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# Math Book 5

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PROJECT  
**READY**  
MOUNT ST. JOSEPH UNIVERSITY®

Joyful Discoveries  
Preschool Curriculum



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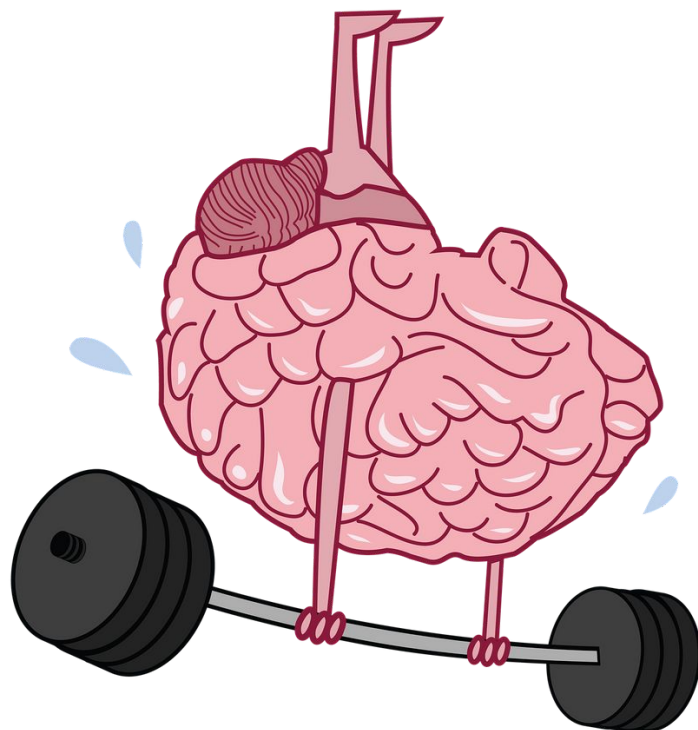
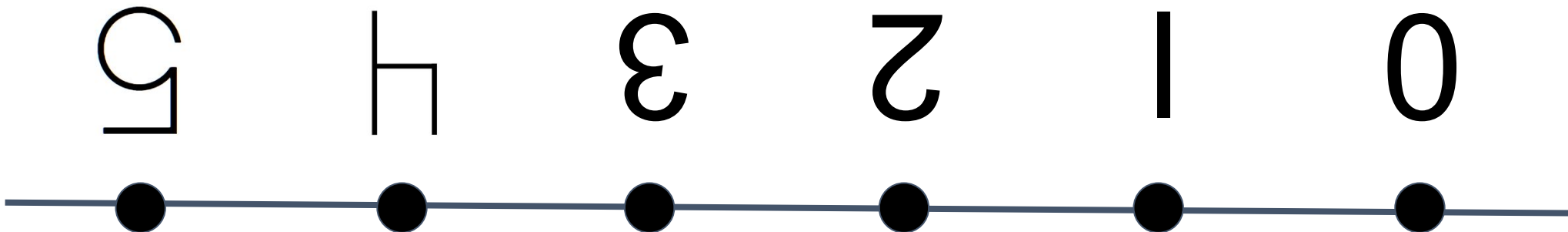
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### Materials Needed:

- Most recently read math book
- Small, identical materials for counting  
(For example: unifix cubes)
- Number tracing cards 0-8
- Work mat for each student.

# Lesson 1

## Number Recognition 6-8

Overview: This lesson introduces students to number recognition for 6-8.

### Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***This number line is small and it starts with zero.***

***Remember, zero means nothing. Count with me as I point to each number. As we count, put one finger up for each***

***number.*** Encourage students to count with you as you point to each number, starting with a fist for zero and lifting one finger as

you count together. Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm going to***

***point to a number and everyone will say the number.*** Point to numbers randomly, encouraging all students to say the

number. To add an element of fun, occasionally point at the brain and encourage students to say, "I'm so smart."



# Lesson 1

Number Recognition 6-8

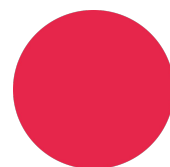
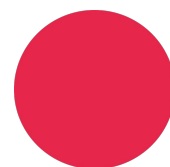
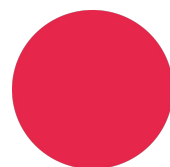
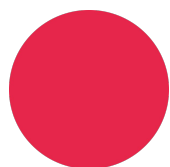
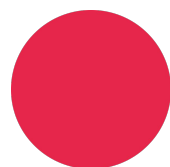
## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL

9





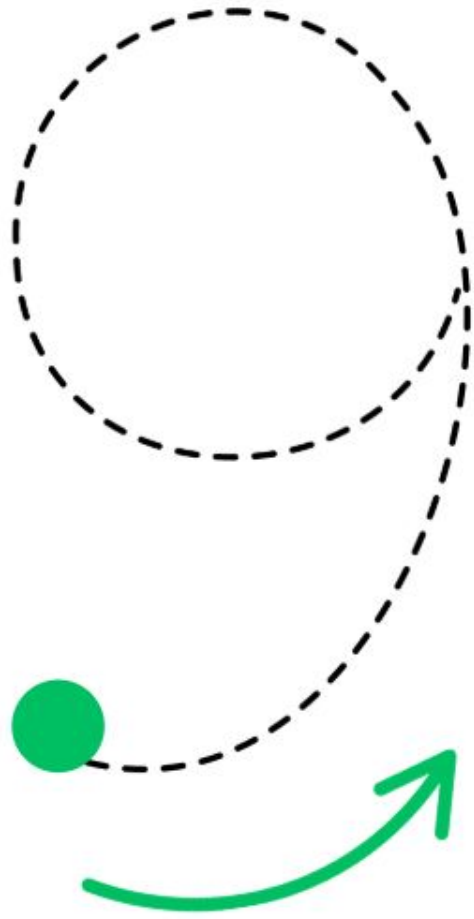
# Lesson 1

## Number Recognition 6-8

Introduce New Concept

**Explain:** *When we count, we say numbers. Numbers tell us how many. We can also write and read numbers. Today we are going to learn how to read and write three numbers.*

**Model:** Point to the red circles. *I'm going to count these red circles. Watch me.* Point to the red circles as you count. *One, two, three, four, five, six.* Draw a circle around the red circles with your finger. *This is six.* Point to numeral 6. *This is the way we write six.* Trace the numeral 6 with your finger. *This is the number 6. Everyone say six.*



# Lesson 1

## Number Recognition 6-8

Introduce New Concept

**Model:** *This is the way we write the number six.* Trace 6, starting at green dot and pulling backward while saying **Pull backward and down, now all the way around. That's how you write six.**

**Group Practice:** Pass out number 6 cards. Have the children trace the number and say the number as they trace.

*Let's all write the number six together. Start at the green dot. Pull backward and down, now all the way around. What number did we write? Six! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number cards when done.

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# Lesson 1

## Number Recognition 6-8

### Group Practice

**Explain:** *Let's work together to read this number and show that many with our counting cubes.*

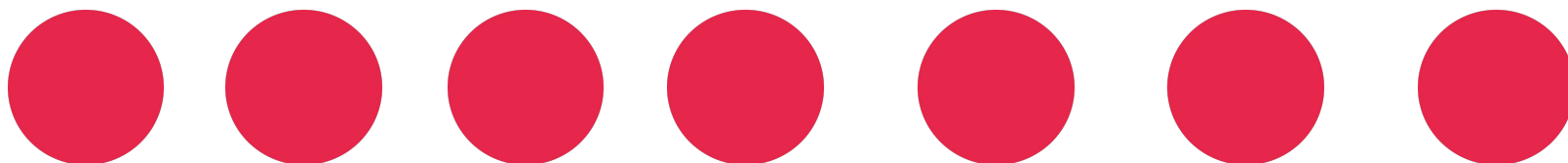
**Group Practice:** Point to number six. *Let's read this number.* Point to your forehead in thinking gesture. *Think about it. What number is this?* Open hand to note choral response- *six. This is the number six. Let's use our counting cubes to show six.* Set six counting cubes on the page and say, *Now let's count the cubes together. One, two, three, four, five, six.* Point to number 6 and say, *Let's say this number three times. Six, six, six. Good.*



### Error Correction Procedure

Point to number six. *Six This is how we write the number six.*

**L**

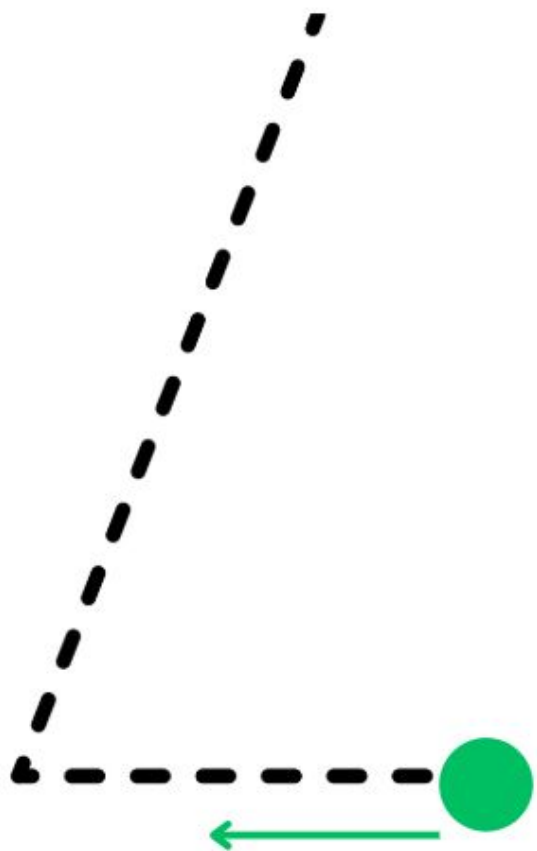


# Lesson 1

## Number Recognition 6-8

### Introduce New Concept

**Model:** Point to the first red circles. Explain, *I'm going to count these red circles. Watch me.* Point to the red circles as you count. *One, two, three, four, five, six, seven.* Draw a circle around the red circles with your finger. *This is seven.* Point to numeral 7. *This is the way we write seven.* Trace the numeral 7 with your finger. *This is the number 7. Everyone say seven.*





# Lesson 1

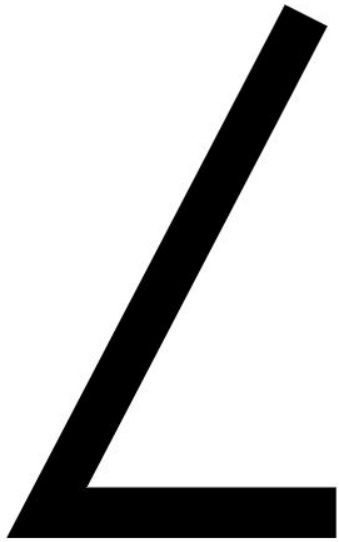
## Number Recognition 6-8

Introduce New Concept

**Model:** *This is the way we write the number seven.* Trace 7. Start at green dot and pull across, saying *Start at the dot. Pull across. Slide down. That's how you write seven.*

**Group Practice:** Pass out number 7 cards. Have the children trace the number and say the number as they trace. *Let's all write the number seven together. Start at the dot. Pull across. Slide down. What number did we write? Seven! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 7 cards when done.



# Lesson 1

## Number Recognition 6-8

### Group Practice

**Group Practice:** Point to number seven. *Let's read this number.* Point to your forehead in thinking gesture. *Think about it.*

*What number is this?* Open hand to note choral response- *seven. This is the number seven. Let's use our counting cubes to*

*show seven.* Set seven counting cubes on the page and say, *Now let's count the cubes together. One, two, three, four, five,*

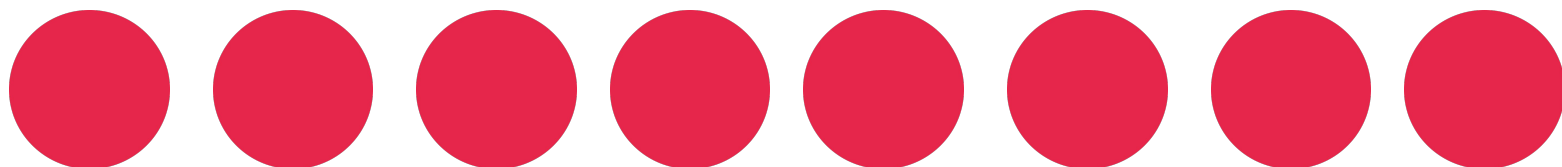
*six, seven.* Point to number 7 and say, *Let's say this number three times. Seven, seven, seven. Good.*



### Error Correction Procedure

Point to number seven. *Seven. This is how we write the number seven.*

8



# Lesson 1

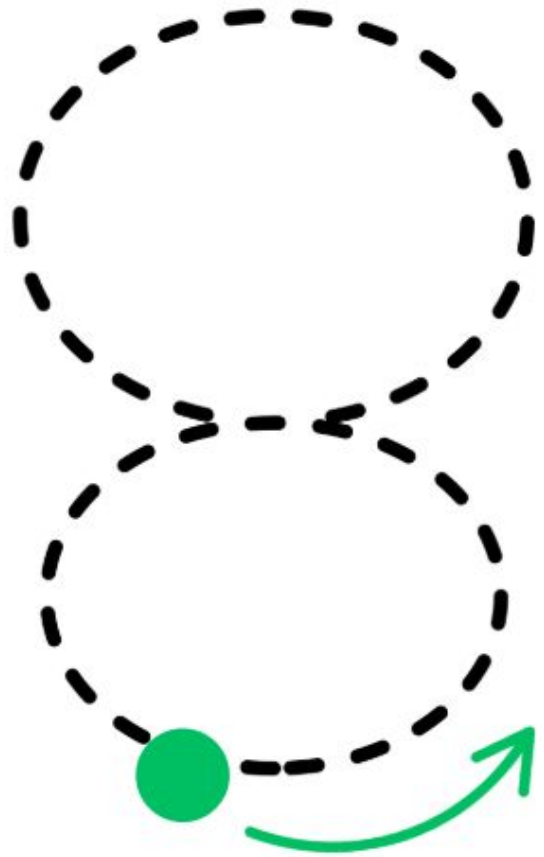
## Number Recognition 6-8

### Introduce New Concept

**Model:** Point to the first red circle. Explain, *I'm going to count these red circles. Watch me.* Point to the red circles as you count.

*One, two, three, four, five, six, seven, eight.* Draw a circle around the red circles with your finger. *This is eight.* Point to numeral

8. *This is the way we write eight.* Trace the numeral 8 with your finger. *This is the number 8. Everyone say eight.*



# Lesson 1

## Number Recognition 6-8

Introduce New Concept

**Model:** *This is the way we write the number eight.* Trace 8, starting at green dot and pull backward saying *Pull backward. Go around. Go around again. Go all the way back up. That's how you write eight.*

**Group Practice:** Pass out number 8 cards. Have the children trace the number and say the number as they trace. *Let's all write the number eight together. Start at the dot. Pull backward. Go around. Go around again. Go all the way back up.*

*What number did we write? Eight! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 8 cards when done.

8



# Lesson 1

## Number Recognition 6-8

### Group Practice

**Group Practice:** Point to number eight. *Let's read this number.* Point to your forehead in thinking gesture. *Think about it.*

*What number is this?* Open hand to note choral response- *eight. This is the number eight. Let's use our counting cubes to show eight.* Set eight counting cubes on the page and say, *Now let's count the cubes together. One, two, three, four, five, six, seven, eight.* Point to number 8 and say, *Let's say this number three times. Eight, eight, eight. Good.*



### Error Correction Procedure

Point to number eight. *Eight. This is how we write the number eight.*



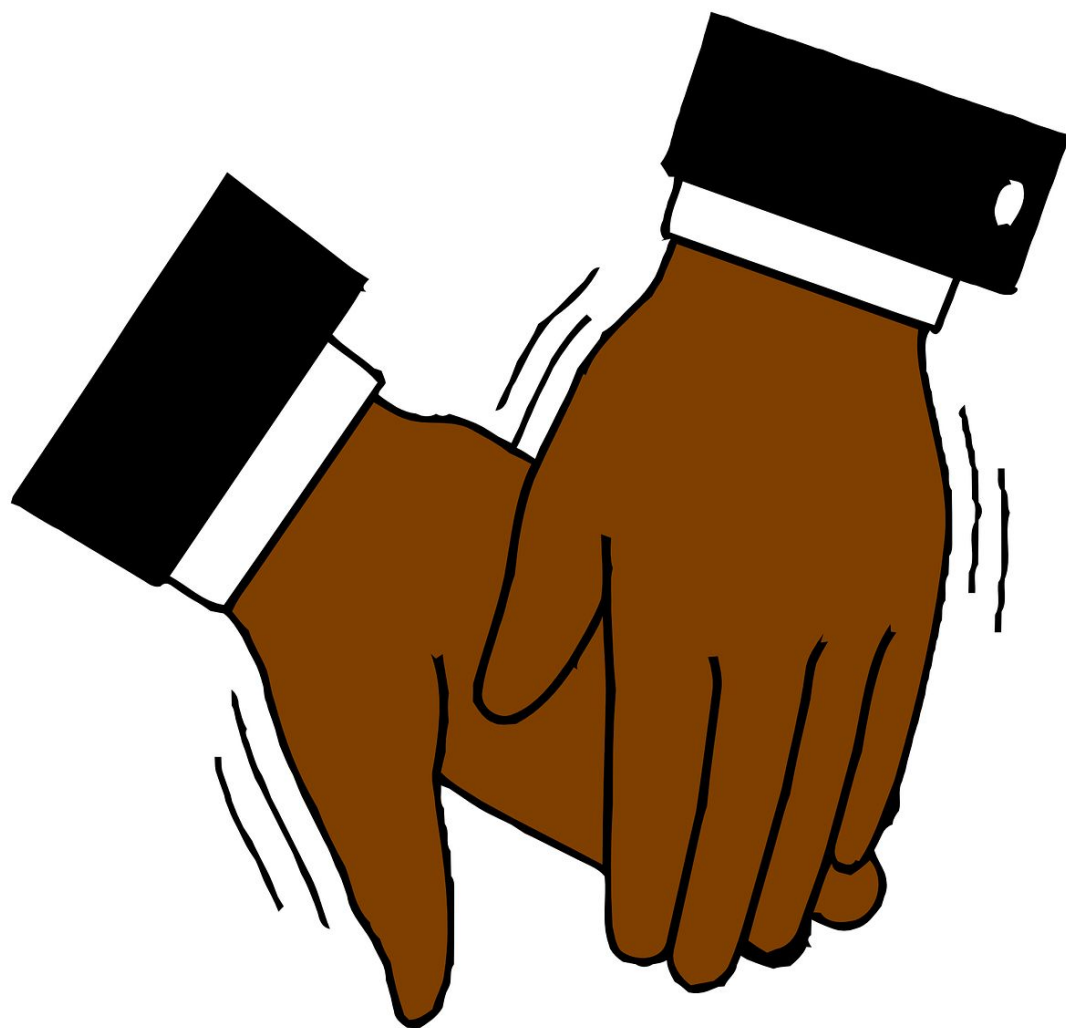
# Lesson 1

## Number Recognition 6-8

### Individual Practice:

Give each student a work mat. Set eight counting cubes on each student's work mat. Place a number tracing card (6-8) on each work mat. Encourage students to read their number, trace it, and count that many cubes onto their work mat next to the number card. Monitor student progress and correct errors. Each student should have **one opportunity to read each number 6-8, trace it, and count out the corresponding number of cubes.** If attention and engagement allows, also give students a few number cards for numbers previously learned (0-5).

**Expand (optional):** For students ready for a challenge, give them all three number cards 6-8 and ask them to count out the corresponding number of cubes for each number card. Students will need 21 counting cubes to do this.



# Lesson 1

## Number Recognition 6-8

Wrap Up

Explain: *Today we read the numbers six, seven, and eight.*

Celebrate success:

*Let's celebrate our hard work. I'm going to sing a song. When I stop singing, you clap your hands two times.*


Sing (to the tune of If You're Happy and You Know it),

*If you're smart and you know it, clap your hands.* Clap, clap

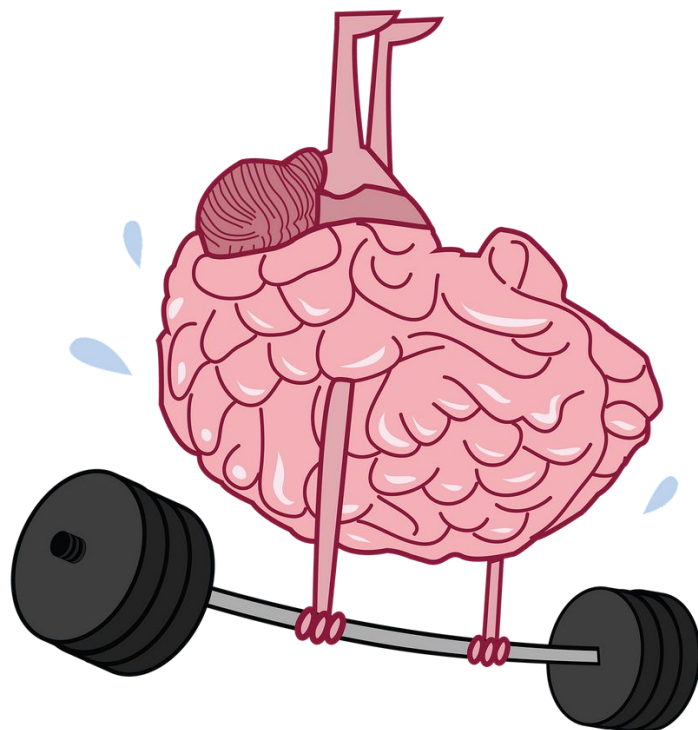
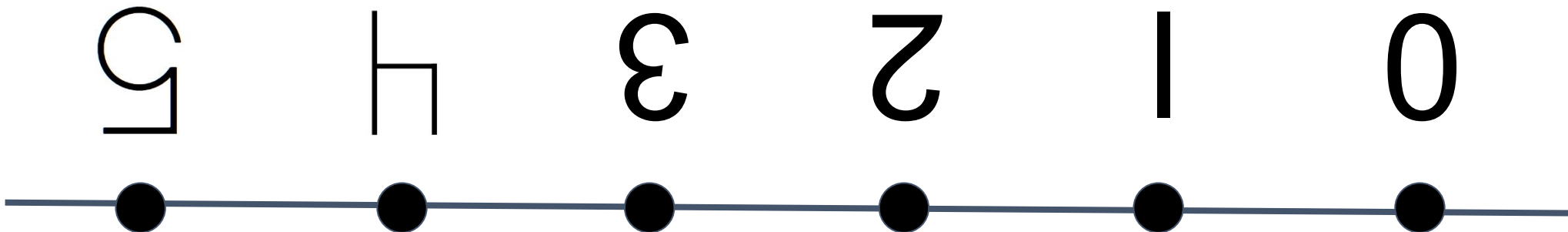
*If you're smart and you know it, clap your hands.* Clap, clap

*If you're smart and you know it and you really want to show it; if you're smart and you know it clap your hands.* Clap, clap

*Great work! We're all done.*



Point out numbers  
(0-8) throughout the  
day.



### Materials Needed:

- Most recently read math book
- Small, identical materials for counting  
(For example: unifix cubes)
- Number tracing cards 0-8
- Work mat for each student.

# Lesson 1A

Number Recognition 6-8

Overview: This lesson reviews number recognition for 6-8.

## Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***This number line is small and it starts with zero.***

***What does zero mean?*** (Finger to forehead in thinking gesture then open hand to signal choral response- nothing.) ***Nothing.***

***Zero means nothing. Count with me as I point to each number. As we count, put one finger up for each number.*** Encourage

students to count with you as you point to each number, starting with a fist for zero and lifting one finger as you count together.

Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm going to point to a number and***

***everyone will say the number.*** Point to numbers randomly, encouraging all students to say the number. To add an element of

fun, occasionally point at the brain and encourage students to say, "I'm so smart."





# Lesson 1A

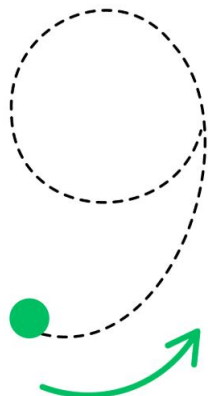
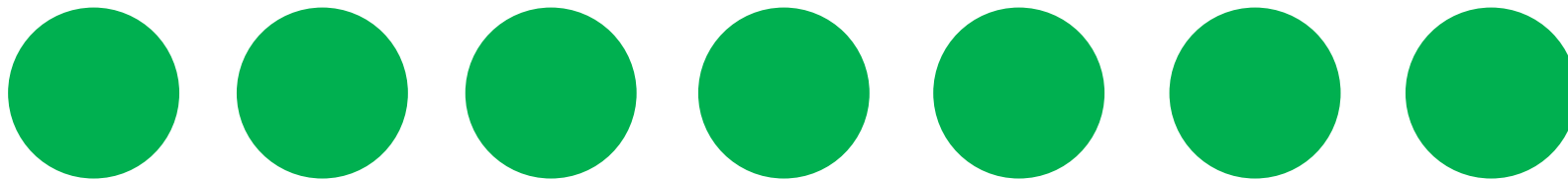
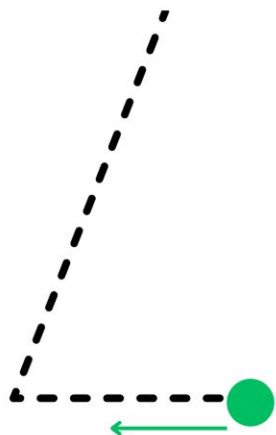
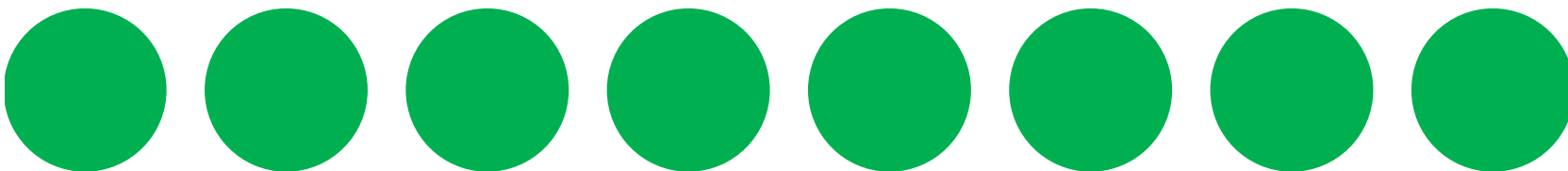
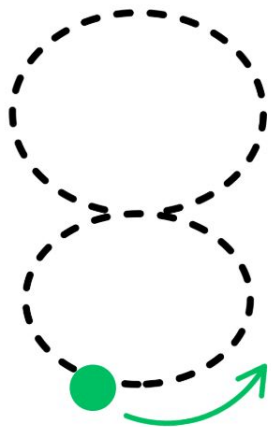
Number Recognition 6-8

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



# Lesson 1A

## Number Recognition 6-8

Review New Concept

**Explain:** *When we count, we say numbers. Numbers tell us how many. We can also write and read numbers. Today we are going to practice reading and writing the numbers we have learned.*

**Model:** Point to green circles by 6. *Let's count these green circles together. One, two, three, four, five, six.* Point to the numeral 6. *This is the way we write six.* Trace the numeral 6 with your finger. *This is the number 6. Everyone say six.*

**Group Practice:** Pass out number 6 cards. Have the children trace the number and say the number as they trace. *Let's all write the number six together. Pull backward and down, now all the way around. What number did we write? Six! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for numbers seven and eight.**

Number Formation Scripting:

7- *Start at the dot. Pull across. Slide down.*

8- *Start at the dot. Pull backward. Go around. Go around again. Go all the way back up.*

H

7

8

6

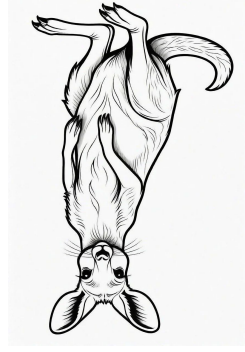
7

6



s

z



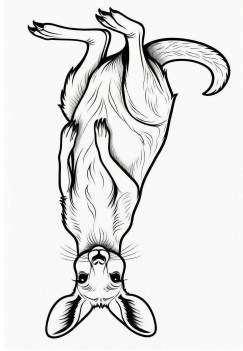
8

6

8

7

7



A

6

8

# Lesson 1A

## Number Recognition 6-8

### Group Practice

**Group Practice:** *We are going to play a game called Number Hunt. I'm going to point to something in the book. If it's a number, you will raise your hands really high and say the number. If it's a letter, you will shake your head no. If I point to a kangaroo, you will jump up and down. Let's practice.* Practice pointing to a number, a letter, and a kangaroo to familiarize students with the related action. **Ready? Let's play!** While playing the game, make sure you point to each number (6-8) four times (that's how many of each are hiding on this page.)



