars. Explain that caterpillars are bugs (insects) that have many legs and many middle body parts and are sometimes used as decorations like the one in the picture. Have children share any experiences they might have had seeing caterpillars.

Pose Purposeful Questions

- What do you see on the caterpillar's body that can be counted?
- Why do think there is a number below the caterpillar?



Listen to children's thinking about counting, numbers, and number order.

- Eyes, feet, and circles can be counted.
- The caterpillar is missing number five. Five comes after number four.

Connect to Kindergarten

Use this activity to connect to K.CC.1, K.CC.3, and K.CC.7.

Use this activity to connect to K.G.2 and K.G.5.

Written Number Comparisons

Choose a number between one and 10.

Help children count to the number and write it in the air as you write it on paper. Repeat using the same or different number to 10.

Show the written numbers. Guide children to tell which number is greater than, less than, or equal to and share how they know.

Continue with other numbers, one to 10.

A Shapely Caterpillar

Using the Flipbook caterpillar as a model, draw a caterpillar with rectangle sectioned body parts, rather than circles.

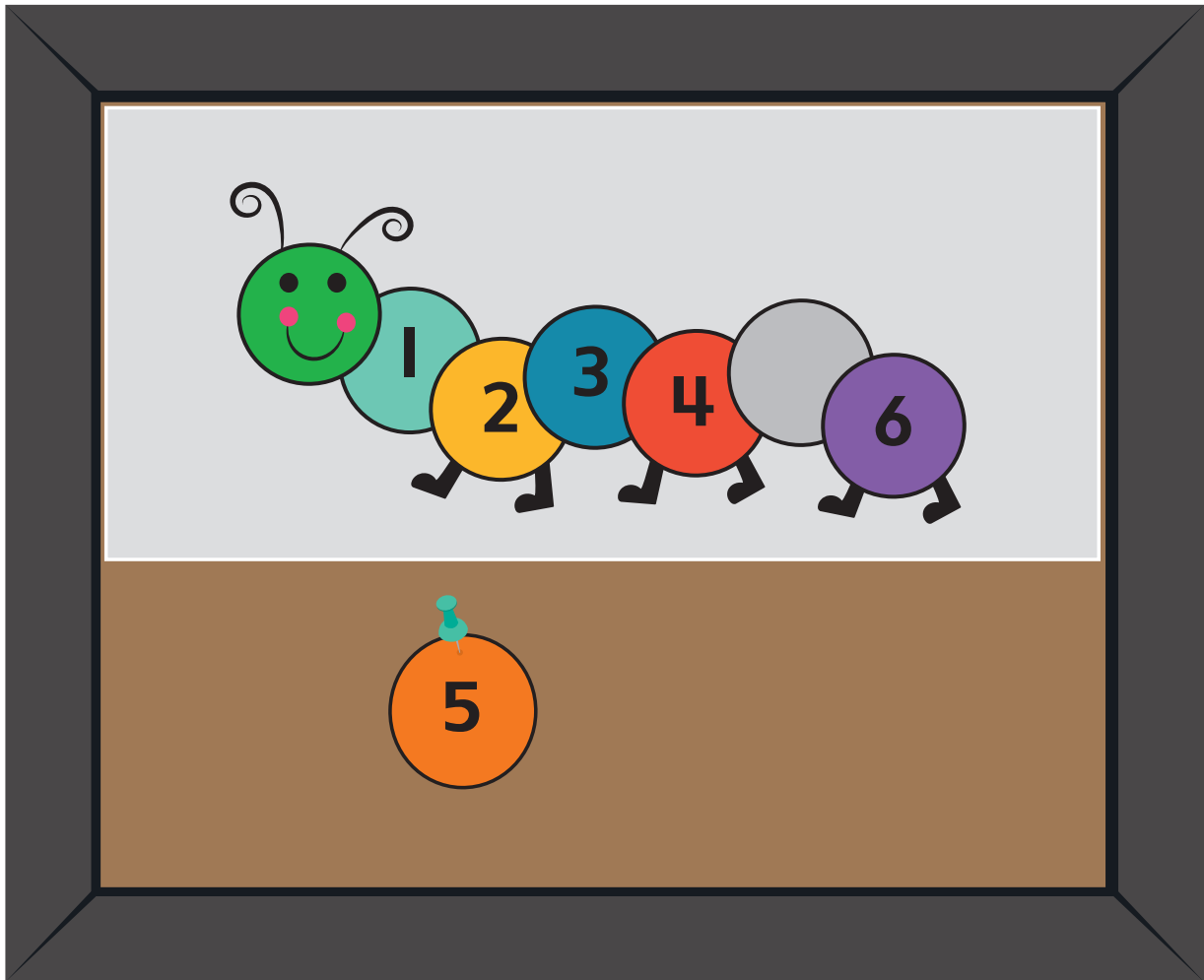
Have children name the shape of each body part and draw the shape in the air.

Repeat by drawing other caterpillars using triangles, squares, or other familiar shapes for children to name and draw in the air.



Be Curious

Week 19





Be Curious

Children notice the length of two toy trains.

Notice & Wonder

Ask children:

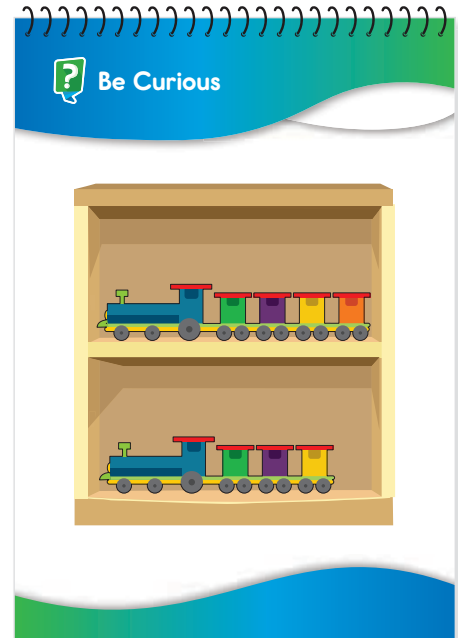
- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with toy trains. Explain that trains can be one way for people to travel or go from place to place. Ask children if they have ever ridden on a train and have them share other ways to get from place to place.

