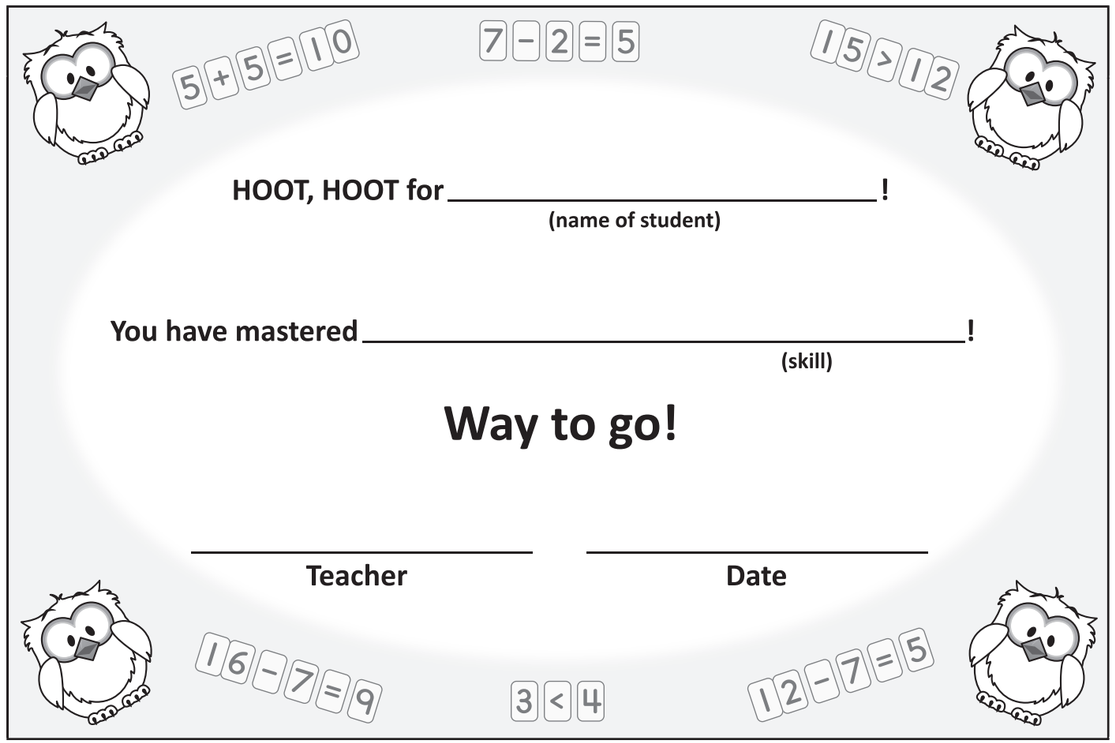
Five Points to Win

Make a tally mark for each *Task Card* that you answer correctly. The first player to get 5 points wins.

Partner 1	Partner 2



Really Good Stuff®

Numbers to 20 Magnets and Task Cards Kit

This Really Good Stuff® product includes:
- 160 Magnets
- 40 Two-sided Task Cards
- Zippered Storage Bag
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **Numbers to 20 Magnets and Task Cards Kit**—an interactive magnetic activity for students to practice counting, adding, subtracting, and comparing within 20.

Meeting the Standards

The Really Good Stuff® **Numbers to 20 Magnets and Task Cards Kit** is aligned with the Common Core State Standards for Mathematics below. For alignment with other state standards, please refer to our website's Standards Match.

Counting and Cardinality

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.

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.A.5 Fluently add and subtract within 5.

1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.

1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ____ - 3, 6 + 6 = ____.

Number and Operations in Base Ten

K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

K.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Preparing the Numbers to 20 Magnets and Task Cards Kit

Before introducing the **Numbers to 20 Magnets and Task Cards Kit**, make copies of this Really Good Stuff® Instructional Guide, cut apart the reproducibles, and file the pages for future use. Or, download another copy of it from our website at www.reallygoodstuff.com. Gently break apart the Magnets. Sort the Task Cards by color (green border for counting within 10; dark blue border for counting within 20; purple border for addition within 10; orange border for addition within 20; light blue border for subtraction within 10; pink border for subtraction within 20; red border for comparing within 10; and gold border for comparing within 20). You may choose to band like Cards together or store them in small plastic bags.

All instructional guides can be found online.

Really Good Stuff®

Numbers to 20 Magnets and Task Cards Kit

Divide the number *Magnets* into two sets (red and blue) to use on the magnetic surfaces. Keep the *Task Cards* and *Magnets* in the *Zippered Storage Bag* when not in use.