### Error Correction Procedure

Point to picture again. Name it. Remind students of related action. Encourage them to do the action.



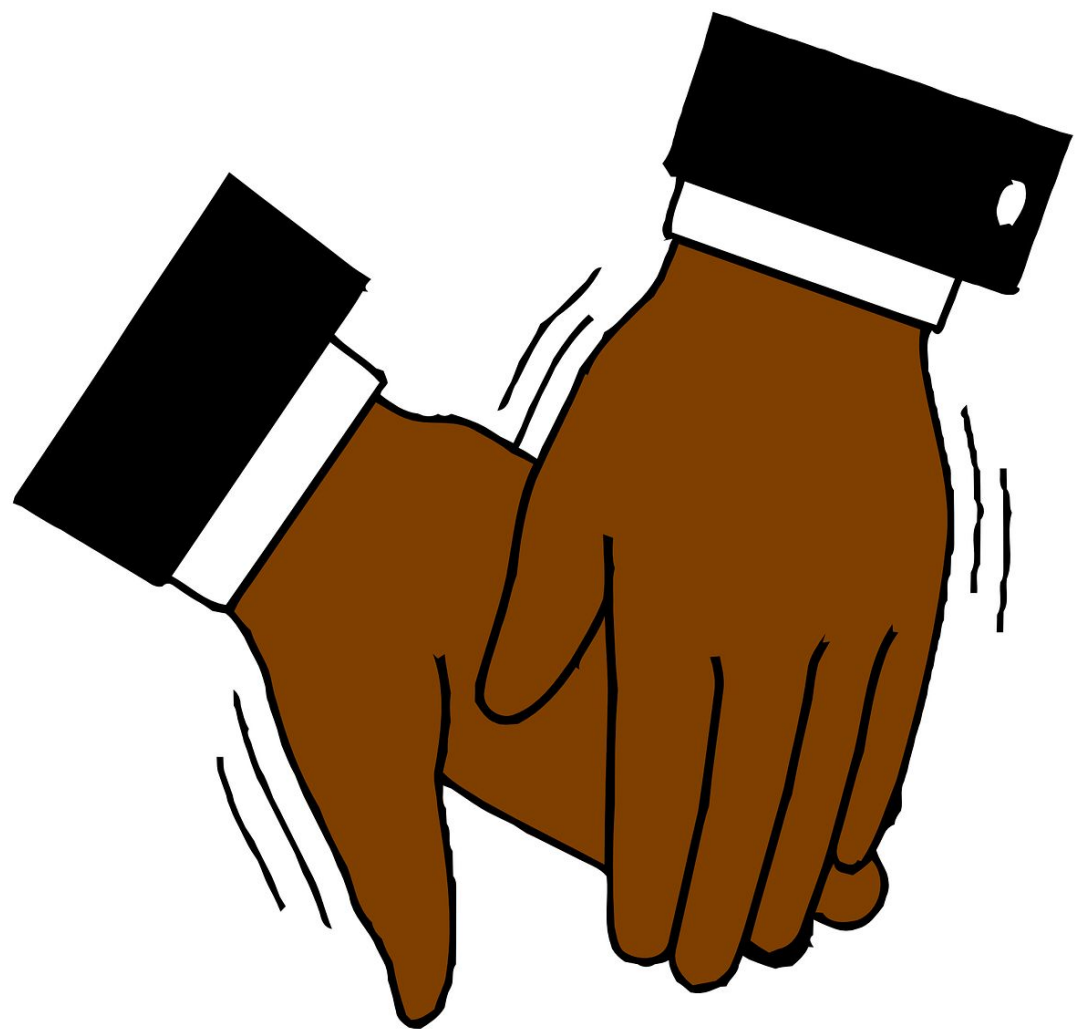
# Lesson 1A

## Number Recognition 6-8

### Individual Practice:

Give each student a work mat. Set eight counting cubes on each student's work mat. Place a number card (6-8) on each work mat. Encourage students to read their number, trace it, and count that many cubes onto their work mat next to the number card. Monitor student progress and correct errors. Each student should have **one opportunity to read each number 6-8, trace it, and count out the corresponding number of cubes.** If attention and engagement allows, also give students a few number cards for those previously learned (0-5).

**Expand (optional):** For students ready for a challenge, give them all three number cards 6-8 and ask them to count out the corresponding number of cubes for each number card. Students will need 21 counting cubes to do this.





# Lesson 1A

## Number Recognition 6-8

Wrap Up

Explain: *Today we read the numbers six, seven, and eight.*

Celebrate success:

*Let's celebrate our hard work. I'm going to sing a song. When I stop singing, you clap your hands two times.*

Sing (to the tune of If You're Happy and You Know it),

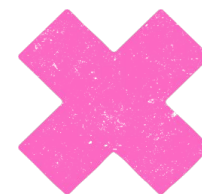
*If you're smart and you know it, clap your hands.* Clap, clap

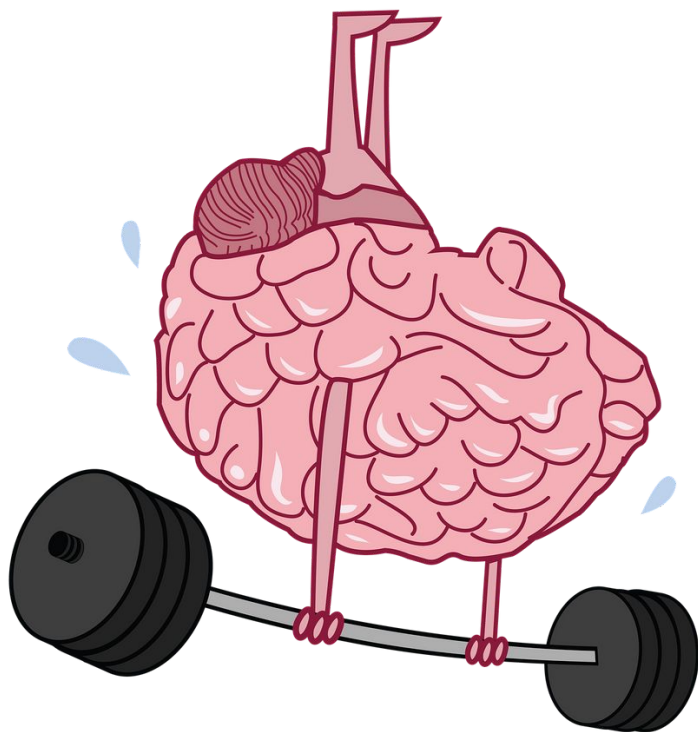
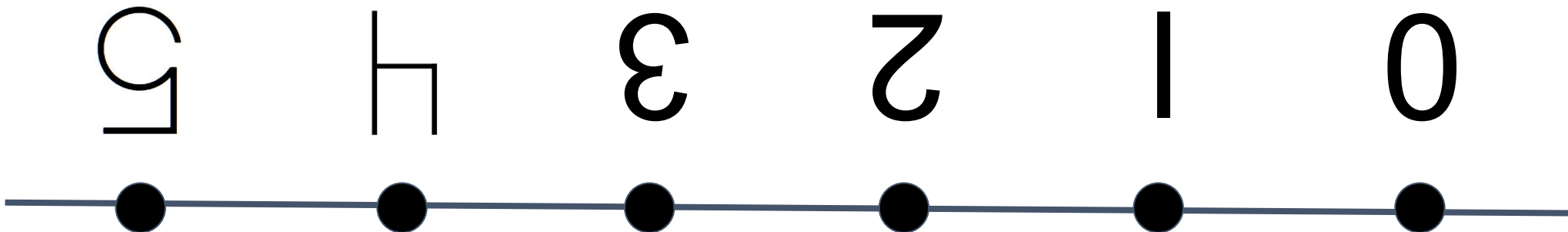
*If you're smart and you know it, clap your hands.* Clap, clap

*If you're smart and you know it and you really want to show it; if you're smart and you know it clap your hands.* Clap, clap

*Great work! We're all done.*

Point out numbers  
(0-8) throughout the  
day.





### Materials Needed:

- Most recently read math book
- Small, identical materials for counting  
(For example: unifix cubes)
- Number tracing cards 0-8
- Work mat for each student.

# Lesson 1B

Number Recognition 6-8

Overview: This lesson reviews number recognition for 6-8.

## Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***This number line is small and it starts with zero.***

***What does zero mean?*** (Finger to forehead in thinking gesture then open hand to signal choral response- nothing.) ***Nothing.***

***Zero means nothing. Count with me as I point to each number. As we count, put one finger up for each number.*** Encourage

students to count with you as you point to each number, starting with a fist for zero and lifting one finger as you count together.

Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm going to point to a number and***

***everyone will say the number.*** Point to numbers randomly, encouraging all students to say the number. To add an element of

fun, occasionally point at the brain and encourage students to say, "I'm so smart."



# Lesson 1B

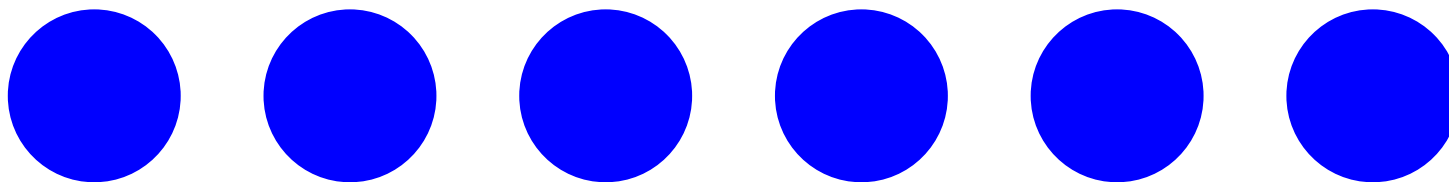
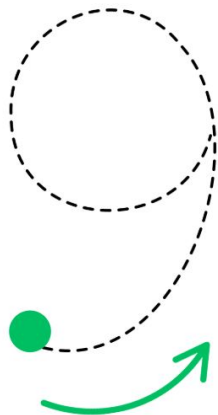
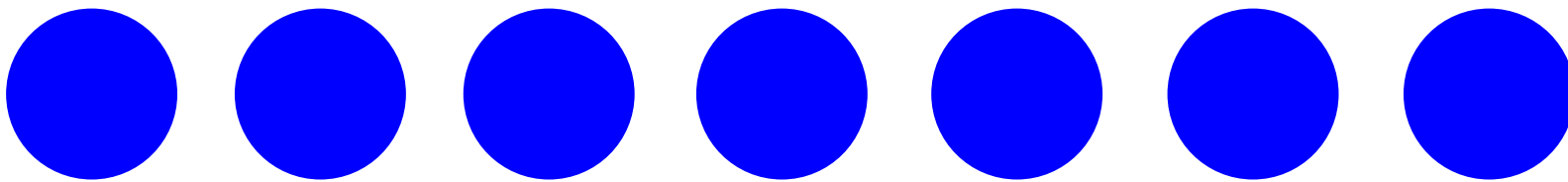
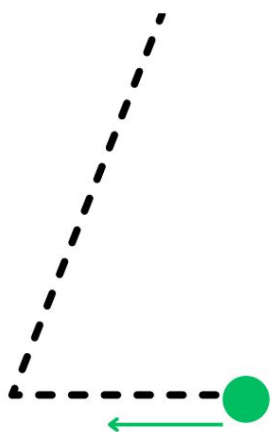
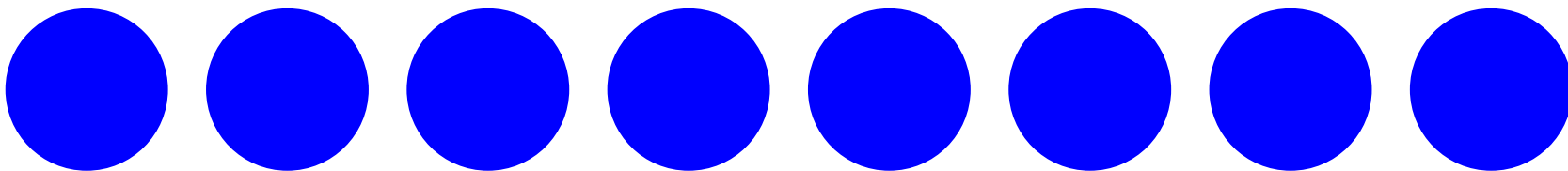
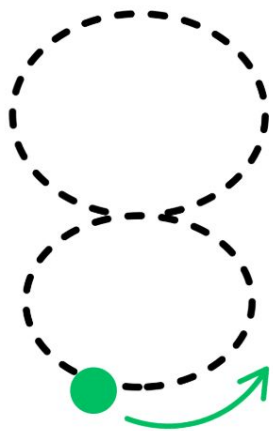
Number Recognition 6-8

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



# Lesson 1B

## Number Recognition 6-8

Review New Concept

**Explain:** *When we count, we say numbers. Numbers tell us how many. We can also write and read numbers. Today we are going to practice reading and writing the numbers we have learned.*

**Model:** Point to green circles by 6. *Let's count these green circles together. One, two, three, four, five, six.* Point to the numeral 6. *This is the way we write six.* Trace the numeral 6 with your finger. *This is the number 6. Everyone say six.*

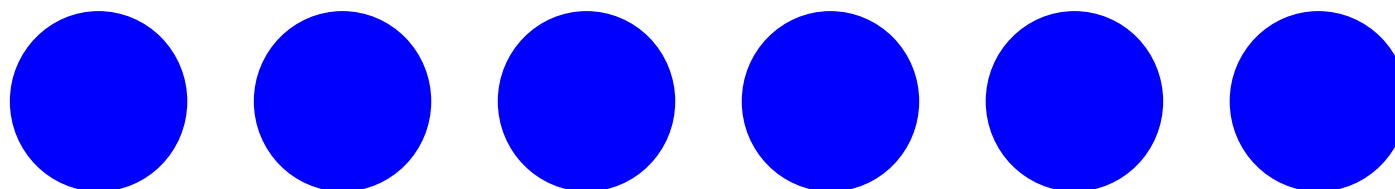
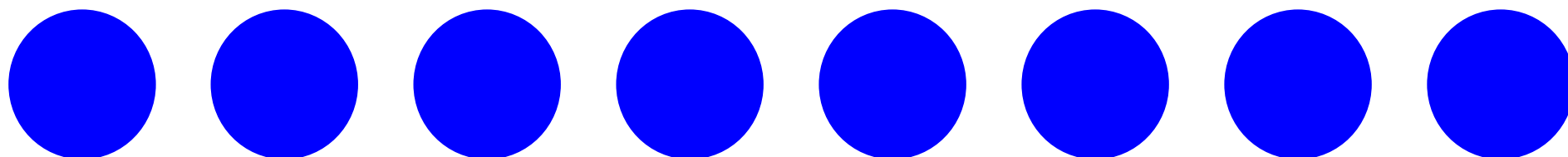
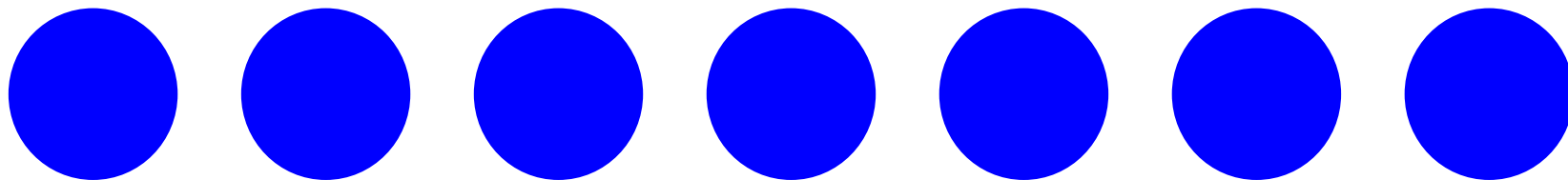
**Group Practice:** Pass out number 6 cards. Have the children trace the number and say the number as they trace. *Let's all write the number six together. Pull backward and down, now all the way around. What number did we write? Six! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for numbers seven and eight.**

Number Formation Scripting:

7- *Start at the dot. Pull across. Slide down.*

8- *Start at the dot. Pull backward. Go around. Go around again. Go all the way back up.*





# Lesson 1B

## Number Recognition 6-8

### Group Practice

**Group Practice:** Give each student one number tracing card (6-8) so that each student has only one card and all numbers 6-8 are passed out. ***We are going to sort numbers today. Let's count these circles and find the numbers that mean that many.***

Point to first group of circles. ***Let's start here. Let's count these circles. One, two, three, four, five, six. How many? Six. If you have the number card that says six, put it here.*** Point to next group of circles. ***Let's count these circles. One, two, three, four, five, six, seven, eight. How many? Eight. If you have the number card that says eight, put it here.*** Point to last group of circles. ***Let's count these circles. One, two, three, four, five, six, seven. How many? Seven. If you have the number card that says seven, put it here.*** Pass out more number cards and continue in this manner until each student has had a chance to identify each number 6-8.



### Error Correction Procedure

Count the circles together. Name the number and help student with card to identify the number.



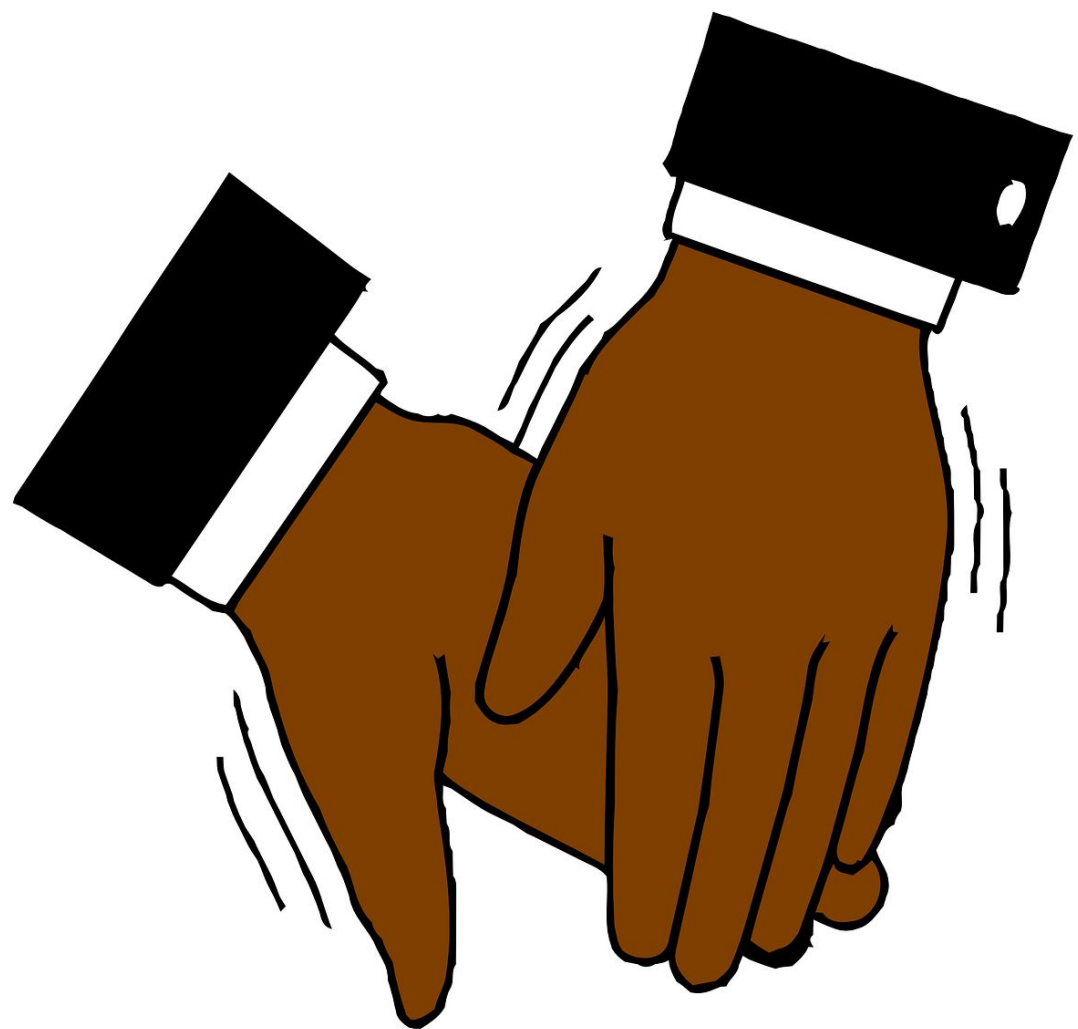
# Lesson 1B

## Number Recognition 6-8

### Individual Practice:

Give each student a work mat. Set eight counting cubes on each student's work mat. Place a number card (6-8) on each work mat. Encourage students to read their number, trace it, and count that many cubes onto their work mat next to the number card. Monitor student progress and correct errors. Each student should have **one opportunity to read each number 6-8, trace it, and count out the corresponding number of cubes.** If attention and engagement allows, also give students a few number cards for those previously learned (0-5).

**Expand (optional):** For students ready for a challenge, give them all three number cards 6-8 and ask them to count out the corresponding number of cubes for each number card. Students will need 21 counting cubes to do this.



# Lesson 1B

## Number Recognition 6-8

Wrap Up

Explain: *Today we read the numbers six, seven, and eight.*

Celebrate success:

*Let's celebrate our hard work. I'm going to sing a song. When I stop singing, you clap your hands two times.*

Sing (to the tune of If You're Happy and You Know it),

*If you're smart and you know it, clap your hands.* Clap, clap

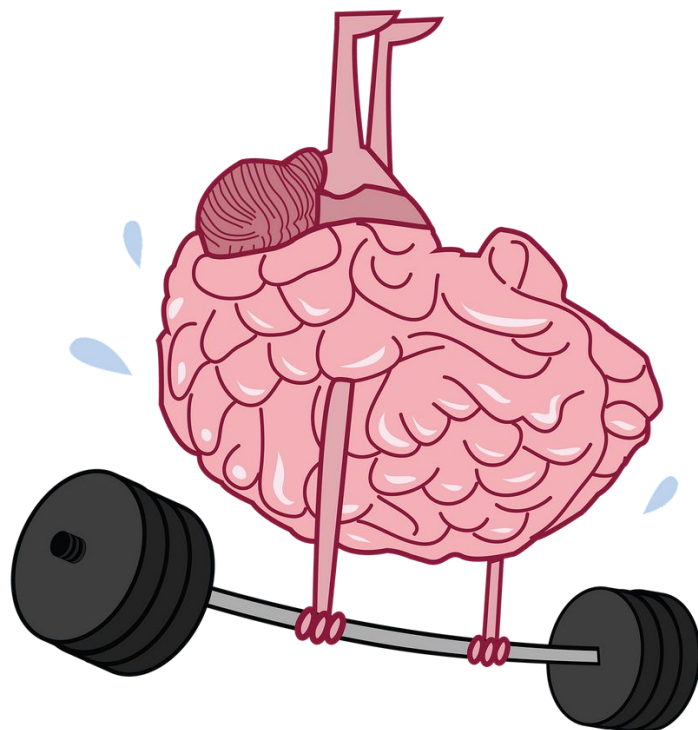
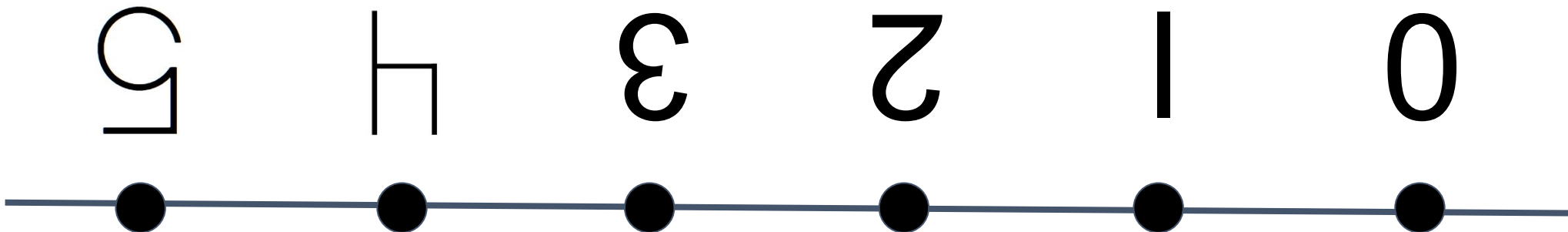
*If you're smart and you know it, clap your hands.* Clap, clap

*If you're smart and you know it and you really want to show it; if you're smart and you know it clap your hands.* Clap, clap

*Great work! We're all done.*

Point out numbers  
(0-8) throughout the  
day.





