

Getting
Started

KinderMath® Aligned Digital Teaching Slides



Lessons

- ☐ **Lesson 1:** *This is Math Time*
- ☐ **Lesson 2:** *Teddy Bear, Teddy Bear*
- ☐ **Lesson 3:** *Dot Cube Pokey*
- ☐ **Lesson 4:** *Oh, Snap!*
- ☐ **Lesson 5:** *Math is a Blast*

Student Material

- ☐ **Lesson 1:** (1) blank 5 frame and dough
- ☐ **Lesson 2:** Teddy bears
- ☐ **Lesson 3:** Teddy bears and rolling dot cubes
- ☐ **Lesson 4:** Cubes and rolling dot cubes
- ☐ **Lesson 5:** Cubes and rolling dot cubes

ATTENTION:
ACCESS THE
GOOGLE SLIDES
VERSION **HERE!**



The KinderMath® digital slides are designed for your whole-group math instruction. This set of digital slides includes 10 lessons. The lessons are designed for a 30 minute math block. The digital slides embed instruction for a number sense warm-up, fluency focus, math talk, core lesson, and a collaborative follow-up game. The digital slides are offered in PDF and Google Slides. To access the PPT version, open the Google Slides version, click file, choose download, select PowerPoint.

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Lesson 1



Lesson 2



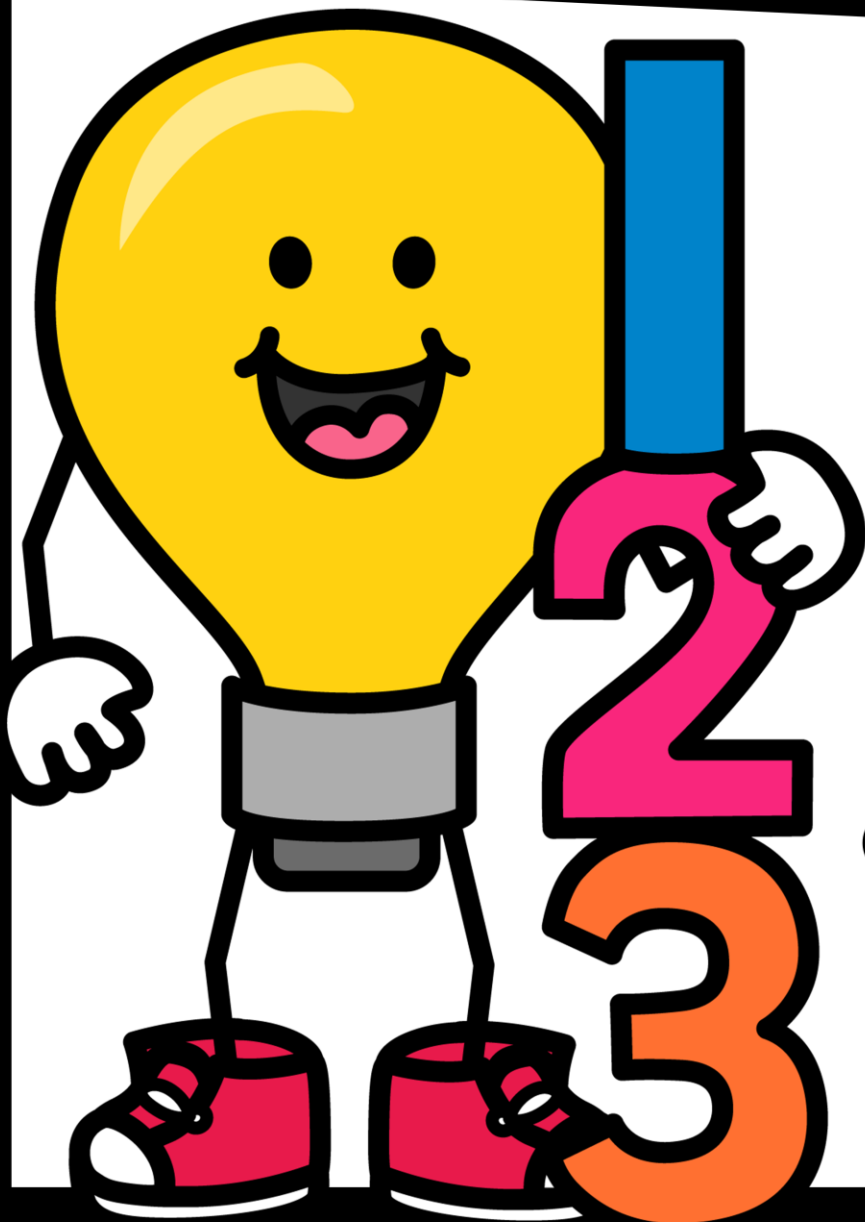
Lesson 3



Lesson 4



Lesson 5



Getting Started Lesson I:
This is Math Time



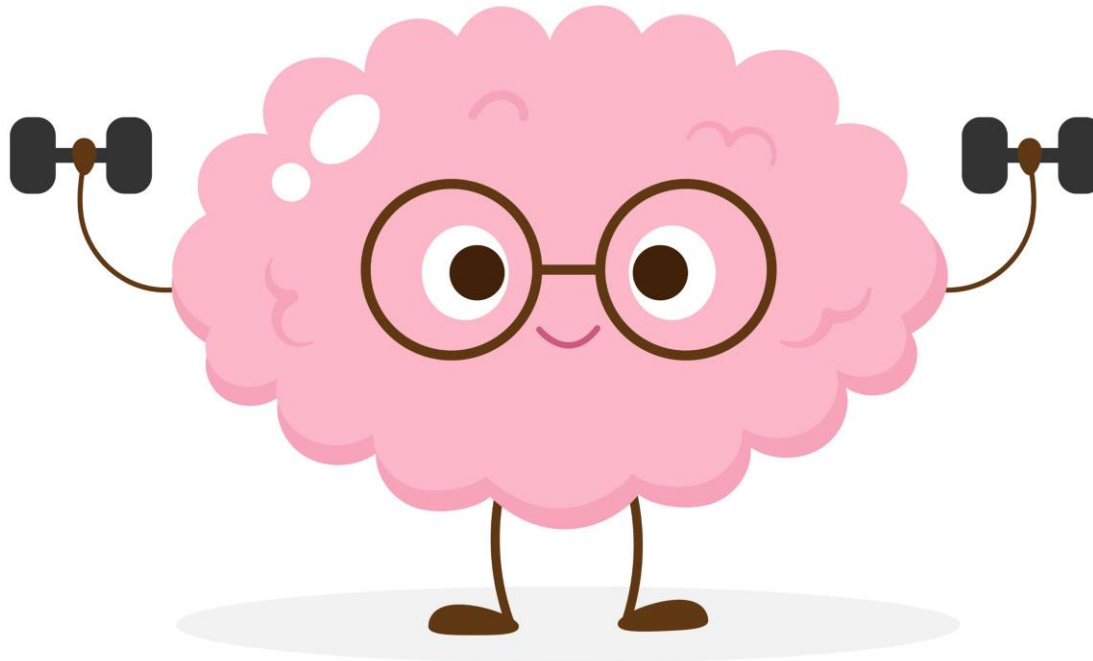
Teacher-Led Counting

- *Listen as I count using my fingers.*
- *You can join in using your fingers.*
- *Count 1 to 10 using your fingers. Repeat 2-3 times.*



Whole-Body Counting

- *Watch as I count while jumping up and down.*
- *You can join in, too.*
- *Count for each jump you do, 1 to 10.*

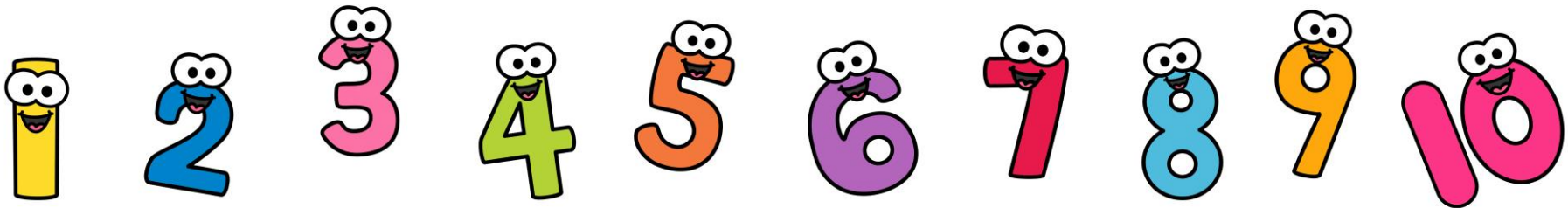




Math Warm-Up Drills

- *This is our math time. Do you know what math is? Math is all around us. We can see shapes, like the clock, or numbers, like on this poster.*
- *Math is usually filled with numbers. How old are you? That is a number. Listen to my numbers song. Did you hear numbers you know?*
- *During math time, we will meet here at the carpet. I will lead the lesson as you listen. Then, you will go off with math partners to practice our new skills.*

One little, two little,
three little numbers.
Four little, five little,
six little numbers.
Seven little, eight little,
nine little numbers.
Ten little numbers.





