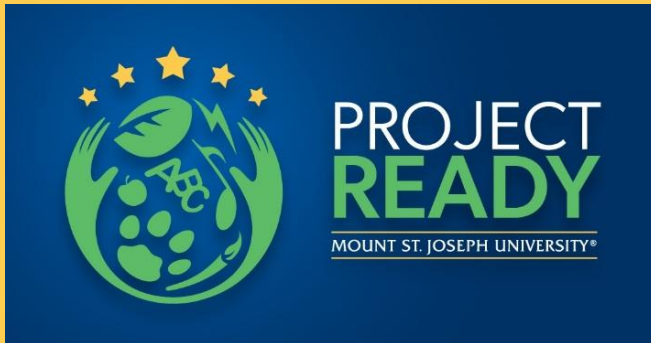




1 2 3

Math Book 4



Joyful Discoveries
Preschool Curriculum

Revised Jan. 2025



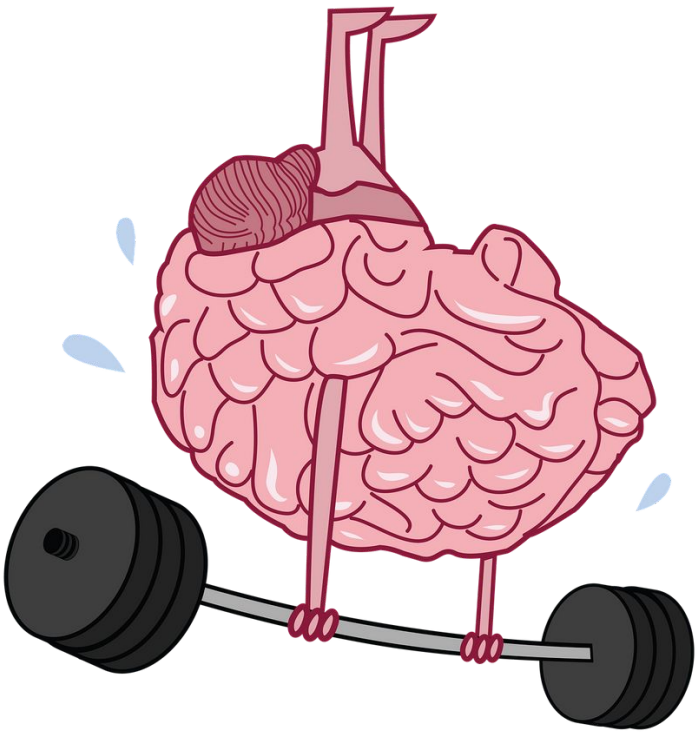
Created by: Dr. Amy Murdoch, Ms. Rosie Warburg, and Dr. Maria Aielli

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-2 for each student.
- Work mat for each student.

Lesson 1

Number Recognition 0-2

Overview: This lesson introduces students to number recognition for 0-2.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to the number line. ***Do you remember when we counted with a number line? This number line is bigger than the one we used before. This one goes all the way from 1*** (point to 1) ***to 20*** (point to 20.) ***Watch me point to the numbers and help me count. Let's start at one and count all the way to twenty.*** Repeat once if necessary to get all students engaged. ***Great job counting!***



Lesson 1

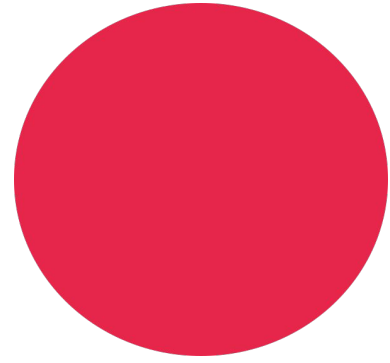
Number Recognition 0-2

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 1

Number Recognition 0-2

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 circle. *I'm going to count this red circle. Watch 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.*



Lesson 2

Number Recognition 0-2

Introduce New Concept

Model: *This is the way we write the number one.* Trace 1, starting at green dot and pulling down while saying ***Start at the top and pull down. That's how you write one.***

Group Practice: Pass out number 1 cards. Have the children trace the number and say the number as they trace.

