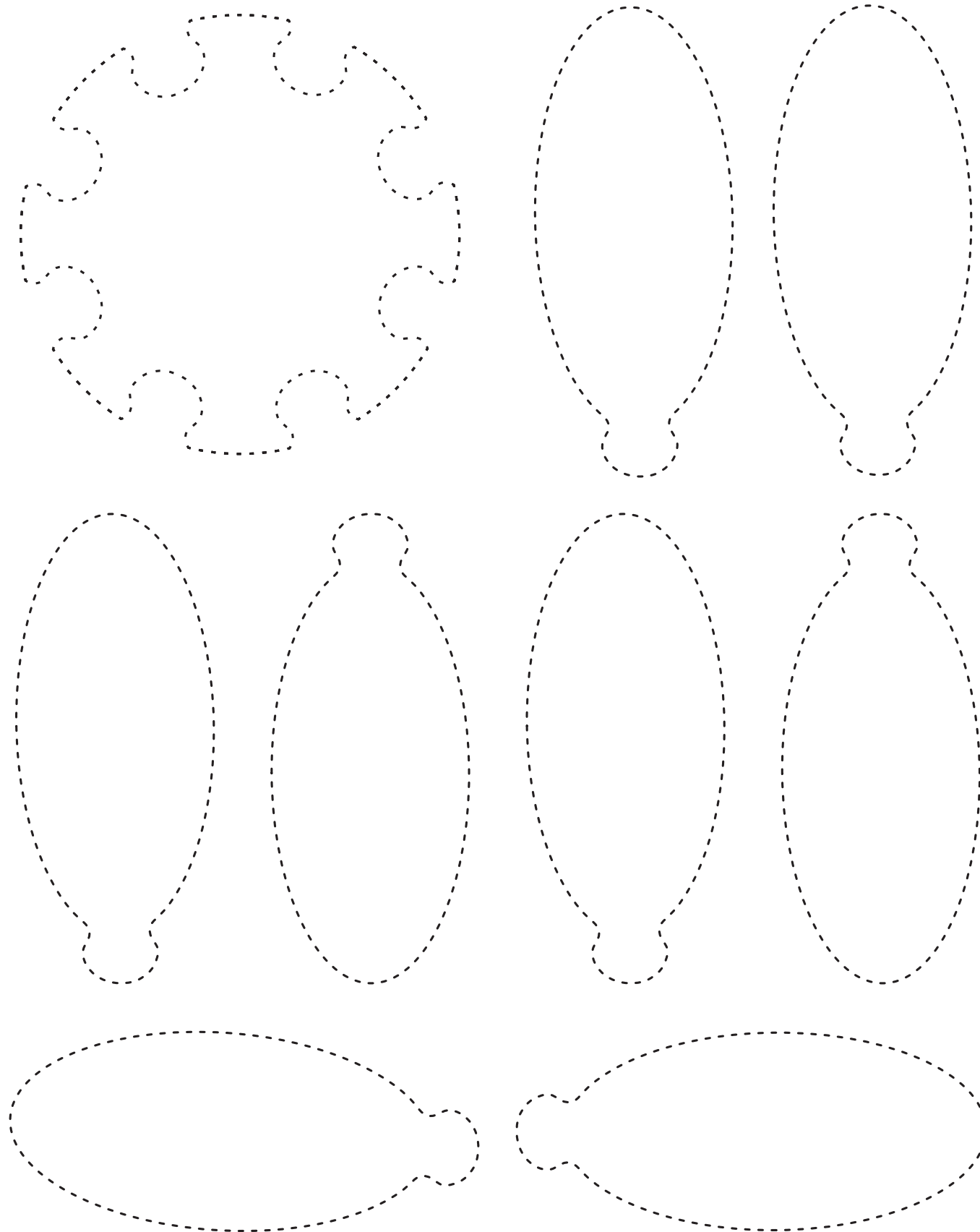


Higher Number Daisy Puzzle



Really Good Stuff® Instructional Guide

Daisy Puzzles Set - Number Sense 11 to 20

This Really Good Stuff® product includes:

- 11 Daisy-Center Pieces
- 88 Petal Pieces
- Storage Box
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® Daisy Puzzles Set - Number Sense 11 to 20—a set of interactive, self-checking daisy-shaped puzzles to practice and develop number sense for numbers 11–20.

Meeting the Standards

The Really Good Stuff® Daisy Puzzles Set - Number Sense 11 to 20 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

- 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.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.