Skill-Based Math Talk

- *In math, we get to use numbers. We also get to count.*
- *Let's study the Math Talk image below.*
- *What do you see in the image? Do you see "math"?*
- *Now let's look at the animals. We can count the animals.*
- *I will tap each animal as I count them 1-by-1.*
- *How many animals did we count? Show me 5 fingers.*
- *5 is a number. We can count to 5. We know math!*





Skill-Focus Math Lesson

- *During math, we will use tools that we call “manipulatives.”*
- *In math, we use our hands to count, grab, stack, and roll.*
- *Today we will get to work with our hands by using dough.*
- *Have you used this dough before?*
- *In math Today we will use our hands to roll dough balls.*
- *Watch as I get a pinch of dough. I place it between my hands like this and rub them together forming a dough ball.*



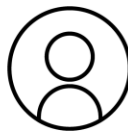
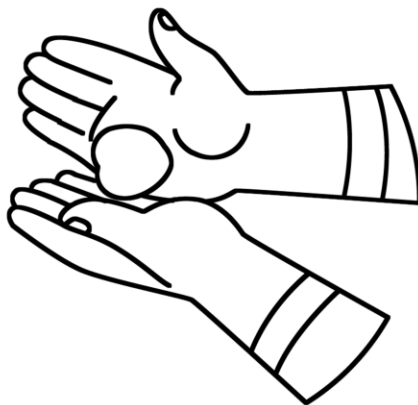


Lesson Follow-Up

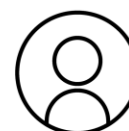
- *To wrap up, you will get to roll your own dough balls.*
- *In math, we will work with a math partner. However, to start you will work on your own. This will help you stay focused on your math task.*
- *You will have a tub of dough and this strip. It is called a five frame.*
- *Help me count the boxes. 1, 2, 3, 4, 5.*
- *You will roll dough balls as you place one in each box.*
- *Are you ready to show me how to roll dough balls? Let's go!*



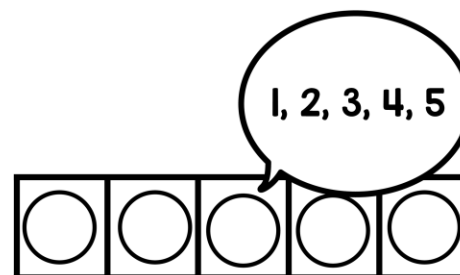
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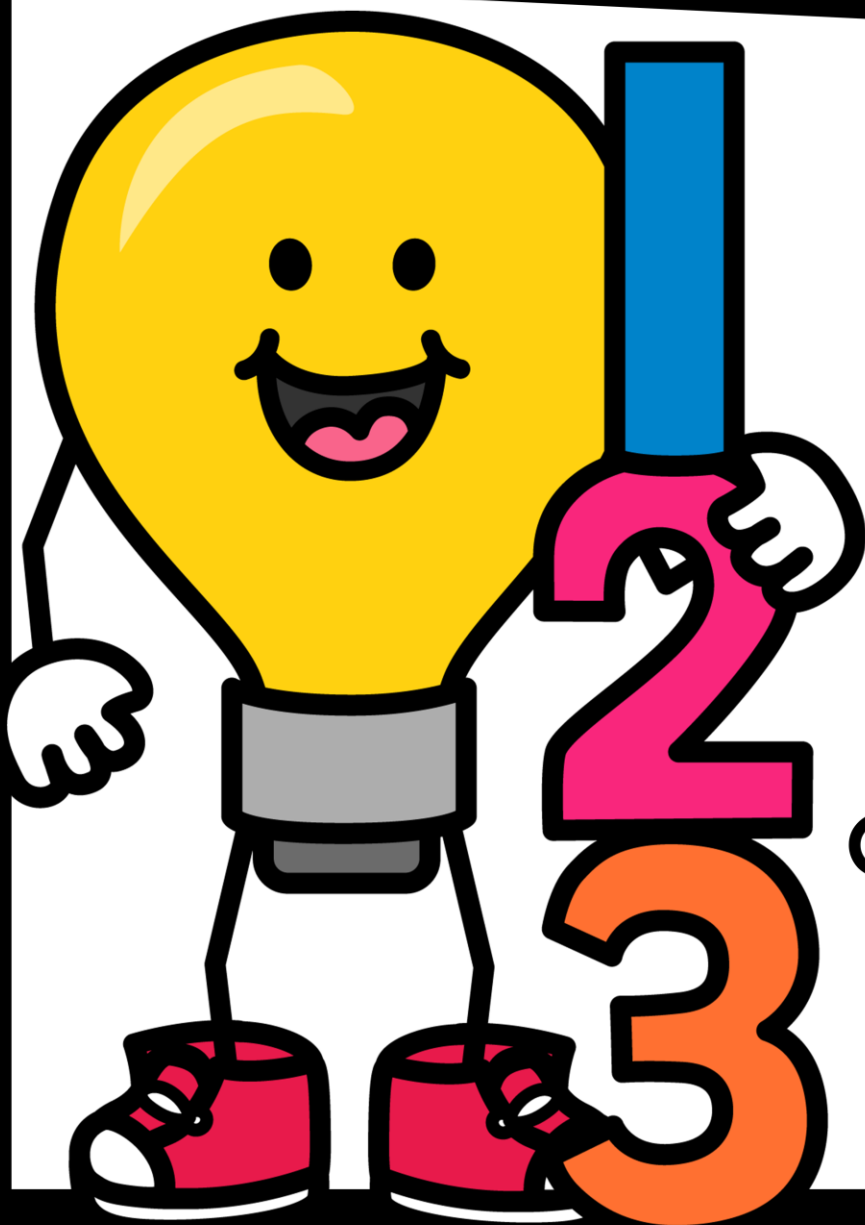


