

Let's walk through these stages with a real standard and see what it could look like in the table below.

	Preschool 4-year-olds	1st Grade
Standard	<i>counts objects up to 10 and compares quantities using words like more, less, same</i>	<i>Add and subtract within 20 using strategies.</i>
Launch - whole group	Students are presented with two piles of counting bears.	Students are shown a number talk image and asked to create a solve a math problem based on the image
Explore - independent or small group choice	Choice: Option A - Students take handfuls of objects and compare the two piles by placing a card next to the pile with more Option B - Students make piles but match the number of items in the pile to dot cards Option C - Students build towers with cubes or blocks and use words like more, less and same.	Choice: (all stations would have resources like white boards, number lines, ten frames, etc) Option A: Concrete objects like base ten blocks, counting chips, or counting bears and ten frames or whiteboards. Students grab two handfuls and create a math problem. They then write or draw the equation. Option B: Students roll a twenty sided die to get the numbers for their problem and draw it then solve it using the picture or a number line or ten frame. Option C: Students roll a twenty-sided die or use cards to generate numbers for equations and then write and solve the equation. If needed you can add more dice for bigger numbers.
Discuss - whole group	Students talk about the strategy they used to find out more, less and same	Teacher selects students they saw doing different strategies in the explore time to share and spread the learning. Then they document those strategies on an anchor chart or someplace to be reused in future lessons or in a small group center.
Apply - Independent or Partner	Students have choices of activities to practice and try a	These would be the same stations from Explore but set

	<p>new strategy and share which is more, less or the same.</p> <p>Choice 1: build with objects and tell or mark which has more</p> <p>Choice 2: use a stamper or stickers and put stamps in circles then tell which is more, which is less</p> <p>Choice 3: draw two groups of items on a whiteboard</p>	<p>up for independent or partner work.</p>
<p>Reflect</p>	<p>Students name one strategy they could use to find more or less or same.</p>	<p>Draw, write or explain which strategy you used to solve the problems today and why.</p>