

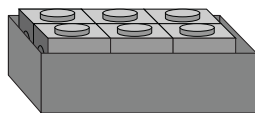
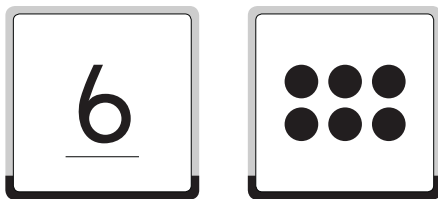


Core Focus

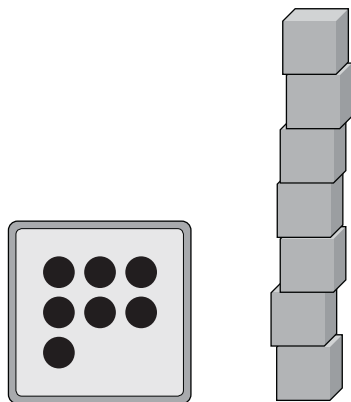
- Number: Creating groups of objects and pictures to match numerals (6 to 10)
- Number: Writing numerals 0 to 10 and just before and just after (up to 10)
- Number: Introducing number tracks

Numbers 0–10

- Students extend their counting skills to work with groups of ten. They recognize and create sets of objects (1 to 10), and match sets with numerals.



- Students develop number sense and learn to read and write numerals through repeated experiences with sorting and counting.
- Students match pictures, numerals, and concrete objects to build their understanding of numbers from 1 to 10. They see that five can be represented by five books, the word five, and the numeral 5. They also see that five can be five very small beans or five large chairs.



In this small group activity, students build a set with the same quantity shown on the card. Students are encouraged to draw their construction and write the number of blocks they used.

Ideas for Home

- Encourage your child to create their own 1 to 10 counting book by drawing pictures, using stickers or stamps, or cutting pictures from magazines. Ask your child to practice writing the matching numerals.
- Playing simple card games or games that involve standard number cubes can be an enjoyable way for students to practice counting and recognizing numerals and quantities.
- Ask your child to help with the grocery list by writing numerals and drawing simple shapes. E.g. your child can write and draw “6 apples” or “2 cartons of milk.”

Helpful videos

View these short one-minute videos to see these ideas in action.

www.bit.ly/OI_11

www.bit.ly/OI_13

Number Writing and Sequencing

- Students learn simple rhymes to help learn to write numerals. It is normal for students to reverse some numerals as they are learning to write. This is not considered an error.
- A range of different contexts helps students develop fine motor skills for writing numerals. Writing numerals in sand using their fingers, painting numerals with a brush, or tracing numerals on a friend’s back all help students learn how to form each numeral.



In this small group activity, students use finger paint to practice writing numerals.

- Up to now, students have focused on numbers as a collection of objects. Now students begin to think about numbers in a sequence. A **number track** helps students visualize these sequences.
- An important aspect of early number sense is recognizing which numbers come before and after when we count.

Number: Introducing the number track

I. Trace over the gray numerals. Then write the numbers that are missing on each number track. 2.5

a.

1	2	3	4			7	8		10
---	---	---	---	--	--	---	---	--	----

b.

1	2	3		5	6				10
---	---	---	--	---	---	--	--	--	----

c.

	2		4	5	6		8		10
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Completing missing numbers on the track provides practice in thinking about which number comes *just before* or *just after*, without counting.

Ideas for Home

- Play a board game with numbers to move forward on like Snakes & Ladders. This is an enjoyable way for students to practice counting and recognizing numbers before and after.
- When reading with your child say, “We’re on page 4. What page do you think is next?”
- Create a small number track to use at home. Say two numbers out loud and have your child compare them using the number track.

Glossary

- ▶ A **number track** has a space for each number. Your child will use one in class to determine which number is larger or smaller.

1	2	3	4	5	6	7	8	9	10
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