### Materials Needed:

- Most recently read math book
- Small, identical materials for counting  
(For example: unifix cubes)
- Number tracing cards 0-10
- Work mat for each student.

# Lesson 2

## Number Recognition 9&10

Overview: This lesson introduces students to number recognition for 9&10.

### Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***This number line is small and it starts with zero.***

***What does zero mean?*** (Finger to forehead in thinking gesture then open hand to signal choral response- nothing.) ***Nothing.***

***Zero means nothing. Count with me as I point to each number. As we count, put one finger up for each number.*** Encourage

students to count with you as you point to each number, starting with a fist for zero and lifting one finger as you count together.

Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm going to point to a number and***

***everyone will say the number.*** Point to numbers randomly, encouraging all students to say the number. To add an element of

fun, occasionally point at the brain and encourage students to say, "I'm so smart."





# Lesson 2

Number Recognition 9&10

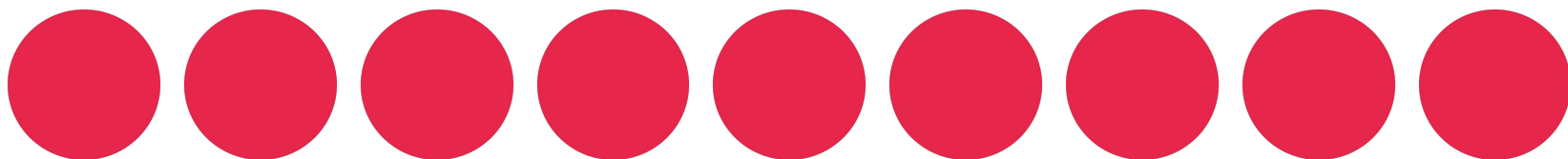
## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL

6



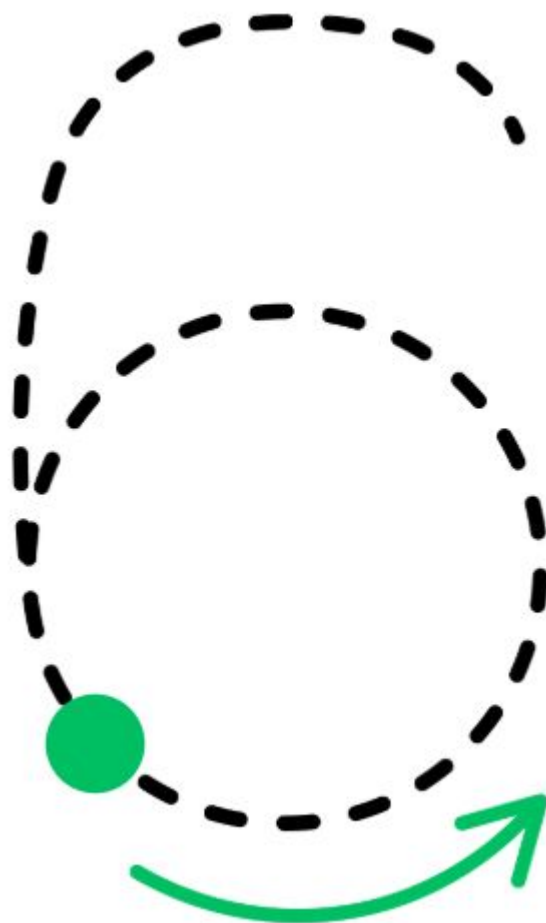
# Lesson 2

## Number Recognition 9&10

Introduce New Concept

**Explain:** *When we count, we say numbers. Numbers tell us how many. We can also write and read numbers. Today we are going to learn how to read and write two numbers.*

**Model:** Point to the red circles. *I'm going to count these red circles. Watch me.* Point to the red circles as you count. *One, two three, four, five, six, seven, eight, nine.* Draw a circle around the red circles with your finger. *This is nine.* Point to numeral 9. *This is the way we write nine.* Trace the numeral 9 with your finger. *This is the number 9. Everyone say nine.*



# Lesson 2

## Number Recognition 9&10

Introduce New Concept

**Model:** *This is the way we write the number nine.* Trace 3, starting at green dot and pull backward saying *Pull back and around.*

*Pull down and up. That's how you write nine.*

**Group Practice:** Pass out number 9 cards. Have the children trace the number and say the number as they trace. *Let's all write the number nine together. Start at the dot. Pull back and around. Pull down and curve. What number did we write? Nine! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 9 cards when done.

6

# Lesson 2

## Number Recognition 9&10

### Group Practice

**Explain:** *Let's work together to read this number and show that many with our counting cubes.*

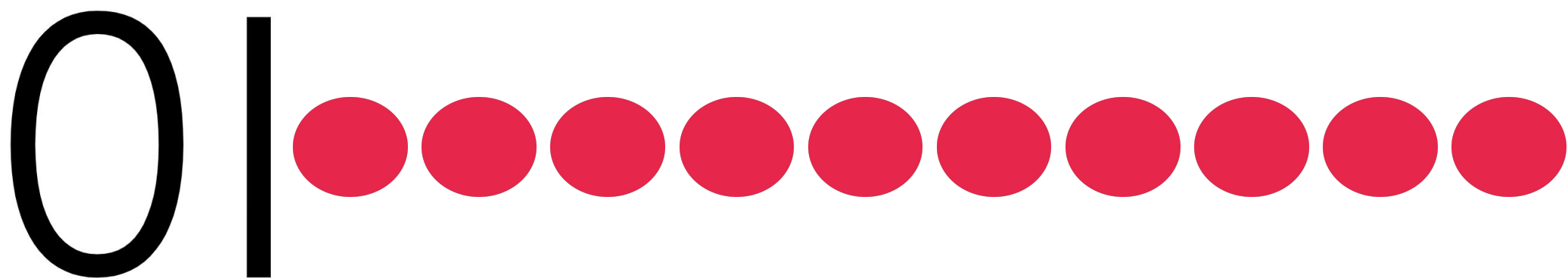
**Group Practice:** Point to number nine. *Let's read this number.* Point to your forehead in thinking gesture. *Think about it. What number is this?* Open hand to note choral response- *nine. This is the number nine. Let's use our counting cubes to show nine.*

Set nine counting cubes on the page and say, *Now let's count the cubes together. One, two, three, four, five, six, seven, eight, nine.* Point to number 9 and say, *Let's say this number three times. Nine, nine, nine. Good.*



### Error Correction Procedure

Point to number nine. *Nine. This is how we write the number nine.*





# Lesson 2

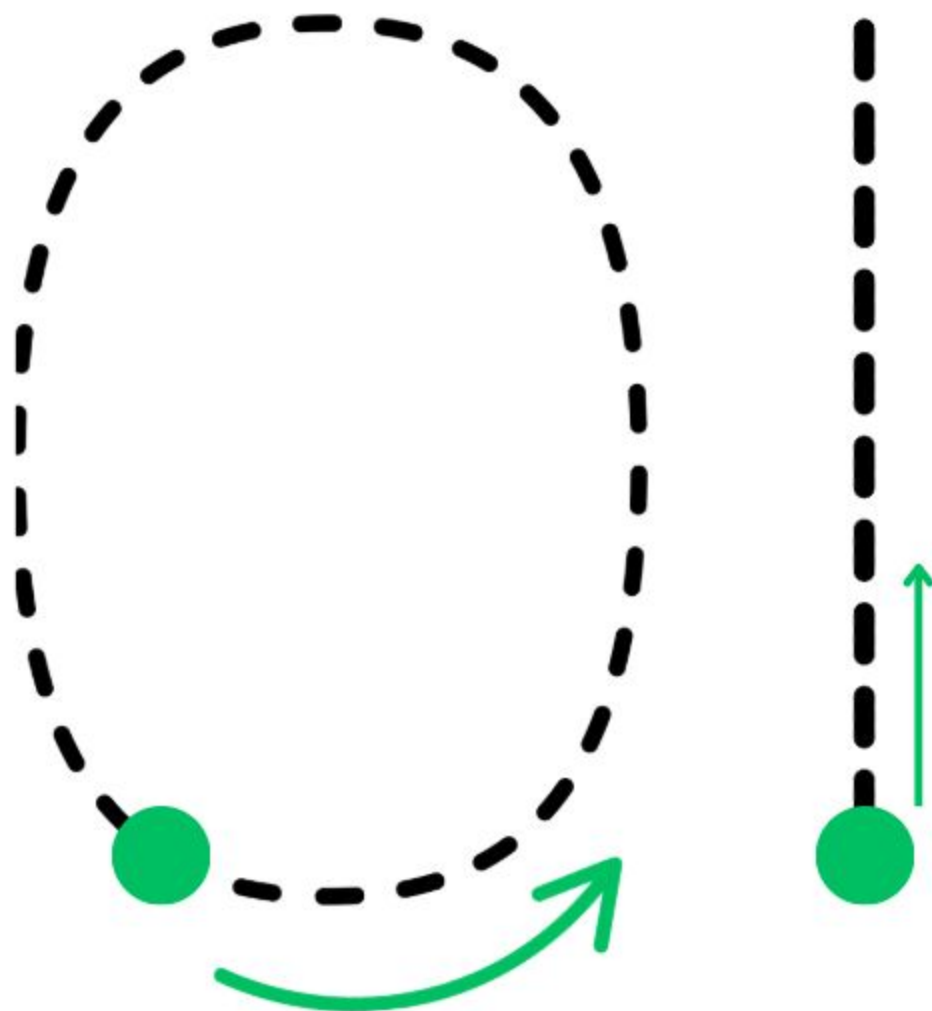
## Number Recognition 9&10

Introduce New Concept

**Model:** Point to the first red circle. Explain, *I'm going to count these red circles. Watch me.* Point to the red circles as you count.

*One, two, three, four, five, six, seven, eight, nine, ten.* Draw a circle around the red circles with your finger. *This is ten.* Point to

numeral 10. *This is the way we write ten.* Trace the numeral 10 with your finger. *This is the number 10. Everyone say ten.*



# Lesson 2

## Number Recognition 9&10

Introduce New Concept

**Model:** *This is the way we write the number ten.* Trace 10, starting at green dot on the one and pulling down while saying **Pull down. Pick up. Pull back and go all the way around. That's how we write ten.**

**Group Practice:** Pass out number 10 cards. Have the children trace the number and say the number as they trace. **Let's all write the number ten together. Start at the green dot. Pull down. Pick up. Pull back and go all the way around. What number did we write? Ten! Let's do it again.**

Repeat 2-3 times – trace and then say the number together. Collect the number 10 cards when done.

01

# Lesson 2

## Number Recognition 9&10

### Group Practice

**Group Practice:** Point to number ten. *Let's read this number.* Point to your forehead in thinking gesture. *Think about it. What number is this?* Open hand to note choral response- *ten. This is the number ten. Let's use our counting cubes to show ten.*

Set ten counting cubes on the page and say, *Now let's count the cubes together. One, two, three, four, five, six, seven, eight, nine, ten.* Point to number 10 and say, *Let's say this number three times. Ten, ten, ten. Good.*



### Error Correction Procedure

Point to number ten. *Ten. This is how we write the number ten.*



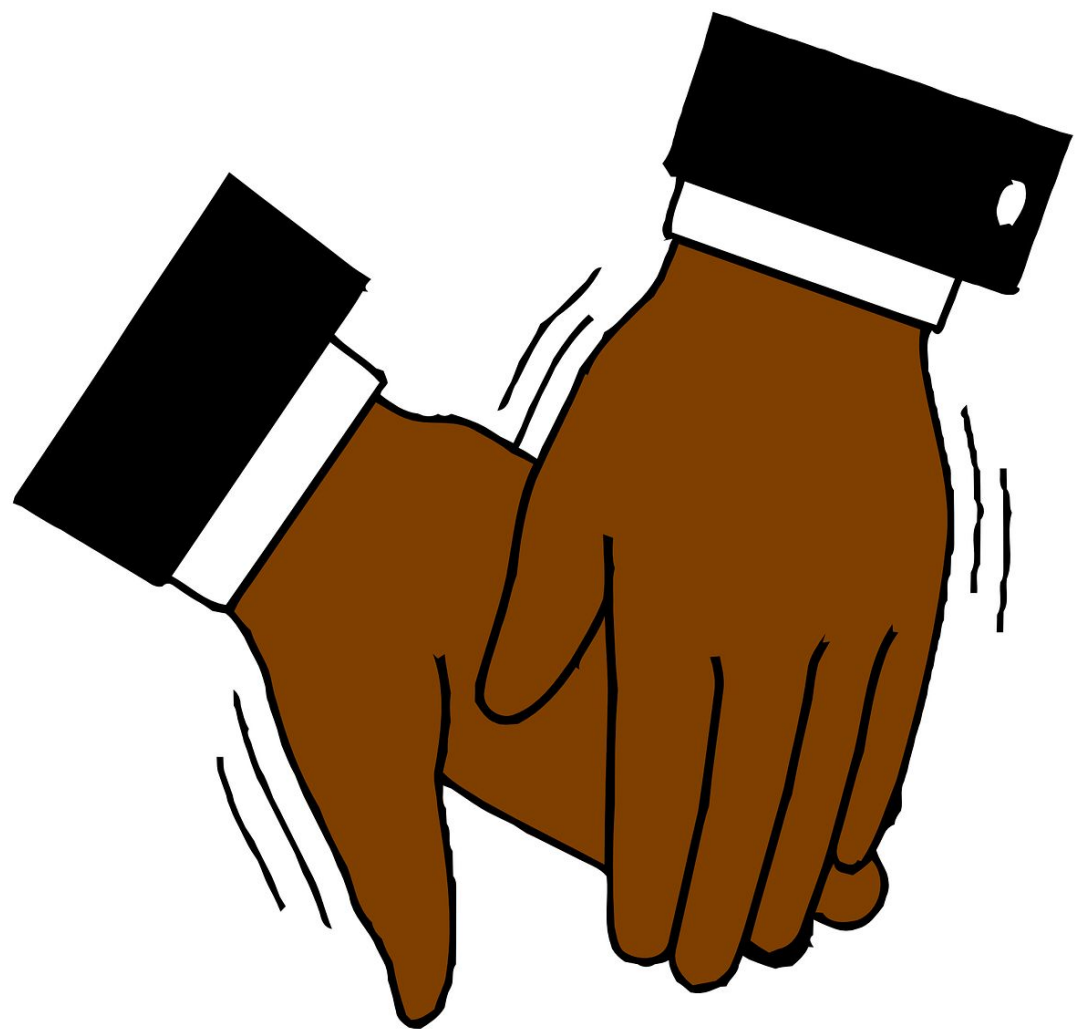
# Lesson 2

## Number Recognition 9&10

### Individual Practice:

Give each student a work mat. Set ten counting cubes on each student's work mat. Place a number card (9 or 10) on each work mat. Encourage students to read their number, trace it, and count that many cubes onto their work mat next to the number card. Monitor student progress and correct errors. Each student should have **one opportunity to read each number 9&10, trace it, and count out the corresponding number of cubes.** If attention and engagement allows, also give students a few number cards for those previously learned (0-8).

**Expand (optional):** For students ready for a challenge, give them both number cards 9&10 and ask them to count out the corresponding number of cubes for each number card. Students will need 19 cubes to do this activity.





# Lesson 2

## Number Recognition 9&10

Wrap Up

Explain: *Today we read the numbers nine and ten.*

Celebrate success:

*Let's celebrate our hard work. I'm going to sing a song. When I stop singing, you clap your hands two times.*

Sing (to the tune of If You're Happy and You Know it),

*If you're smart and you know it, clap your hands.* Clap, clap

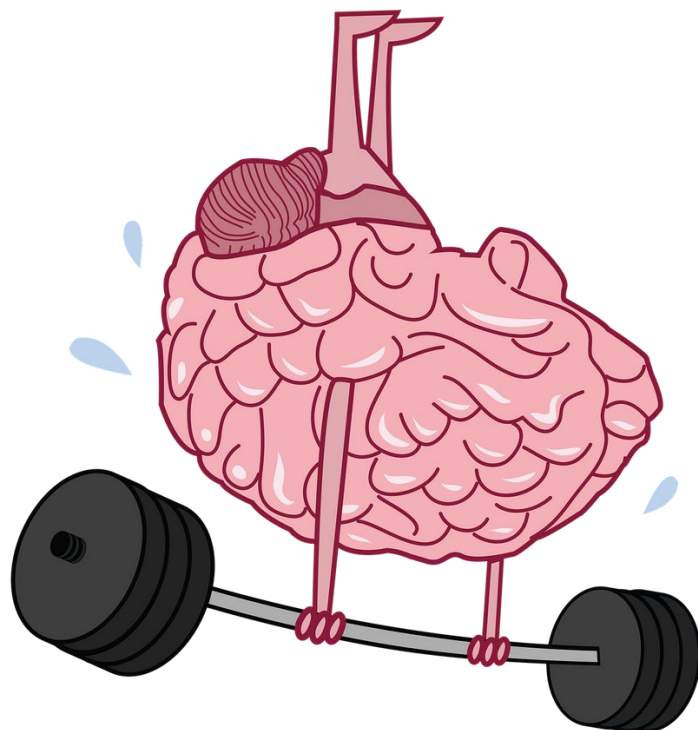
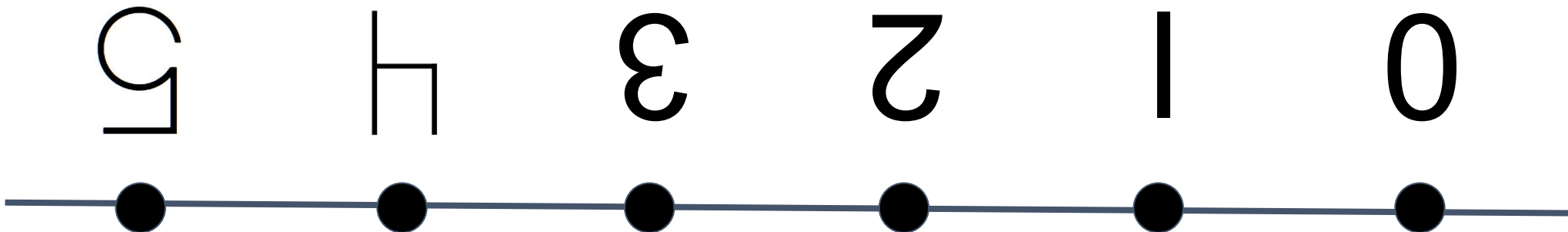
*If you're smart and you know it, clap your hands.* Clap, clap

*If you're smart and you know it and you really want to show it; if you're smart and you know it clap your hands.* Clap, clap

*Great work! We're all done.*

Point out numbers  
(0-10) throughout the  
day.





### Materials Needed:

- Most recently read math book
- Small, identical materials for counting  
(For example: unifix cubes)
- Number tracing cards 0-10
- Work mat for each student.

# Lesson 2A

## Number Recognition 9&10

Overview: This lesson reviews number recognition for 9&10.

### Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***This number line is small and it starts with zero.***

***What does zero mean?*** (Finger to forehead in thinking gesture then open hand to signal choral response- nothing.) ***Nothing.***

***Zero means nothing. Count with me as I point to each number. As we count, put one finger up for each number.*** Encourage

students to count with you as you point to each number, starting with a fist for zero and lifting one finger as you count together.

Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm going to point to a number and***

***everyone will say the number.*** Point to numbers randomly, encouraging all students to say the number. To add an element of

fun, occasionally point at the brain and encourage students to say, "I'm so smart."



# Lesson 2A

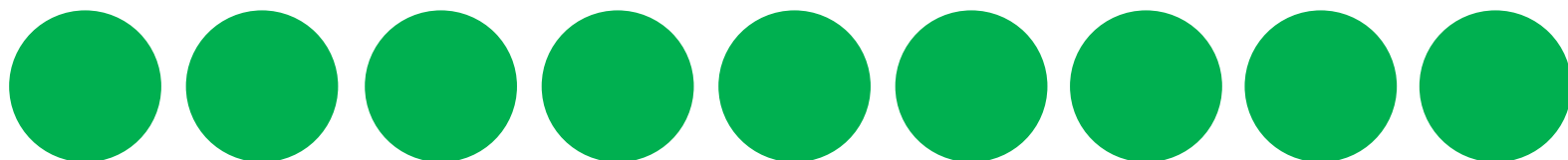
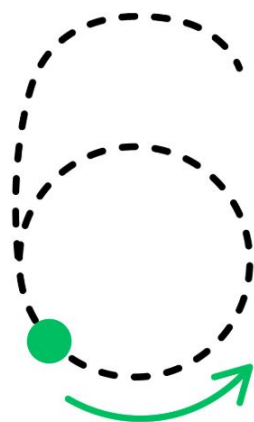
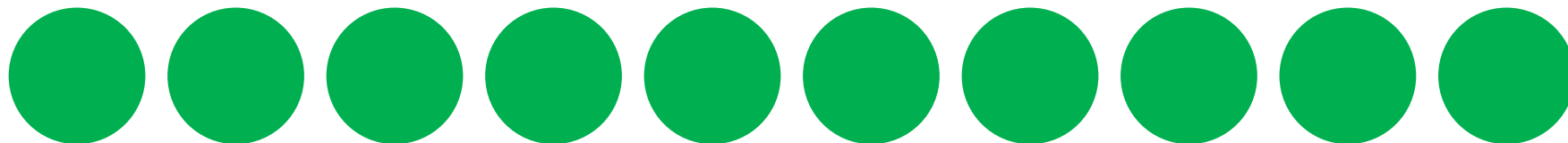
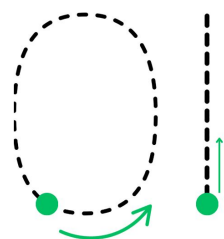
Number Recognition 9&10

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



# Lesson 2A

## Number Recognition 9&10

Review New Concept

**Explain:** *When we count, we say numbers. Numbers tell us how many. We can also write and read numbers. Today we are going to practice reading and writing the numbers we have learned.*

**Model:** Point to the first green dots. *I'm going to count these circles. Watch me.* Point to each circle as you count. *One, two, three, four, five, six, seven, eight, nine.* Point to the numeral 9. *This is the way we write nine.* Trace the numeral 9 with your finger. *This is the number 9. Everyone say nine.*

**Group Practice:** Pass out number 9 cards. Have the children trace the number and say the number as they trace. *Let's all write the number nine together. Start at the dot. Pull back and around. Pull down and curve. What number did we write? Nine! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for number ten.**

Number Formation Scripting:

10- *Start at the green dot. Pull down. Pick up. Pull back and go all the way around.*



9



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010

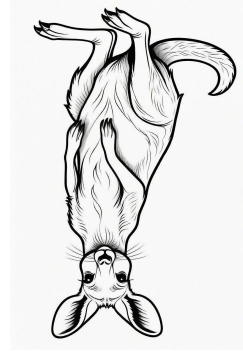
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3



# Lesson 2A

## Number Recognition 9&10

### Group Practice

**Group Practice:** *We are going to play a game called Number Hunt. I'm going to point to something in the book. If it's a number, you will raise your hands really high and say the number. If it's a letter, you will shake your head no. If I point to a kangaroo, you will jump up and down. Let's practice.* Practice pointing to a number, a letter, and a kangaroo to familiarize students with the related action. **Ready? Let's play!** While playing the game, make sure you point to each number (9&10) four times (that's how many of each are hiding on this page.) Also point to numbers 0-5 (each hidden once on page) to further review number recognition of smaller numbers.



### Error Correction Procedure

Point to picture again. Name it. Remind students of related action. Encourage them to do the action.



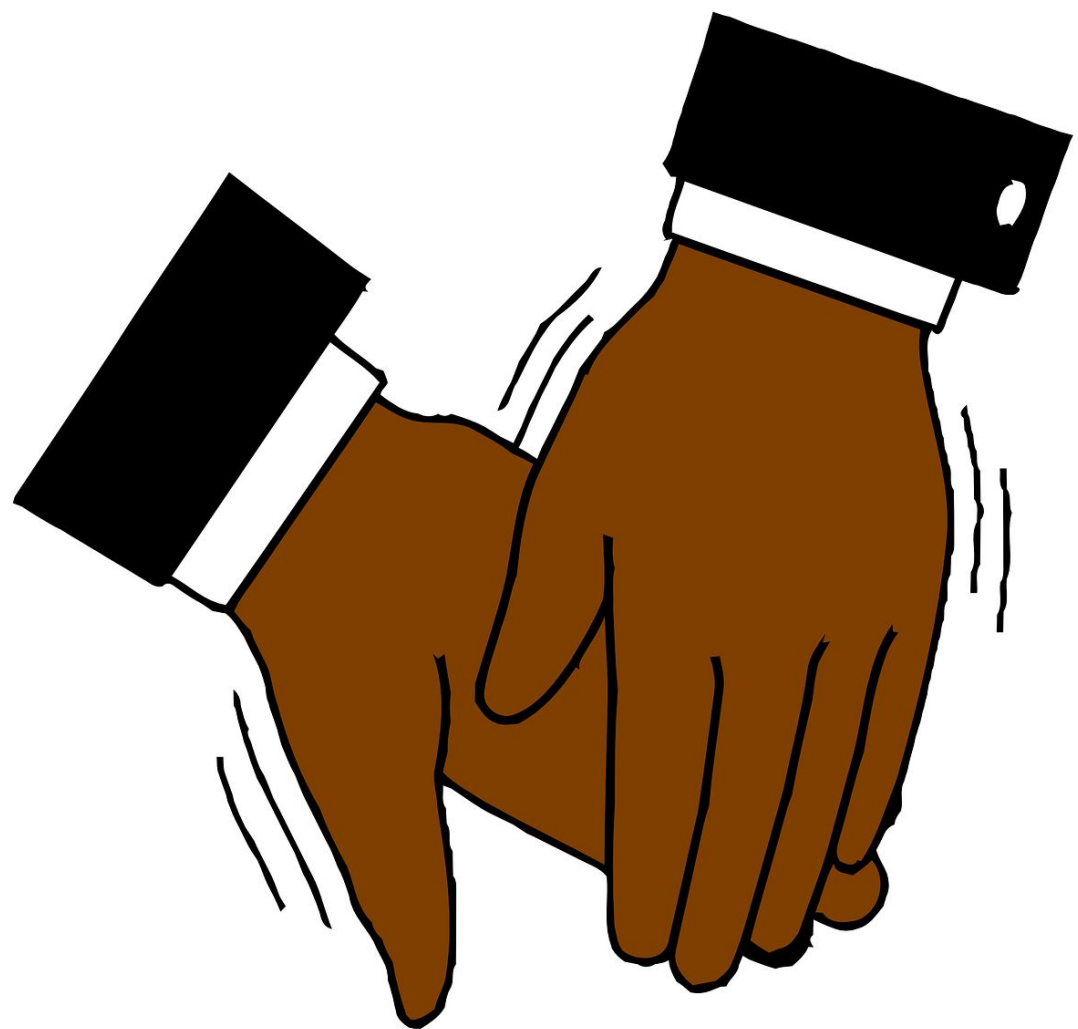
# Lesson 2A

## Number Recognition 9&10

### Individual Practice:

Give each student a work mat. Set ten counting cubes on each student's work mat. Place a number card (9 or 10) on each work mat. Encourage students to read their number, trace it, and count that many cubes onto their work mat next to the number card. Monitor student progress and correct errors. Each student should have **one opportunity to read each number 9&10, trace it, and count out the corresponding number of cubes.** If attention and engagement allows, also give students a few number cards for those previously learned (0-8).