Pose Purposeful Questions

- How are the toy trains the same?
- How are the toy trains different?



Listen to children’s thinking about comparing the toy trains.

- Each train has an engine and some colored boxes.
- The trains are different sizes. One train has one more box.

Connect to Kindergarten

Use this activity to connect to K.G.2, K.G.3, and K.G.4.

Use this activity to connect to K.MD.2.

All Aboard with Shapes

Using the Flipbook, have children identify and name shapes in the picture.

Ask them to tell if the shapes are two-dimensional (flat) or three-dimensional (solid).

Point to the box cars and wheels on each train. Guide children to compare the shape of the box cars to the shape of the wheels by using shape attributes.

A Lengthy Comparison

Cut various strips of sturdy ribbon in graduating lengths.

Hold up two ribbon strips of differing lengths for children to see.

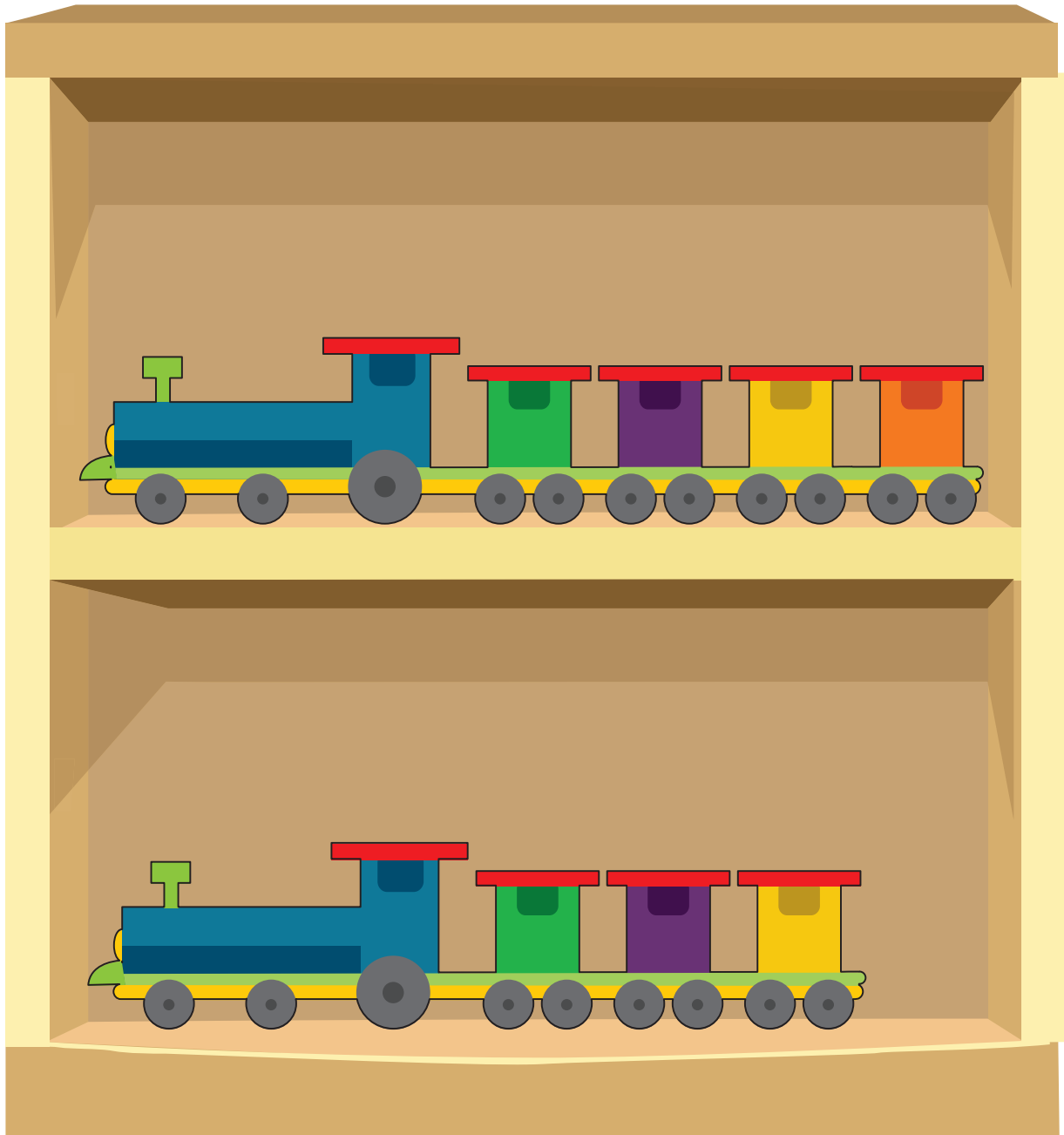
Have a child directly compare the lengths of the ribbons and describe the difference by telling which ribbon is shorter and which is longer.

Repeat with two different ribbon strips, giving other children a turn to compare.



Be Curious

Week 20





Be Curious

Children notice an empty peg on the counter board and think about the missing ring counters.

Notice & Wonder

Ask children:

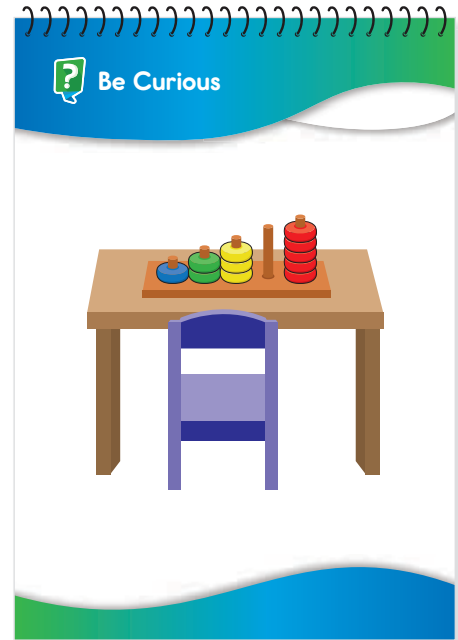
- What do you notice? What do you wonder?

