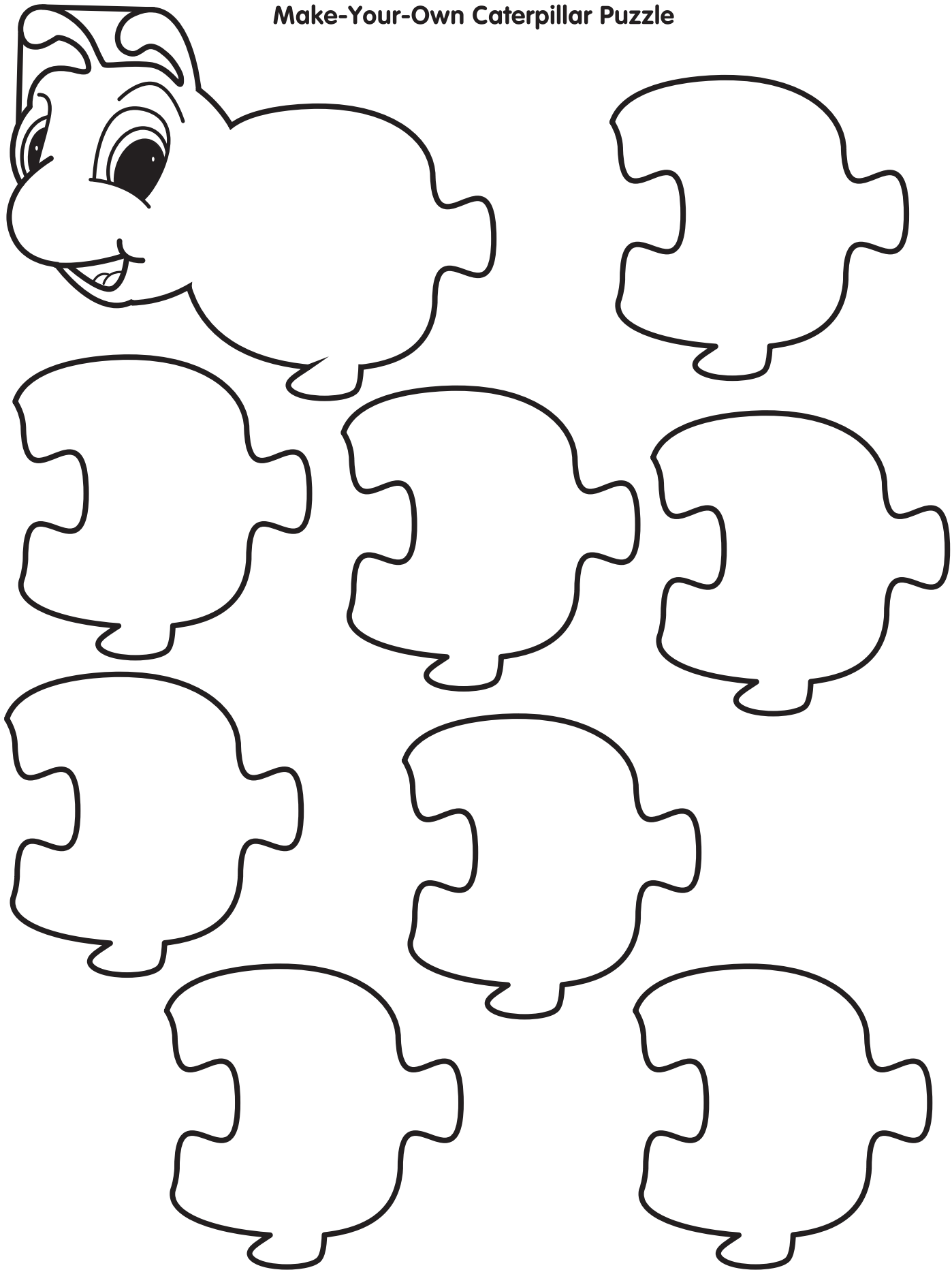


Make-Your-Own Caterpillar Puzzle



Really Good Stuff® Instructional Guide  
Caterpillar Puzzles Set – Counting How Many through 10

