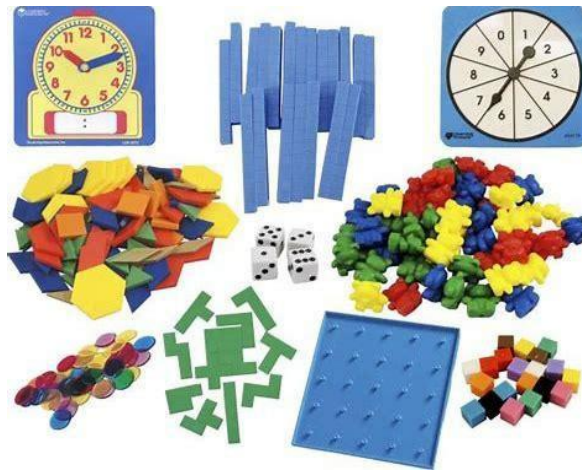




MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

# Mississippi Mathematics Manipulatives Manual Featured Activity



## “My Groovy Buttons Task Cards”

(Based on the Book “Pete the Cat and His Four Groovy Buttons”, by Eric Litwin)

**K.CC.6**

**Spring 2021**

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As we continue our efforts to develop high-quality instructional materials (HQIM) and resources, the Mississippi Department of Education (MDE), through the Academic Education Office, would like to showcase instructional practices and activities that foster conceptual understanding through the use of manipulatives in the mathematics classroom.

The **Mississippi Mathematics Manipulatives Manual** features activities meant to serve as short, hands-on procedures that may be implemented before, during, or after a lesson to support the teaching and learning process of the Mississippi College- and Career-Readiness Standards (MCCRS) for Mathematics. Alignment with the MCCRS Scaffolding Document has been included for additional support. Teachers may contact staff at the MDE if they would like to borrow manipulatives for classroom use.

Teachers may modify these activities to meet the needs of the students they serve and their instructional delivery model (virtual, in-person, or hybrid).

Special Thanks:

The Mississippi Department of Education, Literacy Department

# My Groovy Buttons Task Cards

## MANIPULATIVE(S):

- Task Cards (attached)
- $<$ ,  $>$ ,  $=$  Comparison Symbols (*attached*). Note: These can be attached to paper clips

## GRADE LEVEL OR COURSE

### TITLE:

CCRS Mathematics Grade K

### DOMAIN AND CLUSTER HEADING:

Counting and Cardinality (CC):  
Compare numbers

## STANDARD(S) :

**K.CC.6.** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Note: For this standard include groups with up to ten objects.)

## PREREQUISITE SKILLS :

- Know the sequential aspect of counting (i.e. 1 comes before 2, 2 comes before 3, etc.)
- Know comparative language such as "more than", "less than", "equal to", and "different" to compare objects.

## ACTIVITY:

Note: Activity Sheet Attached

1. Ensure students have the set of Task Cards attached below.
2. Have students to count the buttons on the top left of the task card and complete the sentence "My buttons, my buttons, my \_ groovy buttons." Then have students bring the number down to the empty box on the far left.
3. Have students to count the buttons on the top right of the task card and complete the sentence "My buttons, my buttons, my \_ groovy buttons." Then have students bring the number down to the empty box on the far right.
4. Next, have the students to clip the correct symbol in the middle box to make the number sentence true.
5. Then have students transfer the number sentence from the task card to the Activity Sheet (e.g.,  $4 > 2$ ).
6. Have students repeat steps 1-5 for each task card until all tasks have been completed.

## QUESTIONS TO CONSIDER:

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- Ask students “how many are in this set”?
- Use the "Thumbs up" if greater than, "Thumbs down" if less than, or "No Thumbs" if equal to, to have students to show comparisons of each displayed set.