Teaching Tip

Help children recall the ring counter board from Week 13. Remind them that the counters stack on a peg. You may choose to hold up your index finger to demonstrate what a peg looks like. Explain that pegs hold ring counters on a counter board.

Pose Purposeful Questions

- What do you know about the counters?
- What do you know about the pegs?



Listen to children’s thinking about the counters and pegs.

- There are different stacks of counters.
- There are pegs with counters. There is one peg with no counters.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.5, K.OA.3, and K.OA.5.

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.3, and K.CC.5

Break Apart Numbers Two to Five

Make a “train” of five Linking Cubes. Have children count how many cubes.

Engage a child to break the train into two parts and say how many are in each part.

Record the child’s representation with a drawing or equation and discuss.

Reconnect the five cubes. Choose another child to break the train into two parts in a different way.

Record and discuss the representation.

Repeat using four, three, and two cubes.

Count It, Say It, Write It

Place Counting Cards in one stack.

Flip a card over. Have children count how many dots and say the number.

Record the number as you model and explain correct number formation.

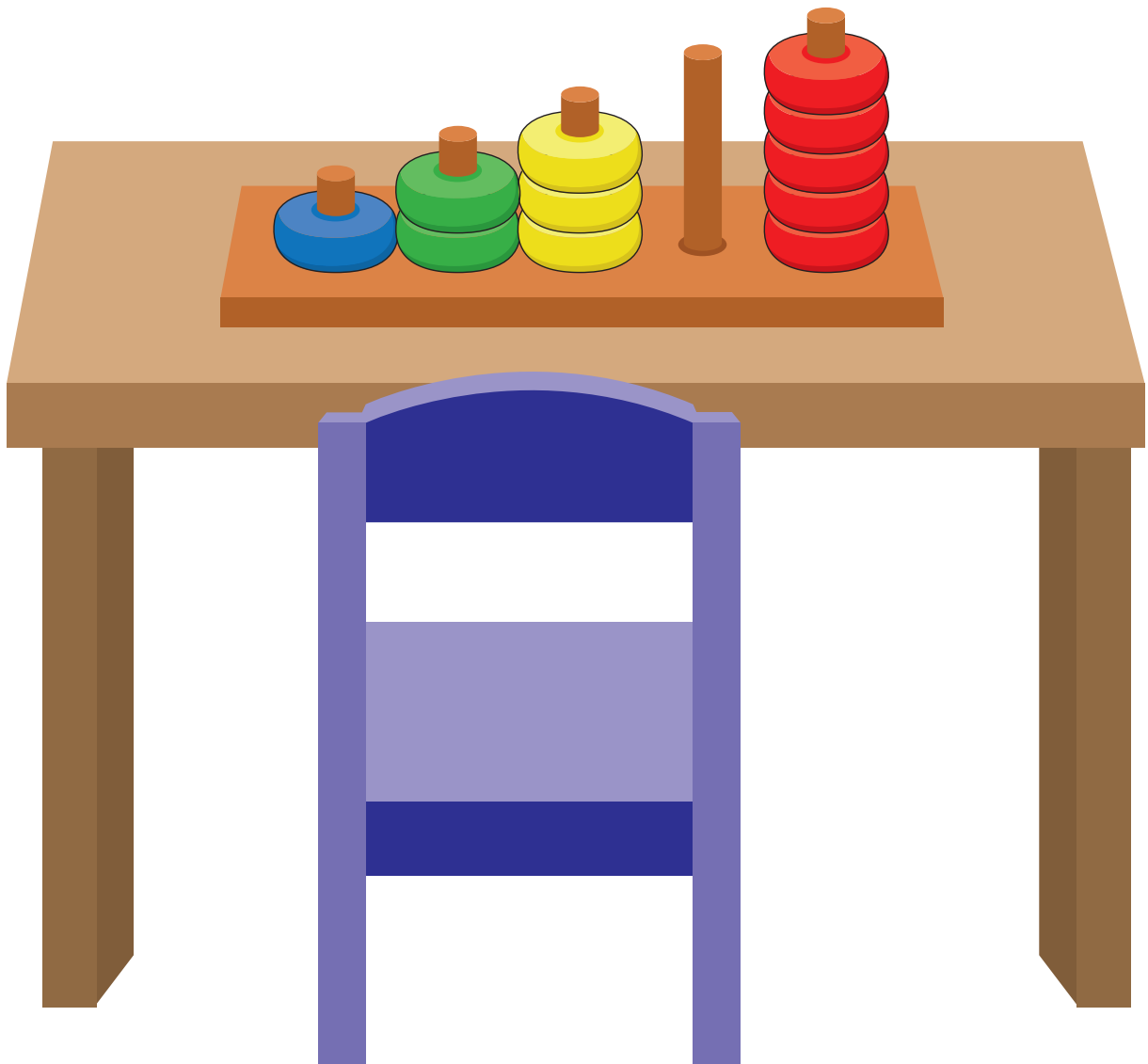
Lead children to write the number on paper or with their fingers in the air.

Practice with more numbers by having children flip a different Counting Card from the top of the stack to identify and write.



Be Curious

Week 21





Be Curious

Children notice the cubes and the pencil and make comparisons.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with school desks. If they are not familiar, explain that a school desk is a small table used to do work at school. Ask children if they have seen desks used in other places.

Pose Purposeful Questions

- What do you know about the cubes in the picture?
- What is the same about the connected cubes and the pencil?



Listen to children’s thinking about comparing the connected cubes and the pencil.

- There are many cubes. There is one pencil.
- The connected cubes and the pencil are long.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.CC.6, and K.CC.7.

Compare by Number

Before beginning the activity, give each child ten counters.

Using the Flipbook, have children count how many cubes are in the cube “train”. Show Numeral Card 9 beside the nine cubes. Say, “nine”. Have children count out that number of counters.

Ask: Is the number of cubes greater than, less than, or equal to your number of counters? Have children share their answers and tell how they know.

Next to Numeral Card 9, show Numeral Card 5. Assist children to count out five counters.

Lead them to compare the nine cubes and their five counters using comparison terms.

Using Numeral Cards 5 and 9, have children compare the numbers using comparison terms.