Let's all write the number one together. Start at the top and 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 cards when done.



Lesson 1

Number Recognition 0-2

Group Practice

Group Practice: Point to number one. *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- *one. This is the number one. Let's use our counting cubes to show one.*

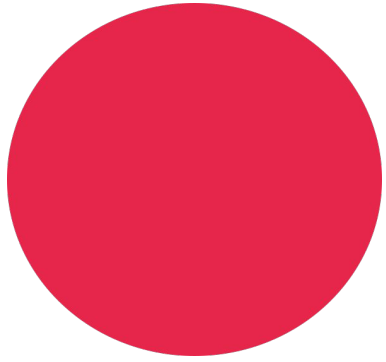
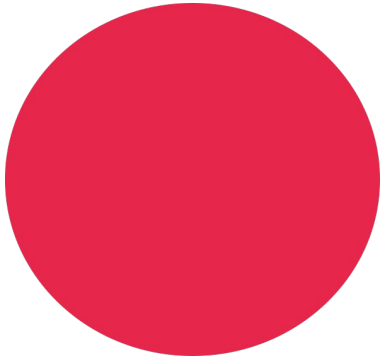
Set one counting cubes on the page and say, *Now let's count the cubes together. One.* Point to number 1 and say, *Let's say this number three times. One, one, one. Good.*



Error Correction Procedure

Point to number one. *One. This is how we write the number one.*

2



Lesson 1

Number Recognition 0-2

Introduce New Concept

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.*

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.*



Lesson 1

Number Recognition 0-2

Introduce New Concept

Model: *This is the way we write the number two.* Trace 2, starting at green dot and pull backward saying *Start at the top and pull backward, slide down, slide across. That's how you write two.*

Group Practice: Pass out number 2 cards. 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 cards when done.

2

Lesson 1

Number Recognition 0-2

Group Practice

Group Practice: Point to number two. *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- *two. This is the number two. Let's use our counting cubes to show two.*

Set two counting cubes on the page and say, *Now let's count the cubes together. One, two.* Point to number 2 and say, *Let's say this number three times. Two, two, two. Good.*



Error Correction Procedure

Point to number two. *Two. This is how we write the number two.*

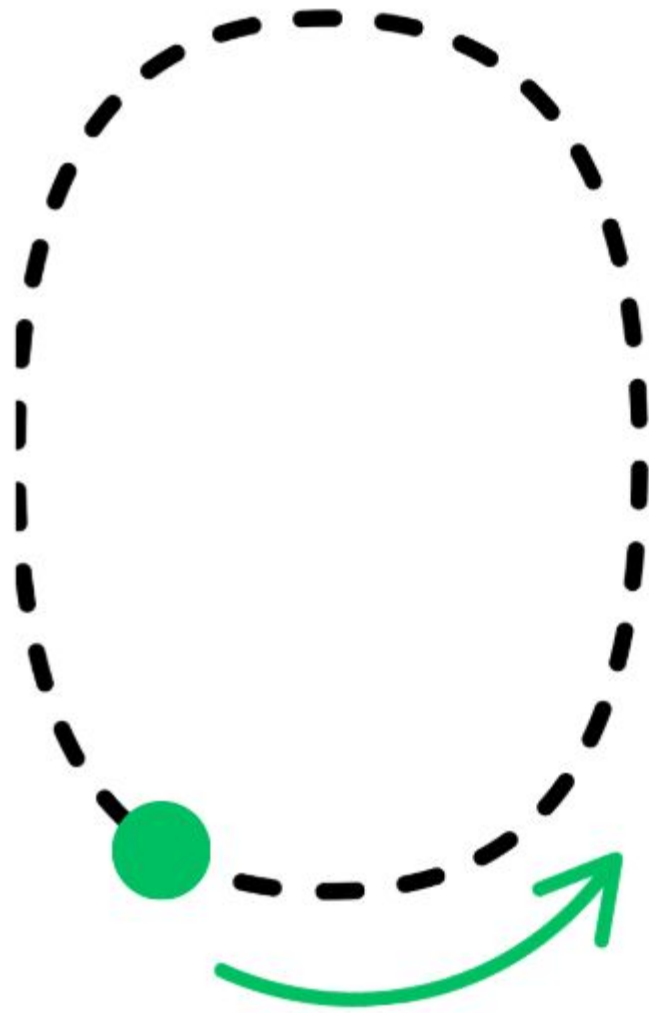
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Lesson 1