## RESOURCES:

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- [Mississippi Mathematics Scaffolding Document](#) (Grade K, Page 8)
- [2016 MSCCRS for Mathematics](#)
- [Pete the Cat and His Four Groovy Buttons](#) by Eric Litwin (*Video-Miss Michelle’s Storytime*)

**Optional:** The University of Mississippi's Center for Mathematics and Science Education has an extensive inventory of math (and science and technology) tools and manipulatives that teachers may borrow for classroom use at no charge. Click the link below to access the inventory list and complete a check-out request.

- [CMSE Manipulatives](#)

## BEYOND THE ACTIVITY:

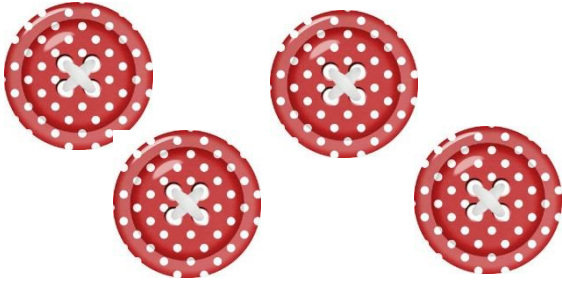
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- **Accommodation(s):** Tasks cards have been numbered for students that have not mastered the sequential aspect of counting. Also, students may be given buttons or counters to use as a concrete model for counting and comparing.

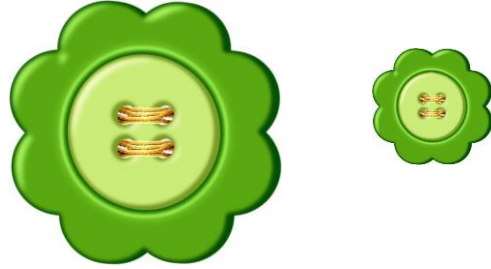
# My Groovy Buttons Task Cards

K.CC.6: Identify the number of objects in one group is greater than, less than, or equal to the number of objects in another group.

1 "My buttons, my \_\_\_\_\_  
buttons, my \_\_\_\_\_  
groovy buttons."



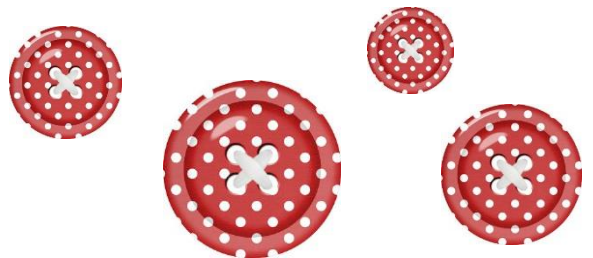
"My buttons, my \_\_\_\_\_  
buttons, my \_\_\_\_\_  
groovy buttons."



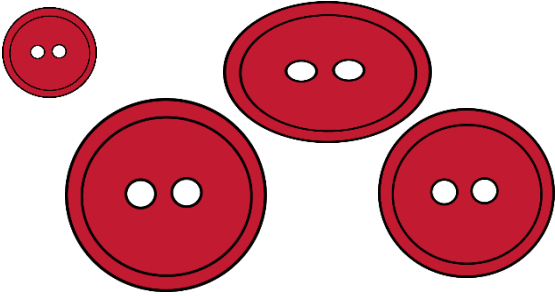
2 "My buttons, my \_\_\_\_\_  
buttons, my \_\_\_\_\_  
groovy buttons."



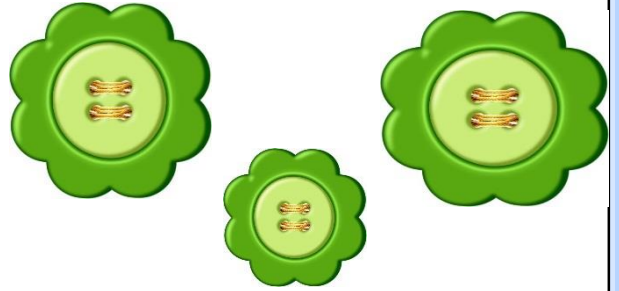
"My buttons, my \_\_\_\_\_  
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groovy buttons."