Remove Numeral Card 5. Replace with a different numeral card.

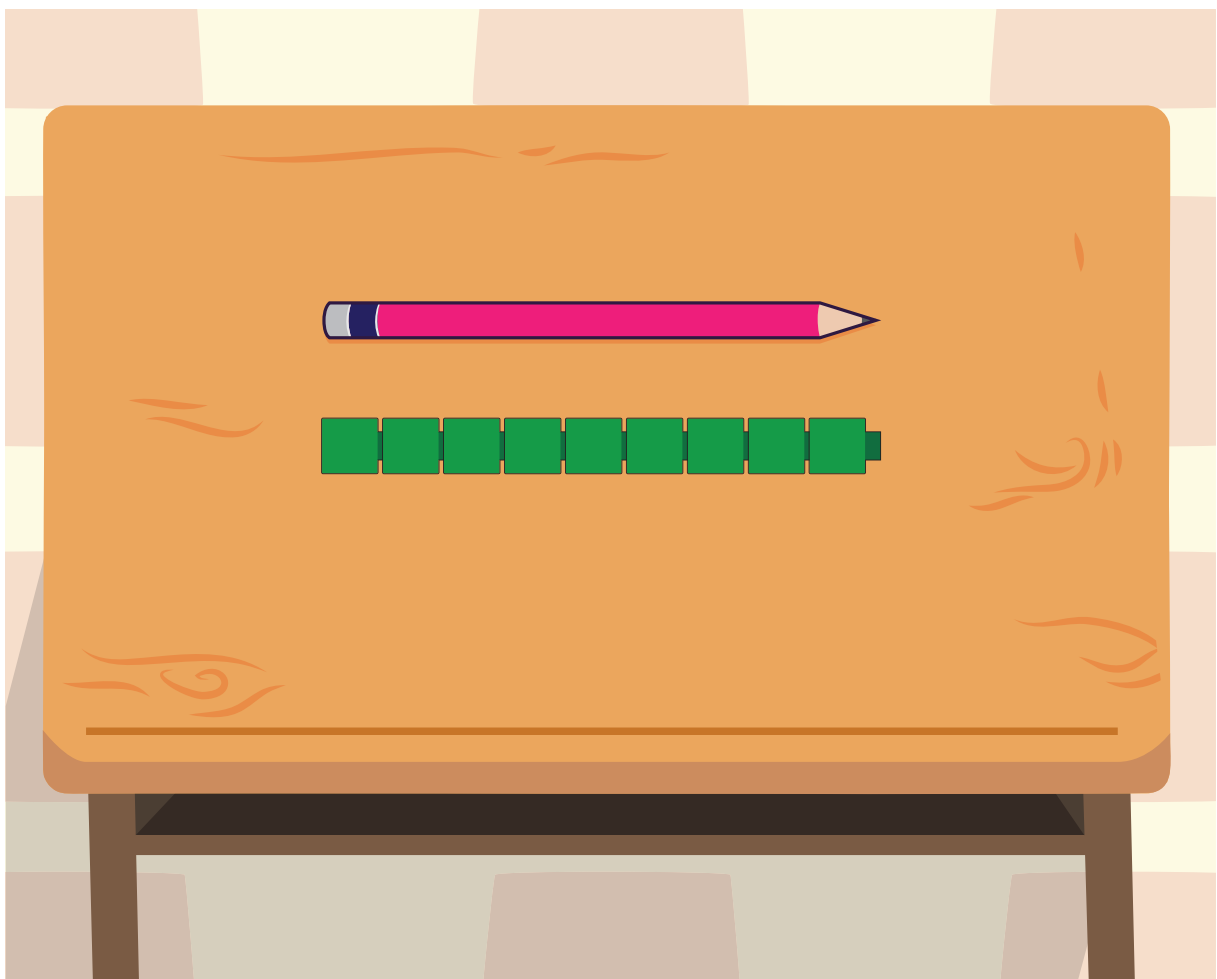
Guide children to compare these numeral cards using comparison terms.

Practice comparisons using other numeral cards.



Be Curious

Week 22





Be Curious

Children notice a boat made from different pattern block shapes.

Notice & Wonder

Ask children:

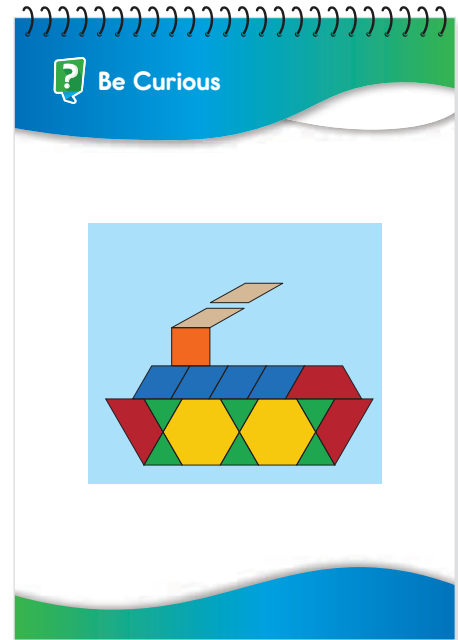
- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with steamboats. Explain that steamboats are boats that use very hot water called *steam* to move on the water. Have children talk about other boats they might know such as sailboats or motorboats.

Pose Purposeful Questions

- What was used to make the picture?
- What shapes in the picture can you name?



Listen to children’s thinking about the boat made from different pattern block shapes.

- There are shapes of different colors and sizes.
- There are hexagons, triangles, trapezoids, and a square.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, K.CC.7, and K.G.2.

Use this activity to connect to K.G.6.

Compare with Shapes

Using the Flipbook, point to a triangle. Have children name the shape and tell how many triangles are in the picture.

Record the number for children to see.

Repeat using a hexagon and record the number for children to see.

Guide them to compare the recorded numbers using greater than, less than, or equal to.

Continue with other shapes in the picture.

Constructing Shapes

Give children many square and triangle pattern blocks.

Hold up a pattern block square.

Ask: How can we use small pattern block squares to make one large square?

Guide children in exploring how to compose a larger square with their blocks.