Number Recognition 0-2

Introduce New Concept

Model: Point to the empty space next to the 0. ***There are no red circles. The number that means nothing is zero.*** Draw a circle around the empty 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.***



Lesson 1

Number Recognition 0-2

Introduce New Concept

Model: *This is the way we write the number zero.* Trace 0, starting at green dot and pull backward saying ***Pull back and go all the way around. That's how you write 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. Start at the dot. Pull backward 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 cards when done.

0

Lesson 1

Number Recognition 0-2

Group Practice

Group Practice: Point to number two. *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- *zero. This is the number zero. Let's use our counting cubes to show zero. Zero means nothing so I'm not going to put out any counting cubes. How many cubes did I set out? Zero.* Point to number 0 and say, *Let's say this number three times. Zero, zero, zero. Good.*



Error Correction Procedure

Point to number two. *Zero. This is how we write the number zero.*



Lesson 1

Number Recognition 0-2

Individual Practice:

Give each student a work mat. Set two counting cubes on each student's work mat. Place a number tracing card (0-2) 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 0-2, trace it, and count out the corresponding number of cubes.**

Expand (optional): For students ready for a challenge, give them all three number cards 0-2 and ask them to count out the corresponding number of cubes for each number card. Students will need three cubes to do this activity.



Lesson 1

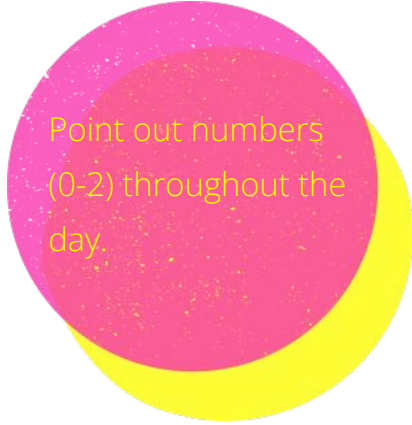
Number Recognition 0-2

Wrap Up

Explain: ***Today we read the numbers zero, one, and two.***

Celebrate success:

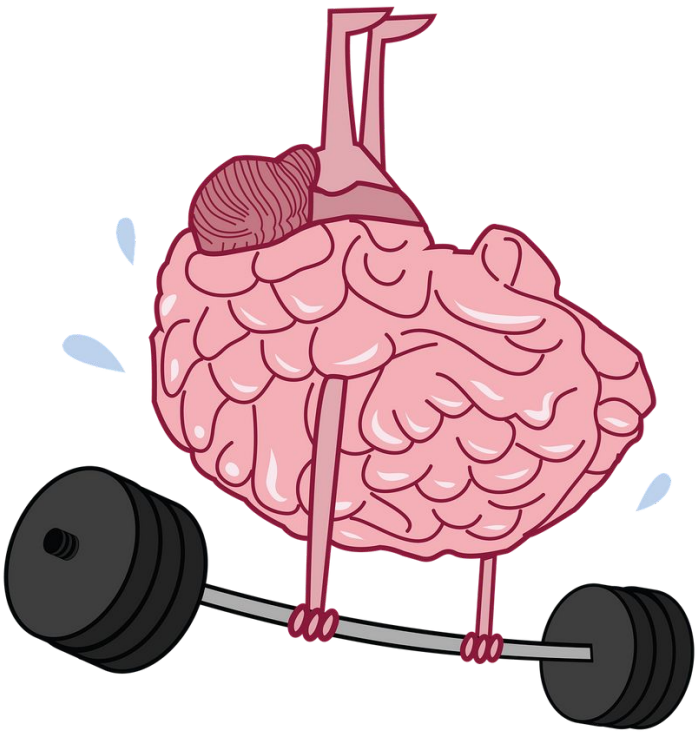
Let's celebrate our hard work by giving ourselves a great, big hug. Ready? Watch me first. Model giving yourself a hug and say, ***I am so smart. Your turn. Give yourself a hug. Now say, "I am so smart!" Great work. We're all done.***



