

Where This Fits in Your Year

GRANDMA'S TINY HOUSE · KINDERGARTEN MATHEMATICS · OREGON

Natural unit: Numeric Reasoning: Counting and Cardinality This pack fits most naturally in the part of Kindergarten devoted to building reliable counting and cardinality. It works best after children can recite at least part of the count sequence but while they are still learning that one number word belongs to each object and that the last number said names the size of the whole set. Lesson 1 makes those ideas visible as children build story quantities, answer how many without restarting, and recount the same set after its arrangement changes.

Lesson 2 is useful next, during work on numeral order. Children rebuild short consecutive runs, identify a hidden interior number, and begin from numbers other than one. This is meaningful sequence practice, but it should not replace a broader progression in counting forward, writing numerals, or connecting each successive number to one additional object.

Lesson 3 belongs naturally in an early classification or data routine. Children sort the supplied cards into people and food, count each category, and report the number together with what was counted. Because the category totals remain within ten, the task provides particularly clean evidence of sorting and counting categories. The pack is strongest as a focused three-lesson bridge from the book's counting pattern to hands-on Kindergarten mathematics.

STRONGEST CURRICULUM CONNECTIONS - OUR SUMMARY

Relationship

Lessons

Curriculum connection and evidence

reinforces	1, 2	K.NCC.B.4 - Understand the relationship between numbers and quantities; connect counting to cardinality. Children pair objects and number words, state the total, recount after rearrangement, and practise consecutive numerals. Limitation: The successive-number-as-one-larger idea is not explicitly constructed.
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reinforces	1	K.NCC.B.5 - Count to answer how-many questions using up to 20 objects in varied configurations. Children count concrete sets within 15 and state how many. Limitation: The lesson does not systematically use every configuration named by the standard.
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Teacher must add

- Use Lesson 3 as classification practice, but do not attach a current Oregon data code without local verification.

2021 - Official source: Oregon MathematicsStandards, Kindergarten.

Placement describes what students do in this pack; it is not a claim that the resource fully aligns to the curriculum.

Grandma's Tiny House

KINDERGARTEN MATH LESSON PACK

Three focused lessons in counting, cardinality, number order, and sorting

Children build and count the groups that arrive at Grandma's house, reconstruct the book's number sequence, and sort story cards into meaningful categories. Each lesson includes a clear checkpoint and a ready-to-use printable.

Lesson 1

How Many Came Through the Door

Counting and cardinality

OBJECTIVE	Count a set accurately to 15 and state that the last number said tells how many are in the set.
STUDENT PRODUCT	A built set and an oral answer to "How many?"

TIME

20 minutes

Materials

- Doorway counting mat per pair
- 15 counters per pair
- Number cards 1-15
- Counting strip 1-15

Lesson sequence

1. Connect to the book · 3 min Pause after an arrival number. Show the matching number card and ask children what the number tells us.
2. Build and count · 7 min Partners place one counter on the doorway mat for each number word. One child moves; the other says the count.

Switch roles.

3. Answer how many · 5 min Cover the number card. A partner asks, “How many?” The child answers with one number without beginning the count again.
4. Move them; count again · 5 min Spread the same counters into a new arrangement. Predict whether the total changed, recount once, and explain what stayed the same.

Three levels**Support:**

Work within 1-5 and line counters against a counting strip.

At Grade: Count sets within 15, answer how many, and confirm the total after rearranging.

Extension: Use a teen number and explain why spreading the counters does not add any.

Watch for: Children may skip or double-count counters in a heap. Have them slide each counted counter across a line.

Checkpoint: Show 12 counters in a new arrangement. The child counts each once and answers “12” without recounting.

Lesson 2

Who Comes Next Through the Door?

Number sequence

OBJECTIVE	Order numerals within 15 and identify a missing number in a short sequence.
STUDENT PRODUCT	An ordered card run and an oral missing-number explanation
TIME	20 minutes

Materials

- Number cards 1–15
- Five-space number track per pair
- Counting strip 1–15 for support

Lesson sequence

1. Rebuild a short run · 5 min Give each pair four consecutive number cards in mixed order. Children arrange and read them left to right.
2. Hide one number · 6 min Place a five-card run, then turn one interior card face down. Children name the missing number and the two neighbors that prove it.
3. Start somewhere other than one · 5 min Repeat with runs such as 7–11. Children begin with the first visible card instead of counting from one.
4. Who comes next? · 4 min Hold up a number card. Children hold up or name the card that comes next and explain, “___ comes after ___.”

Three levels

Support:	Use 1–8 and a printed track with matching numerals.
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At Grade: Order four consecutive numerals and find an interior missing number within 15.

Extension: Order nonconsecutive numerals, then explain why they belong in that order.

Watch for: A child may recite from one without attending to the local sequence. Ask them to point to both neighbors.

Checkpoint: Given 10, blank, 12, the child names 11 and cites 10 and 12.

Lesson 3

People at the Door, Food on the Table

Sorting and counting

OBJECTIVE	Sort picture cards by one clear attribute, count each category, and name what each count represents.
STUDENT PRODUCT	Two sorted groups with labeled totals
TIME	20 minutes

Materials

- 15 supplied story sorting cards
- Two hoops or trays with a person picture and a food picture
- Number cards 1-15

Lesson sequence

1. Name the sorting rule · 4 min Show one person card and one food card. Children state the two groups before sorting begins.
2. Sort the story cards · 6 min Reveal one card at a time. A child places it in a hoop and says why it belongs there.
3. Count each group · 6 min Children touch and move each card once as they count. Place the matching numeral beside each hoop.
4. Attach meaning to the number · 4 min Partners report, “There are ____ people cards” and “There are ____ food cards.” Recount to settle any disagreement.

Three levels

Support:	Use six highly distinct picture cards and provide sentence frames.
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At Grade: Sort all 15 cards, count both sets accurately, and name the category with each total.

Extension: Resort the cards into numbers 1-8 and numbers 9-15. Predict which cards will move before checking.

Watch for: Do not mix the quantity printed in the story with the number of cards in the hoop. Say explicitly: “Now we are counting cards.”

Checkpoint: The child gives a numeral and a category together, such as “7 food cards,” after a one-to-one count.

Printable · Doorway counting mat

Place one counter in the house for each number word. Then say how many.

GRANDMA'S TINY HOUSE

How many? _____

Printable · Number cards 1–15 Cut apart. Use for ordering and missing-number work.	
1 2	3
4 5	6
7 8	9
10 11	12
13 14	15

Printable · Number track and counting strip

Use the five-space track for short ordered runs. Use the counting strip for matching, counting support, and checking what comes next.

Five-space number track

Counting strip 1-15						
1 2 3 4 5 6 7 8 9	10	11	12	13	14	15
Sorting labels Cut apart. Place one label in each hoop or tray before sorting begins.						

Printable · People and food sorting cards

Cut apart. Odd-numbered cards show people arriving; even-numbered cards show food being carried in. Children sort by the picture, then count the cards in each group.

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15