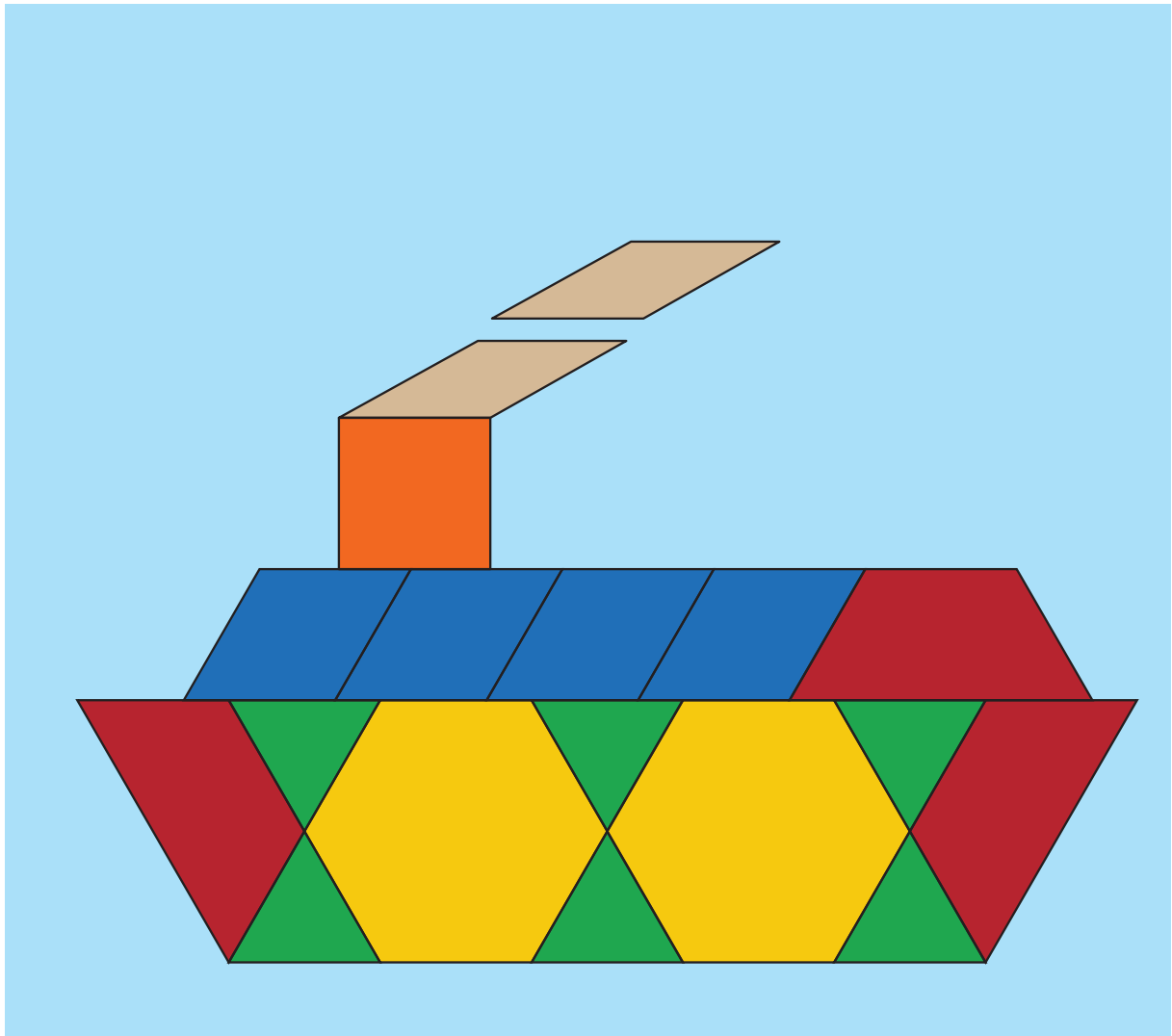
Have them share their thinking.

Repeat using triangles to form a larger triangle or squares to form a rectangle.



Be Curious

Week 23





Be Curious

Children notice a group of flying birds ready to join one perched bird.

Notice & Wonder

Ask children:

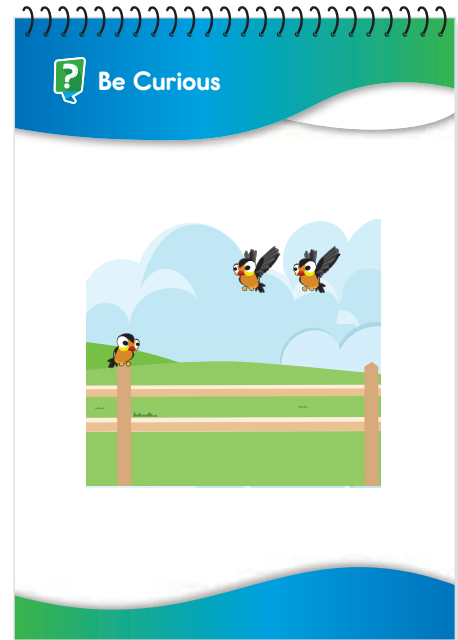
- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with birds resting from flying. Explain that birds sometimes land on fences to sleep or to keep warm with other birds. Have children share places they have seen birds rest.

Pose Purposeful Questions

- What do you think is happening in the picture?
- What do you know about each group of birds?



Listen to children’s thinking about what is happening in the picture and the groups of birds.

- There are birds joining another bird.
- There is one bird in one group. There are two birds in another group.

Connect to Kindergarten

Use this activity to connect to K.MD.1 and K.MD.2.

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.5, K.OA.2, and K.OA.5.

Measurable Attributes

Using the Flipbook, refer to the wooden rails on the fence.

Have children describe the rails using *long(er)*, *short(er)*, or *same length*.

Refer to an object in the classroom that has more than one measurable attribute. For example, a door can be tall and heavy.

Choose a child to describe one attribute of the chosen object.

Then have children share a different measurable attribute of the same object.

Repeat using other classroom objects.

Bye, Bye, Birdie Subtraction

Give children three counters. Explain that the three counters represent three birds.

Tell a subtraction story about three birds on a fence and one bird flying away.