Point out numbers
(0-2) throughout the
day.



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-2 for each student.
- Work mat for each student.

Lesson 1A

Number Recognition 0-2

Overview: This lesson reviews number recognition for 0-2.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to the number line. ***This number line goes all the way from 1*** (point to 1) ***to 20*** (point to 20.) ***Watch me point to the numbers and help me count. Let's start at one and count all the way to twenty.*** Repeat once if necessary to get all students engaged. ***Great job counting!***



Lesson 1A

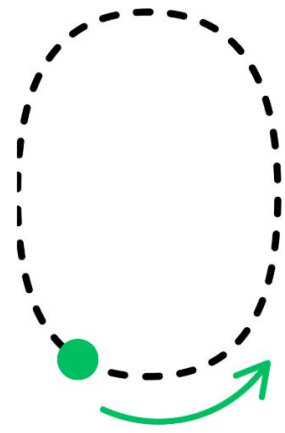
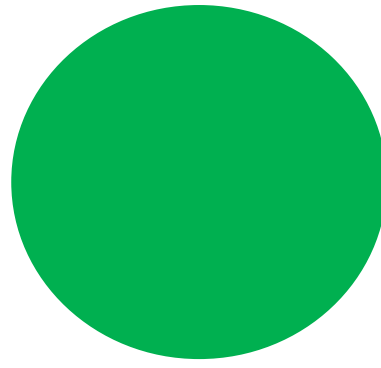
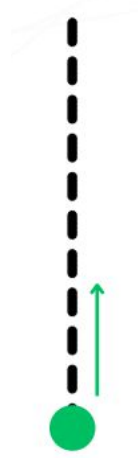
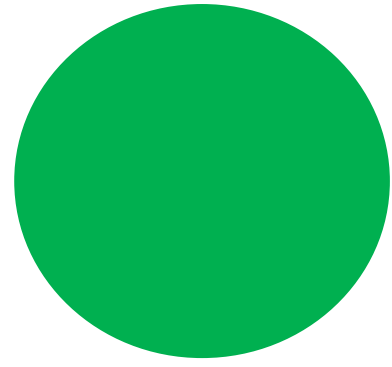
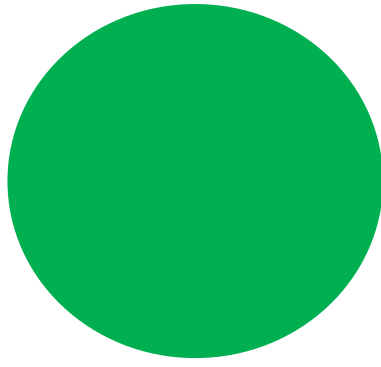
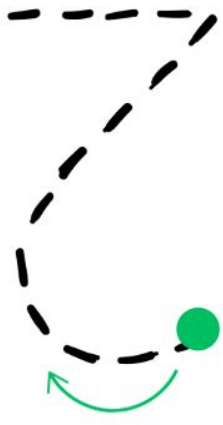
Number Recognition 0-2

