# Show Me
# Grade K

## Introduction

As students learn to count it is important they connect the number symbol to the actual quantity, also known as cardinality. Another important part of math learning is connecting different visual and numerical representations of quantity. In this activity we ask students to represent a number in several different ways. It is important that students make their own representations and not replicate and produce ones that have been made for them.

## Agenda

| Activity | Time | Description/Prompt | Materials |
|---|---|---|---|
| Mindset Message | 10 min | Share the messages from the mindset video. | |
| Launch | 10 min | Have students select any number between 1-10. | |
| Represent | 20 min | • Pass out the Show Me work mat<br>• Have students write the number they selected in the "What's your number?" box.<br>• Have students count their number using multi-link cubes. Have them build an arrangement using the multi-link cubes and draw it in the "Build and Draw" box.<br>• Have students use color pencils to mark the number of fingers for their number in the "How many fingers?" box.<br>• Have students write their number in words in the "Write the word" box. | • Show Me work mat<br>• Pencils<br>• Colored pencils<br>• Multi-link cubes |
| Share | 10 min | • Have students find a partner in class that chose the same number.<br>• Have students take turns sharing their representation in each box. | |
| Debrief Mindset Message | 5 min | Debrief the mindset messages for this activity. | |

## Activity

Watch the mindset video before class. See if there are any clips from the video you want to share with your class. At the beginning of class share the mindset messages from the video with your students.

Write the numbers 1-10 on the board as numerals and in words. Have students count to 10 using their fingers. Ask them to choose any number between 1-10 for the activity.

Project the Show Me work mat. Pass out the Show Me work mat, tell students they are going to write the number they selected in the box that says, "What's your number?" Let them know this is the same box that is labeled with a purple hexagon ⬡ in the corner. Continue like this until students have completed each of the boxes.

Let students know they are now going to share their work with another student. Share with them that a reason for looking at someone else's work for this activity is that it will let them see other ways of representing the same number. Ask students to stand up and walk around the room to find a partner who selected the same number, allowing trios as needed, and trying to keep the groupings to 2-3.

Once students have found partners ask them to start in any box taking turns to talk about their work. Tell them it is important to ask each other questions if they notice something doesn't make sense.

Write the word

Build and Draw

What's your number?

How many fingers?

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