Step 2



Step 3





Getting Started Lesson 2:
*Teddy Bear,
Teddy Bear*



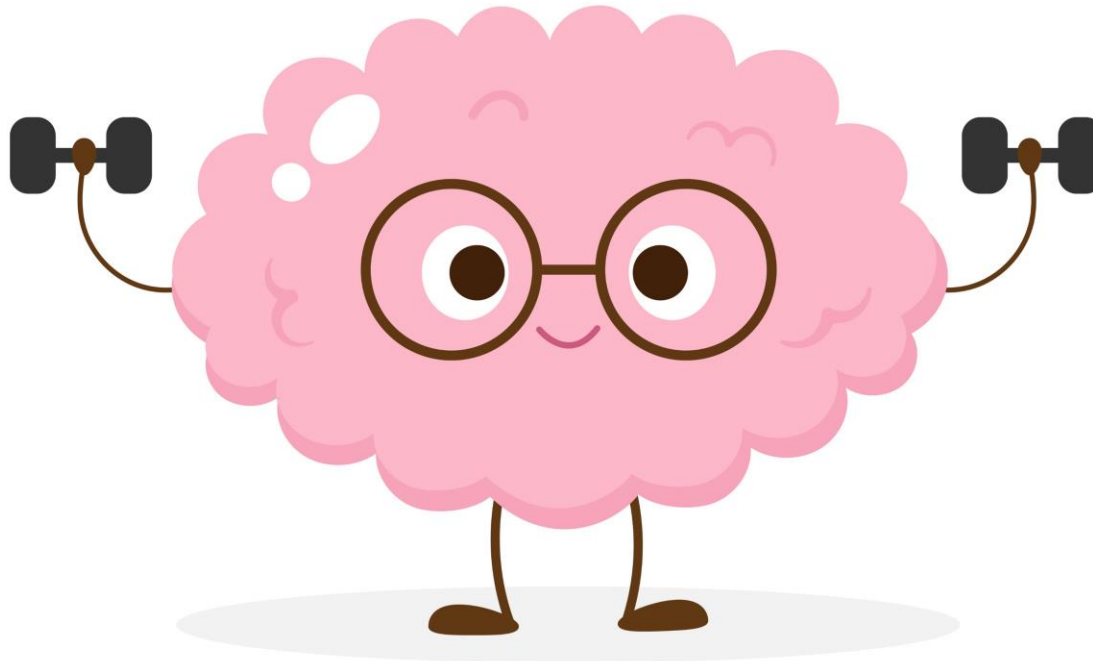
Teacher-Led Counting

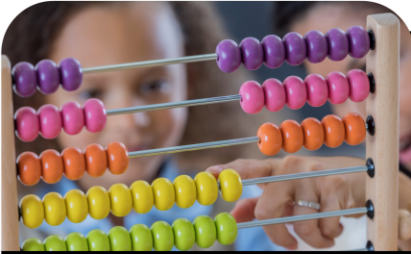
- *Listen as I count using my fingers.*
- *You can join in using your fingers.*
- *Count 1 to 10 using your fingers. Repeat 2-3 times.*



Whole-Body Counting

- *Watch as I count while twisting back and forth at my trunk.*
- *You can join in, too.*
- *Count for each twist you do, 1 to 10.*





Math Warm-Up Drills

- *This is our math time, and we explored what math is in our prior lesson.*
- *Today we will explore expectations during math time.*
- *During math, we will meet at the carpet a lot. Listen as I read expectations for our carpet time. Should we add any others?*
- *We will also explore math in the classroom and sometimes with partners, too. Listen to those expectations.*
- *What other expectations should we have for our math time?*

Carpet

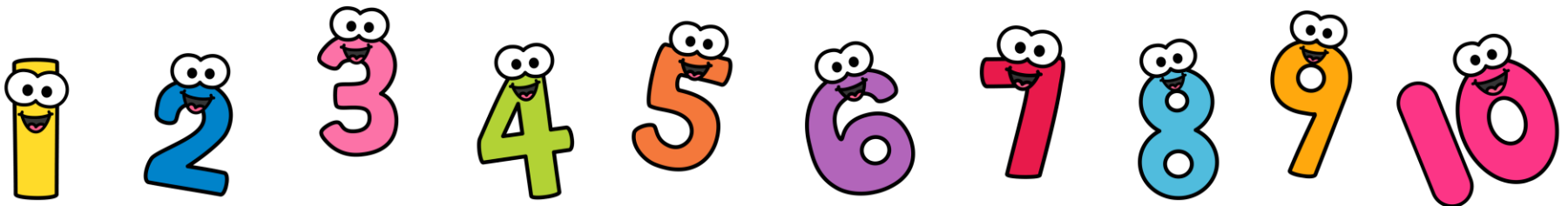
Sit quietly
Turn and talk
Talk "math"
Ask questions
Have fun

Class

Classroom voices
Clean up quickly
Play safely
Stay in one spot
Have fun

Partners

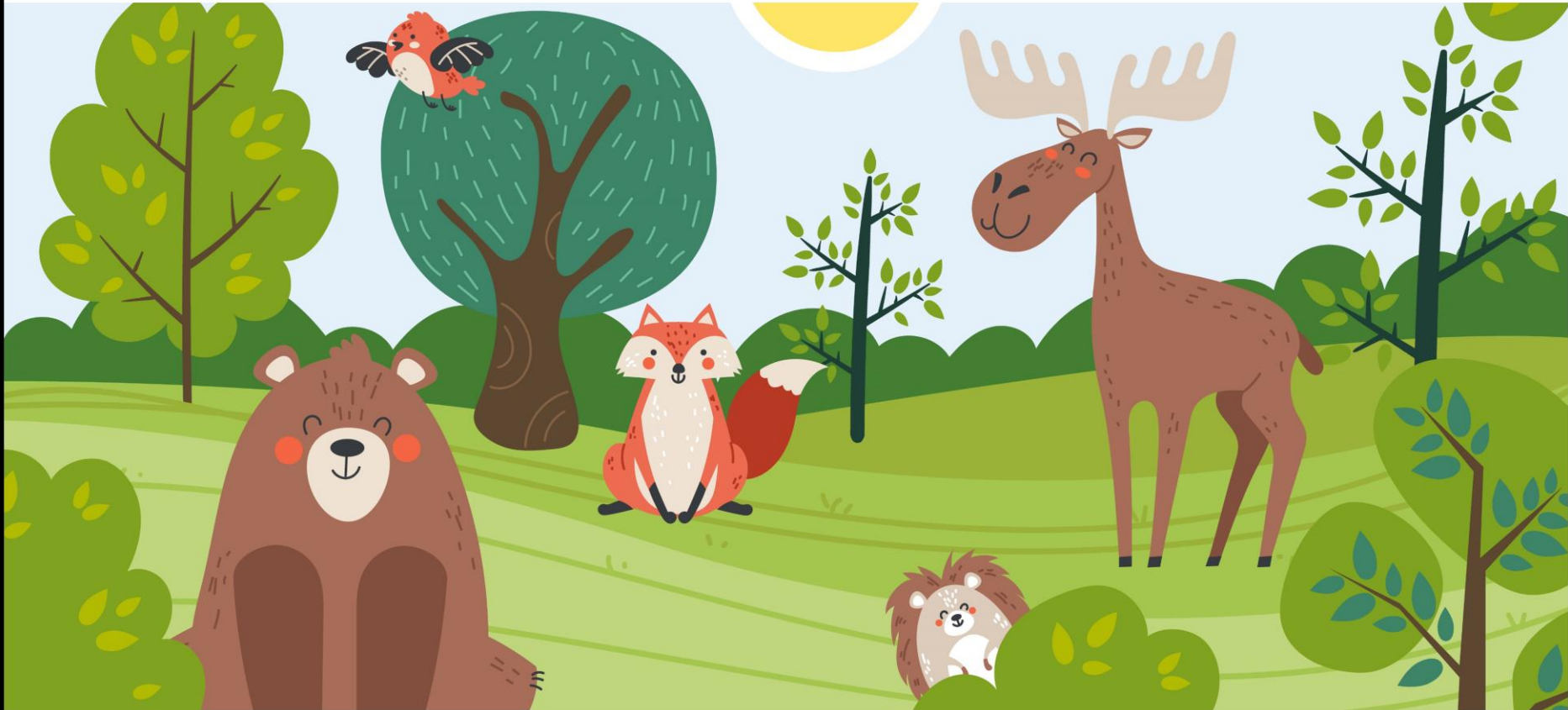
Be kind
Choose turns
Clean up quickly
Play safe
Have fun





Skill-Based Math Talk

- *In math, we get to use numbers and count.*
- *We looked at this Math Talk image in our prior lesson.*
- *Let's explore it again. We counted the animals, but today we will explore using the Math Talk image to count even more.*
- *How many antlers does the moose have? How many leaves are on this bush by the hedgehog?*
- *What else can we see that can be counted?*





Skill-Focus Math Lesson

- *During math, we will use tools that we call "manipulatives."*
- *These manipulatives are used for counting, sorting, and representing numbers. During math, these are not toys.*
- *Today we will explore our first set of math manipulatives called teddy bears. They are small and come in multiple colors.*
- *Before you go off to explore teddy bears, we will sing this fun tune.*
- *Stand up and join me as we sing, "Teddy Bear, Teddy Bear."*

Teddy bear, teddy bear,
Turn around!

