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Focused Mathematics Booster Pack—Level K

This sample includes the following:

- Management Guide Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Product** (4 pages)
- About the Books and Activities** (2 pages)
- Booster Card Workspace A–C** (3 pages)
- My Mathematician Checklist** (1 page)
- Mathematician Rubric** (1 page)
- Answer Key** (1 page)
- Booster Card** (3 pages)
- Reader** (17 pages)

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Level K

 Focused
Mathematics

Booster Pack

Management Guide

Teacher Created Materials
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Table of Contents

Series Welcome 4

Research

Mathematics Instruction 5
The Importance of Strong Mathematical Content 6
Differentiating for All Learners 9

How to Use This Product

Kit Components 10
Pacing and Instructional Setting Options 11
Strategies for Differentiating Booster Card Activities 12
Assessing Activities 13

About the Books and Activities

Introduction to Standards Correlations 14
Standards Correlations 15
Book Summaries 18
Reading Levels 19

Resources

Booster Cards 20
Booster Card Workspaces A–C 26
Ten Frames 29
Hundreds Chart 30
Number Lines 31
My Mathematician Checklist 32
Mathematician Rubric 33

Appendix

Answer Key 34
References Cited 37
Digital and Audio Resources 39

Kit Components

High-Interest Books (six copies of six titles)

Books feature various, high-interest topics across content areas.



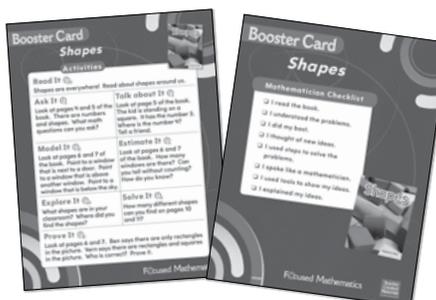
Overview Cards

Overview cards include a book summary, mathematics objective, reading levels, mathematics vocabulary, and cross-content connections.



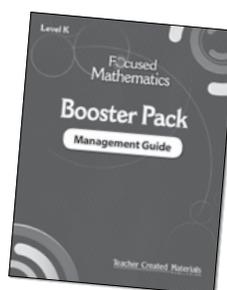
Booster Cards

Activities engage students in real-world mathematics and require students to demonstrate mathematical practices and processes.



Management Guide

The Management Guide includes a brief overview of the research, standards correlations, and instructional options and suggestions. Resources include student activity sheets, reproducible manipulatives, and rubrics.



Digital and Audio Resources

PDFs of the books, Booster Cards, Response pages, as well as professional audio recordings of the books are included. A complete list of available resources is listed on page 40.

Pacing and Instructional Setting Options

The following pacing and instructional setting options show suggestions for how to use this product. The *Focused Mathematics: Booster Pack* series is designed to be flexible and can be used in tandem with a core curriculum and a teacher’s preferred instructional framework, such as Guided Math.

Pacing

Teachers should customize pacing according to student need. Each Booster Card includes 100 minutes of activities for a total of 600 minutes. Teachers may assign specific activities to meet instructional objectives or allow students to choose activities. Students may complete one activity or several activities to match the time available and their instructional needs.

Activity	Approximate Time
Read It	30 min.
Ask It	5 min.
Talk about It	5 min.
Model It	10 min.
Estimate It	5 min.
Explore It	20 min.
Solve It	15 min.
Prove It	10 min.

Instructional Setting Options

Whole-Class Instruction

Whole-class instruction is best suited for introducing each text to students or for teaching specific strategies or content-area concepts as they apply to instructional standards and objectives. In this setting, every student engages with the same text at the same time. PDFs of the books are available in the Digital and Audio Resources and are great for displaying to the whole class for a shared-literacy experience.

Small-Group Instruction

Instructional frameworks, such as Guided Math, support teachers who want to work with a specific group of students on a targeted comprehension or content skill. During small-group instruction, the teacher works with a select group of students with similar instructional needs. Students may sit with the teacher, either at a table or on the carpet. This setting promotes a sense of teamwork and collaboration and encourages participation in mathematical discussions. Working with students in small groups is also a great opportunity for teachers to informally assess student progress and make anecdotal notes.

Workstations or Centers

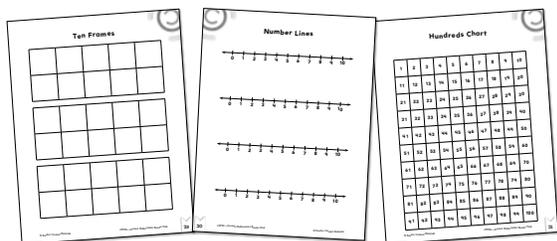
Students may engage independently or with partners at workstations or centers to build fluency, comprehension, and vocabulary, while applying math concepts and process skills. When working within this instructional setting, it is important that procedures and expectations are clear and students are able to complete the activities with little to no teacher guidance so that teachers can spend time with small groups.