**Expand (optional):** For students ready for a challenge, give them both number cards 9&10 and ask them to count out the corresponding number of cubes for each number card. Students will need 19 counting cubes to do this.



# Lesson 2A

## Number Recognition 9&10

Wrap Up

Explain: *Today we read the numbers six, seven, and eight.*

Celebrate success:

*Let's celebrate our hard work. I'm going to sing a song. When I stop singing, you clap your hands two times.*

Sing (to the tune of If You're Happy and You Know it),

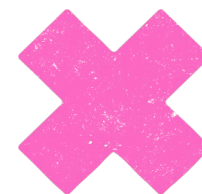
*If you're smart and you know it, clap your hands.* Clap, clap

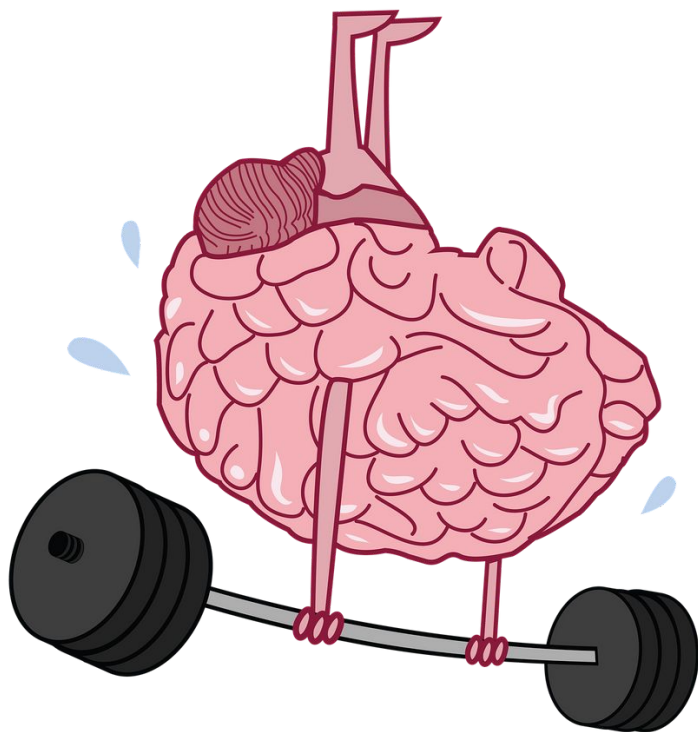
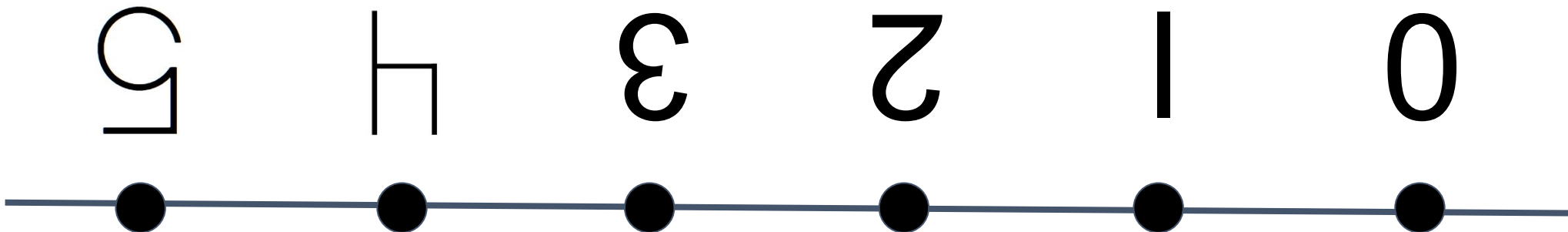
*If you're smart and you know it, clap your hands.* Clap, clap

*If you're smart and you know it and you really want to show it; if you're smart and you know it clap your hands.* Clap, clap

*Great work! We're all done.*

Point out numbers  
(0-10) throughout the  
day.





### Materials Needed:

- Most recently read math book
- Small, identical materials for counting  
(For example: unifix cubes)
- Number tracing cards 0-10
- Work mat for each student.

# Lesson 2B

## Number Recognition 9&10

Overview: This lesson reviews number recognition for 9&10.

### Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***This number line is small and it starts with zero.***

***What does zero mean?*** (Finger to forehead in thinking gesture then open hand to signal choral response- nothing.) ***Nothing.***

***Zero means nothing. Count with me as I point to each number. As we count, put one finger up for each number.*** Encourage

students to count with you as you point to each number, starting with a fist for zero and lifting one finger as you count together.

Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm going to point to a number and***

***everyone will say the number.*** Point to numbers randomly, encouraging all students to say the number. To add an element of

fun, occasionally point at the brain and encourage students to say, "I'm so smart."





# Lesson 2B

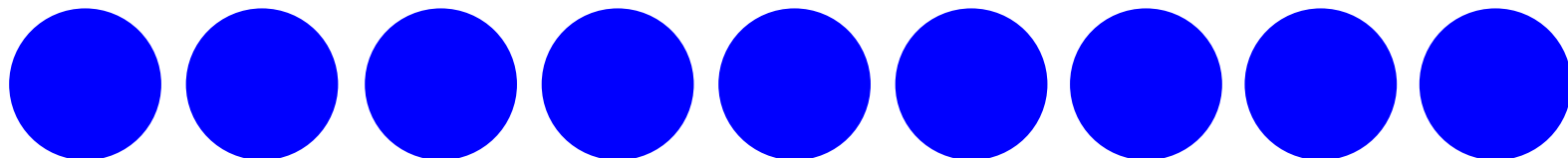
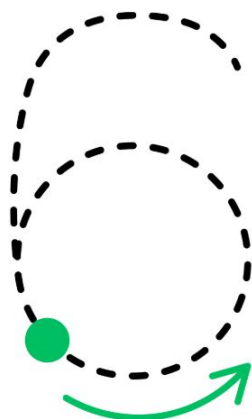
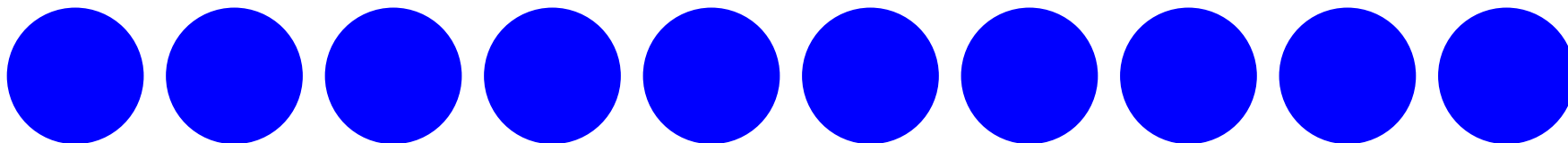
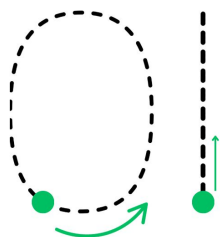
Number Recognition 9&10

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



# Lesson 2B

## Number Recognition 9&10

Review New Concept

**Explain:** *When we count, we say numbers. Numbers tell us how many. We can also write and read numbers. Today we are going to practice reading and writing the numbers we have learned.*

**Model:** Point to the first group of blue circles. *I'm going to count these circles. Watch me.* Point to each circle as you count.

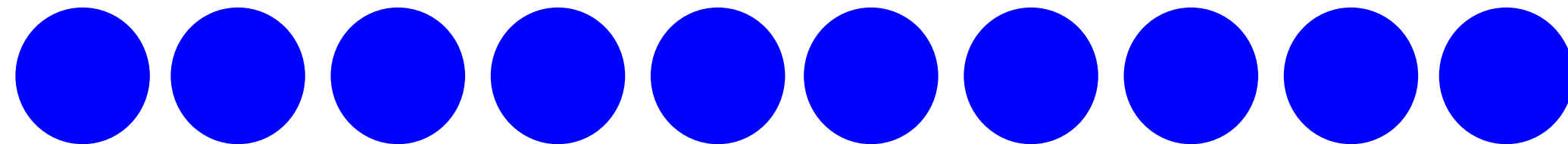
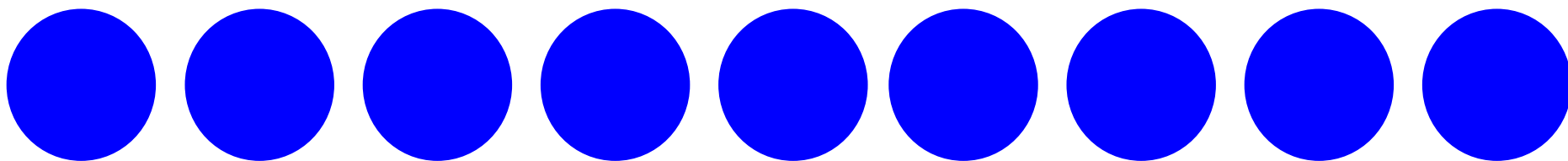
*One, two, three, four, five, six, seven, eight, nine.* Point to the numeral 9. *This is the way we write nine.* Trace the numeral 9 with your finger. *This is the number 9. Everyone say nine.*

**Group Practice:** Pass out number 9 cards. Have the children trace the number and say the number as they trace. *Let's all write the number nine together. Start at the dot. Pull back and around. Pull down and curve. What number did we write? Nine! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for number ten.**

Number Formation Scripting:

10- *Start at the green dot. Pull down. Pick up. Pull back and go all the way around.*



# Lesson 2B

## Number Recognition 9&10

### Group Practice

**Group Practice:** Give each student one number tracing card (9&10) so that all numbers (9&10) are handed out. *Let's count these circles and find the numbers that mean that many.* Point to first group of circles. *Let's start here. Let's count these circles. One, two, three, four, five, six, seven, eight, nine, ten. How many? Ten. If you have the number card that says ten, put it here.* Point to next group of circles. *Let's count these circles. One, two, three, four, five, six, seven, eight, nine. How many? Nine. If you have the number card that says nine, put it here.* Pass out more number cards and continue in this manner until each student has had a chance to identify each number 9&10.



#### Error Correction Procedure

Count the circles together. Name the number and help student with card to identify the number.



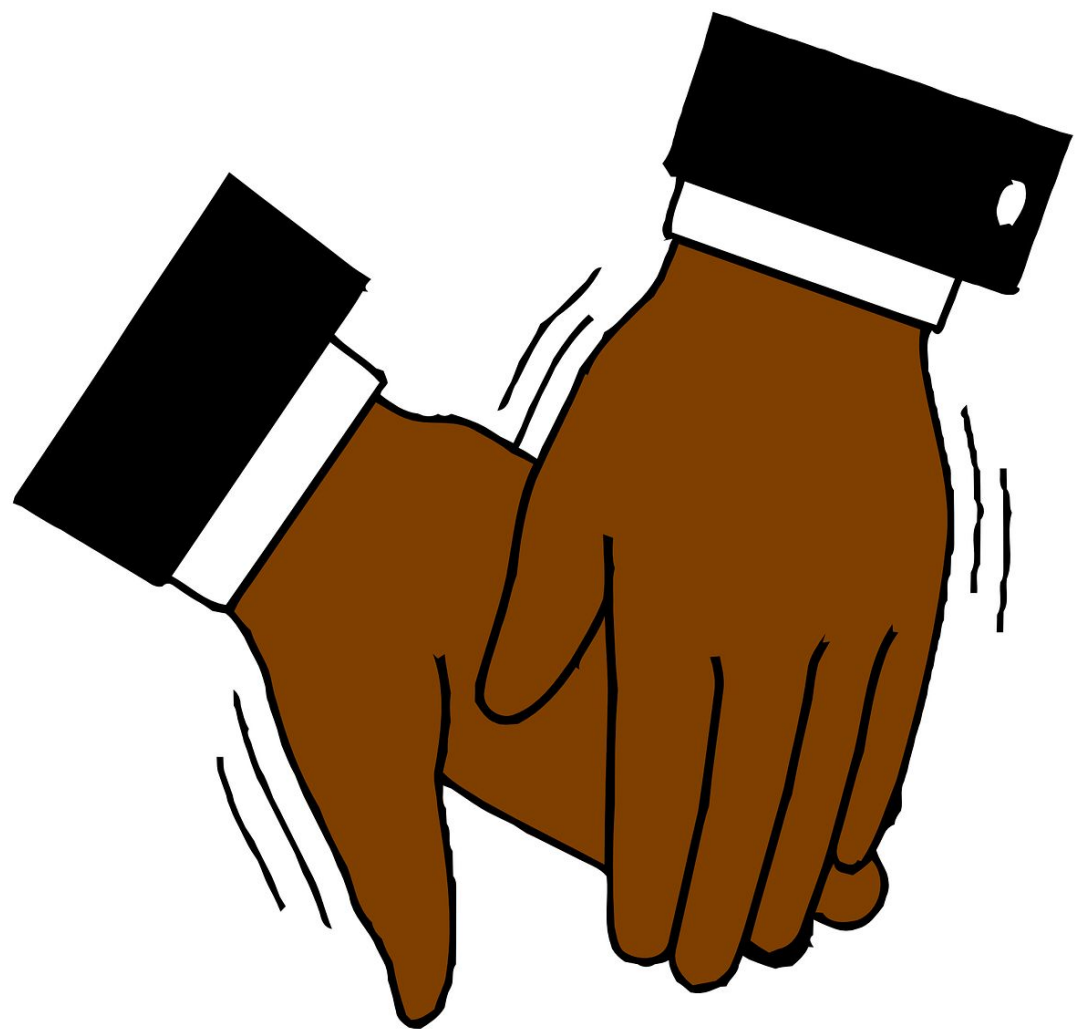
# Lesson 2B

## Number Recognition 9&10

### Individual Practice:

Give each student a work mat. Set ten counting cubes on each student's work mat. Place a number card (9 or 10) on each work mat. Encourage students to read their number, trace it, and count that many cubes onto their work mat next to the number card. Monitor student progress and correct errors. Each student should have **one opportunity to read each number 9&10, trace it, and count out the corresponding number of cubes.** If attention and engagement allows, also give students a few number cards for those previously learned (0-8).

**Expand (optional):** For students ready for a challenge, give them both number cards 9&10 and ask them to count out the corresponding number of cubes for each number card. Students will need 19 counting cubes to do this.





# Lesson 2B

## Number Recognition 9&10

Wrap Up

Explain: *Today we read the numbers six, seven, and eight.*

Celebrate success:

*Let's celebrate our hard work. I'm going to sing a song. When I stop singing, you clap your hands two times.*


Sing (to the tune of If You're Happy and You Know it),

*If you're smart and you know it, clap your hands.* Clap, clap

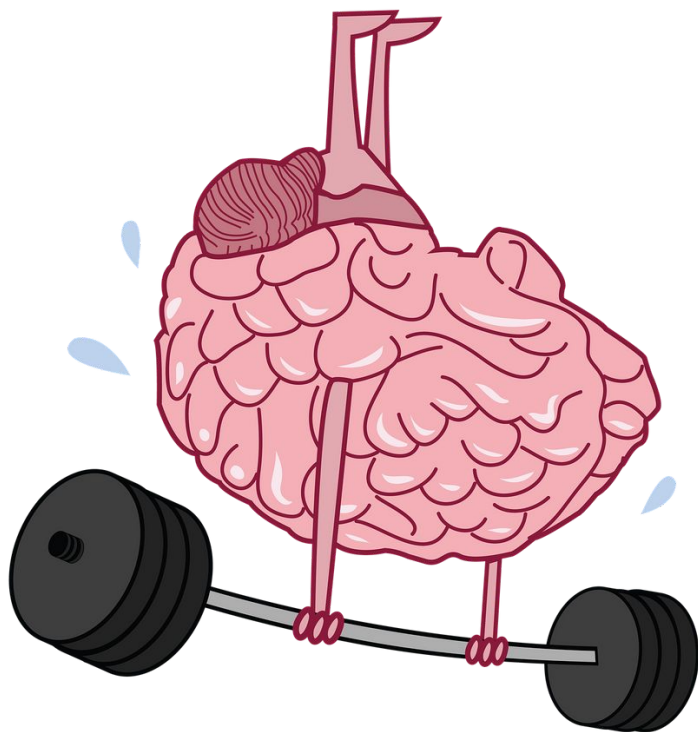
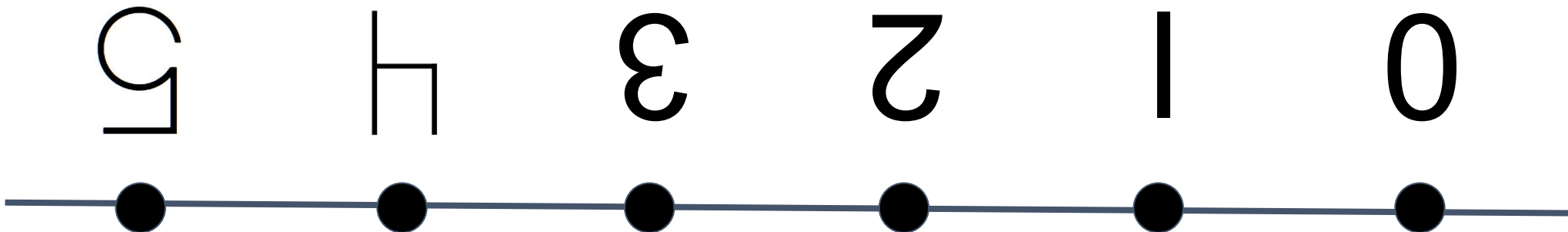
*If you're smart and you know it, clap your hands.* Clap, clap

*If you're smart and you know it and you really want to show it; if you're smart and you know it clap your hands.* Clap, clap

*Great work! We're all done.*



Point out numbers  
(0-10) throughout the  
day.



### Materials Needed:

- Most recently read math book
- Small, identical materials for counting  
(For example: unifix cubes)
- Number tracing cards 0-10
- Work mat for each student.

# Lesson 3

## Number Recognition 0-10

Overview: This lesson introduces students to number recognition for 0-10.

### Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***This number line is small and it starts with zero.***

***What does zero mean?*** (Finger to forehead in thinking gesture then open hand to signal choral response- nothing.) ***Nothing.***

***Zero means nothing. Count with me as I point to each number. As we count, put one finger up for each number.*** Encourage

students to count with you as you point to each number, starting with a fist for zero and lifting one finger as you count together.

Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm going to point to a number and***

***everyone will say the number.*** Point to numbers randomly, encouraging all students to say the number. To add an element of

fun, occasionally point at the brain and encourage students to say, "I'm so smart."



# Lesson 3

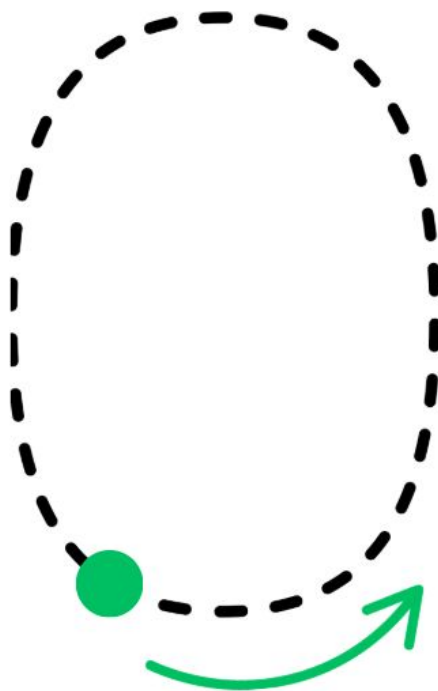
Number Recognition 0-10

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



# Lesson 3

## Number Recognition 0-10

Introduce New Concept

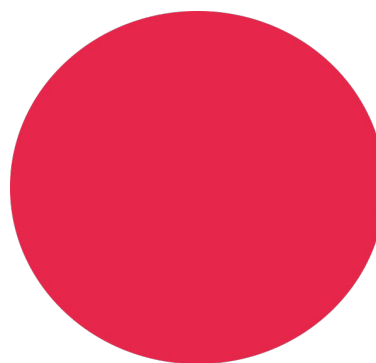
**Explain:** *When we count, we say numbers. Numbers tell us how many. We can say numbers. We can also write and read them. Today we are going to learn to read numbers.*

**Model:** Point to the empty space by 0. Explain, *There are no circles. The number that means nothing is zero.* Draw a circle around the blank space with your finger. *This is zero.* Point to numeral 0. *This is the way we write zero.* Trace the numeral 0 with your finger. *This is the number 0. Everyone say zero.*

**Group Practice:** Give each child a set of number tracing cards (0-10). *Find the card that says zero.* Have the children trace the number and say the number as they trace. *Let's all write the number zero together. Pull back and go all the way around.*

*What number did we write? Zero! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 0 card when done.





# Lesson 3

## Number Recognition 0-10

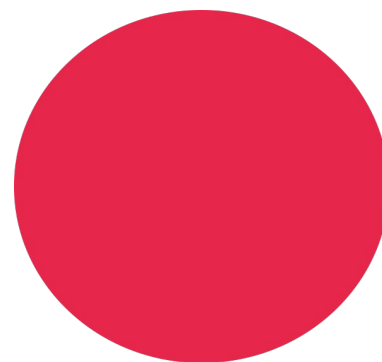
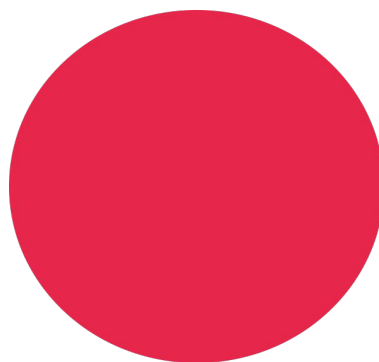
### Introduce New Concept

**Model:** Point to the red circle. Explain, *I'm going to count this red circle. Help me.* Point to the red circle as you count. **One.**

Draw a circle around the red circle with your finger. *This is one.* Point to numeral 1. *This is the way we write one.* Trace the numeral 1 with your finger. *This is the number 1. Everyone say one.*

**Group Practice:** *Find the card that says one.* Have the children trace the number and say the number as they trace. *Let's all write the number one together. Pull down. What number did we write? One! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 1 card when done.



# Lesson 3

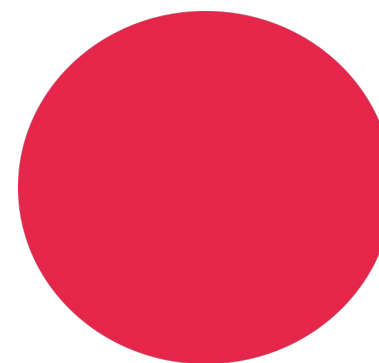
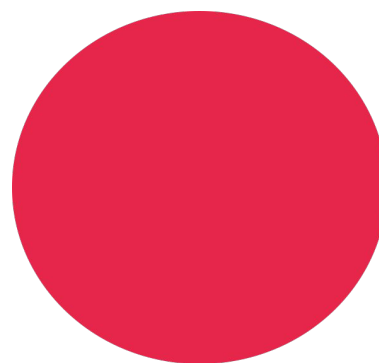
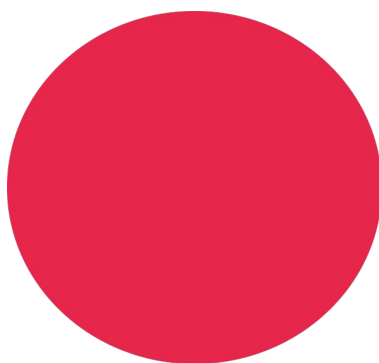
## Number Recognition 0-10

### Introduce New Concept

**Model:** Point to the red circles. Explain, *Help me count these red circles.* Point to the red circles as you count. *One, two.* Draw a circle around the red circles with your finger. *This is two.* Point to numeral 2. *This is the way we write two.* Trace the numeral 2 with your finger. *This is the number 2. Everyone say two.*

**Group Practice:** *Find the card that says two.* Have the children trace the number and say the number as they trace. *Let's all write the number two together. Start at the top and pull backward, slide down, slide across. What number did we write? Two! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 2 card when done.



# Lesson 3

## Number Recognition 0-10

### Introduce New Concept

**Model:** Point to the red circles. Explain, *Help me count these red circles.* Point to the red circles as you count. *One, two, three.*

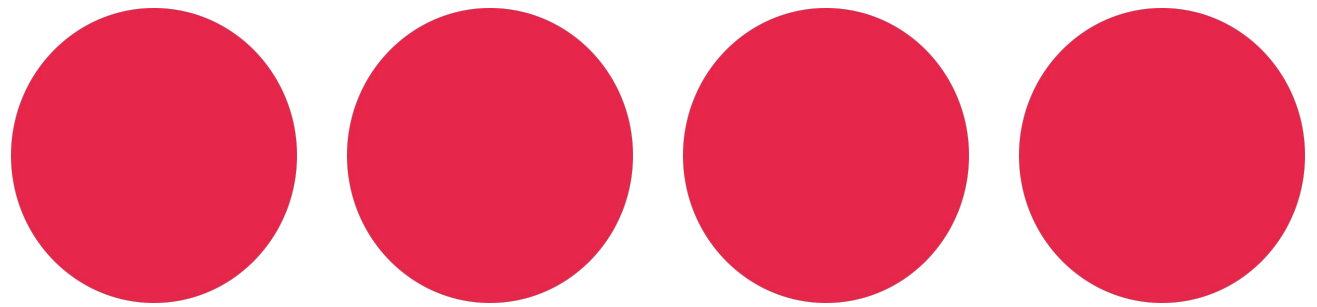
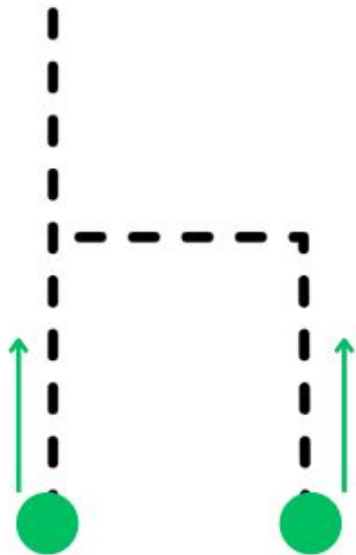
Draw a circle around the red circles with your finger. *This is three.* Point to numeral 3. *This is the way we write three.* Trace the numeral 3 with your finger. *This is the number 3. Everyone say three.*

**Group Practice:** *Find the card that says three.* Have the children trace the number and say the number as they trace. *Let's*

*all write the number three together. Pull backward and around. Pull backward and around. What number did we write?*

*Three! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 3 card when done.