Teddy bear, teddy bear,
Touch the ground!

Teddy bear, teddy bear,
Jump up high!

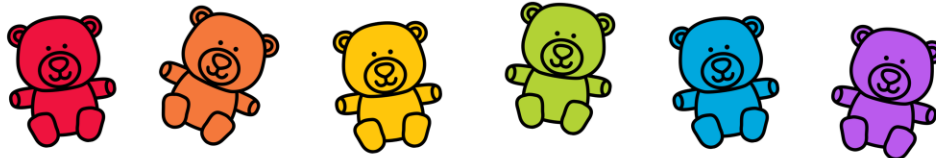
Teddy bear, teddy bear,
Touch the sky!

Teddy bear, teddy bear,
Bend down low!

Teddy bear, teddy bear,
Touch your toes!

Teddy bear, teddy bear,
Turn out the light!

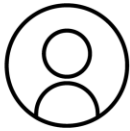
Teddy bear, teddy bear,
Say, "Good night!"



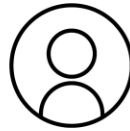
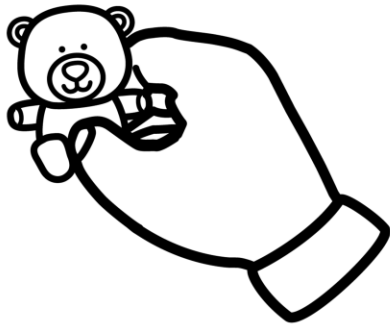


Lesson Follow-Up

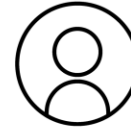
- To wrap up, you will get to explore teddy bears.
- In math, we will work with a math partner. However, to start you will work on your own. This will help you stay focused on your math task.
- You will have a tub of teddy bears to explore on your own.
- You can sort your teddy bears by color.
- The teddy bears can be counted.
- Just remember that the teddy bears are not toys. We use them to learn.



Step 1

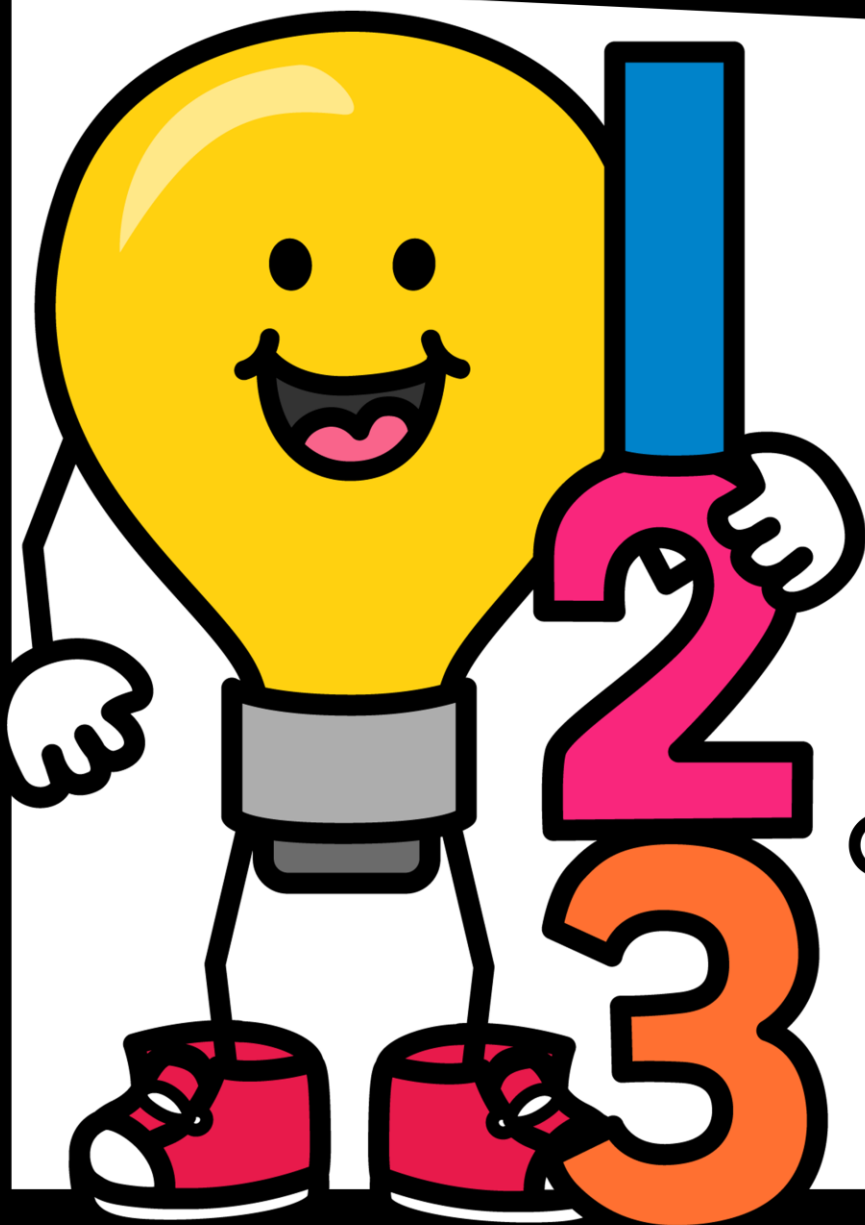


Step 2



Step 3





Getting Started Lesson 3:
Dot Cube Pokey



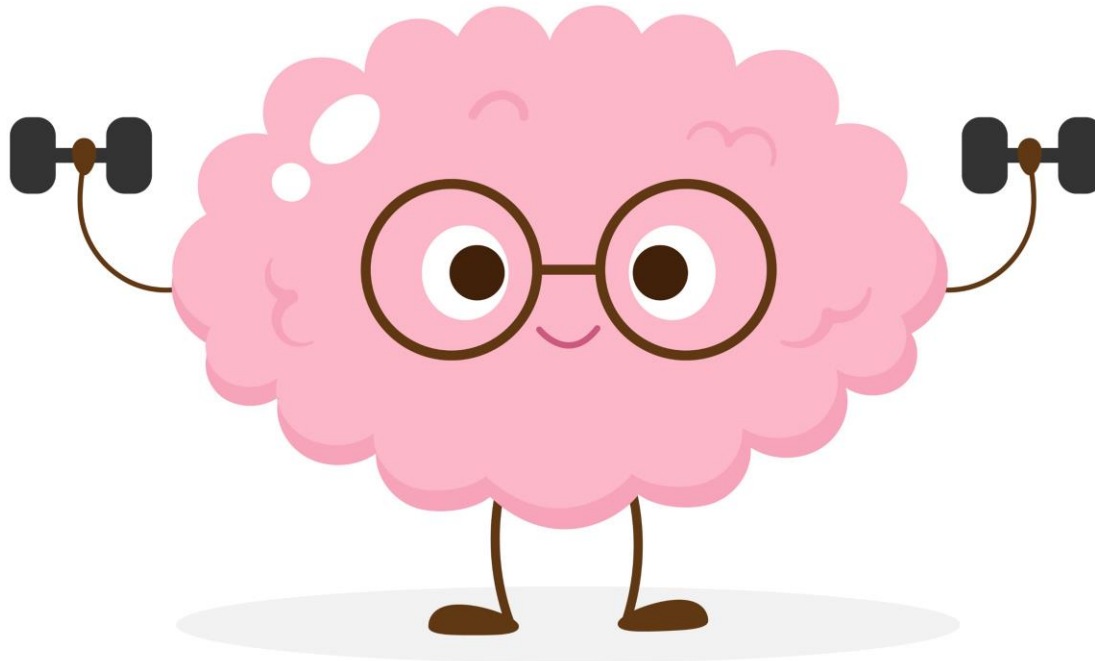
Teacher-Led Counting

- *Listen as I count using my fingers.*
- *You can join in using your fingers.*
- *Count 1 to 10 using your fingers. Repeat 2-3 times.*