Strategies for Differentiating Booster Card Activities

Below-Level Learners

You may choose to support below-level learners with some or all of these suggestions:

- **Manipulatives:** Provide below-level learners with concrete or representational manipulatives to help them explore the mathematics concepts. PDFs of reproducible ten frames, number lines, and hundreds charts (pages 29–31) are available in the Digital and Audio Resources section.



- **Total physical response:** Challenge students to create hand motions to represent new math vocabulary.

Above-Level Learners

You may choose to support above-level learners with some or all of these suggestions:

- **New Booster Cards:** Have students create Booster Cards for books in your classroom library.
- **Photo Collage:** Challenge students to take real-world math photos that match the topics learned about in the *Focused Mathematics: Booster Pack*.

English Language Learners

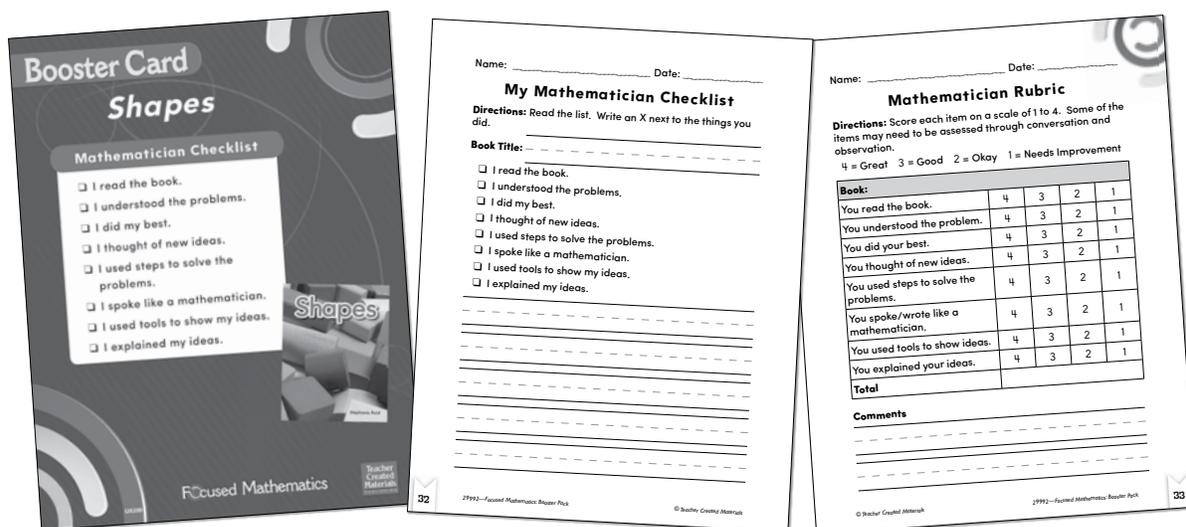
You may choose to support English language learners with some or all of these suggestions:

- **Professional Audio Recordings:** Model fluent reading by having English language learners listen to the professional audio recordings of the books that are available in the Digital and Audio Resources section.
- **Sentence Frames:** Support language development and acquisition with sentence frames, such as the following:
This shape is a _____. *It is above/ below/ beside _____.*

Assessing Activities

Each *Focused Mathematics: Booster Pack* offers multiple assessment opportunities. Teachers can gain insight into student learning through small-group observations and analysis of student responses to the Booster Card activities. These formal and informal assessments provide teachers with additional data to help make informed decisions about what to teach and how to teach it. An answer key is provided (pages 34–37) to help evaluate student responses.

The Mathematician Checklist on the back of the Booster Cards provides an opportunity for students to reflect on their work. Distribute copies of the *My Mathematician Checklist* activity sheet (page 32) to students to guide self-reflection. Use the *Mathematician Rubric* (page 33) to assess students' mathematical practices and processes. These rubrics may be used in conjunction with each other to guide conversation during teacher-student conferences.



▲ Use the Mathematician Checklist on each Booster Card as a quick reference while completing activities.

▲ Distribute copies of the *My Mathematician Checklist* (page 32) to students as a way to encourage self-reflection and mathematical practices and processes.

▲ Complete the *Mathematician Rubric* (page 33) to give students feedback.

Book Summaries

Below are summaries of each book for teacher reference. This way, teachers can decide which books match the content that they would like to cover with their students. Also, teachers can use these summaries as a way to begin a group discussion with students about the books.

One, Two, Buckle My Shoe

A group of friends gets ready to play a fun game in this illustrated version of the traditional rhyme.



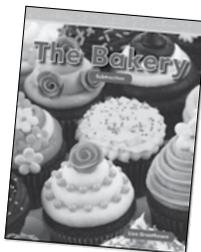
Shapes

Shapes are everywhere! Can you find all the shapes?



The Bakery

Bakeries sell lots of yummy treats. Come count at a bakery!



Fun in the Sun

Who doesn't love to have fun in the sun? There are so many things to add while playing outside!