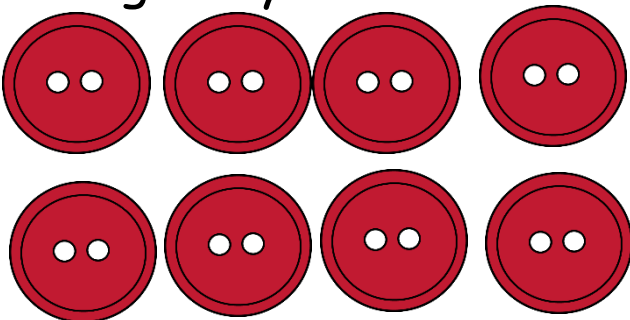
3 "My buttons, my buttons, my \_\_\_\_\_ groovy buttons."



"My buttons, my buttons, my \_\_\_\_\_ groovy buttons."



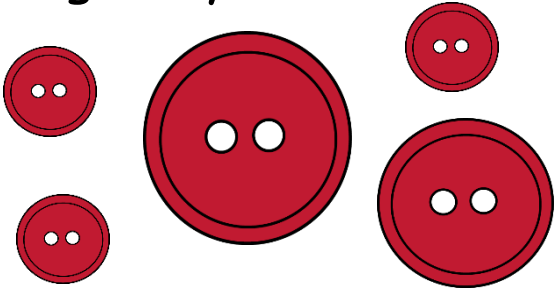
4 "My buttons, my buttons, my \_\_\_\_\_ groovy buttons."



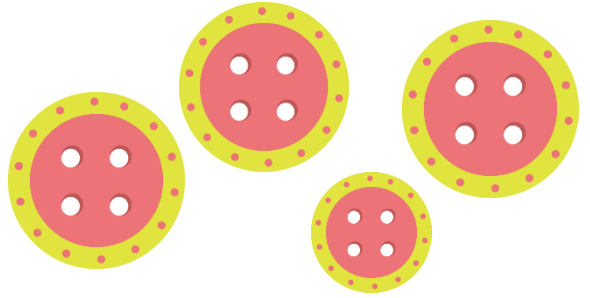
"My buttons, my buttons, my \_\_\_\_\_ groovy buttons."



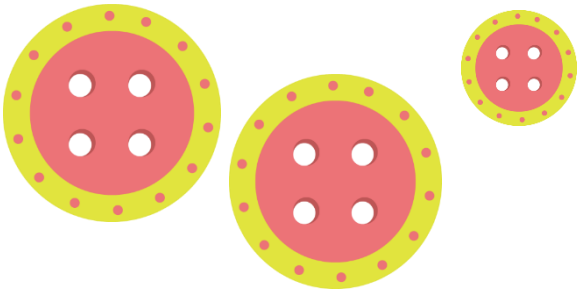
5 "My buttons, my \_\_\_\_\_  
buttons, my \_\_\_\_\_  
groovy buttons."



"My buttons, my \_\_\_\_\_  
buttons, my \_\_\_\_\_  
groovy buttons."



6 "My buttons, my \_\_\_\_\_  
buttons, my \_\_\_\_\_  
groovy buttons."

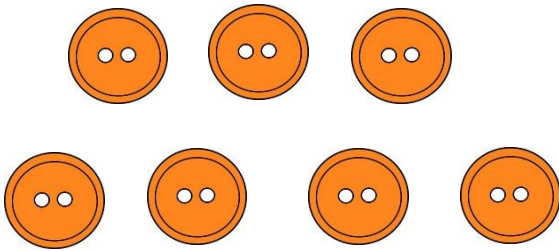


"My buttons, my \_\_\_\_\_  
buttons, my \_\_\_\_\_  
groovy buttons."