- This Really Good Stuff® product includes:**
- 12 Two-Sided Caterpillar Heads
  - 96 Two-Sided Caterpillar Sections
  - Storage Box
  - This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **Caterpillar Puzzles Set – Counting How Many through 10**—interactive, self-checking caterpillar-shaped puzzles that are the perfect way for students to gain number sense and practice counting for the numbers from 0 to 10.

**Meeting the Standards**  
This Really Good Stuff® **Caterpillar Puzzles Set - Counting How Many through 10** aligns with the Common Core State Standards for Mathematics below. For alignment with other state standards, please refer to our Web site's Standards Match.

- Counting and Cardinality**  
**Grade K Overview**
- Count to tell the number of objects.
  - K.CC.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
  - K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
  - K.CC.B.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - K.CC.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**Preparing the Caterpillar Puzzles Set - Counting How Many through 10**  
Before introducing the **Caterpillar Puzzles Set – Counting How Many through 10**, make copies of this Really Good Stuff® Instructional Guide, and file the pages for future use. Or, download another copy from our Web site at [www.reallygoodstuff.com](http://www.reallygoodstuff.com). Display the **Puzzles Set** where students can interact with it easily. Store the **Puzzles** in the **Storage Box** when not in use.

**Introducing the Caterpillar Puzzles Set – Counting How Many through 10**  
Gather students near a board and around a table on which you have placed the **Caterpillar Head** with the number 3 and the appropriate **Caterpillar Sections** placed randomly beside it. Explain to students that they are going to create a **Caterpillar Puzzle** that features different ways to represent the number 3. Then hold up each of the **Caterpillar Sections**, and ask students to share what they notice. Point out that

- the **Caterpillar Head** features the numeral 3, and that the **Caterpillar Sections** display that number in many ways, such as the number of fingers, in a dice pattern, within a ten-frame, with tally marks, and in various types of groupings (e.g., random, in a line, and in a circle). Review each type of representation with the students:
- **Fingers:** Ask students to hold up the number of fingers that represent the number on the **Caterpillar Head**. Ask them to say the number. Explain that for numbers up through 10, they can hold up fingers to show that number. Ask a student to find the **Caterpillar Section** with the fingers on it and hand it to you. Hold up the 3 **Finger Caterpillar Section** to show students. For more advanced students, ask a student to go to the board and write the number. Turn the **Caterpillar Section** over to show the corresponding numeral, and have a student attach the **Caterpillar Section** to the **Caterpillar Head**. (If necessary, model how to place the **Caterpillar Section** on the **Caterpillar Head** by matching the tabs.)
  - **Dice Patterns:** Explain to students that the dots on a die represent a number and are easy to recognize. Hold up the 3 **Die Pattern Caterpillar Section**, and have a student count the dots on the die and say the number aloud. Turn the **Caterpillar Section** over to show the corresponding numeral, and have a student add the **Caterpillar Section** to the **Puzzle**.
  - **Ten-Frame:** Explain to students that the dots on a ten-frame represent a number. Hold up the 3 **Ten-Frame Caterpillar Section**, and choose a student to count each dot and say the number aloud. Turn the **Caterpillar Section** over to show the corresponding numeral and have a student attach the **Caterpillar Section** to the growing **Puzzle**.
  - **Tally Marks:** Explain to students that tally marks represent a number. Hold up the 3 **Tally Mark Caterpillar Section**, and choose a student to count the tally marks and say the number aloud. Turn the **Caterpillar Section** over to show the corresponding numeral and have a student attach the **Caterpillar Section** to the **Puzzle**.
  - **Object Counting:** Explain to students that the different pictures on the **Caterpillar Sections** are arranged in different groupings. Hold up the 3 **Bananas Section**, the 3 **Penguins Section**, the 3 **Ladybugs Section**, or the 3 **Children Section**. Choose a student to count the objects one at a time and say the number aloud. Turn the **Caterpillar Section** over to show the corresponding numeral, and have a student attach the **Caterpillar Section** to the **Puzzle**. Repeat this process with the three remaining **Caterpillar Sections** with three objects on them, explaining to students that the groups of objects on these **Sections** can be in different arrangements, such as in a line, in a circle, or randomly scattered.
- Once the 3 **Caterpillar Puzzle** is complete, congratulate students for a job well done. For extra counting practice, point to each piece in the **Puzzle** as students chorally count them.