Birds and Bugs

Birds and bugs are found in nature. Count the birds and bugs.



My Birthday Party

It is my birthday! Count with me!



Reading Levels

Teacher Created Materials takes great care to maintain the integrity of authentic informational text while leveling it to make the text accessible for all students. In this way, our content-area books provide rich informational reading experiences from which students can learn and be ready for the complexity of college and career level reading.

To preserve the authenticity of these reading experiences, it is crucial to maintain important academic and content vocabulary.

To support leveled instruction, new and challenging terms are used repeatedly and defined in text to promote understanding and retention.

The measures in this chart are for reference only. Books in the *Focused Mathematics: Booster Pack* series were chosen to include a range of grade-appropriate reading levels to support grade-level mathematics standards.

Note: Reading levels vary from program to program and do not correlate exactly.

Title of the Book	Lexile® Level	Guided Reading
<i>One, Two, Buckle My Shoe</i>	AD180L	F
<i>Shapes</i>	Wordless Book	Wordless Book
<i>The Bakery</i>	200L	D
<i>Fun in the Sun</i>	360L	F
<i>Birds and Bugs</i>	n/a*	A
<i>My Birthday Party</i>	n/a*	A

* As per Lexile® guidelines, posters, poetry, songs, and other nonprose texts do not have Lexile® measures.

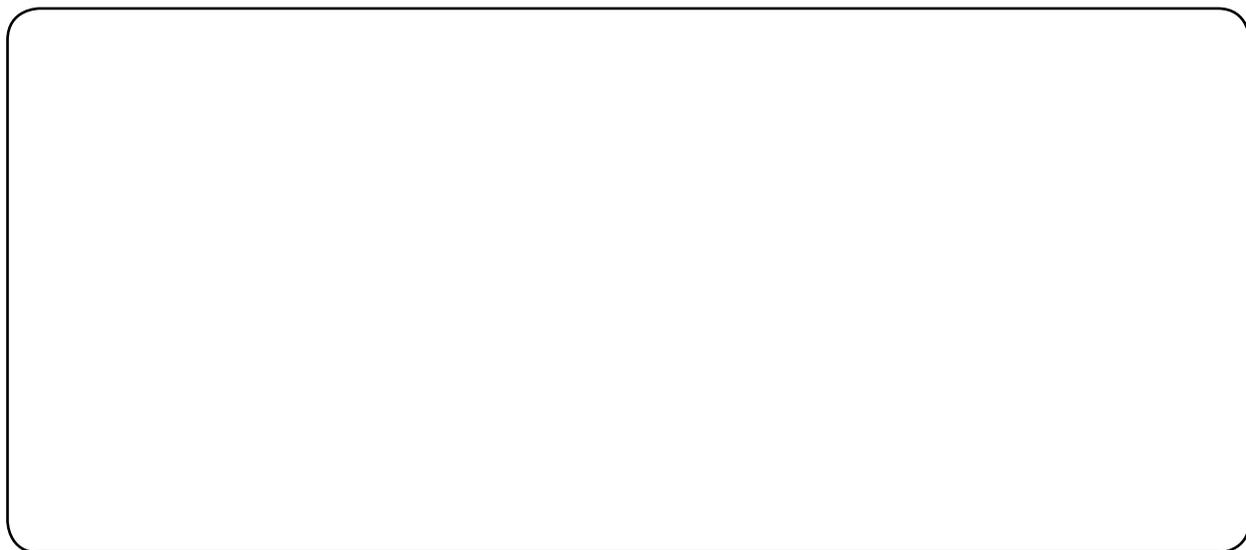
Name: _____ Date: _____

Booster Card Workspace A

Directions: Draw your answers in the box. Write your answers on the lines. Circle the activities you did.

Book Title: _____

Ask It · Talk about It · Model It · Estimate It
Explore It · Solve It · Prove It



Ask It · Talk about It · Model It · Estimate It
Explore It · Solve It · Prove It



Name: _____ Date: _____

Booster Card Workspace C

Directions: Draw your answers in the box. Circle the activities you did.

Book Title: - - - - -

Ask It · Talk about It · Model It · Estimate It
Explore It · Solve It · Prove It

Name: _____ Date: _____

Mathematician Rubric

Directions: Score each item on a scale of 1 to 4. Some of the items may need to be assessed through conversation and observation.

