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Please enjoy this complimentary excerpt from *Classroom-Ready Rich Math Tasks, Grades K-1* by Beth McCord Kobett, Francis (Skip) Fennell, Karen S. Karp, Delise Andrews, Latrenda Knighten, and Jeff C. Shih.

**LEARN MORE** about this title!

# Task 3

## It's a Match!

*Matching number names to representations*

### TASK

#### It's a Match!

Maurice and Celia were playing a matching game. Can you figure out which cards are matches? Explain how you know.

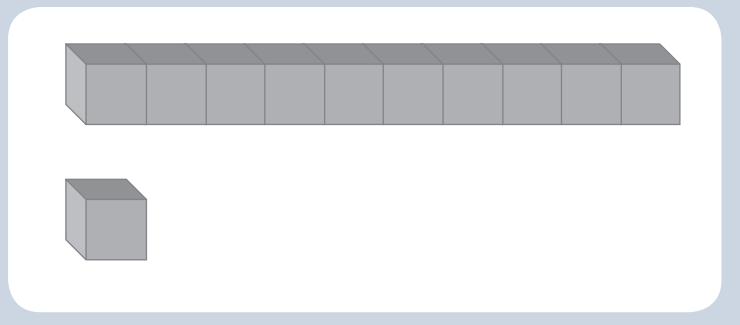
### TASK PREPARATION

- Use this task as an opportunity to review the written numerals for 0–20.
- Plan for heterogeneous groups of three students.
- Organize sets of the Matching Cards for each group.

### LAUNCH

1. Using one set of Matching Cards, distribute one card to each student in the class. Facilitate a *Turn and Learn*. Ask, “Turn and talk to a partner. Tell them what you know about the card you have.”
2. Have several students share what they notice from looking at the cards. Elicit the following from students:
  - » Some of the cards have pictures of base ten blocks.
  - » Some of the cards have pictures of ten frames with different amounts of dots.
  - » Some of the cards have numerals.
3. **Hinge Question.** How can we figure out what amount is represented on this card (see Figure 4.7)?

Figure 4.7 Card With Blocks



### Mathematics Standard

- 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).

### Mathematical Practices

- Attend to precision.
- Look for and make use of structure.

### Vocabulary

- base ten blocks
- ten frames

### Materials

- Matching Cards student pages
- base ten blocks
- ten frames



## PRODUCTIVE STRUGGLE

At this level, students are not expected to conserve the idea of 10 yet, so if needed students should be encouraged to count all to confirm the amount represented here. Some students may see the 10 and one more, but encourage students to use counting as desired. If needed, consider providing several examples (e.g., 14, 19).

## FACILITATE

1. Present the full task to students. Ask, “Of the cards you have, which ones might be matches?”
2. Organize students into heterogeneous groups of three. Give each group a Matching Cards set.
3. All cards should be arranged *face up* where all three students can clearly see all the cards.
4. Students should take turns being the first to pick a card.
5. As each student picks any card, they should tell their group the amount their card represents (e.g., “This card shows 11.” or “There are 11 dots.”). Each of the other group members then tries to find another representation of the selected amount.
6. Once all three agree that the cards match, the next student begins their turn.
7. **Observe/Interview.** As students work, take note of the strategies they are using to find matches. Listen to how they read the numbers. Ask:
  - » How do you know that these cards match?
  - » How can you prove to me that this card shows 11?
  - » What do you notice about the cards that you’ve matched together?
  - » How is this 13 (indicate card with base ten materials) like this 13 (indicate card with ten frame)?



