Hubbub Lesson Notes

Common Core State Standards:
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
c. Understand that each successive number name refers to a quantity that is one larger.

K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.CC.C.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.1 1 Include groups with up to ten objects.

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Opening the lesson:
Begin with Notice and Wonder or Same and Different.

Ask students, "I wonder what other patterns of red and yellow dots would make 5." Talk with your partner about some other ways to make 5 with red and yellow dots.

Ask students to share their thinking. Looking for 4 and 1 and 5 and 0. I expect that students will not think of 5 and 0. If they don't, bring out the counters and ask, "If I shake these onto the table, how might they land?" "Could I get 4 and 1 and 3 and 2?"

Introducing the game:

Hubbub. The object of the game is to get 20 points before your partner. If you get to 20 first, you win the game. Here's how you play:

1. When it is your turn, pick up the 5 counters and shake them in both hands, then gently spill them on the table.
2. If you get 3 + 2, you get one point. If you get 5 + 0, you get two points. If you get 4 + 1, you lose your turn.
3. If you get 3 + 2 or 5 + 0, your turn continues.
4. To mark your points, use a double ten-frame. Place one cube on the double ten-frame for each point you earn.
5. Continue playing until you shake and spill 4 + 1.
6. The first one to reach 20, wins the game.

Model the game with the teacher.

Students play the game.

While students play the game, ask students questions such as:

- How many points do you have? How do you know?
- How many points do you need to get to 10 (or 20)? How did you figure that out?
- What do you hope to roll next? Why? IF you roll 5 and 0 for 3 more times, what will your score be?
- How many 5 and 0's do you need to roll to win? How do you know?
- How many more points did you have than your partner? How did you figure that out?
- What could you roll to win?
- If I had this (show students a filled in ten-frame), how might I figure out how many I would need to win the game?