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 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 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.*

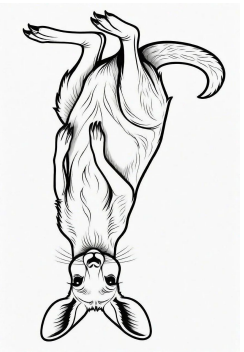
Group Practice: Pass out number 0 cards. Have the children trace the number and say the number as they trace. *Let's all write the number zero together. Pull back and go all the way around. What number did we write? Zero! Let's do it again.*

***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.*



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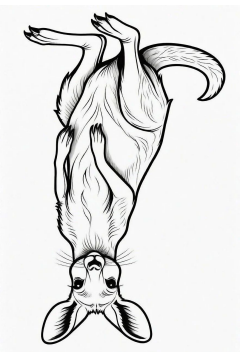
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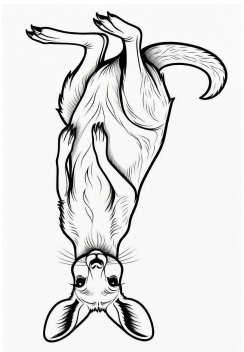
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Lesson 1A

Number Recognition 0-2

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 (0-2) four times (that's how many of each are hiding on this page.)



Error Correction Procedure

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



Lesson 1A

Number Recognition 0-2

Individual Practice:

Give each student a work mat. Set two counting cubes on each student's work mat. Place a number tracing card (0-2) 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 0-2, trace it, and count out the corresponding number of cubes.**

Expand (optional): For students ready for a challenge, give them all three number cards 0-2 and ask them to count out the corresponding number of cubes for each number card. Students will need three counting cubes to do this.



Lesson 1A

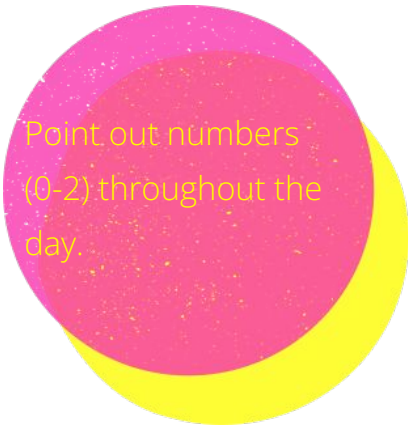
Number Recognition 0-2

Wrap Up

Explain: ***Today we read the numbers zero, one, and two.***

Celebrate success:

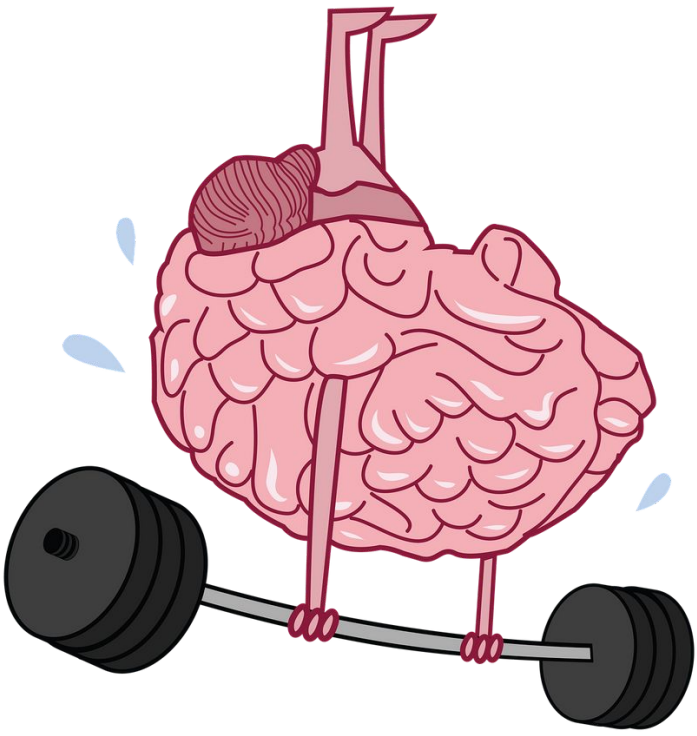
Let's celebrate our hard work by giving ourselves a great big hug. Ready? Watch me first. Model giving yourself a hug and say, ***I am so smart. Your turn. Give yourself a hug. Now say, "I am so smart!" Great work. We're all done.***



Paint out numbers
(0-2) throughout the
day.