## STRENGTHS SPOTTING

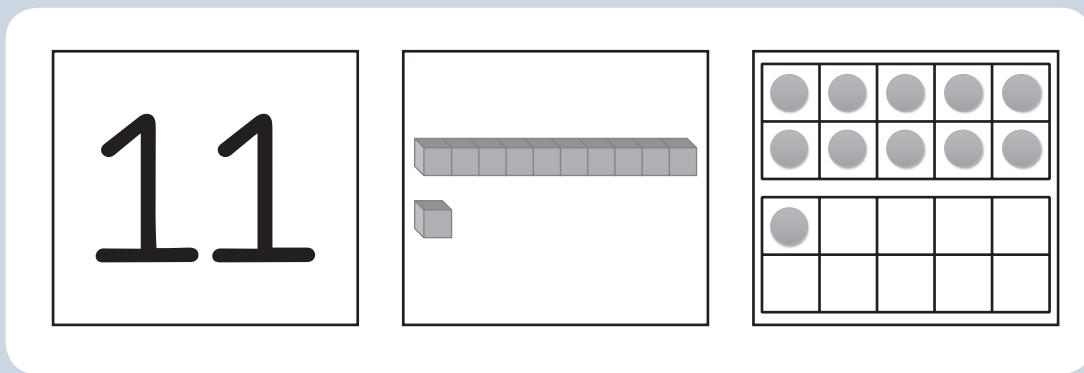
Developing courteous relationships among students as they interact develops students’ strengths as future community members and colleagues. Highlight these behaviors as students exhibit these strengths.

**Note:** Consider using the Observation and Interview (small group) tools for monitoring and recording student responses (see Appendix B).

## CLOSE: MAKE THE MATH VISIBLE

1. Bring the class back together when all groups have matched most of the sets.
2. Based on observations/interviews, ask students to share what they notice from the activity.
3. Display a collection of matched cards (see Figure 4.8).

Figure 4.8 Matched Cards



Ask





- » How can we know that these cards all represent the same amount?
- » How is this representation (indicate the base ten card) the same as this representation (indicate the ten frame)? How are they different?
- » **Hinge Question.** If I put *one more* dot on this ten frame, what number would that represent?

## POST-TASK NOTES: REFLECTION & NEXT STEPS

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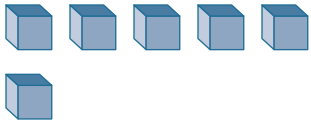
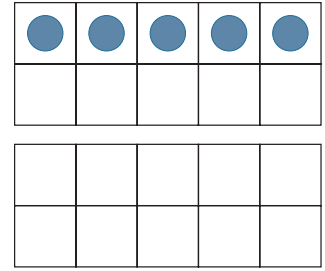
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# Task 3: Matching Cards Student Pages (1 set)

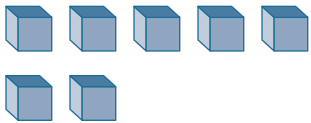
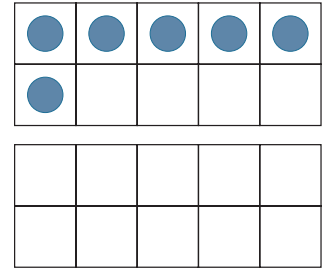
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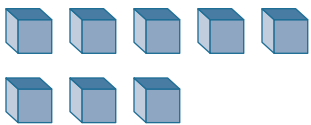
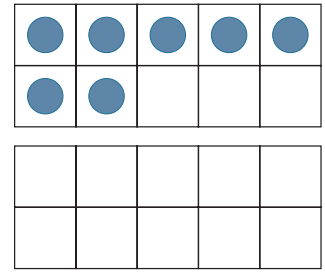
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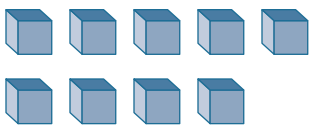
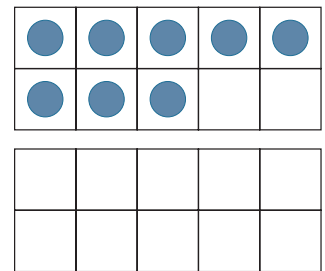
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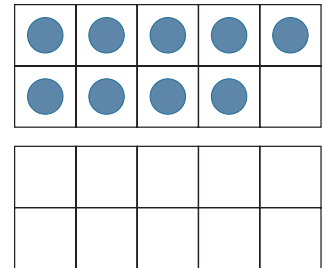
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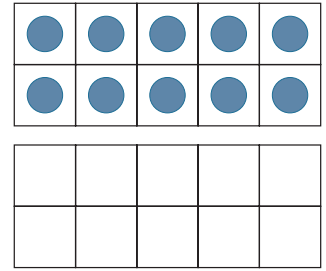