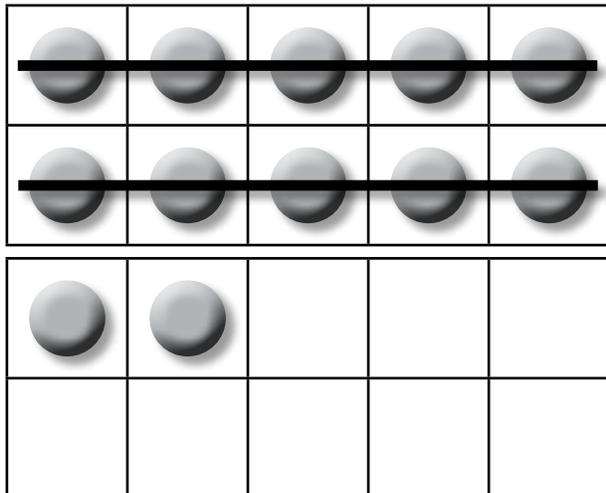
4 = Great 3 = Good 2 = Okay 1 = Needs Improvement

Book:				
You read the book.	4	3	2	1
You understood the problem.	4	3	2	1
You did your best.	4	3	2	1
You thought of new ideas.	4	3	2	1
You used steps to solve the problems.	4	3	2	1
You spoke/wrote like a mathematician.	4	3	2	1
You used tools to show ideas.	4	3	2	1
You explained your ideas.	4	3	2	1
Total				

Comments

Answer Key (cont.)

Prove It



Fun in the Sun

Ask It

Responses will vary but may include, “How many children are there?”

Talk about It

Responses will vary but may include, “There are two boys and two girls. How many children are there?”

Model It

Responses will vary but may include holding up 4 fingers and then another two and count 6.

Estimate It

Estimation should be between 30–40 sea star arms.

Explore It

Answers will vary and but the sum must be 10. Possible answers could be on a ten frame, number line, or using objects.

Solve It

Answers will vary but may include number sentences with addend 0 – 5.

Prove It

Yes, Luka is correct because when adding two addends the order does not matter.

Birds and Bugs

Ask It

Responses will vary but may include, “How many dots are there?”

Talk about It

There are more dots than bugs.

Model It

Answers will vary. Possible answers could be on a ten frame, number line, or using objects.

Estimate It

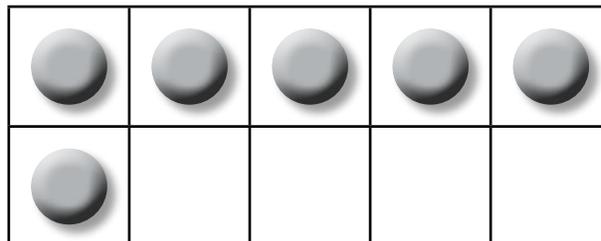
Estimations will vary. Possible estimation number should be between 10–20.

Explore It

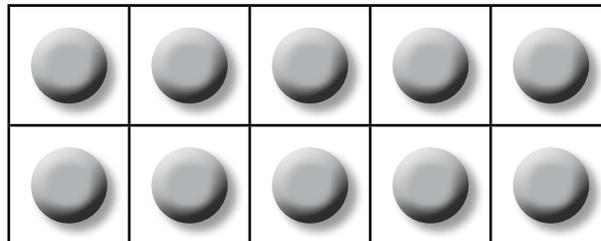
18 wings.

Solve It

4 more bees. $6 + \underline{\quad} = 10$



Prove It



My Birthday Party

Ask It

Responses will vary but may include, “How many friends are wearing stripes?”

Talk about It

Equal means the “same.”

Overview Card

Fun in the Sun

Book Summary

Who doesn't love to have fun in the sun? There are so many things to add while playing outside!

Objective

Understand addition as "putting together" and "adding to."

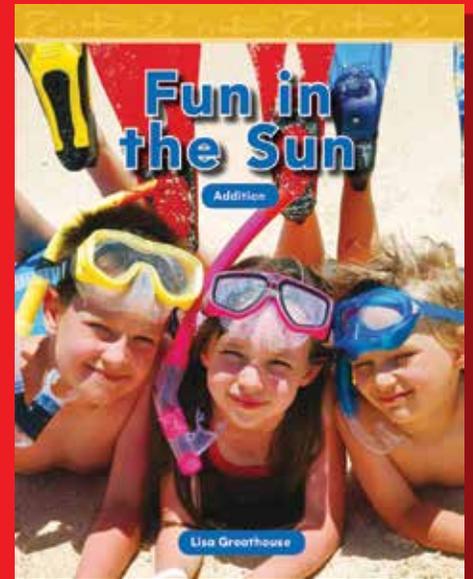
Mathematics Vocabulary

add more together in all
total sum addends

Cross-Content Connections

(Engineering) Engineers build things. To build something, you have to add parts together. This is another way to think of addition! Have students invent and draw something to shield people from the sun. Have students label parts of the invention.