Whole-Body Counting

- *Watch as I count while frog jumping up and down.*
- *You can join in, too.*
- *Count for each frog jump you do, 1 to 10.*





Math Warm-Up Drills

- *This is our math time, and we explored our expectations.*
- *Today we will review these expectations.*
- *How should we look and sound at the math carpet?*
- *What does the math classroom look like? An example of this would be in our prior lesson when you all were able to go back and explore with your teddy bears.*
- *How should our classroom look and sound when exploring?*

Carpet

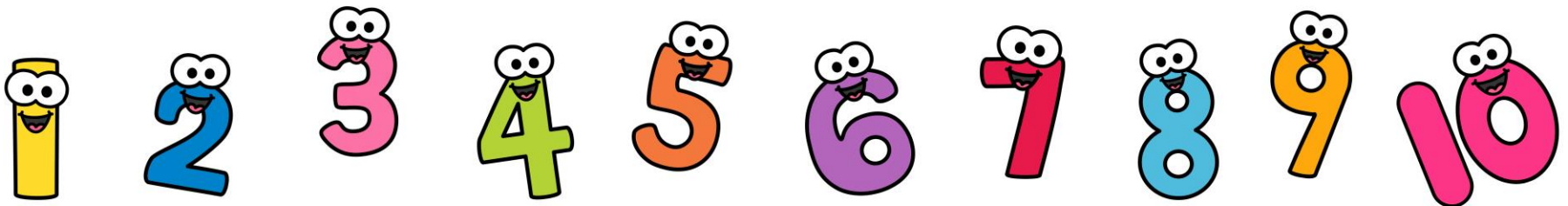
Sit quietly
Turn and talk
Talk "math"
Ask questions
Have fun

Class

Classroom voices
Clean up quickly
Play safely
Stay in one spot
Have fun

Partners

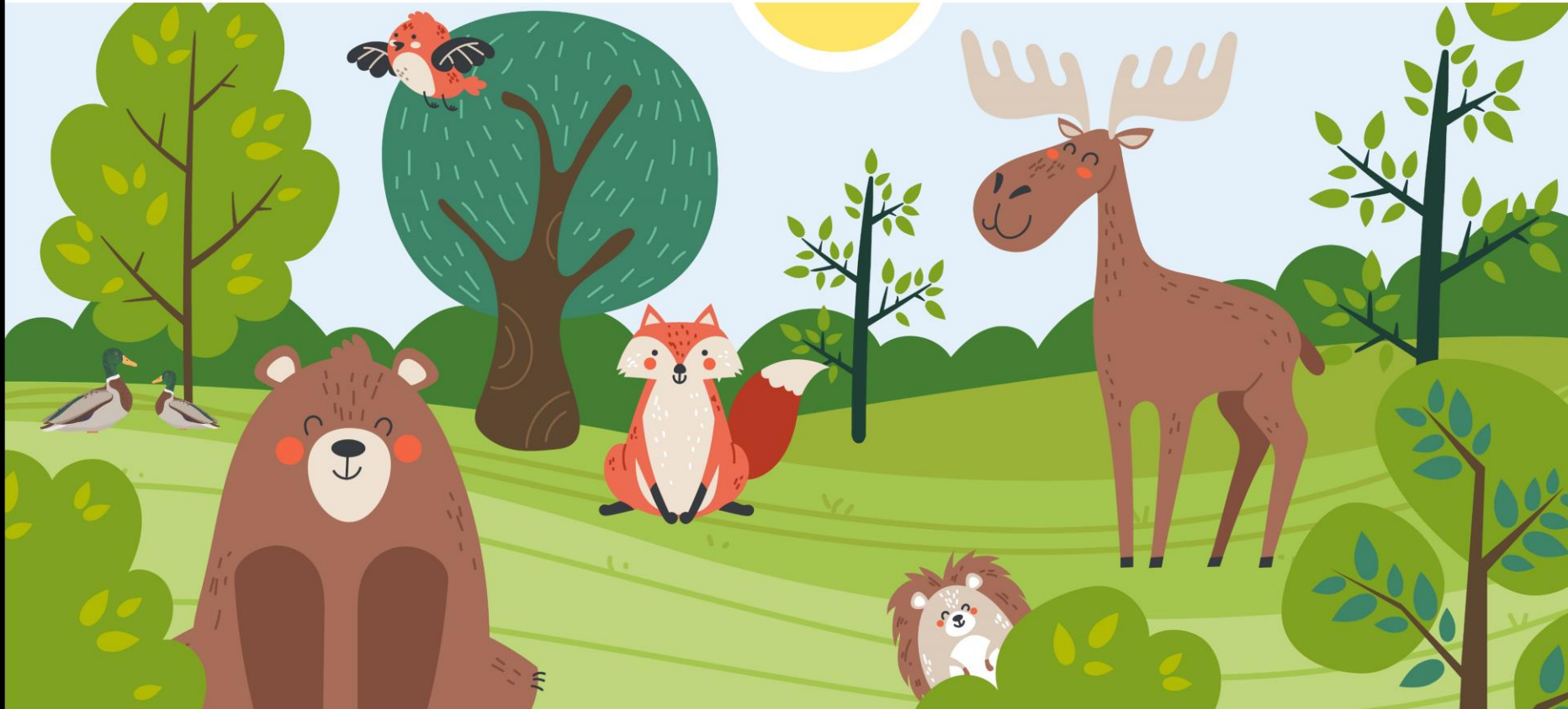
Be kind
Choose turns
Clean up quickly
Play safe
Have fun





Skill-Based Math Talk

- *In math, we get to use numbers and count.*
- *We looked at this Math Talk image in our prior lessons.*
- *Let's explore it again. There is a new set of animals. Can you find them?*
- *How many ducks do we count?*
- *Show me "2" using your fingers.*
- *How many bears are there? Show me "1" on your fingers.*
- *Do you see more ducks or more bears in the image?*

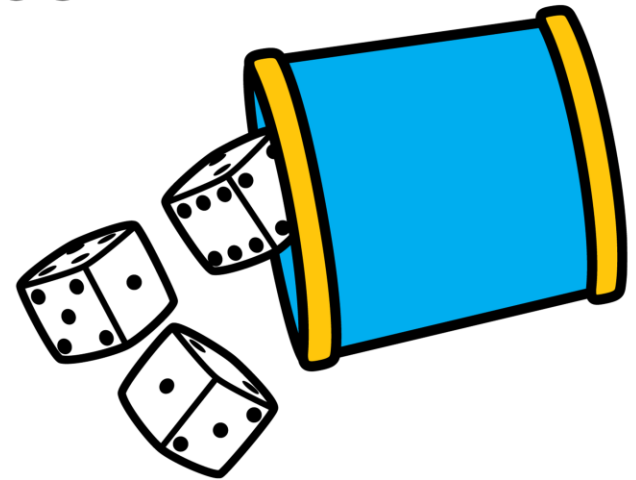




Skill-Focus Math Lesson

- *During math, we will use tools that we call "manipulatives."*
- *What tool did we explore in our prior lesson?*
- *Today we will explore our next math tool called a dot cube.*
- *A dot cube has dots on each side. These dots represent numbers.*
- *Before you go off to explore dot cubes, we will sing this fun tune.*
- *Stand up and join me as we sing and perform the "Dot Cube Pokey."*
- *Each of you will be given a dot cube to use during the song.*

You put your dot cube in.
You put your dot cube out.
You put your dot cube in, and you
shake it all about.
You do the dot cube pokey,
and you turn yourself around.
That's what it's all about!