Introducing the *Numbers to 20 Magnets and Task Cards Kit*

Gather your students and have the magnetic surfaces, *Magnets*, and *Task Cards* nearby. Depending on the skill level of your class, read the front of a *Counting Task Card* aloud. Choose a student to count the number of owls on the *Card*. Then ask the student to place the same number of *Owl Magnets* on the magnetic surface. Ask a different student to choose the *Number Magnet* that represents the amount of owls shown and place the *Number Magnet* next to the *Owl Magnets*. Show students that when the *Card* is turned over to the reverse side, they can use it to self-check the answer. Choose a student to remove the *Magnets*, place them nearby, and then choose another *Task Card*.

Next, read the front of an *Addition Task Card* aloud. Choose a student to count the number of owls on the *Card*, and have that student place the same number of *Owl Magnets* on the magnetic surface. Ask a different student to choose the *Number* and *Symbol Magnets* and place them next to the *Owls* to show the addition problem. Have the student turn the *Card* over to self-check his or her work.

Repeat modeling for students with a *Subtraction* and a *Comparison Task Card* until they are comfortable using the *Cards* independently.

Individual Practice

Make several copies of the *Individual Practice Reproducible*. Choose appropriate *Task Cards* for a student's level, write the skill on the reproducible, and distribute them along with a magnetic surface and *Magnets* at a table or student's desk. Direct the student to select a *Card* and use the *Magnets* to show his or her answer, then flip the *Card* over to self-check. If correct, have the student mark a reproducible with his or her success. If incorrect, have the student try again. Remind the student to remove the *Magnets* before choosing another *Task Card*. When a student has completed all of the chosen *Cards*, ask him or her to place the *Magnets* and *Cards* back into the *Storage Bag* and return it to you.

Working in Partners

Make several copies of the *Partner Reproducible*. Choose appropriate *Task Cards* for your students' level and place them along with the magnetic surfaces, *Magnets*, and reproducibles at a table or center. Choose two students or two pairs of partners to select a *Card* and use the *Magnets* to show their answer, then flip the *Card* over to self-check. If students are correct, have them mark a reproducible with their success. If incorrect, have them repeat the activity until they get a correct answer. Remind students to remove the *Magnets* before choosing another *Task Card*. When they have completed all of the chosen *Cards*, remind them to place the *Magnets* and *Cards* back into the *Storage Bag* to be ready for the next students.

Working in Small Groups

Make several copies of the *Small Group Reproducible*. Choose appropriate *Task Cards* for a group's level and the skill you wish them to practice. Place the *Cards* you have selected along with magnetic surfaces, the *Magnets*, and the reproducibles at a table or center. Choose a small group of students to pick a *Card* and use the *Magnets* to show their answers, then flip the *Card* over to self-check. If students are correct, have them mark a reproducible with their success. If incorrect, have them repeat the activity until they get a correct answer. Remind students to remove the *Magnets* before choosing another *Task Card*. When they have completed all of the *Cards*, remind them to place the *Magnets* and *Cards* back into the *Storage Bag* to be ready for the next group.

Five Points to Win

Challenge two students to compete against each other for a fun math game. Make copies of the *Five Points to Win Reproducible*. Select *Task Cards* to match your students' level and the skill you wish them to practice. Place the magnetic surfaces, *Magnets*, *Cards*, and reproducibles at a center. Direct students on how to play the game. Partner 1 chooses a *Card* and reads it out loud. Partner 2 uses the *Magnets* to display the answer. Partner 1 checks the answer on the back of the *Card*. If Partner 2 is correct, he or she wins a point. If incorrect, he or she loses a point. Have the partners take turns. The first student to reach five points is the winner.

HOOT! HOOT! for Progress

Make copies of the *HOOT! HOOT! Reproducible* and have them ready to fill in for students who have mastered the skill of counting, adding, subtracting, or comparing within 10 or 20. Encourage students to color the reproducible and take it home to share their progress with their caregivers.

Individual Practice Reproducible

Name: _____ Skill: _____

Color the smiley face yellow if you are correct on the first try. Color the smiley face orange if you got it correct on the second try.

1. 
3. 
5. 
7. 
2. 
4. 
6. 
8. 

Partner Reproducible

Names: _____ Skill: _____

Color the owl green if you are correct on the first try. Color the owl blue if you got it correct on the second try.

1. 
3. 
5. 
7. 
2. 
4. 
6. 
8. 

Small Group Reproducible

Names: _____ Skill: _____

Color the check mark red if you are correct on the first try. Color the check mark yellow if you got it correct on the second try.

1. 
3. 
5. 
7. 
2. 
4. 
6. 
8.