# Lesson 3

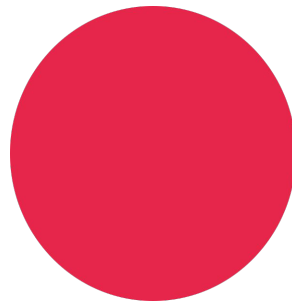
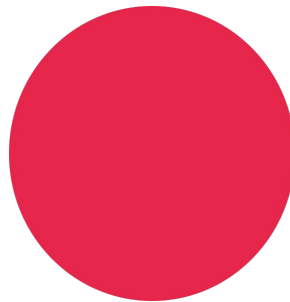
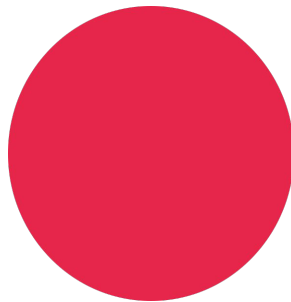
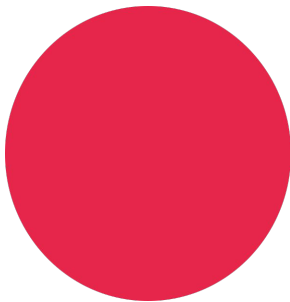
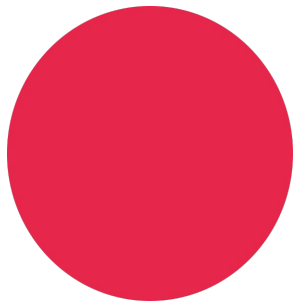
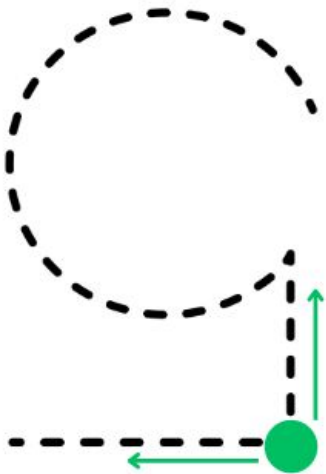
## Number Recognition 0-10

### Introduce New Concept

**Model:** Point to the red circles. Explain, *Help me count these red circles.* Point to the red circles as you count. *One, two, three, four.* Draw a circle around the red circles with your finger. *This is four.* Point to numeral 4. *This is the way we write four.* Trace the numeral 4 with your finger. *This is the number 4. Everyone say four.*

**Group Practice:** *Find the card that says four.* Have the children trace the number and say the number as they trace. *Let's all write the number four together. Start at the green dot. Pull down. Slide across. Pick up. Pull down. What number did we write? Four! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 4 card when done.





# Lesson 3

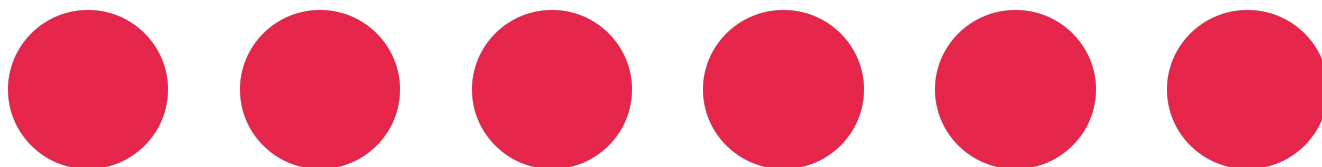
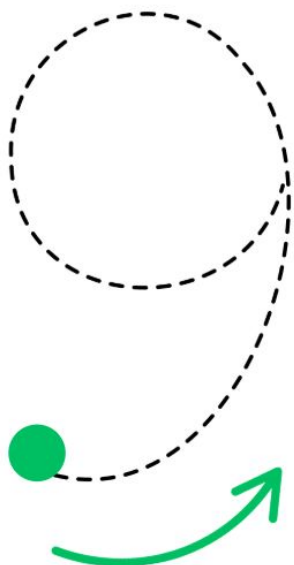
## Number Recognition 0-10

### Introduce New Concept

**Model:** Point to the red circles. Explain, *Help me count these red circles.* Point to the red circles as you count. *One, two, three, four, five.* Draw a circle around the red circles with your finger. *This is five.* Point to numeral 5. *This is the way we write five.* Trace the numeral 5 with your finger. *This is the number 5. Everyone say five.*

**Group Practice:** *Find the card that says five.* Have the children trace the number and say the number as they trace. *Let's all write the number five together. Start at the green dot. Pull down, slide up and around. Pick up, slide across. What number did we write? Five! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 5 card when done.



# Lesson 3

## Number Recognition 0-10

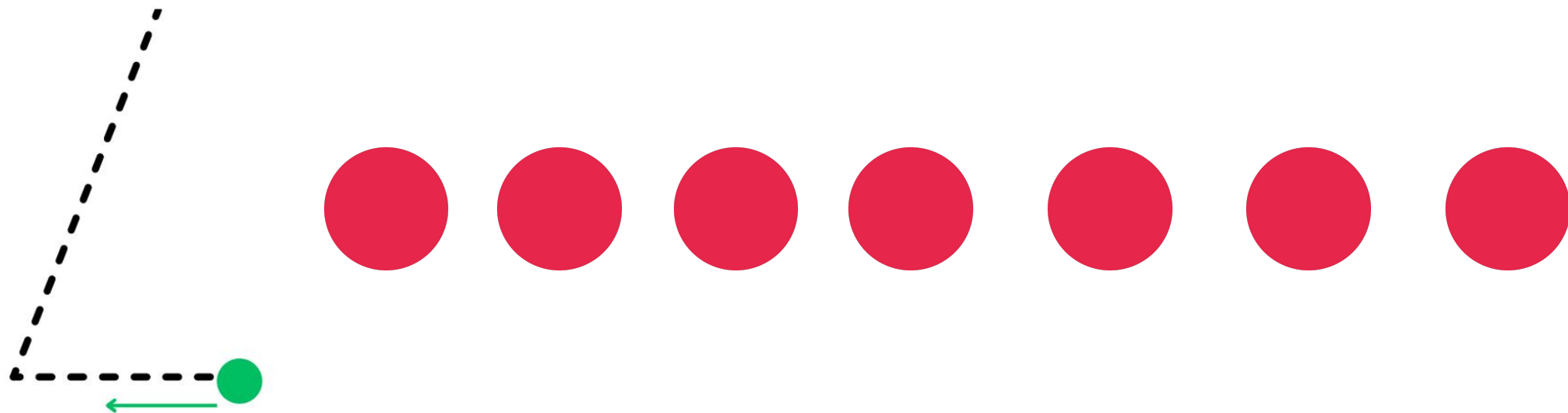
### Introduce New Concept

**Model:** Point to the red circles. Explain, *Help me count these red circles.* Point to the red circles as you count. *One, two, three, four, five, six.* Draw a circle around the red circles with your finger. *This is six.* Point to numeral 6. *This is the way we write six.*

Trace the numeral 6 with your finger. *This is the number 6. Everyone say six.*

**Group Practice:** *Find the card that says six.* Have the children trace the number and say the number as they trace. *Let's all write the number six together. Start at the green dot. Pull backward and down, now all the way around. What number did we write? Six! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 6 card when done.



# Lesson 3

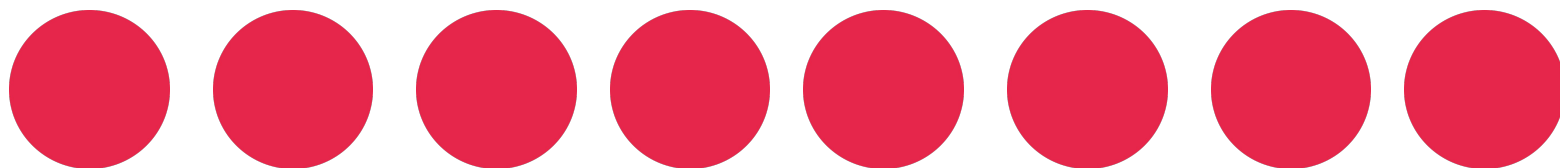
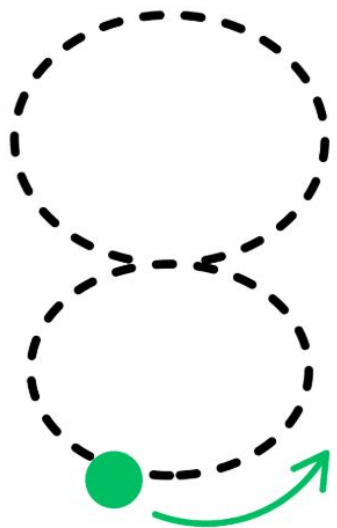
## Number Recognition 0-10

### Introduce New Concept

**Model:** Point to the red circles. Explain, *Help me count these red circles.* Point to the red circles as you count. *One, two, three, four, five, six, seven.* Draw a circle around the red circles with your finger. *This is seven.* Point to numeral 7. *This is the way we write seven.* Trace the numeral 7 with your finger. *This is the number 7. Everyone say seven.*

**Group Practice:** *Find the card that says seven.* Have the children trace the number and say the number as they trace. *Let's all write the number seven together. Start at the dot. Pull across. Slide down. What number did we write? Seven! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 7 card when done.



# Lesson 3

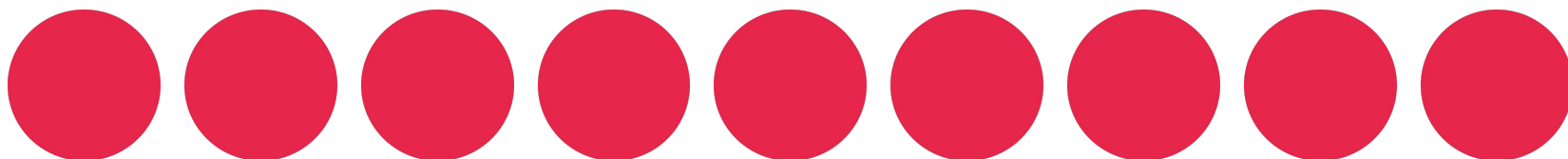
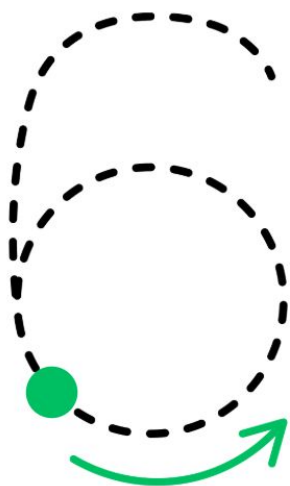
## Number Recognition 0-10

### Introduce New Concept

**Model:** Point to the red circles. Explain, *Help me count these red circles.* Point to the red circles as you count. *One, two, three, four, five, six, seven, eight.* Draw a circle around the red circles with your finger. *This is eight.* Point to numeral 8. *This is the way we write eight.* Trace the numeral 8 with your finger. *This is the number 8. Everyone say eight.*

**Group Practice:** *Find the card that says eight.* Have the children trace the number and say the number as they trace. *Let's all write the number eight together. Start at the dot. Pull backward. Go around. Go around again. Go all the way back up. What number did we write? Eight! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 8 card when done.





# Lesson 3

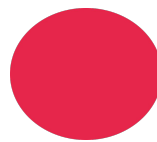
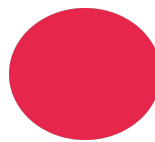
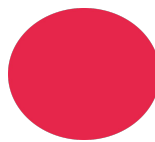
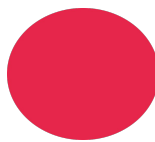
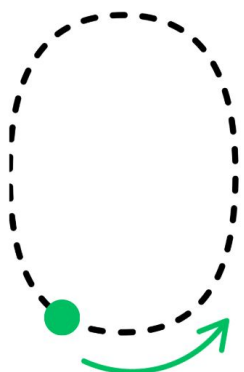
## Number Recognition 0-10

### Introduce New Concept

**Model:** Point to the red circles. Explain, *Help me count these red circles.* Point to the red circles as you count. *One, two, three, four, five, six, seven, eight, nine.* Draw a circle around the red circles with your finger. *This is nine.* Point to numeral 9. *This is the way we write nine.* Trace the numeral 9 with your finger. *This is the number 9. Everyone say nine.*

**Group Practice:** *Find the card that says nine.* Have the children trace the number and say the number as they trace. *Let's all write the number nine together. Start at the dot. Pull back and around. Pull down and curve. What number did we write? Nine! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 9 card when done.



# Lesson 3

## Number Recognition 0-10

### Introduce New Concept

**Model:** Point to the red circles. Explain, *Help me count these red circles.* Point to the red circles as you count. *One, two, three, four, five, six, seven, eight, nine, ten.* Draw a circle around the red circles with your finger. *This is ten.* Point to numeral 10. *This is the way we write ten.* Trace the numeral 10 with your finger. *This is the number 10. Everyone say ten.*

**Group Practice:** *Find the card that says ten.* Have the children trace the number and say the number as they trace. *Let's all write the number ten together. Start at the green dot. Pull down. Pick up. Pull back and go all the way around. What number did we write? Nine! Let's do it again.*

Repeat 2-3 times – trace and then say the number together. Collect the number 10 card when done.

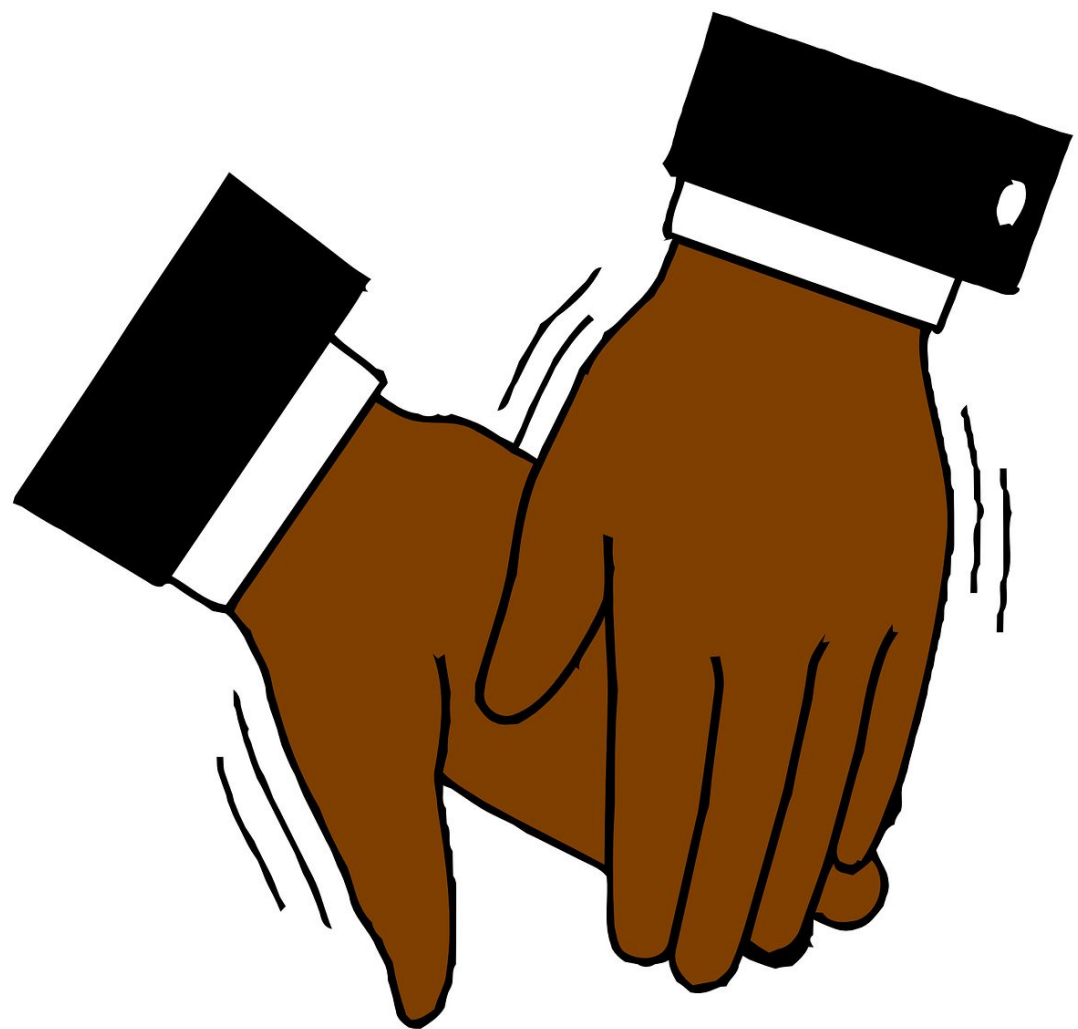


# Lesson 3

## Number Recognition 0-10

### Individual Practice:

Give each student a work mat. Set ten counting cubes on each student's work mat. Place a number card (0-10) on each work mat. Encourage students to read their number, trace it, and count that many cubes onto their work mat next to the number card. Monitor student progress and correct errors. Give students as many different numbers as their engagement, and time, allow. Focus on giving students number cards for numbers that have been challenging to master in previous lessons.



# Lesson 3

## Number Recognition 0-10

Wrap Up

Explain: *Today we read all the numbers from 0 to 10.*

Celebrate success:

*Let's celebrate our hard work. I'm going to sing a song. When I stop singing, you clap your hands two times.*


Sing (to the tune of If You're Happy and You Know it),

*If you're smart and you know it, clap your hands.* Clap, clap

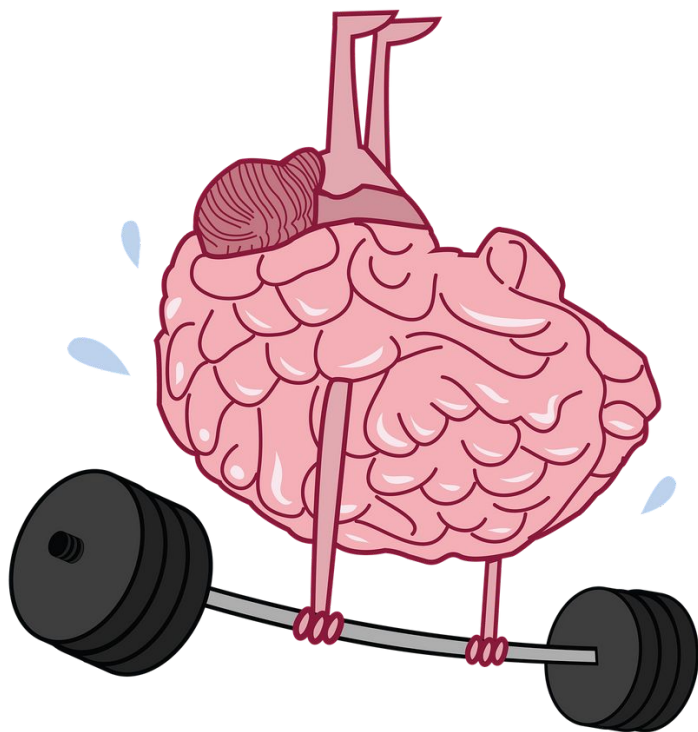
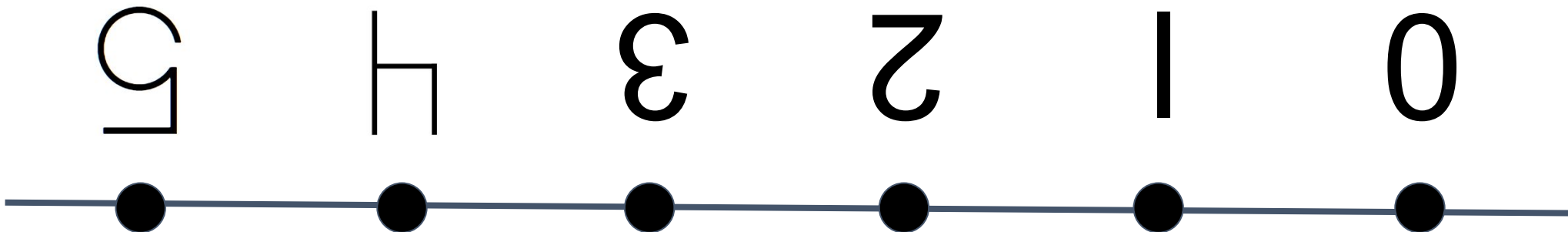
*If you're smart and you know it, clap your hands.* Clap, clap

*If you're smart and you know it and you really want to show it; if you're smart and you know it clap your hands.* Clap, clap

*Great work! We're all done.*



Point out numbers  
(0-10) throughout the  
day.





### Materials Needed:

- Most recently read math book
- Small, identical materials for counting  
(For example: unifix cubes)
- Number tracing cards 0-10
- Work mat for each student.

# Lesson 3A

## Number Recognition 0-10

Overview: This lesson reviews number recognition for 0-10.

### Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***This number line is small and it starts with zero.***

***What does zero mean?*** (Finger to forehead in thinking gesture then open hand to signal choral response- nothing.) ***Nothing.***

***Zero means nothing. Count with me as I point to each number. As we count, put one finger up for each number.*** Encourage

students to count with you as you point to each number, starting with a fist for zero and lifting one finger as you count together.

Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm going to point to a number and***

***everyone will say the number.*** Point to numbers randomly, encouraging all students to say the number. To add an element of

fun, occasionally point at the brain and encourage students to say, "I'm so smart."



# Lesson 3A

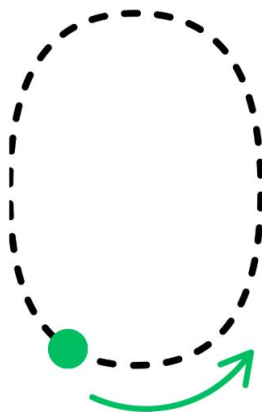
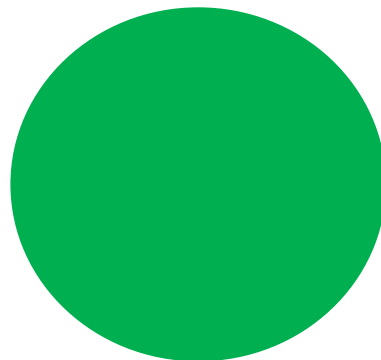
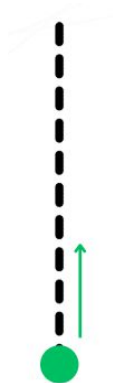
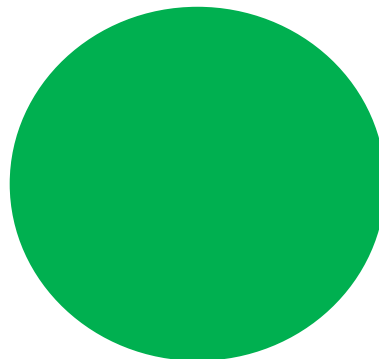
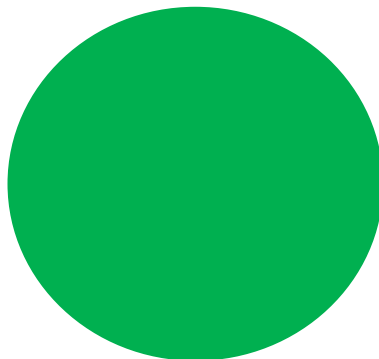
Number Recognition 0-10

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



# Lesson 3A

## Number Recognition 0-10

Review New Concept

**Explain:** *When we count, we say numbers. Numbers tell us how many. We can also write and read numbers. Today we are going to practice reading and writing the numbers we have learned.*

**Model:** Point to the empty space by numeral 0. *There are no green dots to count. The number that means nothing is zero.*

Point to the numeral 0. *This is the way we write zero.* Trace the numeral 0 with your finger. *This is the number 0. Everyone say zero.*

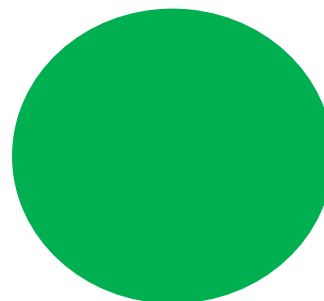
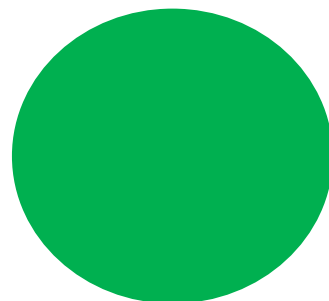
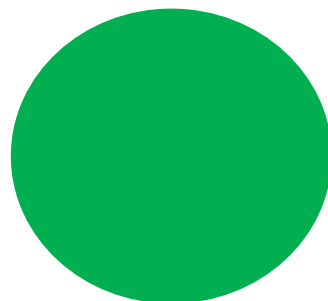
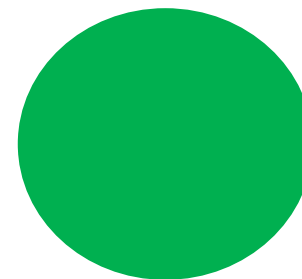
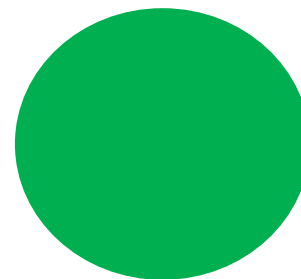
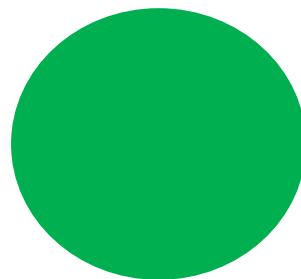
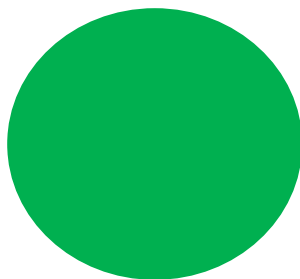
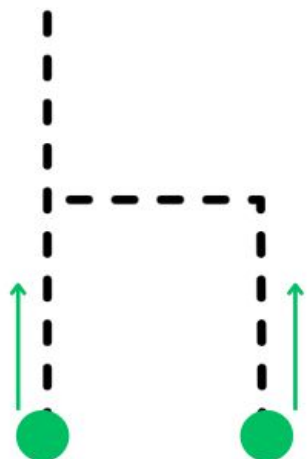
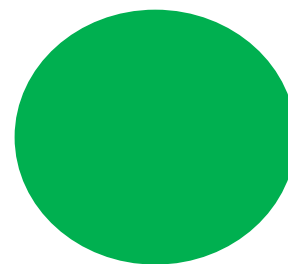
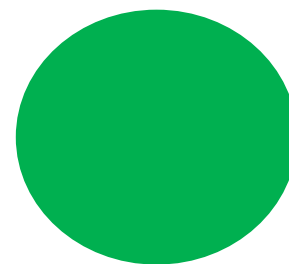
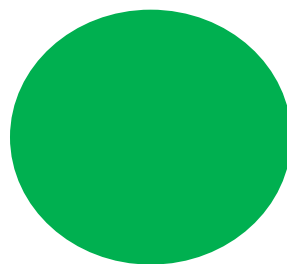
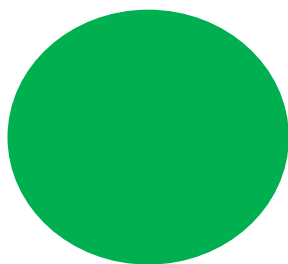
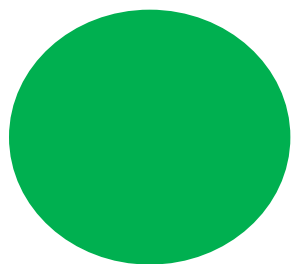
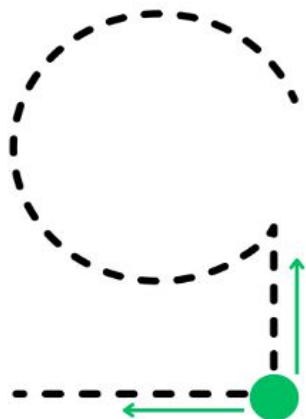
**Group Practice:** Pass out number 0 cards. Have the children trace the number and say the number as they trace. *Let's all write the number zero together. Pull back and go all the way around. What number did we write? Zero! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for numbers one and two, pointing to the green dots as you count.**

Number Formation Scripting:

1- *Start at the top and pull down*

2- *Start at the top and pull backward, slide down, slide across.*



# Lesson 3A

## Number Recognition 0-10

### Review New Concept

**Model:** Point to the first group of green circles. *I'm going to count these circles. Watch me.* Point to each circle as you count.