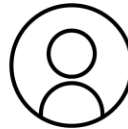


Lesson Follow-Up

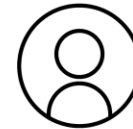
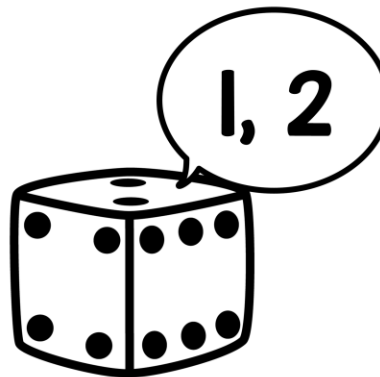
- To wrap up, you will get to explore dot cubes and teddy bears.
- In math, we will work with a math partner. However, to start you will work on your own. This will help you stay focused on your math task.
- You will have a tub of teddy bears and your dot cube.
- You will roll the cube and count out the matching set of teddy bears.
- Watch as I roll. I landed on _____. I will count out the set of teddy bears.
- Remember that the teddy bears and rolling dot cubes are not toys.



Step 1

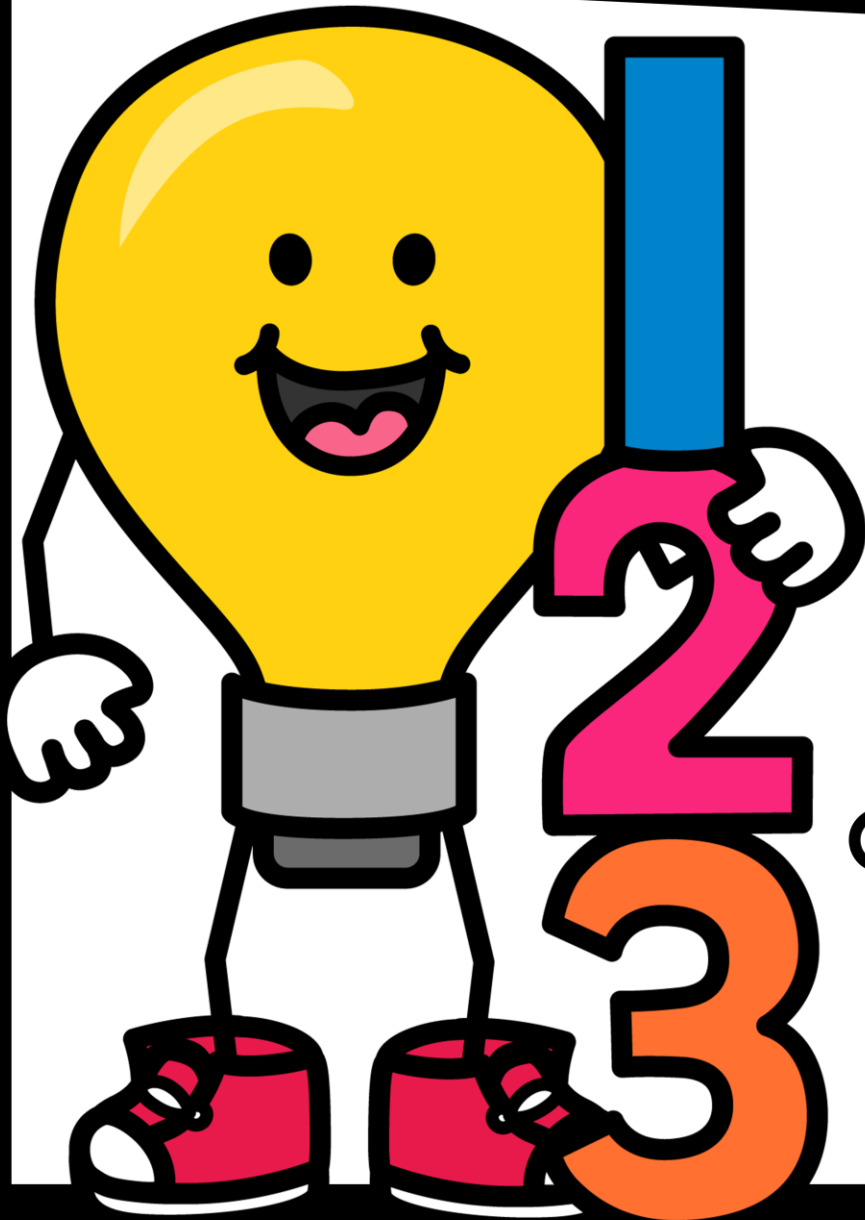


Step 2



Step 3





Getting Started Lesson 4:
Oh, Snap!



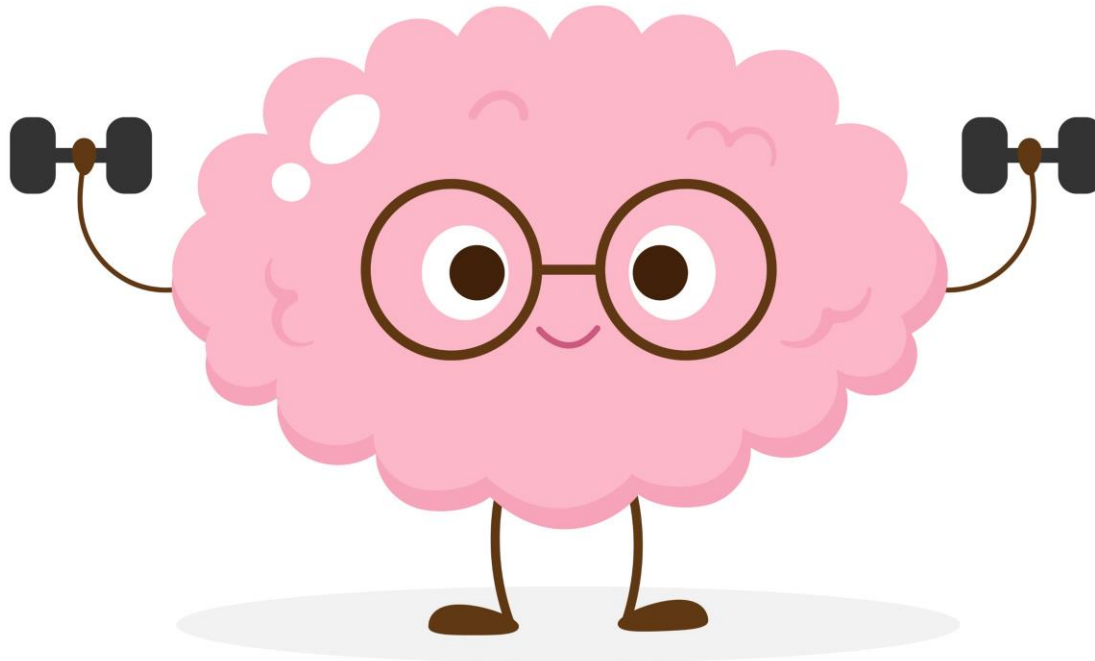
Teacher-Led Counting

- *Listen as I count using my fingers.*
- *You can join in using your fingers.*
- *Count 1 to 10 using your fingers. Repeat 2-3 times.*



Whole-Body Counting

- *Watch as I count while bending down to my toes.*
- *You can join in, too.*
- *Bend and touch your toes as you count, 1 to 10.*





Math Warm-Up Drills

- *This is our math time, and we explored our expectations.*
- *Today we will review these expectations.*
- *How should we look and sound at the math carpet?*
- *What does the math classroom look like?*
- *We will be working with our math partners very soon.*
- *Let's take a closer look at our partner expectations.*
- *What does it mean to take turns? Why is this important?*

Carpet

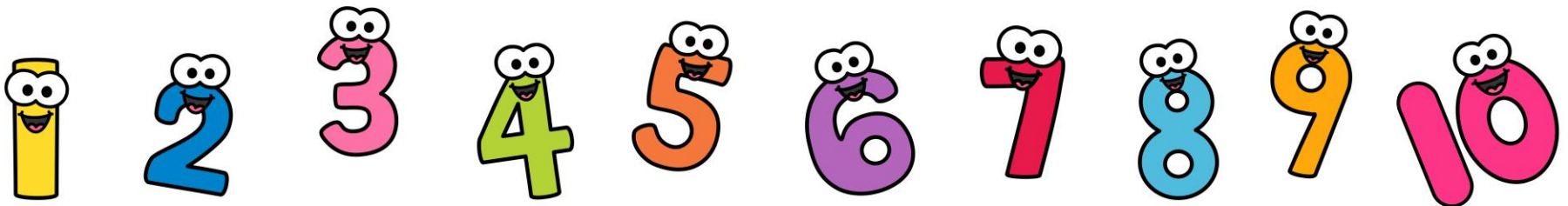
Sit quietly
Turn and talk
Talk "math"
Ask questions
Have fun

