

1

Hello, my name is _____ .
Today I reached inside the class marble jar and grabbed a handful of marbles.

2

I held the marbles out in both hands and looked to see how many I had. I estimated that there were _____ marbles.
I had more than _____ marbles (low estimate).
I had less than _____ marbles (high estimate).

3

I counted the marbles out one at a time to find out exactly how many I had.
I counted _____ marbles in all.

4

Next, I put my marbles in a basket. They spread across the bottom of the basket. Now, it looked like I had more marbles. I decided to count them to prove how many marbles were in the basket.
I counted _____ marbles in all.

5

6

Still wanting to prove how many marbles I had for sure, I decided to count my marbles in groups of 5 and some extras. This is what my collection looked like.

I also counted my marbles in groups of ten and some more. This is what my collection looked like.

7

8

My friends were counting marbles too. My friend _____ had _____ marbles. I had _____ marbles.

My teacher asked, "who has more marbles you or your friend?" I answered, _____.

At the end of the day, everyone in my class drew pictures of the number they had counted using models, number bonds and number lines to represent their number. I did the same. I knew how many marbles I had. My drawing was a great way to Prove It!



A powerful way to use *Miss Penny Says Prove It!* is to encourage children to retell Bobby's story using their own marble experience as a backdrop for understanding. Students reach into a marble jar and pull out their own collection of marbles to work with. Using the story board to guide them, students estimate, count one by one, explore ideas about the quantitative value of numbers, represent numbers in multiple ways and hopefully gain understanding of the conservation of numbers. These rich experiences allow children to navigate their own learning by exploring concrete, representational and abstract opportunities that promote understanding.



DIRECTIONS

Use the storyboard provided to Retell, Recreate and Talk with Friends about Math.

Students can illustrate the story using the template provided or act out the story using the text from the storyboard as their script. The goal is to provide a task that will allow children to interact with the key math concepts presented in *Miss Penny Says Prove It!*

Most students tend to grab more than 10 marbles from the jar. If a child grabs less than ten, it opens discussions about place value and the value of using make ten as a counting strategy for counting larger numbers. Teachers/Parents may want to recreate the story with a number less than ten to prompt a discussion.