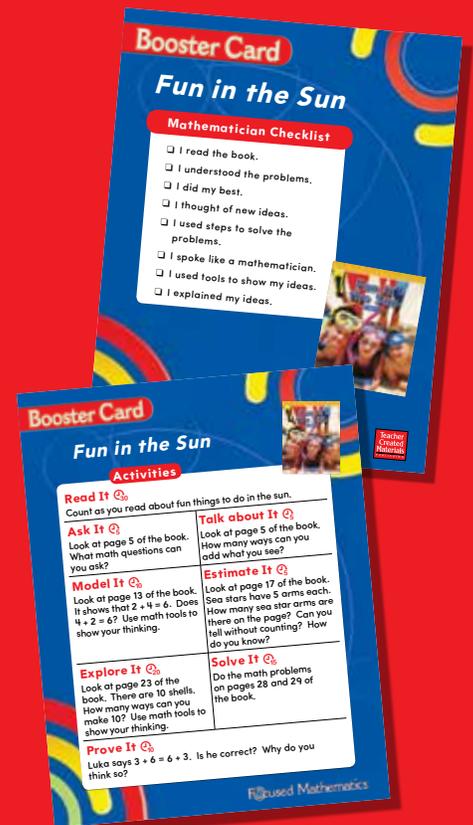
(Art) Making sandcastles is fun. You need to add sand and water to make the sand stick together. Have students build and sculpt sandcastles with sand and water.



Reading Levels

Lexile®: 360L

Guided Reading: F



30004 (i20256)

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Booster Card

Fun in the Sun

Activities



Read It C_{30}

Count as you read about fun things to do in the sun.

Ask It C_5

Look at page 5 of the book. What math questions can you ask?

Talk about It C_5

Look at page 5 of the book. How many ways can you add what you see?

Model It C_{10}

Look at page 13 of the book. It shows that $2 + 4 = 6$. Does $4 + 2 = 6$? Use math tools to show your thinking.

Estimate It C_5

Look at page 17 of the book. Sea stars have 5 arms each. How many sea star arms are there on the page? Can you tell without counting? How do you know?

Explore It C_{20}

Look at page 23 of the book. There are 10 shells. How many ways can you make 10? Use math tools to show your thinking.

Solve It C_{15}

Do the math problems on pages 28 and 29 of the book.

Prove It C_{10}

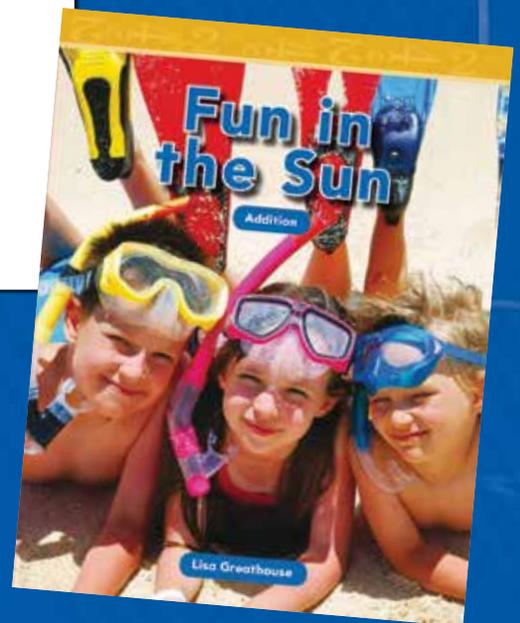
Luka says $3 + 6 = 6 + 3$. Is he correct? Why do you think so?

Booster Card

Fun in the Sun

Mathematician Checklist

- I read the book.
- I understood the problems.
- I did my best.
- I thought of new ideas.
- I used steps to solve the problems.
- I spoke like a mathematician.
- I used tools to show my ideas.
- I explained my ideas.





Fun in the Sun

Addition

Lisa Greathouse

Consultants

Chandra C. Prough, M.S.Ed.
National Board Certified
Newport-Mesa
Unified School District

Jodene Smith, M.A.
ABC Unified School District

Publishing Credits

Dona Herweck Rice, *Editor-in-Chief*
Lee Aucoin, *Creative Director*
Chris McIntyre, M.A.Ed., *Editorial Director*
James Anderson, M.S.Ed., *Editor*
Aubrie Nielsen, M.S.Ed., *Associate Education Editor*
Neri Garcia, *Senior Designer*
Stephanie Reid, *Photo Editor*
Rachelle Cracchiolo, M.S.Ed., *Publisher*

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5301 Oceanus Drive
Huntington Beach, CA 92649-1030
<http://www.tcmpub.com>

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Table of Contents

Fun in the Sun	4
You Try It!	24
Solve the Problem	28
Glossary	30
Answer Key	32



The sun is out.



Time to cool off!





1 tube



1 tube

Add!



$$1 + 1 = 2$$

**There are 2 tubes
in all.**





1 slide



2 slides

Add!



+



$$1 + 2 = 3$$

There are 3 slides
in all.





3 kids



2 kids

Add!



+



$$3 + 2 = 5$$

There are 5 kids
in all.





2 pinwheels



4 pinwheels

Add!



$$2 + 4 = 6$$

There are 6
pinwheels in all.