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 Daisy Puzzles Set - Number Sense 11 to 20

Before introducing the Daisy Puzzles Set - Number Sense 11 to 20, 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. Store the Puzzles in the Storage Box.

Introducing the Daisy Puzzles Set - Number Sense 11 to 20

Place the Daisy-Center Piece with the number 11 and the appropriate Petal Pieces in a random arrangement on a classroom table.

Gather students around the table, and explain that they are going to complete a Daisy Puzzle for the number 11. Show students how the Petal Pieces fit into the Daisy-Center

Piece. Hold up each of the Petal Pieces, and ask students to share what they notice. If necessary, point out that the Daisy-Center Piece features the numeral 11, and that the Petal Pieces display that same number in many different ways: As a number word, a dice pattern, in an array pattern, in a random grouping, within ten-frames, with tally marks, and as the number before and the number after. Review each type of representation with students:

- **Number Words:** Write the word *eleven* on a piece of chart paper. Ask a student to trace the word, saying each letter aloud and then to read the word. Hold up the Number Word *Eleven* Petal Piece to show students. Turn over the Petal Piece to show the corresponding numeral, and have a student place the Petal Piece in the Daisy Center Piece.
- **Dice Patterns:** Hold up the *Eleven Dice Pattern* Petal Piece, and remind students that the dots on a die represent a number. Choose a student to touch each dot in the pattern and count the number of dots aloud. Turn over the Petal Piece to show the corresponding numeral, and have a student place the Petal Piece in the Daisy Center Piece.
- **Ten-Frame:** Review that the dots on a ten-frame represent a number. Hold up the *Eleven Ten-Frame* Petal Piece, and have a student touch each dot in the pattern while counting the dots aloud. Point out that we also know that the total is 11, because one ten-frame is completely full (10 dots) and there is 1 additional dot in another frame, making a total of 11 dots. Turn the Petal Piece over to show the corresponding numeral, and have a student place the Petal Piece in the Daisy Center Piece.
- **Tally Marks:** Remind students that tally marks represent a number. Hold up the *Eleven Tally Mark* Petal Piece, and invite a student to count the total number of tally marks on the Petal Piece. Ask students to give suggestions on how to count tally marks, reviewing that a "bundle" of tally marks is counted as five and that a single tally mark is counted as one. If necessary, indicate that this Petal Piece has two bundles and one single tally mark, making a total of 11. Turn over the Petal Piece to show the corresponding numeral, and have a student place the Petal Piece in the Daisy Center Piece.
- **Random Grouping:** Explain to students that the smiley faces on the Petal Pieces belong to a group. Hold up the *Eleven Smiley Faces* Petal Piece, and have a student count aloud, as he or she touches each smiley face. Stress the importance of careful counting, and have a student count the random grouping again to be sure of the total. Turn over the Petal Piece to show the corresponding numeral, and have a student place the Petal Piece in the Daisy Center Piece.
- **Counting in an Array:** Explain to students that the stars on the Petal Pieces are in an array formation for easier counting. Hold up the *Eleven Stars* Petal Piece, and invite a student to count the stars aloud, as he or she

Daisy Puzzles Set - Number Sense 11 to 20

touches each one. Explain to students that the stars are arranged in equal rows, and review that the array shows two rows of five stars each and one row with one star making it easy to count: five, ten, and one makes eleven. Stress the importance of identifying the counting pattern, and have a student count the stars in the array a second time to be sure of the total. Turn over the *Petal Piece* to show the corresponding numeral, and have a student place the *Petal Piece* in the *Daisy Center Piece*.

- **Before Numbers:** Hold up the *Before Petal Piece* for the number 11. Choose a student to read the sentence on the *Petal* and say the answer aloud. If necessary, point out on a number line that the number 10 comes before the number 11. Turn over the *Petal Piece* to show the corresponding numeral, and have a student place the *Petal Piece* in the *Daisy Center Piece*.
- **After Numbers:** Hold up the *After Petal Piece* for the number 11. Choose a student to read the sentence on the *Petal* and say the answer aloud. If necessary, point out on a number line that the number 12 comes after the number 11. Turn over the *Petal Piece* to show the corresponding numeral, and have a student place the *Petal Piece* in the *Daisy Center Piece*.

Once the *Eleven Daisy Puzzle* is complete, congratulate students on a job well done. Demonstrate how students can check their answers by turning the *Puzzle Pieces* over to see if all of the numerals match. Explain to students that if they are working on a *Puzzle*, and a *Petal Piece* does not match, they are to remove it and replace it with the correct one.