*One, two, three.* Point to the numeral 3. *This is the way we write three.* Trace the numeral 3 with your finger. *This is the number 3. Everyone say three.*

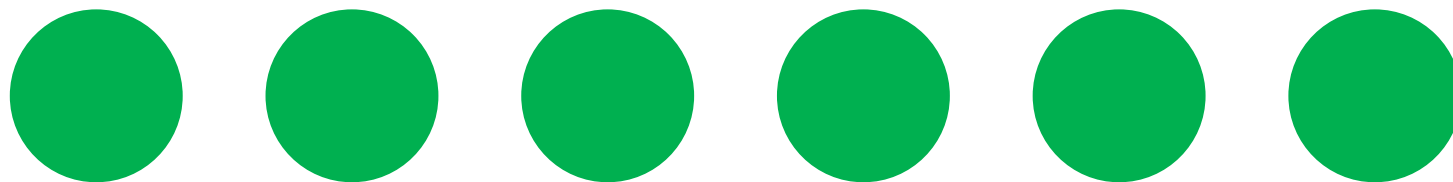
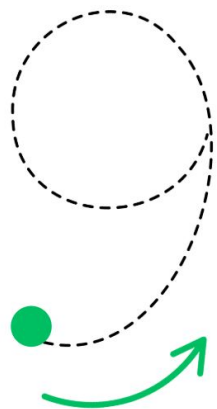
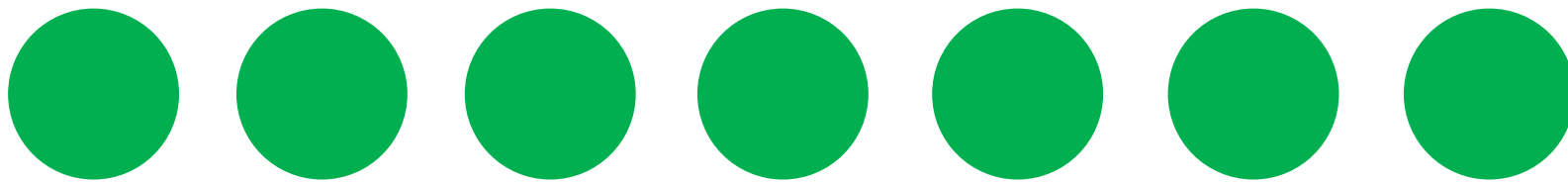
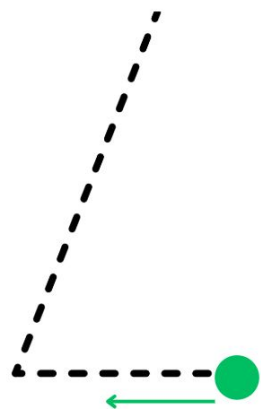
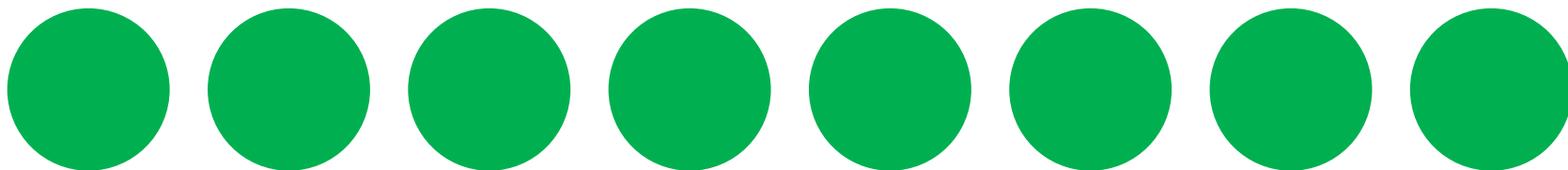
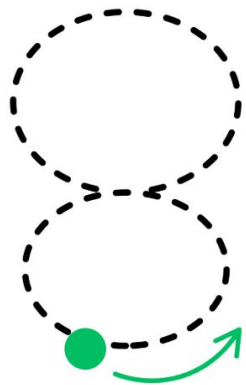
**Group Practice:** Pass out number 3 cards. Have the children trace the number and say the number as they trace. *Let's all write the number three together. Pull backward and around. Pull backward and around. What number did we write? Three! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for numbers four and five.**

Number Formation Scripting:

4- *Pull down. Slide across. Pick up. Pull down.*

5- *Pull down, slide up and around. Pick up, slide across.*





# Lesson 3A

## Number Recognition 0-10

Review New Concept

**Model:** Point to green circles by 6. *Let's count these green circles together. One, two, three, four, five, six.* Point to the numeral 6. *This is the way we write six.* Trace the numeral 6 with your finger. *This is the number 6. Everyone say six.*

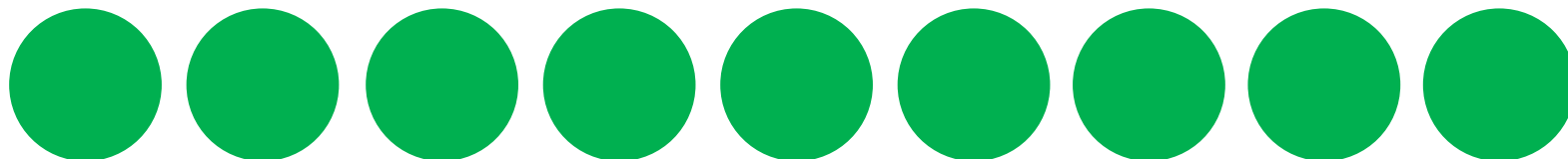
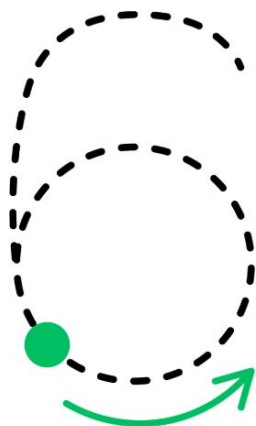
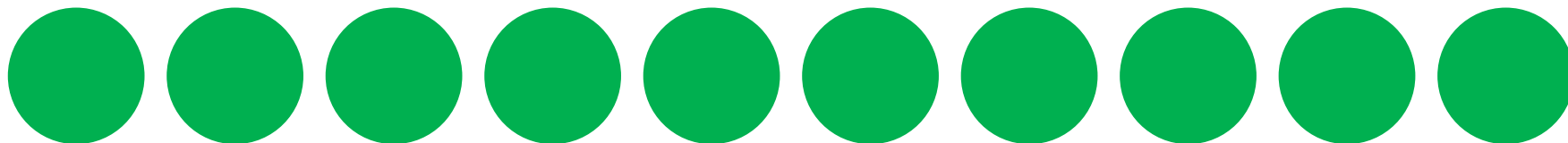
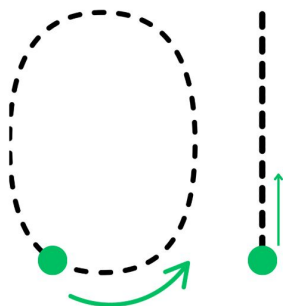
**Group Practice:** Pass out number 6 cards. Have the children trace the number and say the number as they trace. *Let's all write the number six together. Pull backward and down, now all the way around. What number did we write? Six! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for numbers seven and eight.**

Number Formation Scripting:

7- *Start at the dot. Pull across. Slide down.*

8- *Start at the dot. Pull backward. Go around. Go around again. Go all the way back up.*



# Lesson 3A

## Number Recognition 0-10

### Review New Concept

**Model:** Point to the first group of green dots. *I'm going to count these circles. Watch me.* Point to each circle as you count. *One, two, three, four, five, six, seven, eight, nine.* Point to the numeral 9. *This is the way we write nine.* Trace the numeral 9 with your finger. *This is the number 9. Everyone say nine.*

**Group Practice:** Pass out number 9 cards. Have the children trace the number and say the number as they trace. *Let's all write the number nine together. Start at the dot. Pull back and around. Pull down and curve. What number did we write? Nine! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for number ten.**

Number Formation Scripting:

10- *Start at the green dot. Pull down. Pick up. Pull back and go all the way around.*

8

A



I

6

5



10

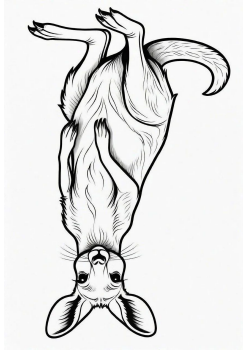
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Z



H

2

# Lesson 3A

## Number Recognition 0-10

### Group Practice

**Group Practice:** *We are going to play a game called Number Hunt. I'm going to point to something in the book. If it's a number, you will raise your hands really high and say the number. If it's a letter, you will shake your head no. If I point to a kangaroo, you will jump up and down. Let's practice.* Practice pointing to a number, a letter, and a kangaroo to familiarize students with the related action. **Ready? Let's play!** While playing the game, make sure you point to each number (0-10) one time (that's how many of each are hiding on this page.)



### Error Correction Procedure

Point to picture again. Name it. Remind students of related action. Encourage them to do the action.

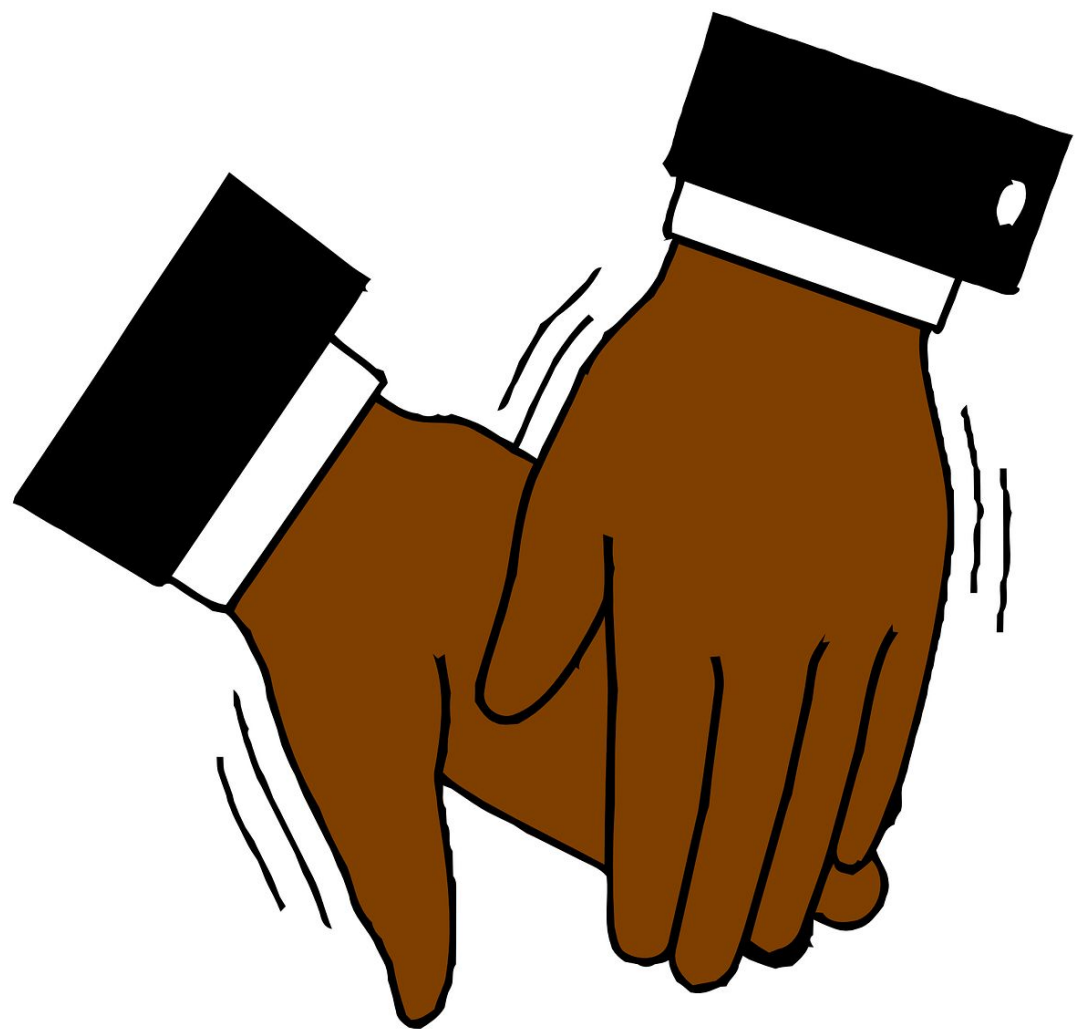


# Lesson 3A

## Number Recognition 0-10

### Individual Practice:

Give each student a work mat. Set ten counting ten cubes on each student's work mat. Place a number card (0-10) on each work mat. Encourage students to read their number, trace it, and count that many cubes onto their work mat next to the number card. Monitor student progress and correct errors. Give students as many different numbers as their engagement, and time, allow. Focus on giving students number cards for numbers that have been challenging to master in previous lessons.





# Lesson 3A

## Number Recognition 0-10

Wrap Up

Explain: *Today we read all the numbers from 0 to 10.*

Celebrate success:

*Let's celebrate our hard work. I'm going to sing a song. When I stop singing, you clap your hands two times.*


Sing (to the tune of If You're Happy and You Know it),

*If you're smart and you know it, clap your hands.* Clap, clap

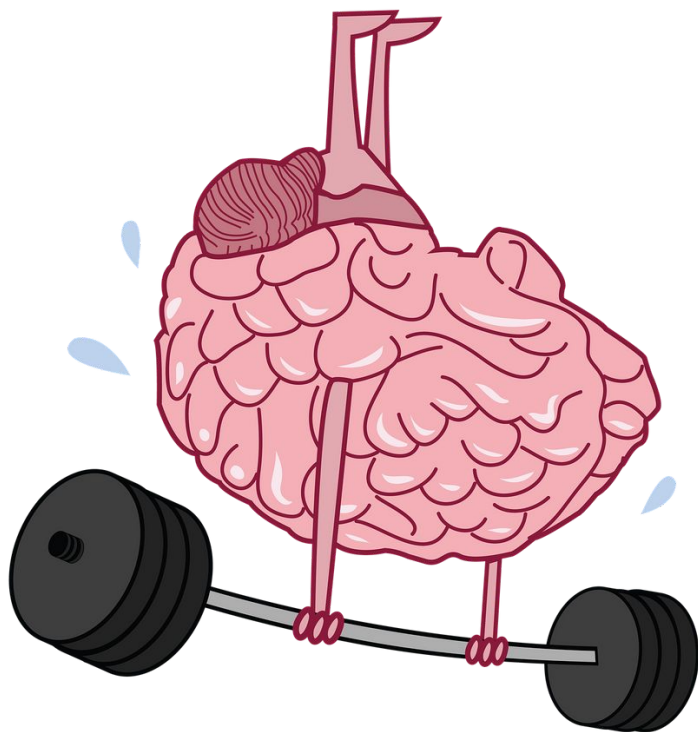
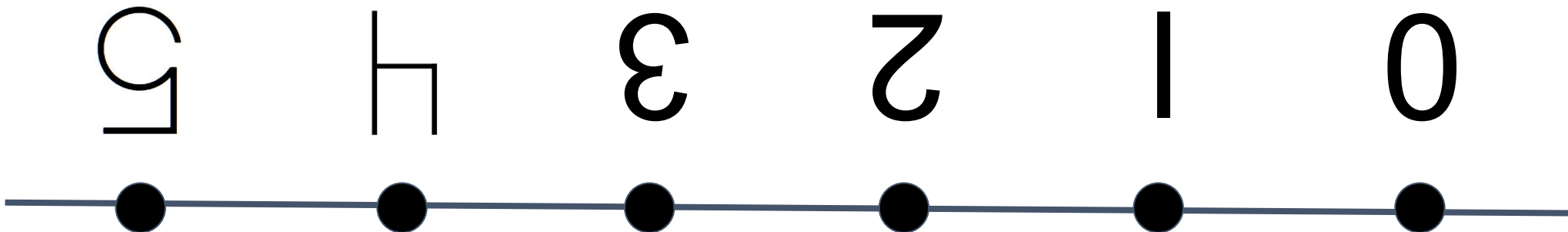
*If you're smart and you know it, clap your hands.* Clap, clap

*If you're smart and you know it and you really want to show it; if you're smart and you know it clap your hands.* Clap, clap

*Great work! We're all done.*



Point out numbers  
(0-10) throughout the  
day.



### Materials Needed:

- Most recently read math book
- Small, identical materials for counting  
(For example: unifix cubes)
- Number tracing cards 0-10
- Work mat for each student.

# Lesson 3B

## Number Recognition 0-10

Overview: This lesson reviews number recognition for 0-10.

### Warm Up

Explain:

***Let's warm up our brains to get ready to learn.*** Point to the number line. ***This number line is small and it starts with zero.***

***What does zero mean?*** (Finger to forehead in thinking gesture then open hand to signal choral response- nothing.) ***Nothing.***

***Zero means nothing. Count with me as I point to each number. As we count, put one finger up for each number.*** Encourage

students to count with you as you point to each number, starting with a fist for zero and lifting one finger as you count together.

Repeat once if necessary to get all students engaged. ***Thanks for helping me count. Now I'm going to point to a number and***

***everyone will say the number.*** Point to numbers randomly, encouraging all students to say the number. To add an element of

fun, occasionally point at the brain and encourage students to say, "I'm so smart."



# Lesson 3B

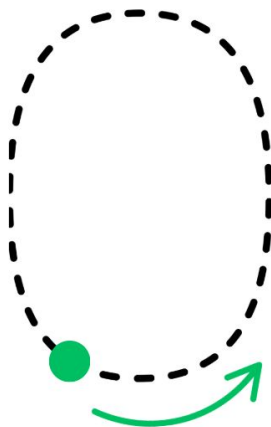
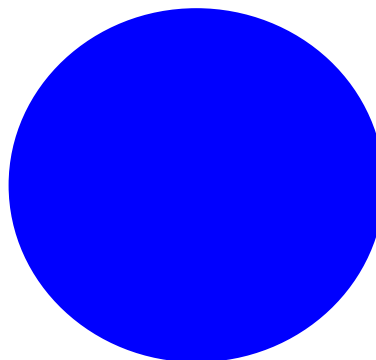
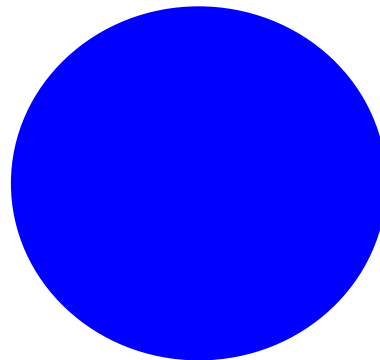
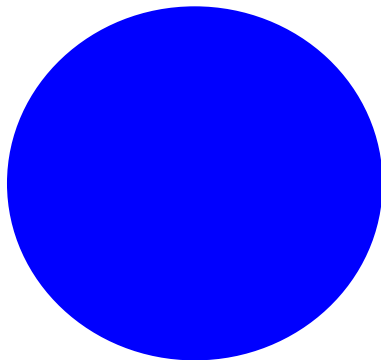
Number Recognition 0-10

## CONNECT TO MATH BOOK

- Show students the cover of the most recently read math book.
- Ask if students remember this book. ***We read this math book in circle time. Who remembers what this book is about?***
- Connect the book to background knowledge of unit theme.
- Spend 2 minutes reviewing parts of the book.
  - Count some items in the book.
  - Review the vocabulary of the book.



3-4 minutes  
TOTAL



# Lesson 1B

## Number Recognition 0-2

Review New Concept

**Explain:** *When we count, we say numbers. Numbers tell us how many. We can also write and read numbers. Today we are going to practice reading and writing the numbers we have learned.*

**Model:** Point to the empty space by numeral 0. *There are no blue circles to count. The number that means nothing is zero.*

Point to the numeral 0. *This is the way we write zero.* Trace the numeral 0 with your finger. *This is the number 0. Everyone say zero.*

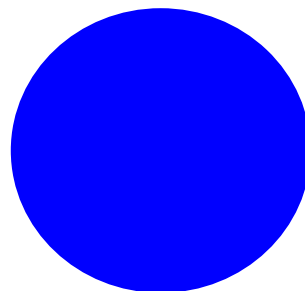
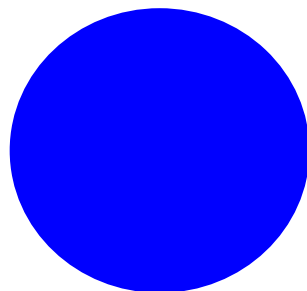
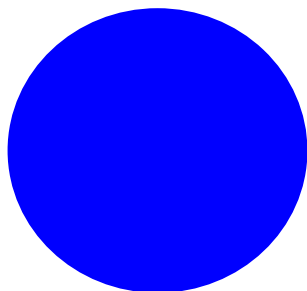
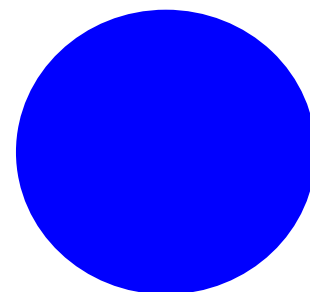
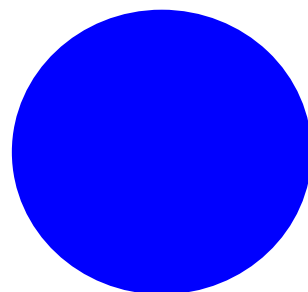
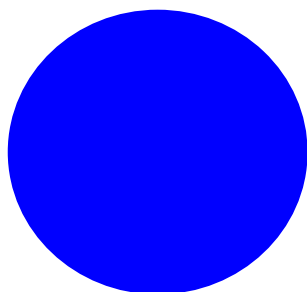
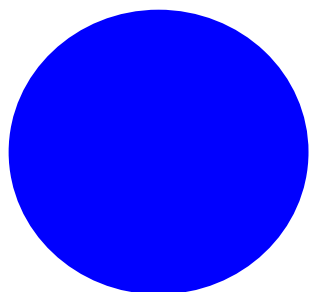
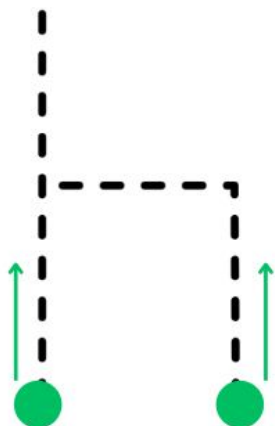
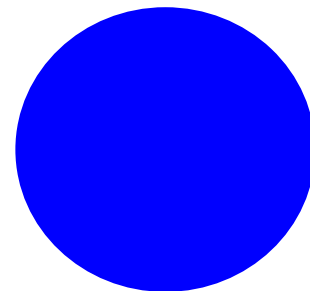
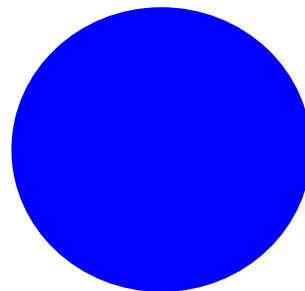
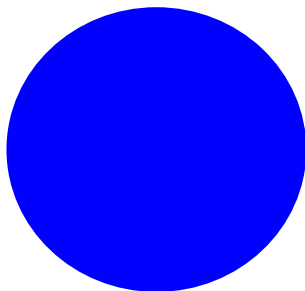
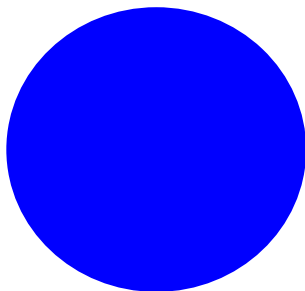
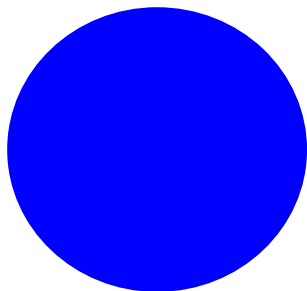
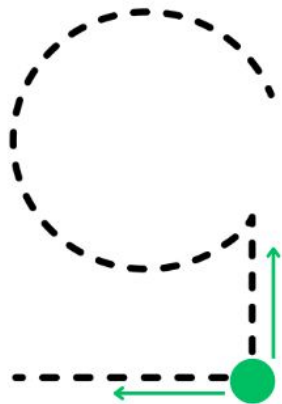
**Group Practice:** Pass out number 0 cards. Have the children trace the number and say the number as they trace. *Let's all write the number zero together. Pull back and go all the way around. What number did we write? Zero! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for numbers one and two, pointing to the blue dots as you count.**

Number Formation Scripting:

1- *Start at the top and pull down*

2- *Start at the top and pull backward, slide down, slide across.*





# Lesson 2B

## Number Recognition 3-5

Review New Concept

**Model:** Point to the first group of green circles. *I'm going to count these circles. Watch me.* Point to each circle as you count.