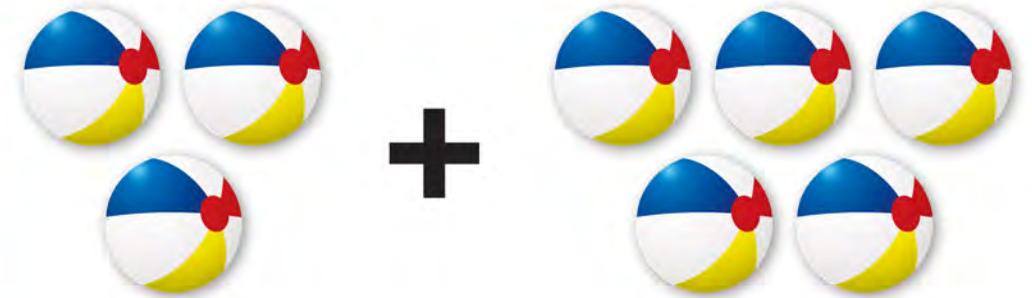


3 beach balls



5 beach balls

Add!



$$3 + 5 = 8$$

There are 8 beach balls in all.



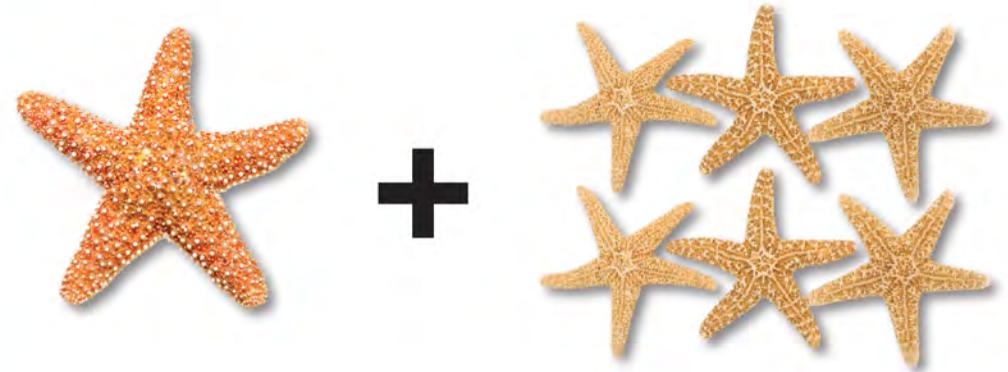


1 sea star



6 sea stars

Add!



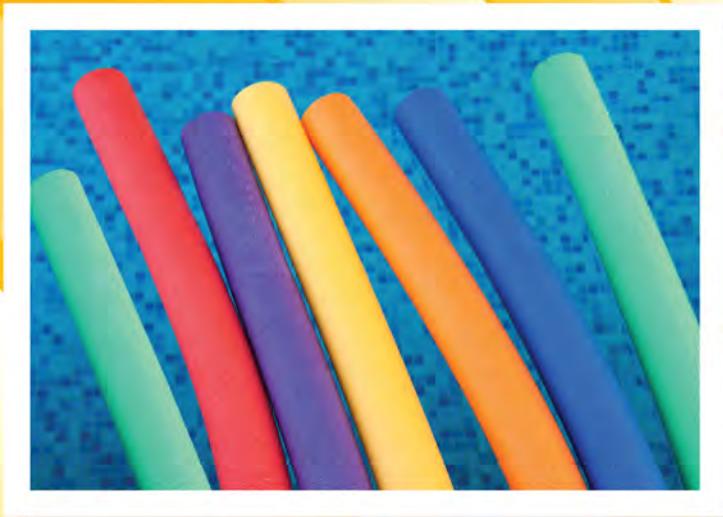
$$1 + 6 = 7$$

**There are 7 sea stars
in all.**



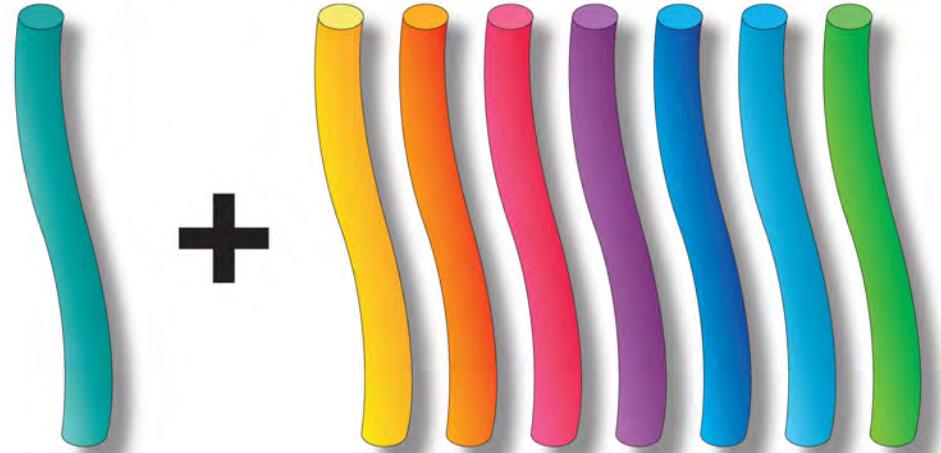


1 water toy



7 water toys

Add!



$$1 + 7 = 8$$

There are 8 water toys in all.