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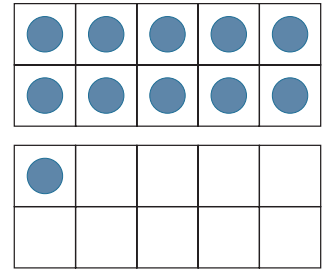




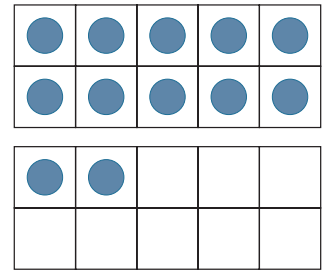
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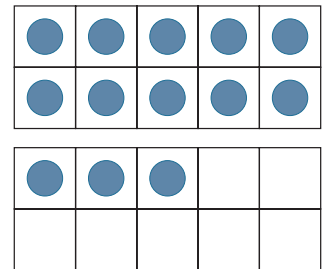
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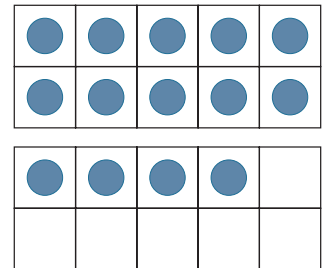
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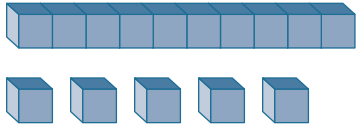


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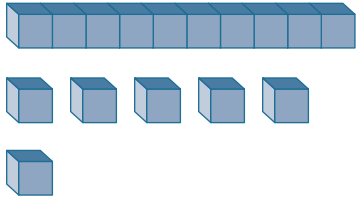
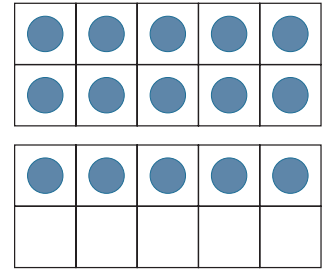


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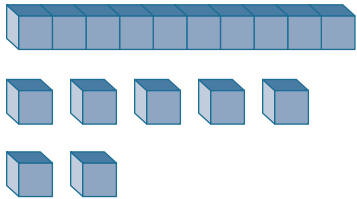
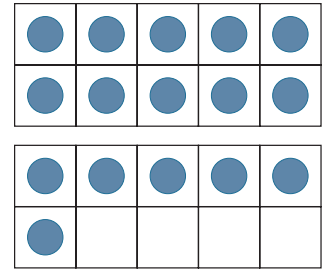




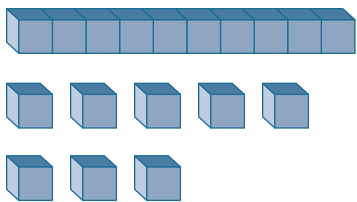
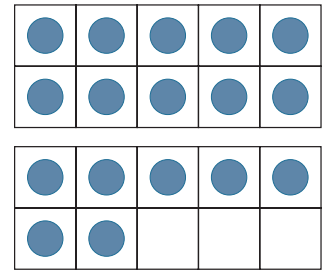
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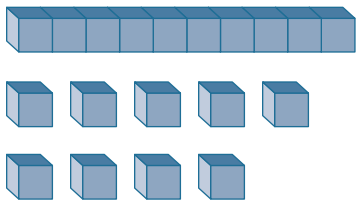
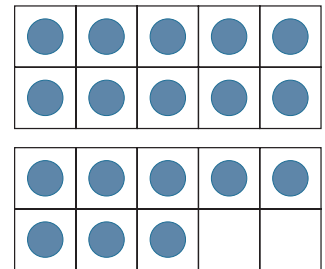
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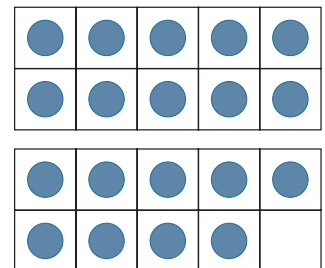
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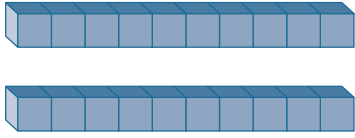
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