Daisy Puzzles Learning Center

Make copies of the *Daisy Puzzle Certificates Reproducibles*, and cut them apart. Begin by putting the 11-15 certificates in a basket at a center along with a pencil, and store the remaining 11-20 certificates for future use. Place the *Daisy-Center Pieces* for the numbers from 11-15 and the appropriate *Petal Pieces* in the center. Tell students that they are to place the *Daisy-Center Pieces* in order on the table, the *Petal Pieces* nearby, and then complete the puzzles. When all of the *Puzzles* are complete, tell them that they are to turn over the *Puzzle Pieces* to check their work. Once all of the *Puzzles* are correct, have students write their names and the dates on a 11-15 *Daisy Puzzle Certificates Reproducible*, and give it to you. After recording the completion of the center work, send the certificates home to share with their caregivers.

As students become ready for more challenging work, increase the number of *Daisy-Center Pieces* and *Petal*

Pieces in the center, and include the higher level certificates. When all of the *Puzzles* are complete, repeat the above process.

Grouping Daisies Game

Divide students into cooperative groups, and give each group two or three *Daisy-Center Pieces*. Spread out the *Petal Pieces* on a large table. To start the game, one member of each group goes to the table, chooses a *Petal Piece* to attach to one of the *Daisy-Center Pieces* for the group, and puts the *Puzzle Piece* in place. Then a second member goes to the table and chooses another *Petal Piece* to put into place. The game continues until one group completes their *Puzzles*, and checks them for accuracy. The group then alerts you so that you may check their work.

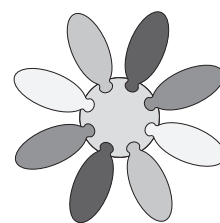
Addition and Subtraction

Show students one of the *Daisy-Center Pieces* and five of the seven corresponding *Petal Pieces*. Have students assemble what they can of this *Puzzle*. Then show the students the blank *Petal Pieces*, and encourage them to work as a group to come up with an addition number sentence that equals the *Daisy-Center Piece*. Have a student use a dry erase marker and write the addition problem on the blank *Petal*, and place it in the *Puzzle*. If appropriate for your class, repeat this process with another blank *Petal Piece*, writing a subtraction number sentence that equals the *Daisy-Center Piece*.

Higher Number Daisy Puzzle

Make several copies of the *Higher Number Daisy Puzzle Reproducible*, and label each *Daisy-Center Piece* with numbers that are higher than 20. Challenge students to use a dry erase marker and label the blank *Petal Pieces* with representations for that number and to complete the puzzle together. Label the backs of the *Petal Pieces* of the *Higher Number Daisy Puzzle Reproducible* with matching numerals, laminate the reproducibles, cut them apart, store each number set in a zippered plastic bag, and place them at a center for a challenge.

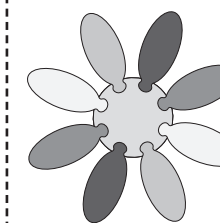
Variation: Copy the *Higher Number Daisy Puzzle Reproducible*. Have students generate numbers to write on the *Daisy-Center Pieces*. Ask them to write the appropriate number representations on the *Petal Pieces*. Urge students to work in groups of three or four to solve one another's puzzles. Once completed, label the backs of the *Petal Pieces* with the corresponding numeral, laminate the reproducibles, cut them apart, store each number set in a zippered plastic bag, and place them at a center for a challenge.



I completed the Daisy Puzzles from 11 to 15!

Name _____

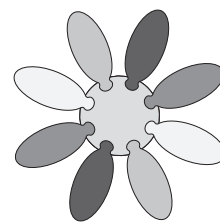
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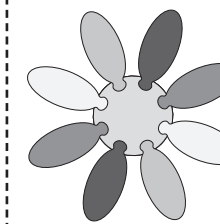
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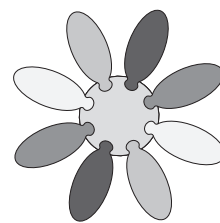
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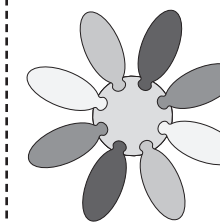
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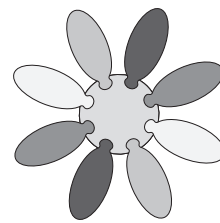
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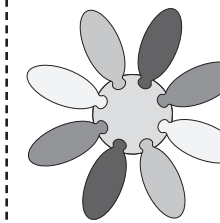
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