HMH Into Math®

Almost There:

Small-Group Activities

GRADES K–5

Keep your imagination blooming... READ!
3 Ways to Read
Ways to Make 5

HMH Into Math®

Into Math® supports students as they develop their conceptual understanding and grow into procedurally fluent mathematicians.

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What are the Almost There: Small-Group Activities?

Ready-made mini-lessons for differentiation

The Almost There: Small-Group Activities

- Pulled teacher-led, small-group instruction
- Small-group lessons are available for every lesson within the program
- Perfect for both mixed- and like-ability grouping for differentiation
- Encourages math discourse and perseverance in problem solving

How to use the Almost There: Small-Group Activities with students

Teachers can easily lead pulled, small-group instruction with the TEACHER side, which includes:

- A complete mini-lesson connected to daily class lessons
- Guiding questions to help facilitate math discourse and problem solving

Students engage during this pulled, small-group learning opportunity with:

- Models and hints available to support problem solving
- PDF downloads for each student to write on, if desired
- Manipulatives to support problem solving

Teacher's Guide

Almost There: Match Equal Groups of Objects Within 5

SMALL-GROUP ACTIVITIES

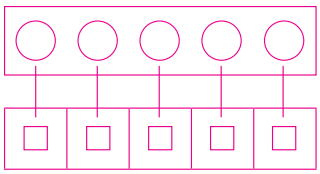
Materials

linking cubes, Five Frames (Lesson Support Printables)

Call children's attention to the model. Draw a row of five circles in the top box (so that each circle is over one square in the five frame).

Give the following sequence of instruction:

- Have children draw the same number of circles in a row. **Say:** *Count the circles. How many are there?* 5 **Say:** *Use the linking cubes to show an equal number of objects.* Have children count out five cubes.
- Review the word *equal* with children. **Ask:** *How do I show an equal number of objects?* Show the same number of objects.
- Have children count out cubes, one at a time, to show the same number as the number of circles. As they count each one, draw a square in each frame of the five frame. **Say:** *I drew squares to show an equal number of objects as the number of circles.*
- **Ask:** *How do you know if the two groups are equal?* Draw a line between one circle and one square in the five frame. **Say:** *You can match one circle with one cube.* Have children place a cube on top of each of their circles. Draw a line between each circle and the square underneath it. **Say:** *The two groups are equal.*
- Repeat the activity by drawing another group of objects, such as three circles.



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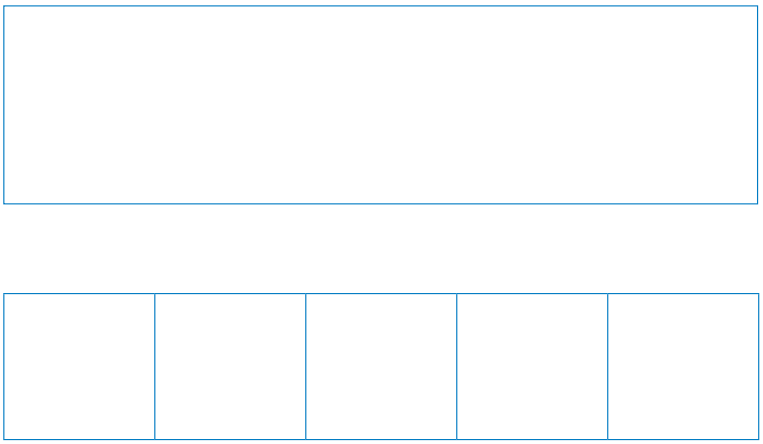
SMALL-GROUP ACTIVITIES



Lesson 3.3 Match Equal Groups of Objects Within 5

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Teacher's Guide

Almost There: Represent Addition of Three Numbers

SMALL-GROUP ACTIVITIES

Materials

two-color counters, linking cubes (red, blue, green)

Give the following sequence of instruction:

- Give children this problem. **Say:** *Leo buys 3 tomatoes, 4 cucumbers, and 5 peppers. How many items does he buy?*
- Have children show the problem with counters, placing the counters in three separate groups. **Ask:** *What do your groups represent?* 3 tomatoes, 4 cucumbers, and 5 peppers
- **Ask:** *What are the addends in this problem?* 3 + 4 + 5
  Ask: *How can you combine your counters to find the sum?*
  As children explain ways to combine the counters, draw groups and circle counters to show **One Way** and **Another Way**. Write the two addition sentences. Then write the final equation with the sum.
- Give children another word problem with 3 addends and have them draw counters and circle those they will combine first, then complete the equations. Repeat for more practice.

3 + 4 + 5 = ■

One Way

7 + 5 = 12

So, 3 + 4 + 5 = 12.

AnotherWay

3 + 9 = 12

So, 3 + 4 + 5 = 12.

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SMALL-GROUP ACTIVITIES

___ + ___ + ___ = ■

One Way

___ + ___ = ___

So, ___ + ___ + ___ = ___.

Another Way

___ + ___ = ___

So, ___ + ___ + ___ = ___.