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Caterpillar Puzzles Set – Counting How Many through 10

Show them how to check their answers by turning the Puzzle over to see if all of the numerals match. Explain to students that if they are working on a Puzzle and a Caterpillar Section does not match, they are to remove that Caterpillar Section and replace it with the correct one.

Counting and Matching

Give your students practice in one-to-one correspondence and counting with this small group activity. Place all of the Caterpillar Heads and all of the Tally Mark Caterpillar Sections on a table. Gather a small group of students where they can all see the pieces. Ask for a student to select one Tally Mark Caterpillar Section and hold it up for the group. Have the student point to each tally mark as the group counts them together. Then, choose a student to pick up the Caterpillar Head with the corresponding numeral on it. Repeat the activity with different types of Caterpillar Section pieces for more practice.

Learning Center

Make copies of the Caterpillar Counting Reproducible and put them in a basket at a center along with a pencil. Make copies of the Caterpillar Counting Certificate Reproducible and have them on hand to award to students. For the earliest learners, you may wish to name and date the reproducibles ahead of time. For early learners, choose three or fewer of the Caterpillar Heads and place them on the table in the center. Place the appropriate Caterpillar Sections nearby in the center. Choose a student to work at the center and have him or her complete the Caterpillar Puzzles. Instruct the student to arrange the Caterpillar Head Pieces in numerical order vertically on the table and then attach the Caterpillar Sections to each Caterpillar Head to complete the puzzles. When all of the Puzzles are complete, have the student turn them over to check his or her work. When all of the Puzzles are correct, have the student write his or her name and date on a Caterpillar Counting Reproducible, check the boxes for the numbers he or she worked on, and turn it in to you. When a student is ready for a more challenging center, place the pieces for additional Caterpillar Puzzles in the center.

Make Your Own Caterpillar Puzzle

Copy and distribute the Make-Your-Own Caterpillar Puzzle Reproducible, and have students fill it in for the number of the day. For example, if the number of the day is 3, students would fill in the Caterpillar Head with the number 3 and fill in the Caterpillar Sections with dice dots, tally marks, stars, a ten-frame, etc. When finished, have students cut out the pieces, and store them in a zippered plastic bag to take home and share with their families.

Caterpillar Races Game

Divide your students into cooperative groups, and give each group two or three Caterpillar Head Pieces. Spread out the Caterpillar Sections on a large table. To start the game,

one member of each group goes up to the table, chooses a Caterpillar Section to attach to one of the Caterpillar Heads for the group, and puts the Caterpillar Section in place. Once the Caterpillar Section is in place, a second member goes up to the table to choose another Caterpillar Section to put it into place, and so on. The game continues until one group completes their Caterpillar Puzzles and checks them for accuracy. The group then raises their hands so you may check their work. Write the winning team's name on the board next to first place and then continue until you have second- and third-place winning groups.

For a more challenging game, have students put together their Caterpillar Puzzles in a certain order. Write the order you wish (for example, Dice Patterns, Fingers, Objects in a Line, Objects in a Circle, Ten-Frame, Random Objects, Objects in an Array, Tally Marks) on the board so that students need to look for a specific kind of section to add to their group's Puzzle.