Class

Classroom voices
Clean up quickly
Play safely
Stay in one spot
Have fun

Partners

Be kind
Choose turns
Clean up quickly
Play safe
Have fun





Skill-Based Math Talk

- *In math, we get to use numbers and count.*
- *We have a new Math Talk image to look at today.*
- *I want us to use the image to find sets of “3.”*
- *Can you find sets that have 3 items? Do we see 3 chairs?*
- *Are there three pictures? Do you see 3 pins on the shelf.*
- *Look at the blocks. Do you see sets of 3 blocks?*
- *Explore the Math Talk image more. Can you find more sets of “3”?*





Skill-Focus Math Lesson

- *During math, we will use tools that we call "manipulatives."*
- *What tools did we explore in our prior lessons?*
- *Today we will explore our next math tool called a "snap" cube.*
- *A "snap" cube is unique because you can connect it to other cubes.*
- *Before you go off to explore "snap" cubes, we will sing this fun tune.*
- *Stand up and join me as we sing and perform "Oh, Snap!"*
- *We will sing this song to the tune of "London Bridge."*

This is the way
we snap, snap, snap,
snap, snap, snap,
snap, snap, snap.

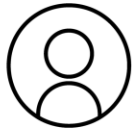
This is the way
we snap, snap, snap.
It really is so fun.



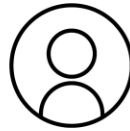
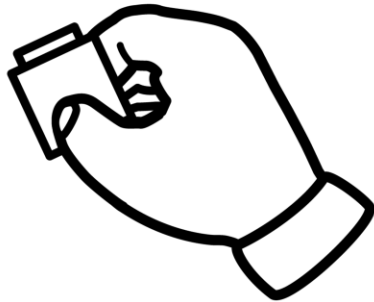


Lesson Follow-Up

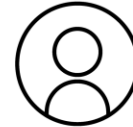
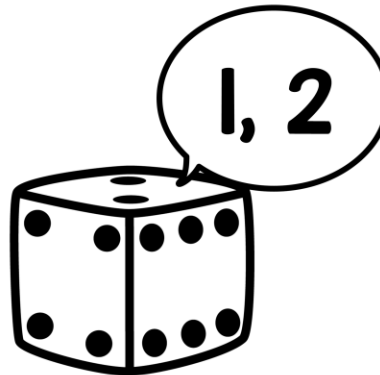
- To wrap up, you will get to explore “snap” cubes and rolling dot cubes.
- In math, we will work with a math partner. However, to start you will work on your own. This will help you stay focused on your math task.
- You will have a tub of “snap” cubes and your rolling dot cube.
- You will roll the cube and count out the matching set of “snap” cubes.
- Watch as I roll. I landed on _____. I will count out the set of “snap” cubes.
- Remember that the “snap” cubes and rolling dot cubes are not toys.



Step 1

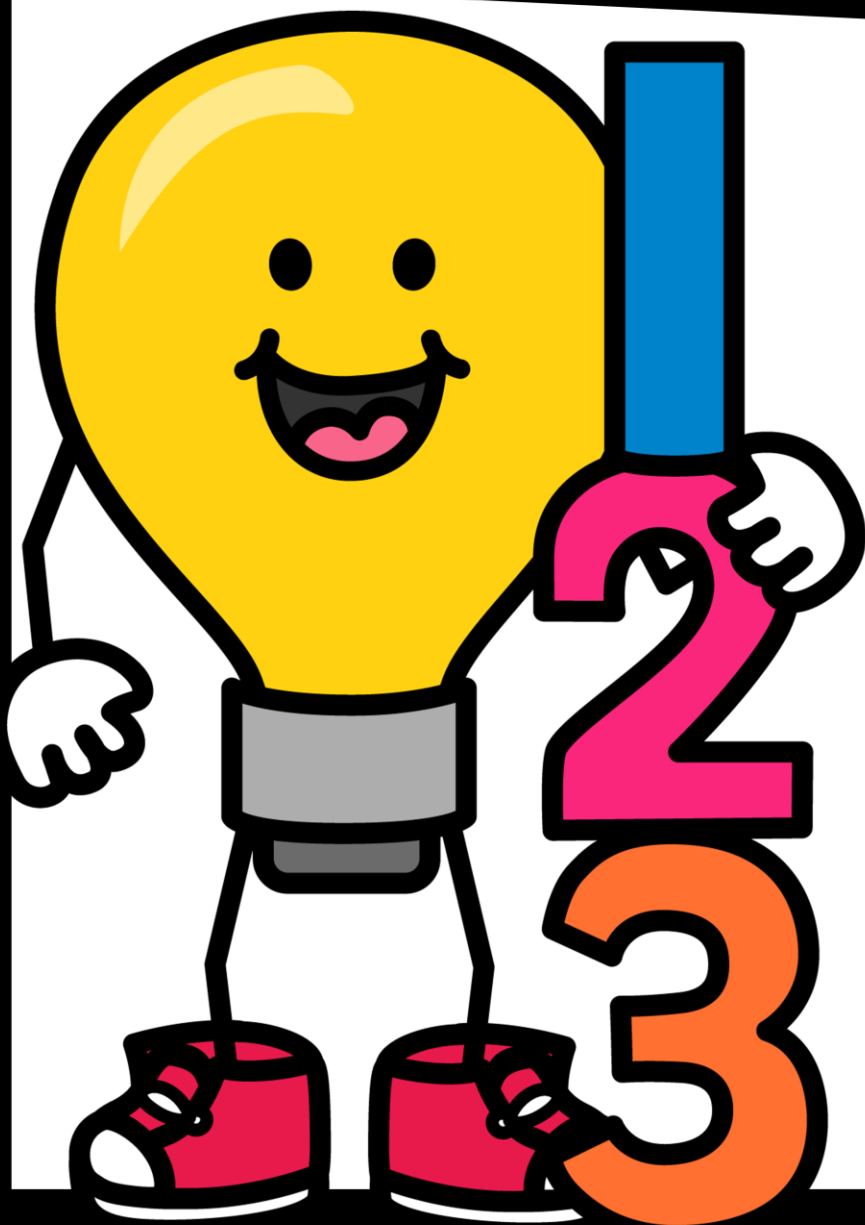


Step 2



Step 3





Unit 1 Lesson 5:

Math is a Blast!



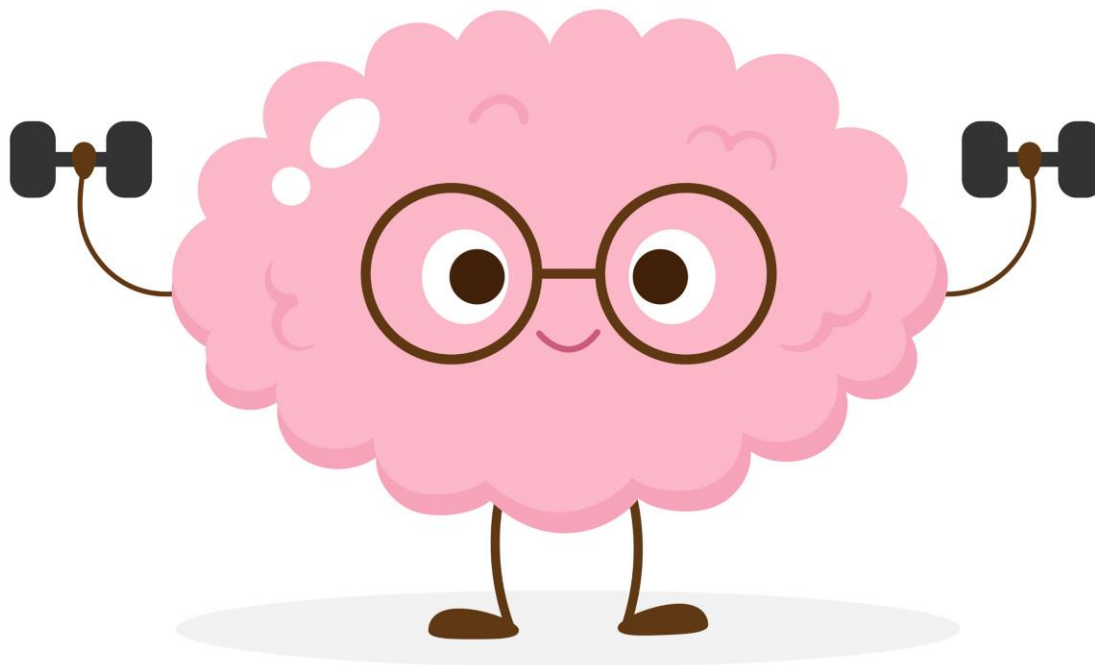
Teacher-Led Counting

- *Listen as I count using my fingers.*
- *You can join in using your fingers.*
- *Count 1 to 10 using your fingers. Repeat 2-3 times.*