*One, two, three.* Point to the numeral 3. *This is the way we write three.* Trace the numeral 3 with your finger. *This is the number 3. Everyone say three.*

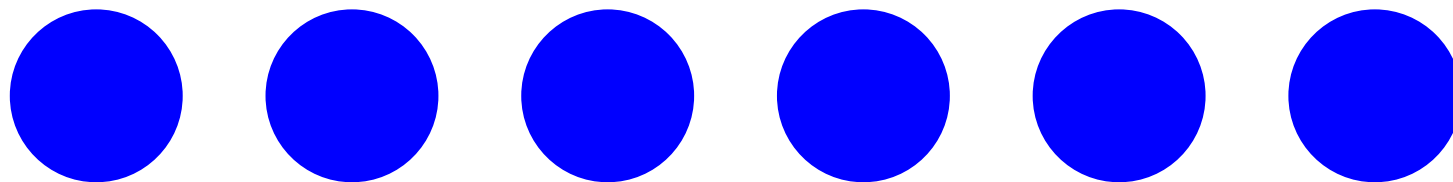
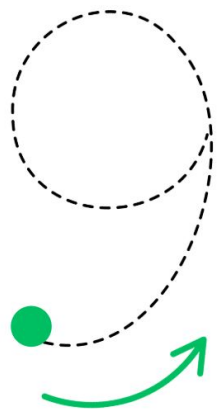
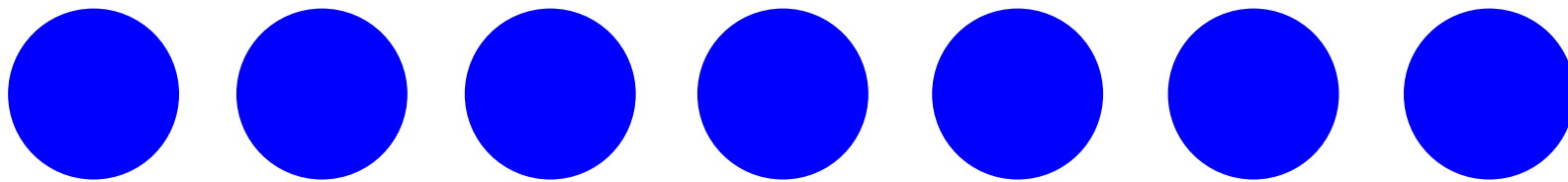
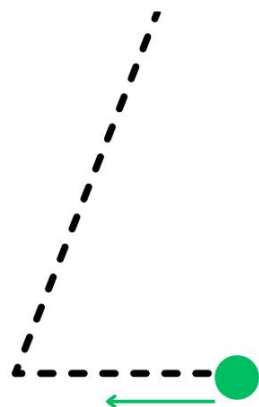
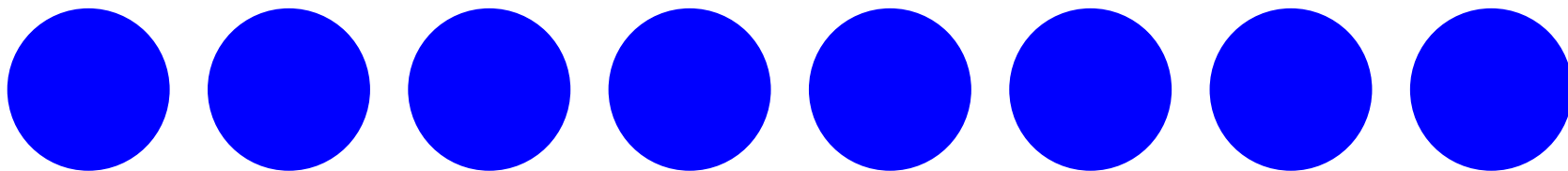
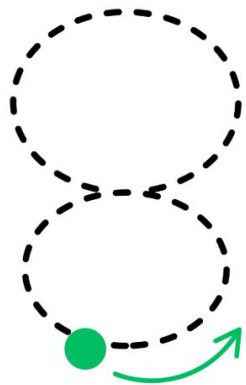
**Group Practice:** Pass out number 3 cards. Have the children trace the number and say the number as they trace. *Let's all write the number three together. Pull backward and around. Pull backward and around. What number did we write? Three! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for numbers four and five.**

Number Formation Scripting:

4- *Pull down. Slide across. Pick up. Pull down.*

5- *Pull down, slide up and around. Pick up, slide across.*



# Lesson 3B

## Number Recognition 0-10

### Review New Concept

**Model:** Point to blue circles by 6. *Let's count these blue circles together. One, two, three, four, five, six.* Point to the numeral 6.

*This is the way we write six.* Trace the numeral 6 with your finger. *This is the number 6. Everyone say six.*

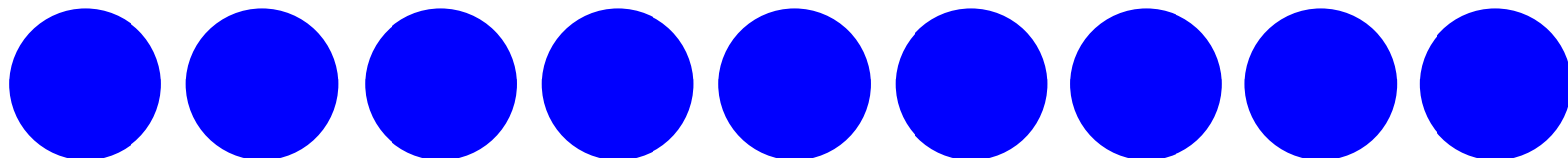
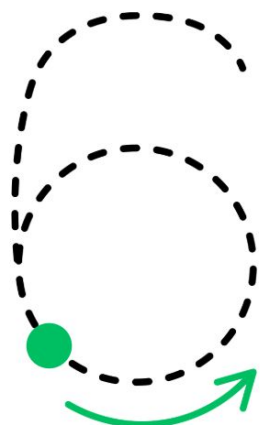
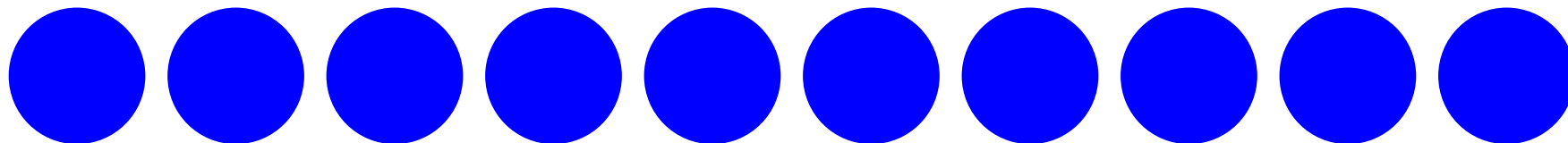
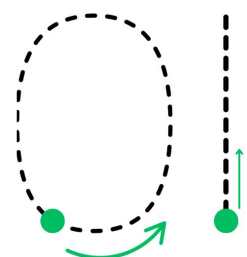
**Group Practice:** Pass out number 6 cards. Have the children trace the number and say the number as they trace. *Let's all write the number six together. Pull backward and down, now all the way around. What number did we write? Six! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for numbers seven and eight.**

Number Formation Scripting:

7- *Start at the dot. Pull across. Slide down.*

8- *Start at the dot. Pull backward. Go around. Go around again. Go all the way back up.*



# Lesson 3B

## Number Recognition 0-10

### Review New Concept

**Model:** Point to the first group of blue circles. *I'm going to count these circles. Watch me.* Point to each circle as you count.

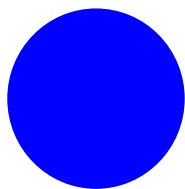
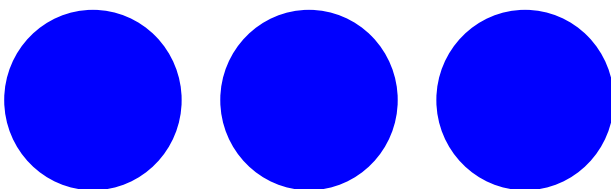
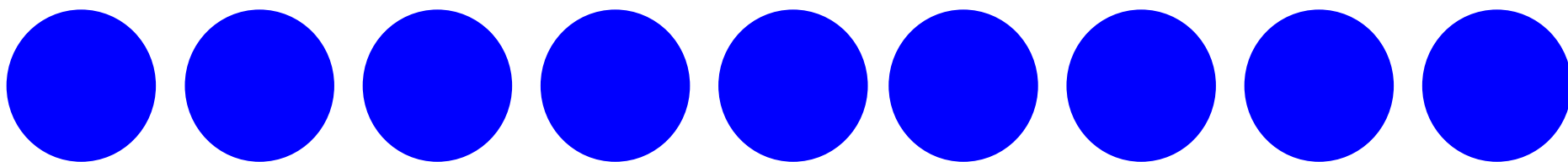
*One, two, three, four, five, six, seven, eight, nine.* Point to the numeral 9. *This is the way we write nine.* Trace the numeral 9 with your finger. *This is the number 9. Everyone say nine.*

**Group Practice:** Pass out number 9 cards. Have the children trace the number and say the number as they trace. *Let's all write the number three together. Start at the dot. Pull back and around. Pull down and curve. What number did we write? Nine! Let's do it again.*

**\*Repeat above steps (Model and Group Practice) for numbers ten.**

Number Formation Scripting:

10- *Start at the green dot. Pull down. Pick up. Pull back and go all the way around.*



# Lesson 3B

## Number Recognition 0-10

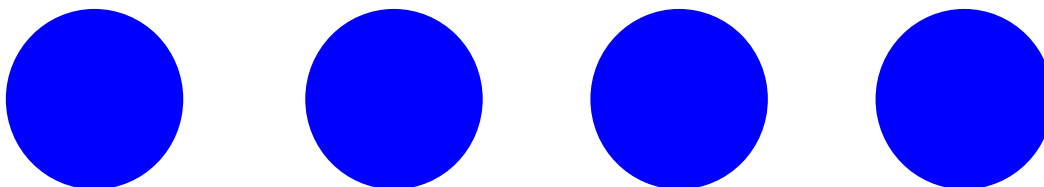
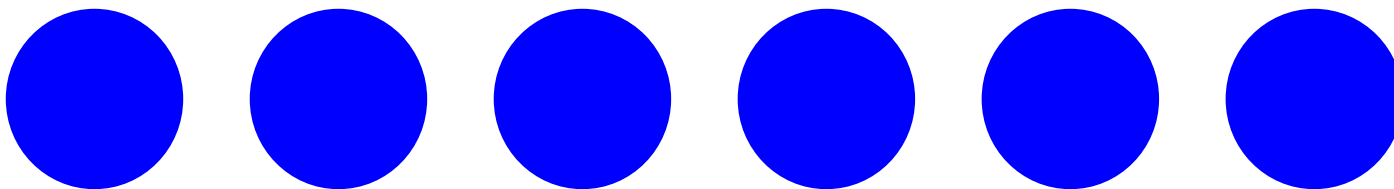
### Group Practice

**Group Practice:** Give each child a set of number tracing cards (0-10). *We are going to sort numbers today. Let's count these circles and find the numbers that mean that many.* Point to first circle. *Let's start here. Let's count this circle. One. How many? One. Find your number card for 1 and put it here.* Point to next group of circles. *Let's count these circles. One, two, three. How many? Three. Find your number card 3 and put it here.* Point to next group of circles. *Let's count these circles. One, two, three, four, five, six, seven, eight, nine. How many? Nine. Find your number card 9 and put it here.*



### Error Correction Procedure

Count the circles together. Name the number and help student with card to identify the number.





# Lesson 3B

## Number Recognition 0-10

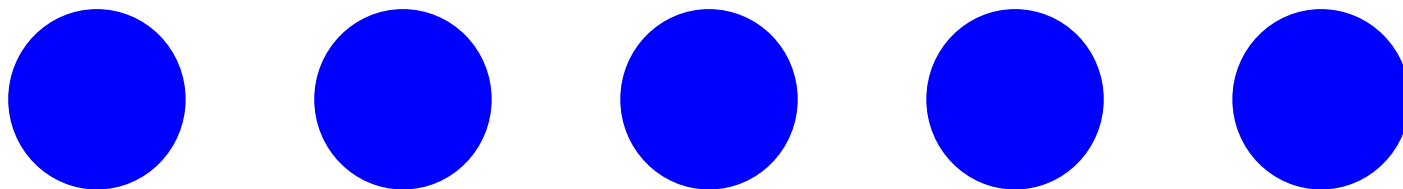
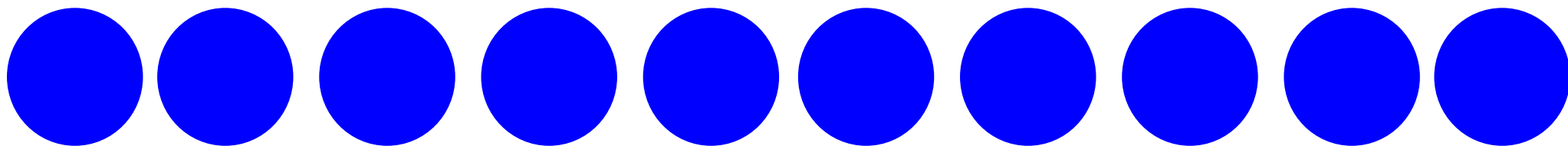
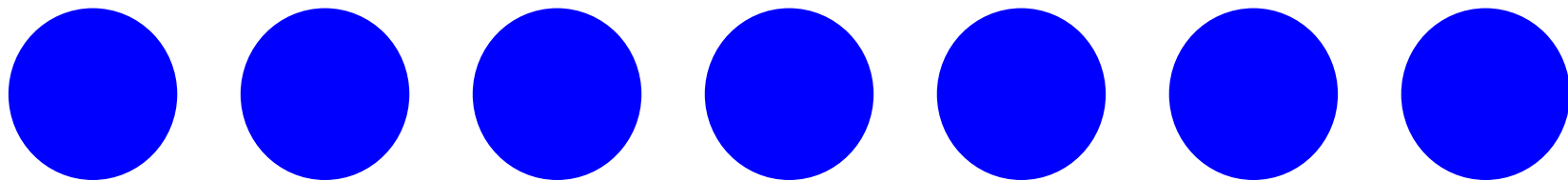
### Group Practice

**Group Practice:** Point to first group of circles. *Let's count these circles. One, two three, four. How many? Four. Find your number card for 4 and put it here.* Point to blank space. *Let's count these circles. Nothing. How many? Zero. Find your number card 0 and put it here.* Point to next group of circles. *Let's count these circles. One, two, three, four, five, six. How many? Six. Find your number card 6 and put it here.*



### Error Correction Procedure

Count the circles together. Name the number and help student with card to identify the number.



# Lesson 3B

## Number Recognition 0-10

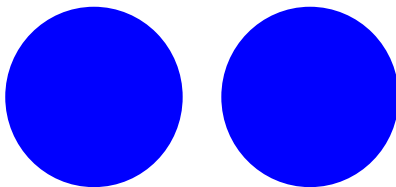
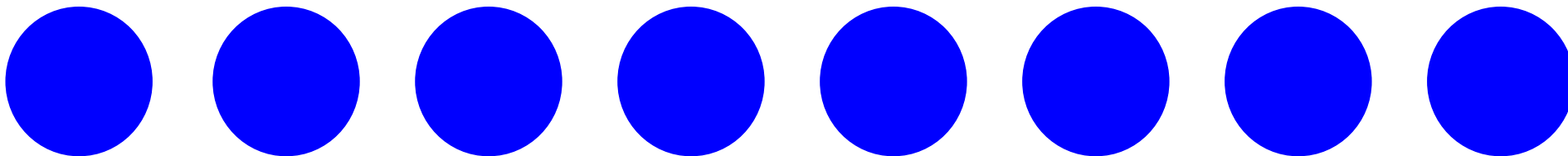
### Group Practice

**Group Practice:** Point to first group of circles. *Let's count these circles. One, two, three, four, five. How many? Five. Find your number card 5 and put it here.* Point to next group of circles. *Let's count these circles. One, two, three, four, five, six, seven, eight, nine, ten. How many? Ten. Find your number card 10 and put it here.* Point to next group of circles. *Let's count these circles. One, two, three, four, five, six, seven. How many? Seven. Find your number card 7 and put it here.*



### Error Correction Procedure

Count the circles together. Name the number and help student with card to identify the number.



# Lesson 3B

Number Recognition 0-10

## Group Practice

**Group Practice:** Point to first group of circles. *Let's count these circles. One, two. How many? Two. Find your number card 2 and put it here.* Point to next group of circles. *Let's count these circles. One, two, three, four, five, six, seven, eight. How many? Eight. Find your number card 8 and put it here.*



### Error Correction Procedure

Count the circles together. Name the number and help student with card to identify the number.

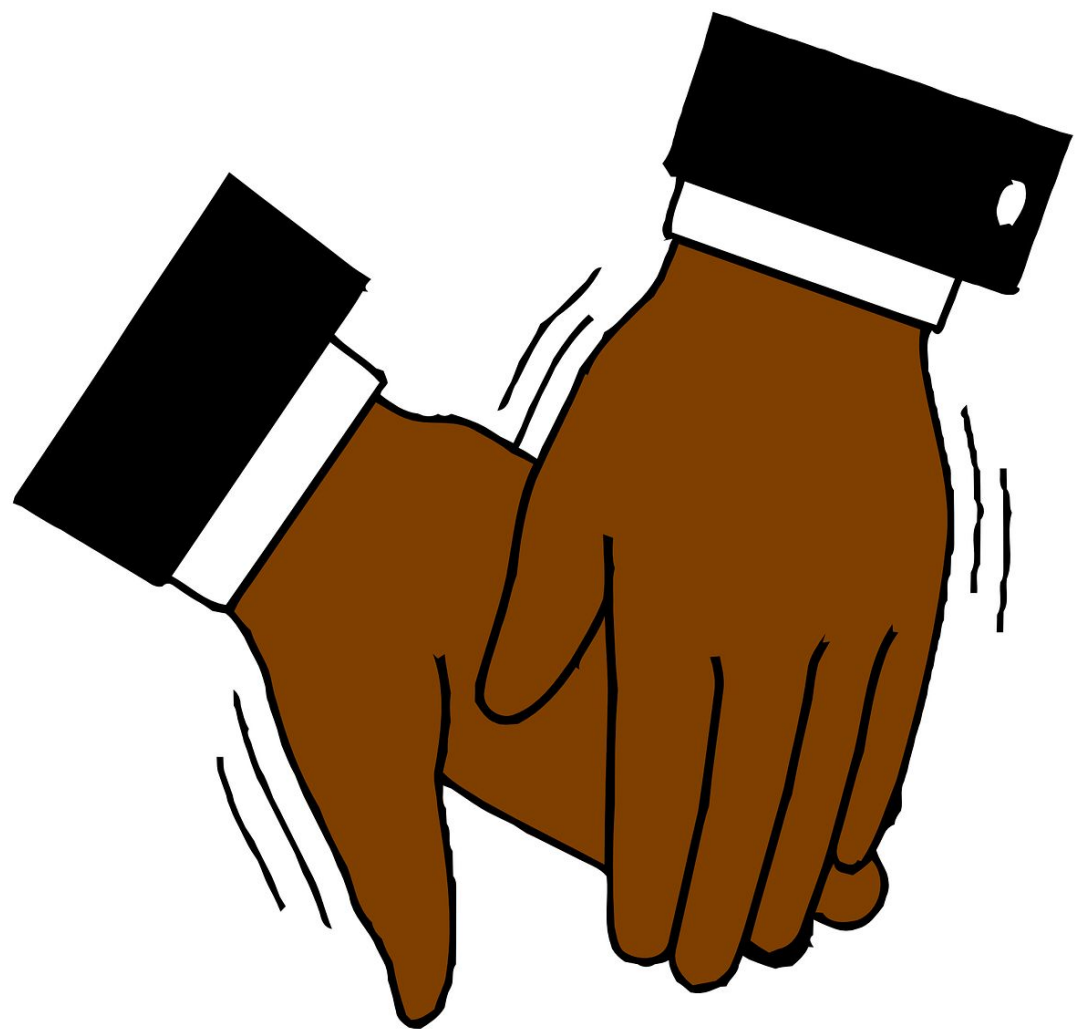


# Lesson 3B

## Number Recognition 0-10

### Individual Practice:

Give each student a work mat. Set ten counting cubes on each student's work mat. Place a number card (0-10) on each work mat. Encourage students to read their number, trace it, and count that many cubes onto their work mat next to the number card. Monitor student progress and correct errors. Give students as many different numbers as their engagement, and time, allow. Focus on giving students number cards for numbers that have been challenging to master in previous lessons.





# Lesson 3B

## Number Recognition 0-10

Wrap Up

Explain: *Today we read all the numbers from 0 to 10.*

Celebrate success:

*Let's celebrate our hard work. I'm going to sing a song. When I stop singing, you clap your hands two times.*


Sing (to the tune of If You're Happy and You Know it),

*If you're smart and you know it, clap your hands.* Clap, clap

*If you're smart and you know it, clap your hands.* Clap, clap

*If you're smart and you know it and you really want to show it; if you're smart and you know it clap your hands.* Clap, clap

*Great work! We're all done.*



Point out numbers  
(0-10) throughout the  
day.



# Practice & Play #1

Skills: Number recognition 0-10

Materials: None

## Review Game: Thumbs Up, Thumbs Down

### **Explain:**

*We have been practicing reading numbers. You know how to count a group and tell which number means that many.*

*I'm going to ask a question. If the answer is yes, you will show me a thumbs up. First, you will hide your answer on*

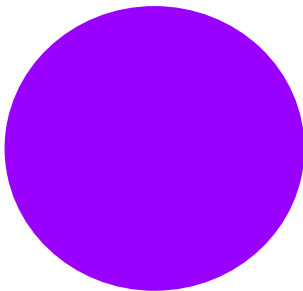
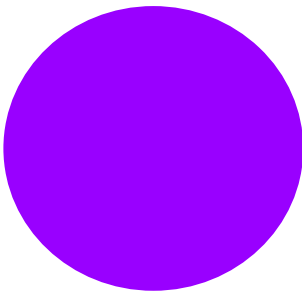
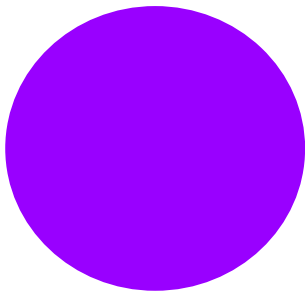
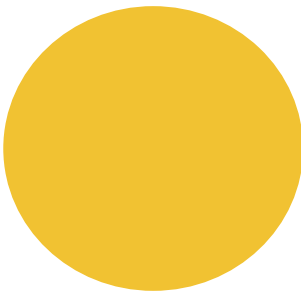
*your chest.* (Point to first photo of thumbs up on chest) *Then, when I say, "Show me" you will hold your answer up*

*high.* (Point to second photo) *If the answer is no, you will show me a thumbs down. First, you will hide your answer on*

*your chest.* (Point to first photo of thumbs down) *Then, when I say, "Show me" you will hold your answer up high.*

(Point to second photo) *Let's practice.* (Practice putting a thumb up or down on their chest then raising their hand high

when you say, "Show me."



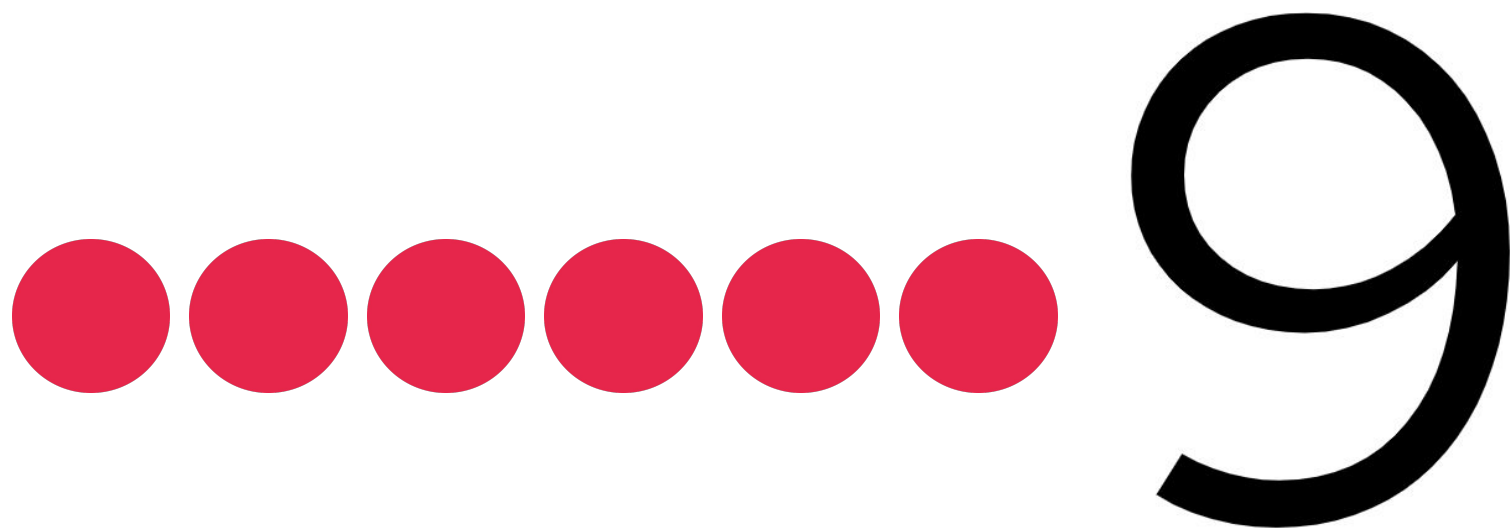
# Practice & Play #1

Model: **Help me decide if this number** (Point to the one) **shows this many** (Draw a circle around the purple circles with your finger). **Does this number mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me. Yes, thumbs down. There are three purple circles. Count them with me. One, two, three. This is the number one. This number does not mean this many so I showed a thumbs down. Now help me decide if this number** (Point to the one) **shows this many** (Draw a circle around the yellow circle with your finger). **Does this number mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me. Yes, thumbs up. There is one yellow circle. Count it with me. One. This is the number one. This number does mean this many so I showed a thumbs up. Now, it's your turn.**



## Error Correction Procedure

Point to the circle(s). Encourage student to count them with you. Point to number and read it. Clarify if the number does/does not mean the same.