Lead children to use the counters to show the subtraction story, tell how many are left, and share their thinking.

Record the subtraction with an equation.

Repeat with a word problem about three birds on a fence and two birds flying away.



Be Curious

Week 24





Be Curious

Children notice a group of turtles and a group of crabs joining each other.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure children can talk about turtles and crabs that can be found at the beach. If they are not familiar with these animals, have them talk about things they might see at the beach. Then describe a turtle and a crab for children to identify in the picture.

Pose Purposeful Questions

- What do you think is happening in the picture?
- What do you know about the group of turtles?
What do you know about the group of crabs?



Listen to children’s thinking about the group of turtles and the group of crabs.

- The group of turtles and group of crabs are joining each other.
- There is a group of two turtles. There is a group of three crabs.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.5, and K.OA.3.

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.5, K.OA.2, and K.OA.5.

Break Apart Numbers Six to Ten

Make a “train” using six linking cubes. Have children count how many cubes.

Engage a child to break the train into two parts and say how many are in each part.

Record the child’s representation with a drawing or equation and discuss.

Reconnect the six cubes. Choose another child to break the train into two parts in a different way.

Record and discuss the representation.

Repeat using seven to ten cubes.

Five Counters Down

Give children five counters each to represent animals on a beach. Have them count how many.

Tell a subtraction story about five animals on the sand and two going to the ocean.

Have children use the counters to represent the word problem, tell how many are left, and explain how they know.

Discuss the problem using an equation.

Repeat more subtraction stories within five.



Be Curious

Week 25





Be Curious

Children notice a group of children in line at a water fountain.

Notice & Wonder

Ask children:

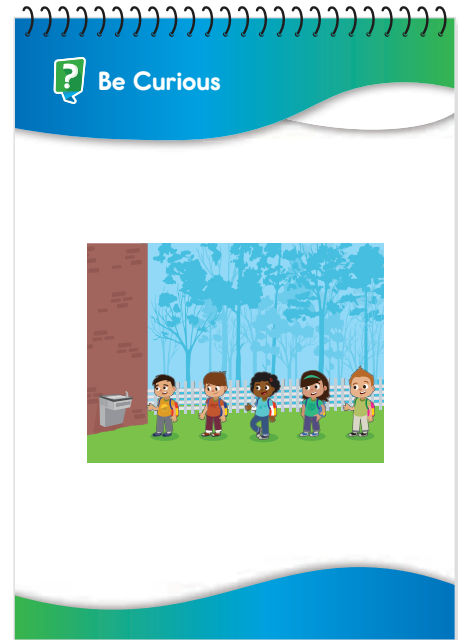
- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with getting drinking water from a water fountain. If they are not, have them name ways to get water when they are thirsty. Explain that water fountains for drinking can sometimes be found in schools or parks.

Pose Purposeful Questions

- What do you think the children are doing?
- Which child do you think will get a drink of water first? How do you know?



Listen to children’s thinking about the children in line.

- Children are standing in a line to get a drink.
- The child in front will get a drink first. The child closest to the water is first in line.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, and K.NBT.1.

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, K.CC.5, and K.OA.4.

Ten and Some More

Give children ten Dino Counters each. Instruct them to keep the counters in a group in front of themselves.

Have them count how many. If a ten-frame counter card is available, demonstrate “ten” showing the counters on the card.

Give each child one more counter.

Discuss the number 11 as ten (a group of 10 dinosaurs) and one more.

Using more counters, repeat with numbers 12 to 19. Discuss ten and two more, ten and three more, etc., up to ten and nine more.

Line Up to Make 10

Choose five children to line up as shown in the Flipbook picture. Count each child.

Say: Let’s find out what number makes 10.

Guide volunteers, one at a time, to line up with the other five children to make 10. As each volunteer lines up, have children count on “six, seven, eight, nine, ten.”

Discuss how five and five more makes 10.

Repeat the activity having a different number of children line up to make 10.



Be Curious

Week 26





Be Curious

Children notice a tray with different shapes to identify and describe.

Notice & Wonder

Ask children:

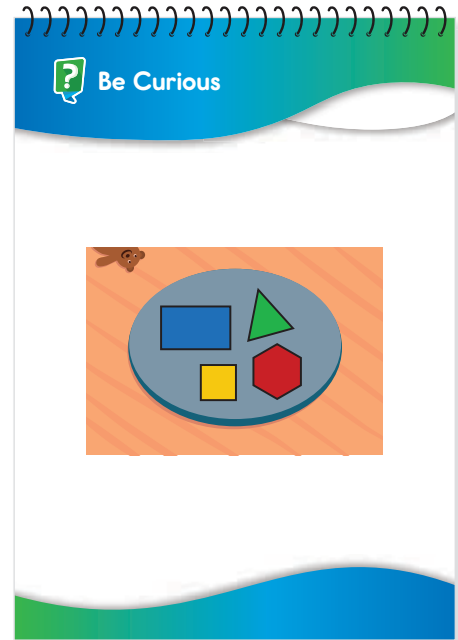
- What do you notice? What do you wonder?

Teaching Tip

Make sure that children are familiar with the tray that holds the shapes. Explain that trays can be used for holding food or other items. Have children name classroom supplies that a tray could hold.

Pose Purposeful Questions

- What do you see on the tray?
- What is the same about the items on the tray? What is different?



Listen to children’s thinking about the different shapes on the tray.

- There is a rectangle, triangle, square, and hexagon.
- There are shapes with sides. There are shapes of different sizes.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.5, and K.G.2.

Use this activity to connect to K.MD.3, K.G.2, and K.G.3.

Hide and Name Shapes

Give each child a pattern block shape.

Select a pattern block for yourself. Keep it hidden. Give clues to describe the shape.

Have children hold their pattern block in the air if the description of the hidden shape matches their shape.

Reveal the hidden shape for children to see.

Tell children to name the hidden shape.

Choose a volunteer to count how many children have the named shape.

Repeat using different shapes to describe.

All Sorts of Shapes

Place the Flipbook on the floor faceup.

Guide children to name each shape and identify it as 2- or 3-dimensional.