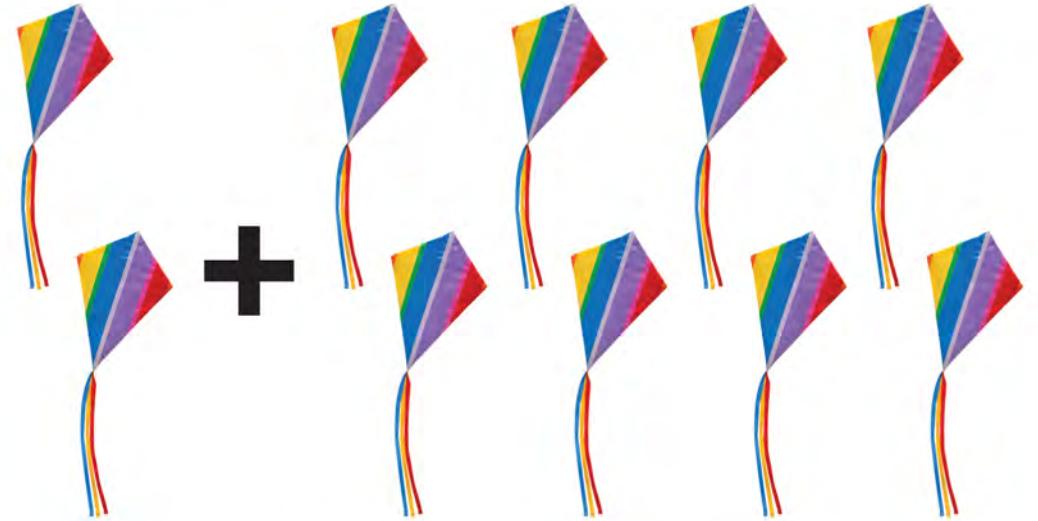


2 kites



8 kites

Add!



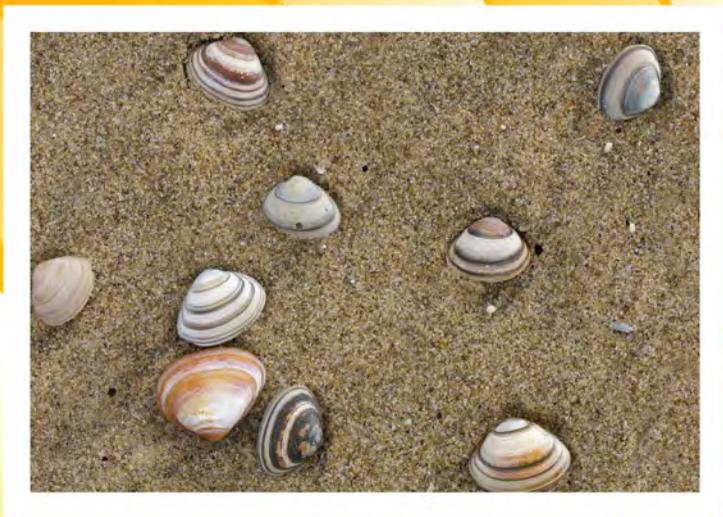
$$2 + 8 = 10$$

**There are 10 kites
in all.**



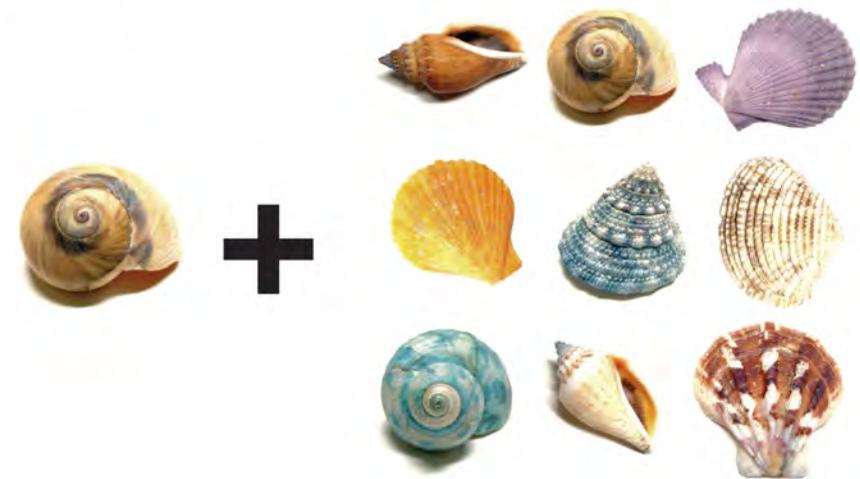


1 shell



9 shells

Add!



$$1 + 9 = 10$$

There are 10 shells
in all.