Whole-Body Counting

- *Watch as I count while cross-tapping my shoulders.*
- *You can join in, too.*
- *Cross-tap your shoulders as you count, 1 to 10.*





Math Warm-Up Drills

- *This is our math time, and we explored our expectations.*
- *Today we will review these expectations.*
- *How should we look and sound in a math classroom?*
- *Today is an exciting day. We will work with our math partners.*
- *Let's review our partner expectations.*
- *What should math partners do to show they are learning?*
- *What is something we should not do as math partners?*

Carpet

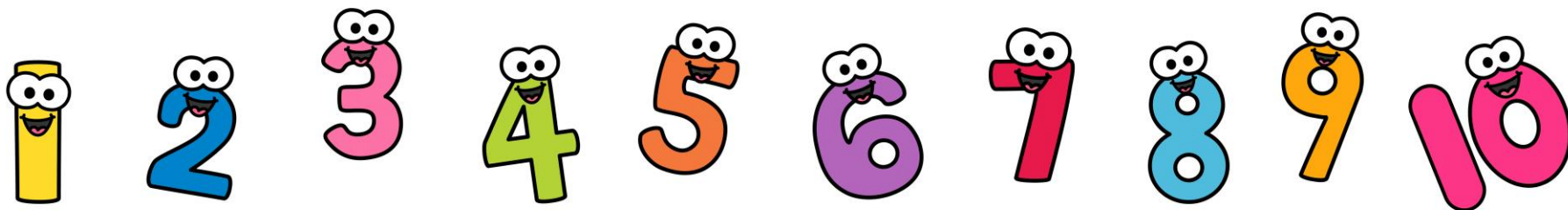
Sit quietly
Turn and talk
Talk "math"
Ask questions
Have fun

Class

Classroom voices
Clean up quickly
Play safely
Stay in one spot
Have fun

Partners

Be kind
Choose turns
Clean up quickly
Play safe
Have fun





Skill-Based Math Talk

- *In math, we get to use numbers and count.*
- *Let's explore our new Math Talk image again.*
- *I noticed that there are 3 clouds. I also saw that there are 6 total blocks.*
- *I want you to study the image. Try to find more ways to represent numbers using your "math talk."*
- *What did you find? Let's share all our "math talk."*

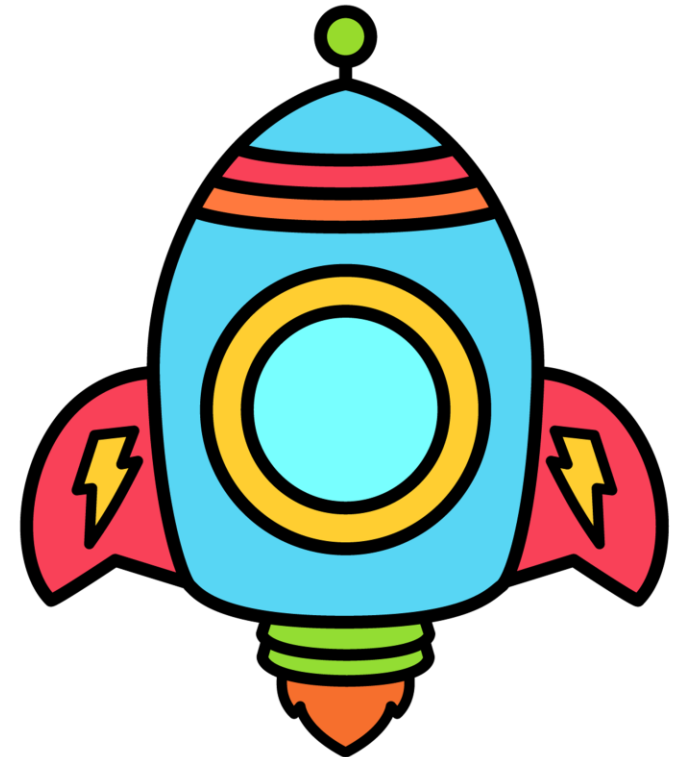




Skill-Focus Math Lesson

- We have learned about math and explored manipulatives this week.
- We know that math manipulatives are not toys.
- We explored rolling dot cubes and counting out sets.
- Math is fun, and that is exciting for us!
- Before you go off to explore working with math partners, we will sing this fun tune. Stand up and join me as we sing and perform “Math is a Blast.” We will sing this song to the tune of “Itsy Bitsy Spider.”

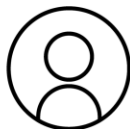
Climb aboard the math ship.
We're going to learn lots.
Hurry and get ready.
We're going to blast off soon.
Put on your thinking caps,
and buckle up real tight.
Here comes the countdown.
Let's count with all our might.
10-9-8-7-6-5-4-3-2-1...
Blast off!



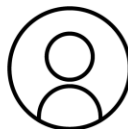
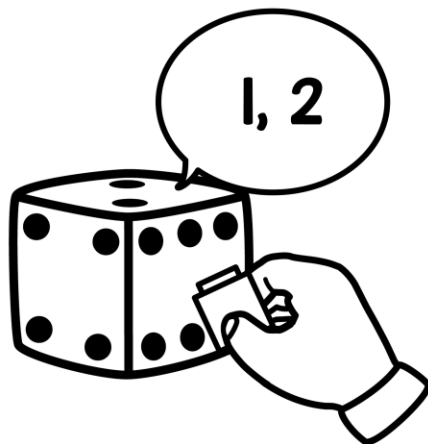


Lesson Follow-Up

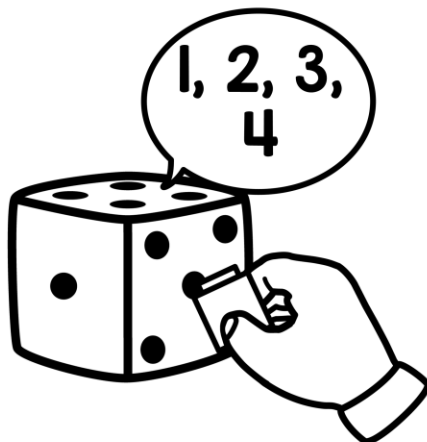
- To wrap up, you will get to explore “snap” cubes and rolling dot cubes.
- Today you will work with your math partner.
- Remember that math partners take turns.
- You will have a tub of “snap” cubes and your rolling dot cube.
- You will roll the cube and count out the matching set of “snap” cubes.
- Watch as I roll. I landed on _____. I will count out the set of “snap” cubes.
- You go and then your partner goes. That’s how we take turns.



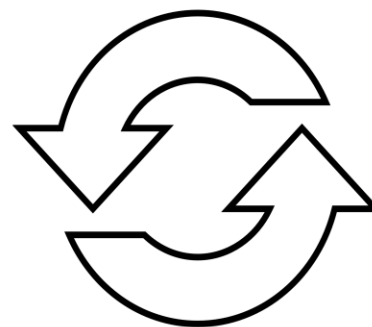
Partner 1



Partner 2



Switch Turns



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Contact Information

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