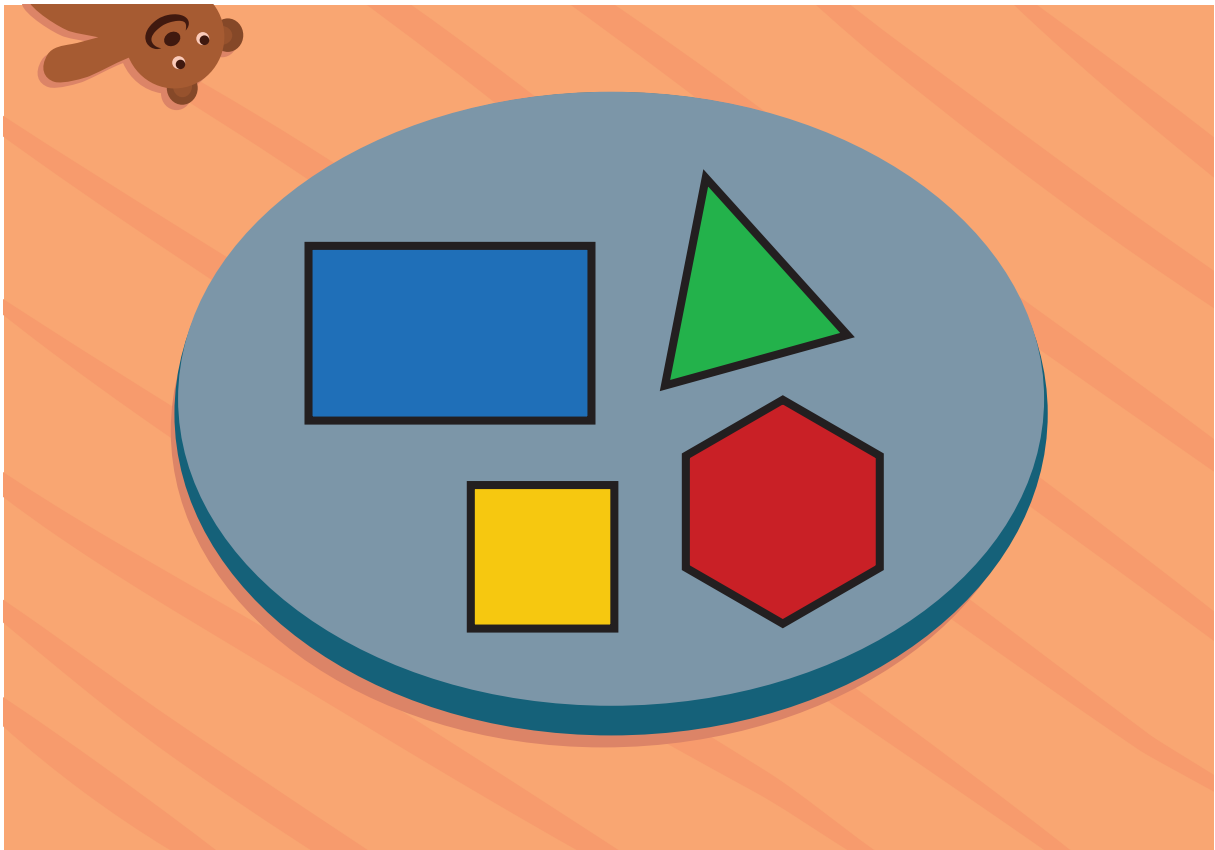
Hold up a pattern block. Have a child sort the block by matching it to a shape in the picture. If there is a match, have the child place the block on the shape in the picture. If not, discuss why the shape is not a match.

Repeat with other pattern blocks.



Be Curious

Week 27





Be Curious

Children notice a group of colored straws and a shape made with the straws.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure that children are familiar with drinking straws. Explain that drinking straws are used to help with drinking much like spoons or forks help with eating.

Pose Purposeful Questions

- How would you describe the picture?
- What is the same about the straws in the shape and the group of straws beside it? What is different?



Listen to children’s thinking about the group of colored straws and the shape.

- There is a square. The square is made from four straws.
- The straws in the shape and in the group are purple, blue, yellow and red.
- There are four straws in the shape. There are four straws in the group.

Connect to Kindergarten

Use this activity to connect to K.G.2, K.G.4, and K.G.5.

Straw Shapes

Gather eight straws or cut eight paper strips to represent the straws in the Flipbook picture.

Place the Flipbook faceup on the floor for all children to see. Have them name the shape made from the straws and describe it.

Show or describe a different shape using shape attributes and have children name it.

Discuss how the named shape could be made using straws or paper strips. Guide a child to use the straws or paper strips to make the shape.