# Practice & Play #1

Group Practice: Point to the number 6. *Does this number* (Draw a circle around the red circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

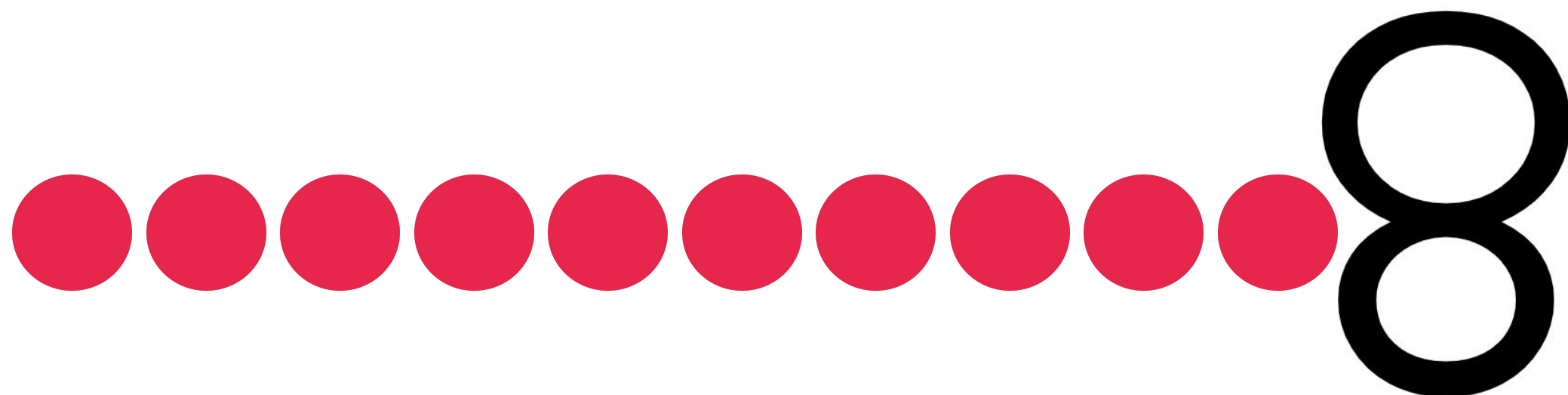
Answer = Yes

**Note:** Pay careful attention to **Student #1's** responses as you progress through all pages with red circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*Yes.* (Point to number.) *This is six.* (Point to red circles) *This is six. This number means this many.*





# Practice & Play #1

Group Practice: Point to the number 8. *Does this number* (Draw a circle around the red circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

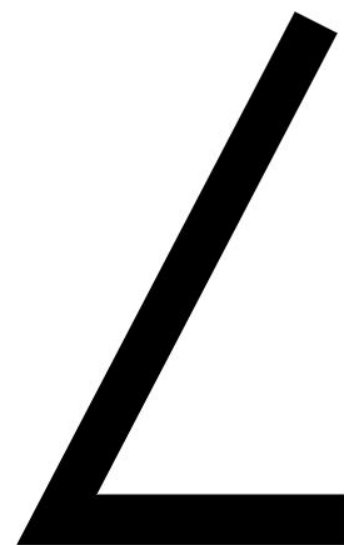
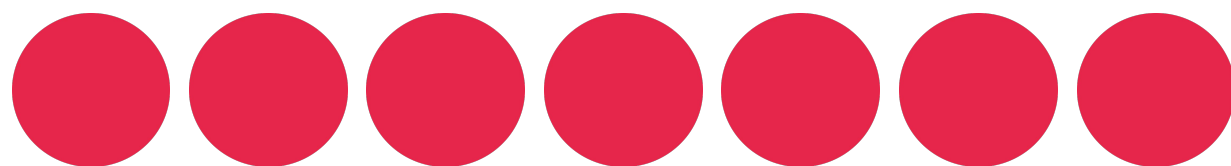
Answer = No

**Note:** Pay careful attention to **Student #1's** responses as you progress through all pages with red circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*No.* (Point to number.) *This is eight.* (Point to red circles) *This is ten. This number does not mean this many.*



# Practice & Play #1

Group Practice: Point to the number 7. *Does this number* (Draw a circle around the red circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

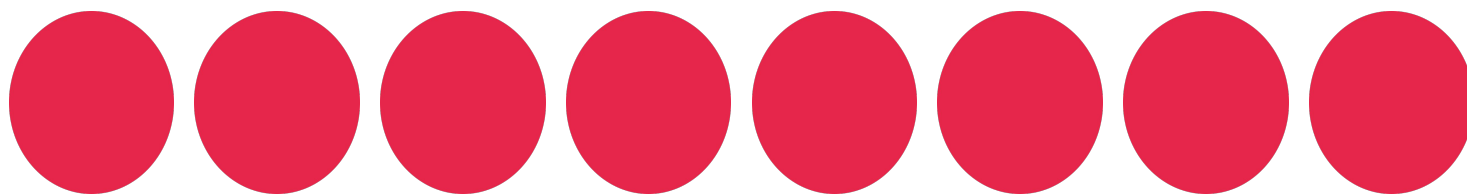
Answer = Yes

**Note:** Pay careful attention to **Student #1's** responses as you progress through all pages with red circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*Yes.* (Point to number.) *This is seven.* (Point to red circles) *This is seven. This number means this many.*



01

# Practice & Play #1

Group Practice: Point to the number 10. *Does this number* (Draw a circle around the red circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

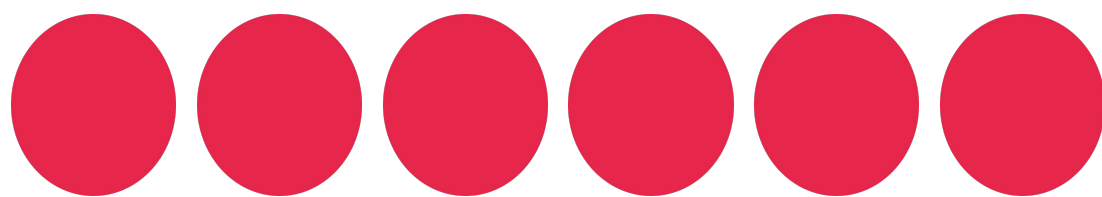
Answer = No

**Note:** Pay careful attention to **Student #1's** responses as you progress through all pages with red circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*No.* (Point to number.) *This is ten.* (Point to red circles) *This is eight. This number does not mean this many.*



6

# Practice & Play #1

Group Practice: Point to the number 9. *Does this number* (Draw a circle around the red circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

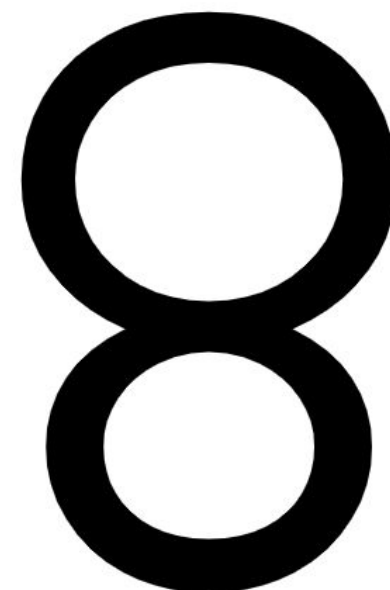
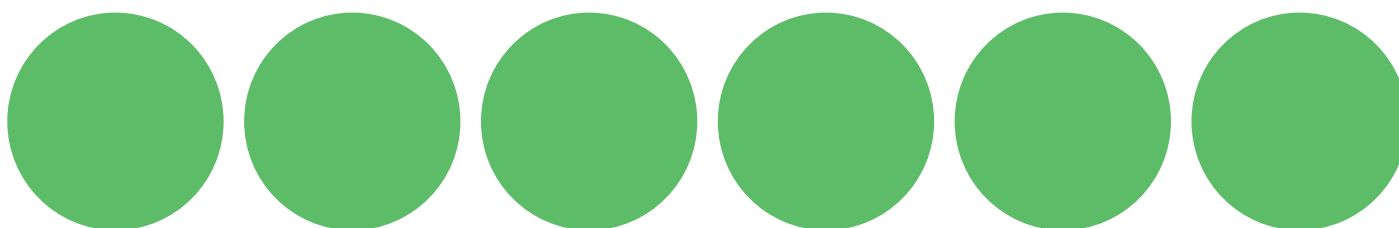
Answer = No

**Note:** Pay careful attention to **Student #1's** responses as you progress through all pages with red circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*No.* (Point to number.) *This is nine.* (Point to red circles) *This is six. This number does not mean this many.*





# Practice & Play #1

Group Practice: Point to the number 8. *Does this number* (Draw a circle around the green circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

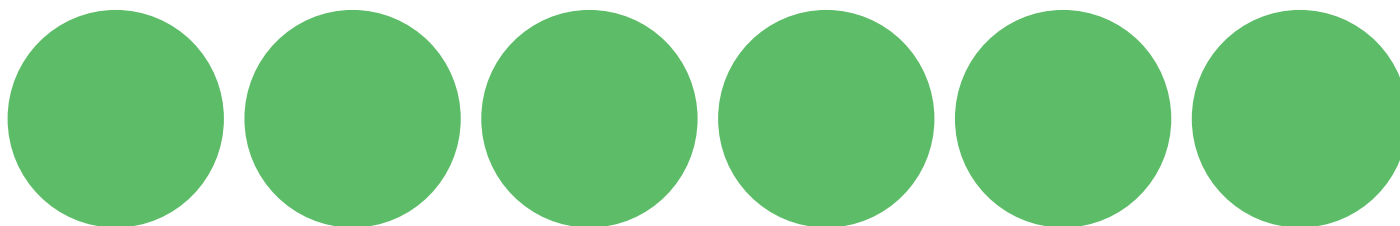
Answer = No

**Note:** Pay careful attention to **Student #2's** responses as you progress through all pages with green circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*No.* (Point to number.) *This is eight.* (Point to green circles) *This is six. This number does not mean this many.*



# Practice & Play #1

Group Practice: Point to the number 7. *Does this number* (Draw a circle around the green circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

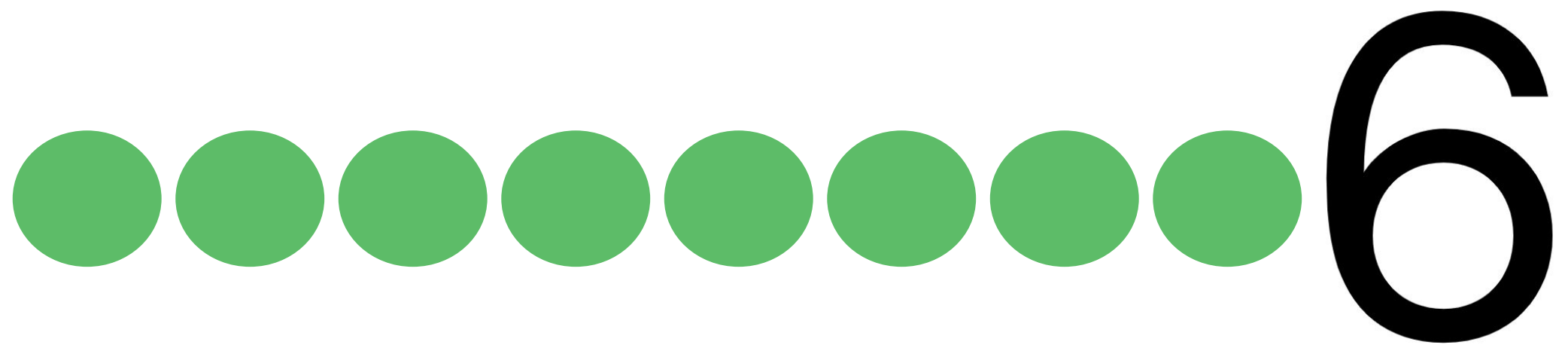
Answer = No

**Note:** Pay careful attention to **Student #2's** responses as you progress through all pages with green circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*No.* (Point to number.) *This is seven.* (Point to green circles) *This is six. This number does not mean this many.*



# Practice & Play #1

Group Practice: Point to the number 9. *Does this number* (Draw a circle around the green circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Answer = No

**Note:** Pay careful attention to **Student #2's** responses as you progress through all pages with green circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*No.* (Point to number.) *This is nine.* (Point to green circles) *This is eight. This number does not mean this many.*



# Practice & Play #1

Group Practice: Point to the number 10. *Does this number* (Draw a circle around the green circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

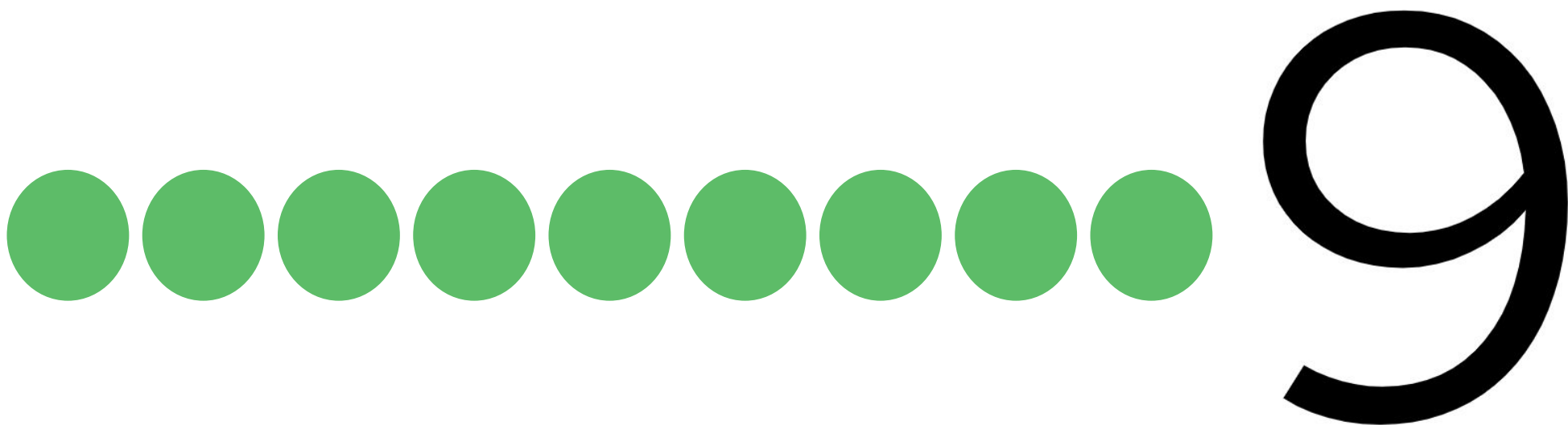
Answer = Yes

**Note:** Pay careful attention to **Student #2's** responses as you progress through all pages with green circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*Yes.* (Point to number.) *This is ten.* (Point to green circles) *This is ten. This number means this many.*





# Practice & Play #1

Group Practice: Point to the number 6. *Does this number* (Draw a circle around the green circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

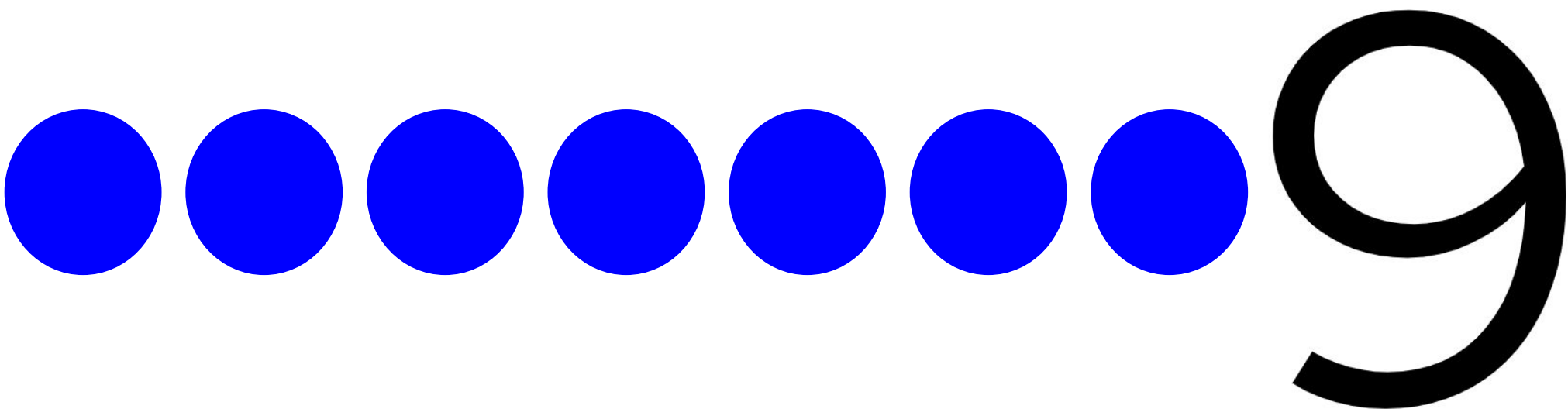
Answer = No

**Note:** Pay careful attention to **Student #2's** responses as you progress through all pages with green circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*No.* (Point to number.) *This is six.* (Point to green circles) *This is nine. This number does not mean this many.*



# Practice & Play #1

Group Practice: Point to the number 6. *Does this number* (Draw a circle around the blue circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

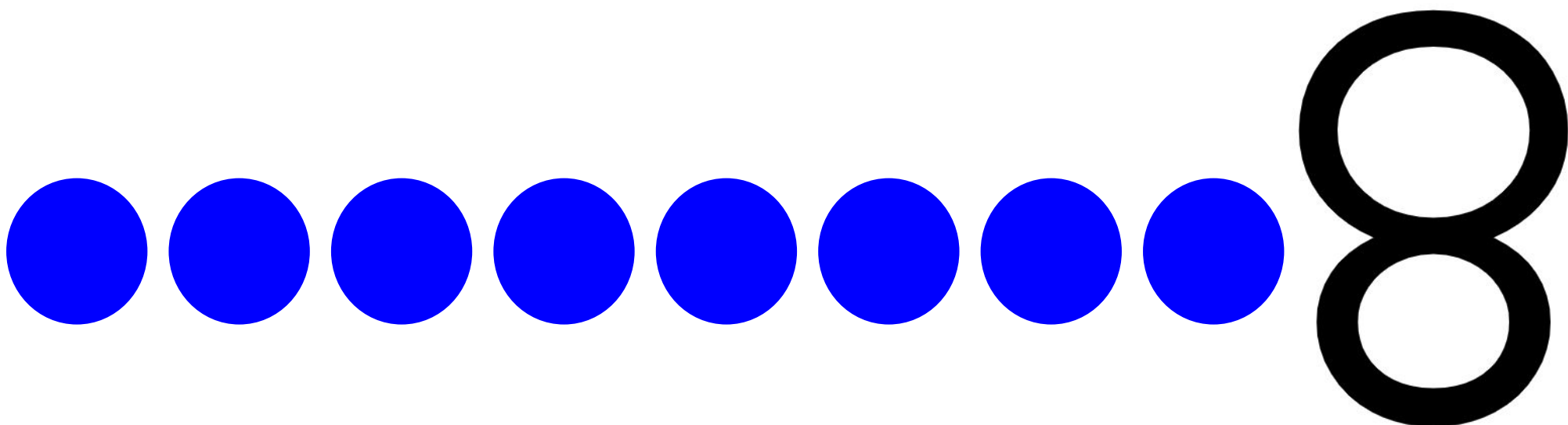
Answer = No

**Note:** Pay careful attention to **Student #3's** responses as you progress through all pages with blue circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*No.* (Point to number.) *This is six.* (Point to blue circles) *This is seven. This number does not mean this many.*



# Practice & Play #1

Group Practice: Point to the number 8. *Does this number* (Draw a circle around the blue circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

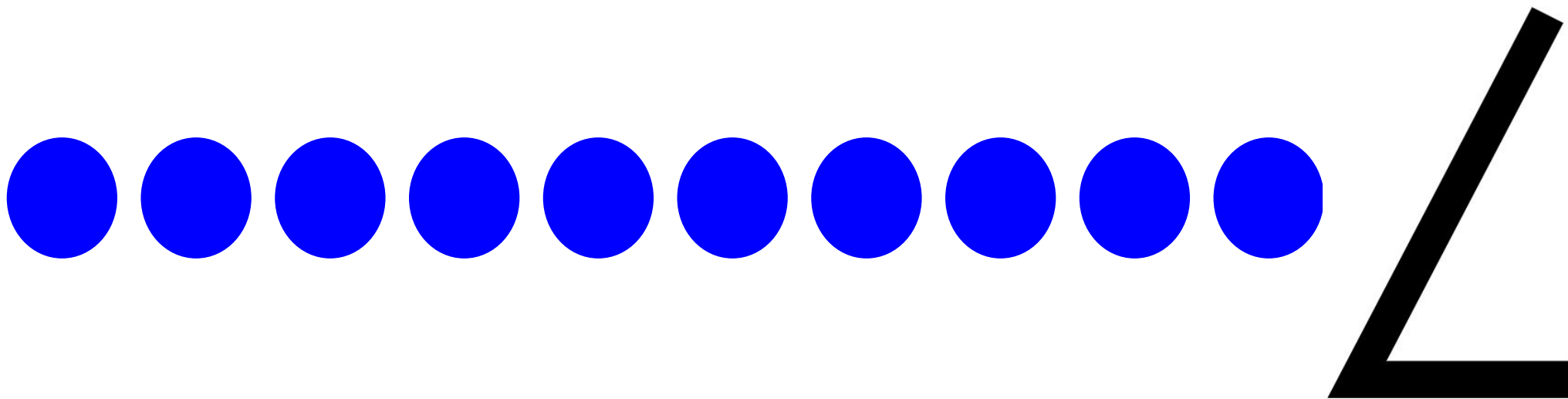
Answer = Yes

**Note:** Pay careful attention to **Student #3's** responses as you progress through all pages with blue circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*Yes.* (Point to number.) *This is eight.* (Point to blue circles) *This is eight. This number means this many.*



# Practice & Play #1

Group Practice: Point to the number 7. *Does this number* (Draw a circle around the blue circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Answer = No

**Note:** Pay careful attention to **Student #3's** responses as you progress through all pages with blue circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*No.* (Point to number.) *This is seven.* (Point to blue circles) *This is ten. This number does not mean this many.*

.....6



# Practice & Play #1

Group Practice: Point to the number 9. *Does this number* (Draw a circle around the blue circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

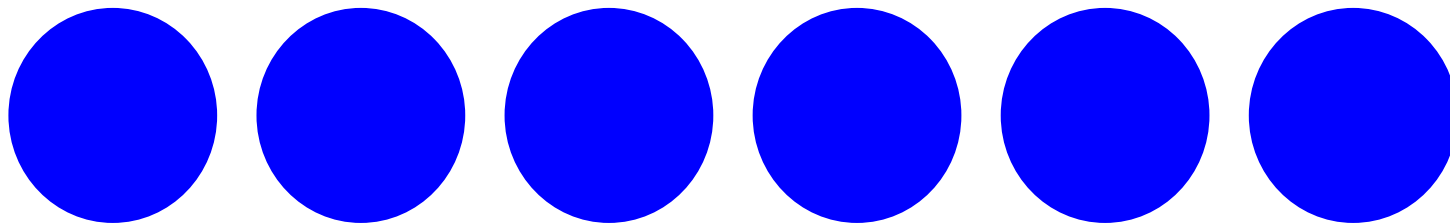
Answer = Yes

**Note:** Pay careful attention to **Student #3's** responses as you progress through all pages with blue circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*Yes.* (Point to number.) *This is nine.* (Point to blue circles) *This is nine. This number means this many.*



01

# Practice & Play #1

Group Practice: Point to the number 10. *Does this number* (Draw a circle around the blue circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

Answer = No

**Note:** Pay careful attention to **Student #3's** responses as you progress through all pages with blue circles. Note their mastery on Student Progress Sheet.



## Error Correction Procedure

*No.* (Point to number.) *This is ten.* (Point to blue circles) *This is six. This number does not mean this many.*

2



1



## Practice & Play #2

Skills: Number Recognition 6-8

Materials: Eye Spy page

### Review Game: Eye Spy

**Place response sheets in front of each student so the side with circles is facing up.**

Explain: ***We are going to play a game today. This is called Eye Spy. I'm going to show you a number and you will find the group that has that many. First, you will find it with your eyes then you will point to it.*** (Practice finding with their eyes then pointing when you give the cue "Point to it.")

8

## Practice & Play #2

Group Practice:

Point to the number 8. *Find the group that has this many.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.

01



## Practice & Play #2

### Group Practice:

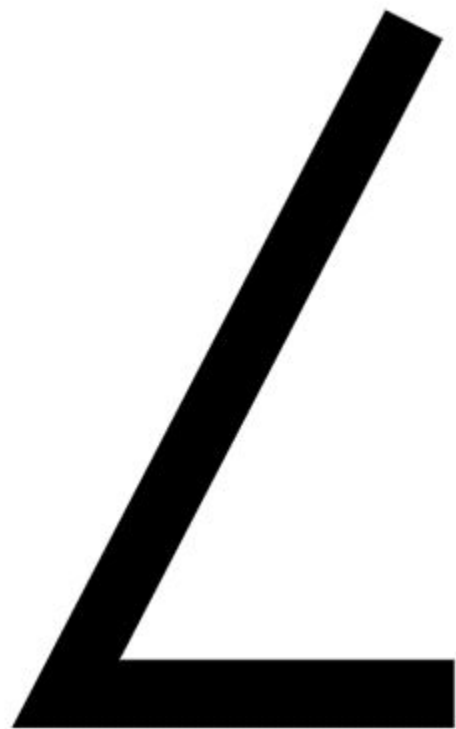
Point to the number 10. *Find the group that has this many.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.

6

## Practice & Play #2

### Group Practice:

Point to the number 9. *Find the group that has this many.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.



## Practice & Play #2

### Group Practice:

Point to the number 7. *Find the group that has this many.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.

9

## Practice & Play #2

### Group Practice:

Point to the number 6. *Find the group that has this many.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.





## Practice & Play #2

Group Practice:

**Help students to turn response sheets over so the side with numbers is facing up. *Now you are going to find the number that I say with your eyes and then point to it. Ready? Find the number 7. Point to it.*** Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet. Continue in this way as you ask students to find and point to:

*4, 1, 9, 2, 0, 6, 5, 8, 3, 10.*







## Joyful Discoveries Preschool Curriculum

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