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Teacher's Guide

Almost There: Add and Subtract 10 or 100

SMALL-GROUP ACTIVITIES

Materials

foam base-ten units, foam base-ten rods, foam base-ten flats

Provide base-ten blocks for each child. Give the following sequence of instruction:

- Ask children to make concrete and visual models of 320. Have children say how many hundreds, tens, and ones and write them in the first place-value chart.
- **Ask:** *What number is 10 more than 320? How do you know?* Have children add a base-ten rod to their concrete models, say the new numbers of hundreds and tens, and write 330 in the second place-value chart.
- **Ask:** *What number is 10 less than 320? How do you know?* Have children show 320 again and then take away a base-ten rod. Have children say the new numbers of hundreds and tens and write 310 in the third place-value chart.
- **Ask:** *What digit changes when you add or subtract 10?* Help children discuss that the hundreds and ones digits stay the same and only the tens digit changes.
- Repeat the activity for adding and subtracting 100. Have children show each change using their concrete models and complete each place-value chart.
- Have children add and subtract 10 and 100 from other numbers, such as 280, 545, and 760. Have children use a concrete model for each number and draw the model of the starting number.

320

Hundreds	Tens	Ones
3	2	0

320 + 10

Hundreds	Tens	Ones
3	3	0

320 − 10

Hundreds	Tens	Ones
3	1	0

320 + 100

Hundreds	Tens	Ones
4	2	0

320 − 100

Hundreds	Tens	Ones
2	2	0

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SMALL-GROUP ACTIVITIES

_____

Hundreds	Tens	Ones

_____ + 10

Hundreds	Tens	Ones

_____ − 10

Hundreds	Tens	Ones

_____ + 100

Hundreds	Tens	Ones

_____ − 100

Hundreds	Tens	Ones

Lesson 3.2 Add and Subtract 10 or 100

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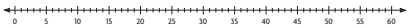
Teacher's Guide

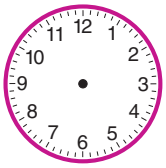
Almost There: Tell and Write Time to the Minute

SMALL-GROUP ACTIVITIES

Give the following sequence of instruction:

- Have students start at 0 and count by fives on the number line.
- Then have students count by fives minutes on the clock. Remind them to start with 0 at 12 on the clock.
- Have students determine between which two numbers representing hours (1–12) on the analog clock the following number of minutes are located:
  - 57 11 and 12
  - 12 2 and 3
  - 31 6 and 7
- Then have students label each number of minutes on the analog clock.





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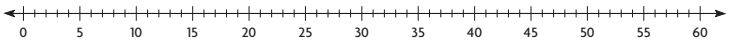
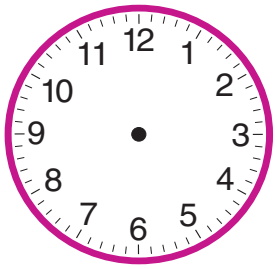
SMALL-GROUP ACTIVITIES





Lesson 3.1 Tell and Write Time to the Minute

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Teacher's Guide

Almost There: Use Place Value to Multiply 2-Digit Numbers

SMALL-GROUP ACTIVITIES

Materials

plastic base-ten cubes, foam base-ten flats, foam base-ten rods, foam base-ten units

Give the following sequence of instruction:

- Have students work in pairs.
- Have students estimate each product.
- Then have students find each product.
- After students find all three products, have them use base-ten blocks to show the multiplication that required regrouping.
- Ask students to share their work. Have students compare and contrast the three exercises.
- As time permits, repeat by having students find three other products.

$$\begin{array}{r} 31 \\ \times\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 24 \\ \times\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 57 \\ \times\ 3 \\ \hline \end{array}$$

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SMALL-GROUP ACTIVITIES

$$\begin{array}{r} 31 \\ \times\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 24 \\ \times\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 57 \\ \times\ 3 \\ \hline \end{array}$$

$\times$ $\times$ $\times$

Lesson 3.5 Use Place Value to Multiply 2-Digit Numbers

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Teacher's Guide

Almost There: Estimate with 2-Digit Divisors

SMALL-GROUP ACTIVITIES

Give the following sequence of instruction:

- Call attention to the expression on the left side.
- **Say:** You are going to use compatible numbers to estimate the quotient. Compatible numbers are close to the actual numbers but easier to divide.
- Ask students to think of the nearest ten to 58. 60 Have students write the number as the divisor in both equations.
- Have students think about multiples of 60. What are two multiples of 60 that are close to 1,740? Possible answer: 1,200 and 1,800
- Have students write each number as a divisor in one of the two equations. Then have students use the equations to estimate the quotient. **Ask:** What are two estimates of the quotient? Possible answer: 20 and 30
- Have students discuss which estimate is closer to the actual quotient.
- Repeat the activity by having students estimate other quotients.

1,740 ÷ 58

____ ÷ ____ = ____

____ ÷ ____ = ____

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1,740 ÷ 58

____ ÷ ____ = ____

____ ÷ ____ = ____

SMALL-GROUP ACTIVITIES

____ ÷ ____

____ ÷ ____ = ____

____ ÷ ____ = ____

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