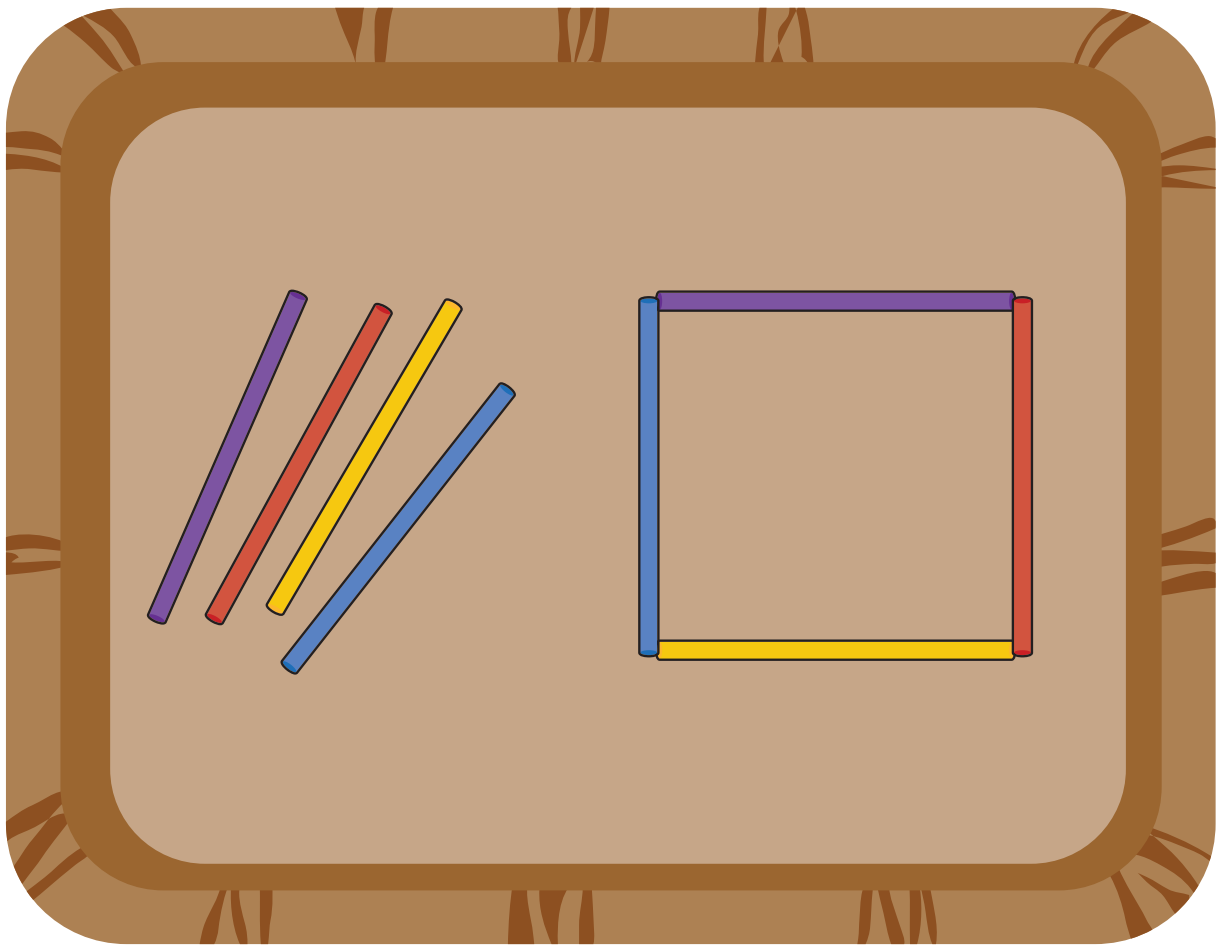
Give each child several paper strips.

Have children use paper strips and explore building different shapes, naming the shapes, and comparing the shapes by describing different shape attributes and parts.



Be Curious

Week 28





Be Curious

Children notice a group of children ready to play soccer and another group of children joining the game.

Notice & Wonder

Ask children:

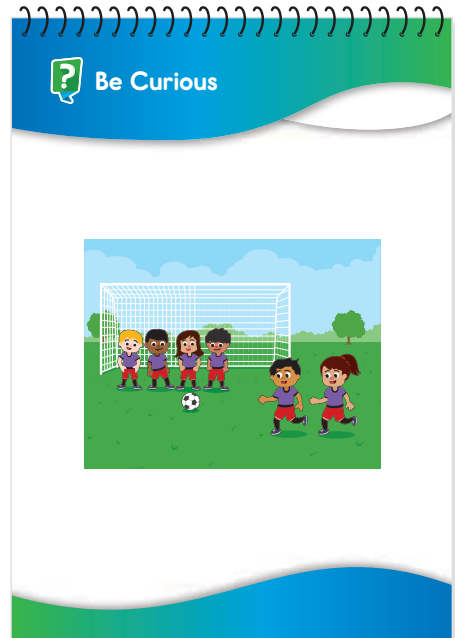
- What do you notice? What do you wonder?

Teaching Tip

Make sure that children are familiar with soccer. Explain that soccer is a game in which players work together to help their team get the ball into a net. Have children talk about being a player on a team.

Pose Purposeful Questions

- What is happening in the picture?
- What do you know about each group of players? How could you figure out how many players there are in all?



Listen to children’s thinking about the groups of children playing soccer.

- There are children playing soccer. There are children waiting to join them.
- Four children are in a group. Two children are in a group.
- Adding tells how many there are in all.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.5, K.OA.3, and K.OA.5.

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.4.c, and K.CC.5.

Seek and Find Parts of Five

Count out five marbles with the class.

Hide two marbles in one hand and show the other three marbles.

Ask: How many marbles are hidden? Have them answer and tell how they know. Show the hidden marbles to confirm.

Group all five marbles together again. Continue to choose a different number of hidden marbles for children to identify the missing parts of the number five.

Count, Counters, and Counting Cards

Give each child ten counters.

Display a pile of Counting Cards for children to draw from.

Choose a child to draw a Counting Card and say the number. Have all children use their counters to show the number.

Repeat with other children drawing cards, identifying numbers, and using counters to show the numbers.



Be Curious

Week 29





Be Curious

Children notice a number of kickballs shown on two racks.

Notice & Wonder

Ask children:

- What do you notice? What do you wonder?

Teaching Tip

Make sure children are familiar with kickballs and ball racks. Explain that kickballs are one kind of sports ball and can be kept on shelves called racks. Have children name other sports balls they may know about or have played with.

Pose Purposeful Questions

- What groups of balls do you see?
- How can you know how many kickballs there are in all?



Listen to children's thinking about the groups of kickballs on two racks.

- There is a group of three balls. There is a group of two balls.
- Add to know how many balls there are in all.

Connect to Kindergarten

Use this activity to connect to K.CC.4.a, K.CC.4.b, and K.OA.2.

Use this activity to connect to K.CC.4.a, K.CC.4.b, K.CC.5, and K.CC.6.

Add or Subtract within 10

Give children ten counters each.

Have a child say two numbers from one to five. Write each number for all to see.

Select a child to choose if the written numbers will be added or subtracted.

Using the written numbers and the chosen operation, tell a word problem.

Have children solve the problem using their counters.

Record the representation with a drawing or equation and discuss.

Practice with other word problems.

Equal Groups

Using the Flipbook, ask children to describe what they notice about the two racks.

Help identify that the racks have an equal number of shelves, wheels, and handles.

Show children two groups of counters, using less than ten counters in each group.

Have them count how many are in each group. Guide them to compare the groups to determine if the groups are equal.

Repeat with other groups of counters.



Be Curious

Week 30