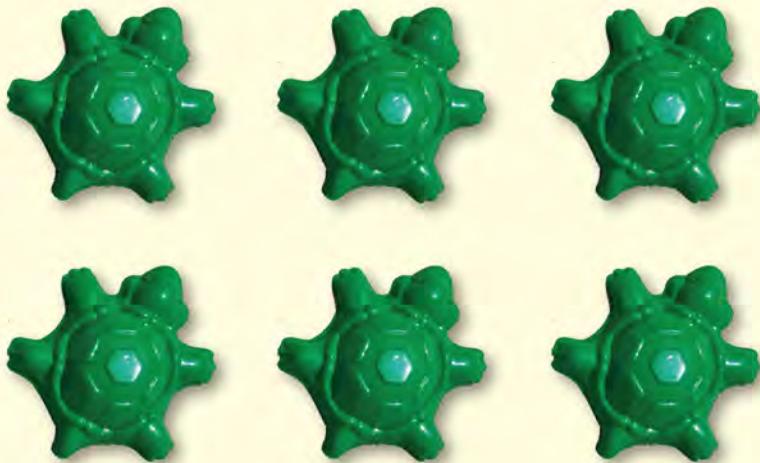
YOU TRY IT!

How many toys in all?

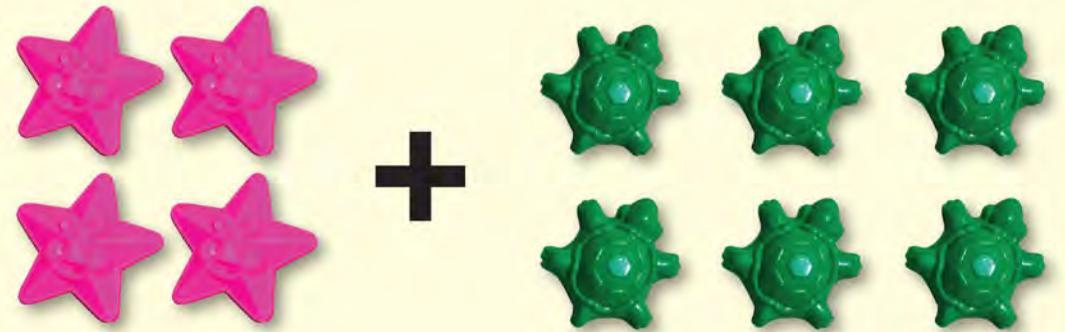
4 beach toys



6 beach toys



Add!



$$\boxed{4} + \boxed{6} = \boxed{}$$



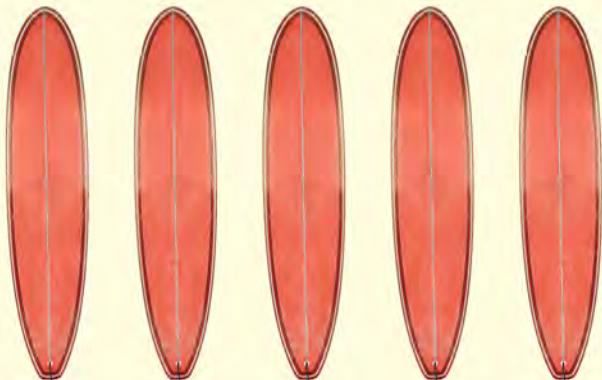
YOU TRY IT!

How many surfboards
in all?

3 surfboards



5 more surfboards



Add!

$$\square + \square = \square$$



SOLVE THE PROBLEM

How many jumping jacks can you do?



Materials

- ✓ number cards 0–5
- ✓ pencil
- ✓ paper

- 1** Pick a number card. Do that many jumping jacks.
- 2** Pick another card. Do that many jumping jacks.
- 3** Add. Write a number sentence to show how many jumping jacks you did in all.

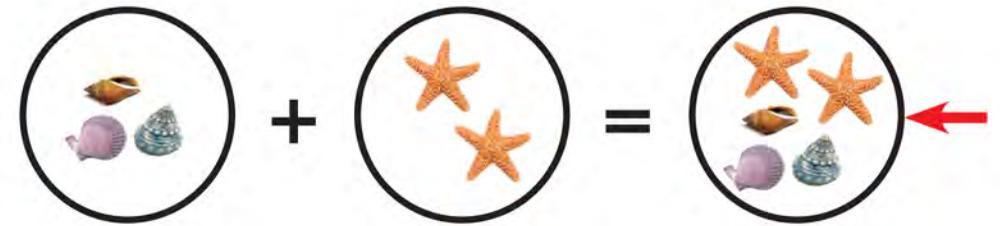


Glossary

add—to find how many things there are in all



all—the whole amount



ANSWER KEY

You Try It!

Pages 24–25:

$$4 + 6 = 10$$

There are 10 beach toys in all.



Pages 26–27:

$$3 + 5 = 8$$

There are 8 surfboards in all.



Solve the Problem

Answers will vary.