Blank Pieces – Higher Numbers

Use a dry erase marker to label the Blank Caterpillar Head with a numeral higher than 10. Then, draw different representations of that number on the Blank Caterpillar Sections to create a Puzzle for different numbers.

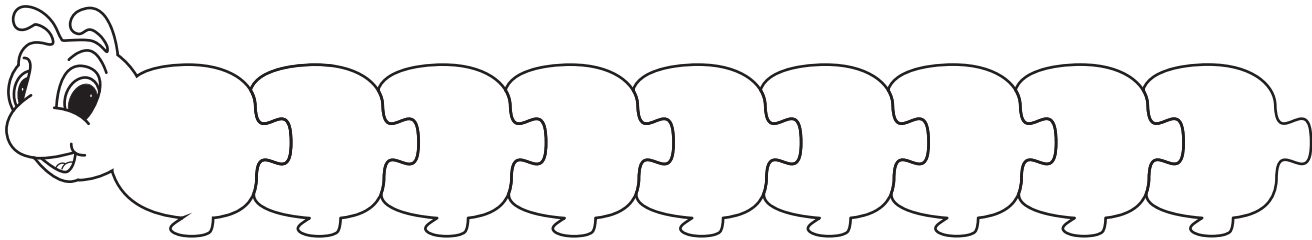
For a challenge, use a dry erase marker to label the Blank Caterpillar Head with a numeral or a number set. Divide your students into groups of two or three and give each group one of the Blank Caterpillar Sections and a dry erase marker. Have each group represent the number that is on the Caterpillar Head in a way they choose. For example, students may make a drawing or a set, draw a ten-frame, use tally marks, write the numbers before and after the number, or write the number word.

Make several copies of the Make-Your-Own Caterpillar Puzzle Reproducible, and label each Caterpillar Head with higher numbers, such as 11, 12, 13, etc. Then, label the Caterpillar Sections with the number representations. Laminate the reproducibles, cut them apart, store them in a zippered plastic bag to place at a center or to send them home with students for a challenge.

Blank Pieces – Other Ways to Show Numbers

Use the Blank Caterpillar Sections to add another representation of numbers to your Caterpillar Puzzles. For example, write one of the number words one through nine on a Blank Caterpillar Section. Add these to the assortment of Pieces of your Caterpillar Puzzles to give students an extra challenge. Other ideas for using the Blank Caterpillar Sections include addition problems, subtraction problems, and the numbers before and after a numeral. For example, write 1 + 2 on a piece to go with the 3 Caterpillar Puzzle or 4, \_ 6 on a piece to go with the 5 Caterpillar Puzzle.

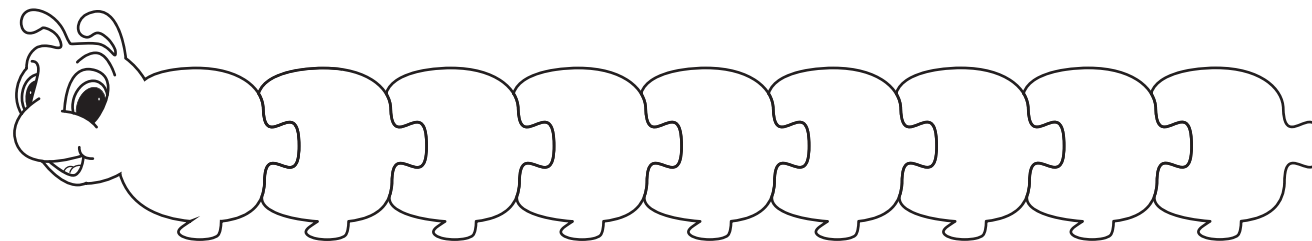
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Circle the number for each puzzle you completed correctly.

0 1 2 3 4 5  
6 7 8 9 10

Color the caterpillar.



I can count from 0 to 10!

Ask me the different ways to show my numbers.

\_\_\_\_\_  
Name Date