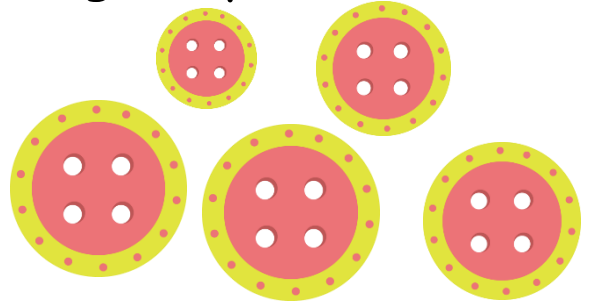




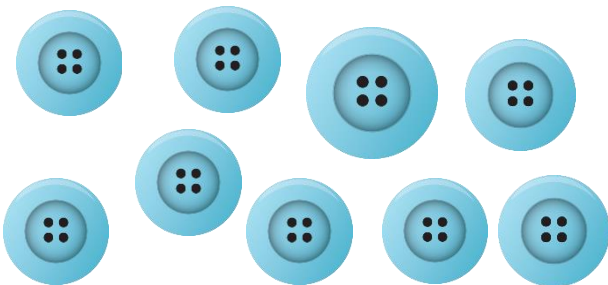
7 "My buttons, my  
buttons, my \_\_\_\_\_  
groovy buttons."



"My buttons, my  
buttons, my \_\_\_\_\_  
groovy buttons."



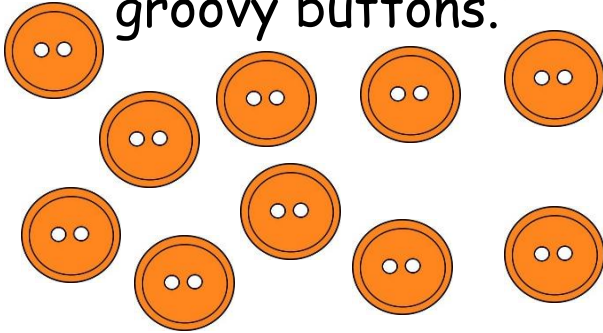
8 "My buttons, my  
buttons, my \_\_\_\_\_  
groovy buttons."



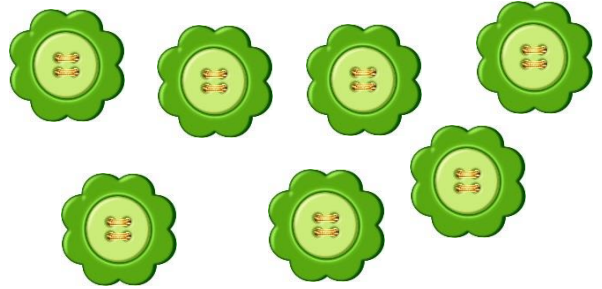
"My buttons, my  
buttons, my \_\_\_\_\_  
groovy buttons."



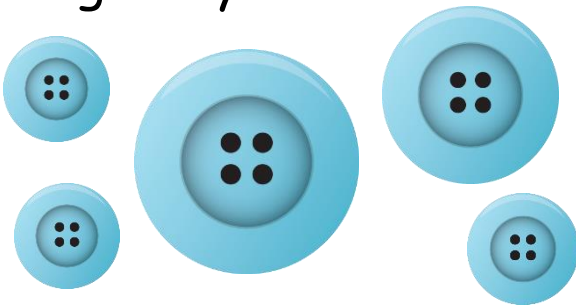
9 "My buttons, my \_\_\_\_\_  
groovy buttons."



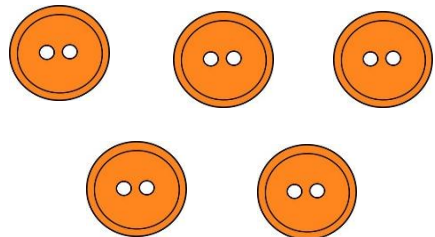
"My buttons, my \_\_\_\_\_  
groovy buttons."



"My buttons, my \_\_\_\_\_  
groovy buttons."



"My buttons, my \_\_\_\_\_  
groovy buttons."



Name: \_\_\_\_\_

Record your responses below.

1.

2.

3.

4.

5.

6.

7.

8.

# Comparison Symbols