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-2 for each child.
- Work mat for each student.

Lesson 1B

Number Recognition 0-2

Overview: This lesson reviews number recognition for 0-2.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to the number line. ***This number line goes all the way from 1*** (point to 1) ***to 20*** (point to 20.) ***Watch me point to the numbers and help me count. Let's start at one and count all the way to twenty.*** Repeat once if necessary to get all students engaged. ***Great job counting!***



Lesson 1B

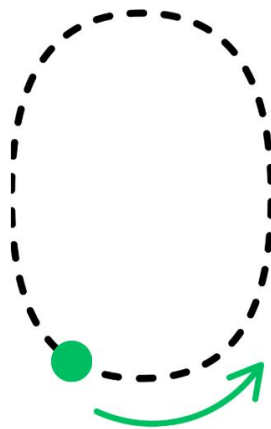
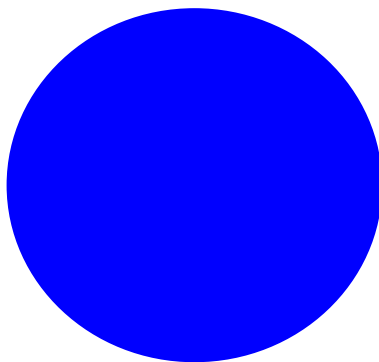
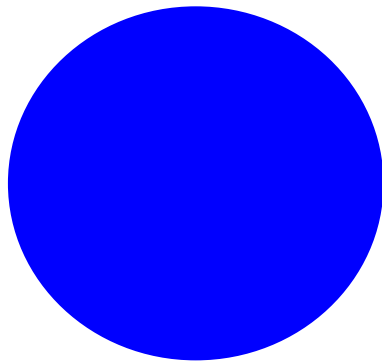
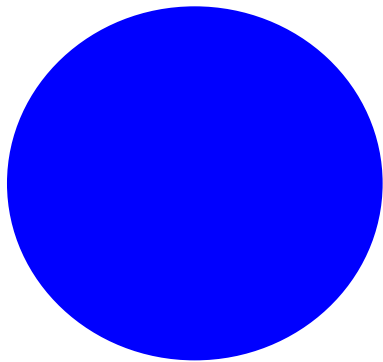
Number Recognition 0-2

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 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.*

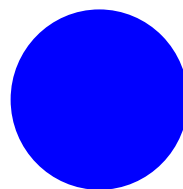
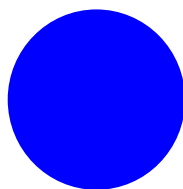
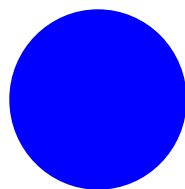
Group Practice: Pass out number 0 cards. Have the children trace the number and say the number as they trace. *Let's all write the number zero together. Pull back and go all the way around. What number did we write? Zero! Let's do it again.*

***Repeat above steps (Model and Group Practice) for numbers one and two, pointing to the 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 1B

Number Recognition 0-2

Group Practice

Group Practice: Give each student one number tracing card (0-2) so that each student has only one card and all numbers 0-2 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 circle. ***Let's start here. Let's count these circles. One, two. How many? Two. If you have the number card that says two, put it here.*** Point to next space. ***Let's count these circles. There are no circles. How many? Zero. If you have the number card that says zero, put it here.*** Point to last group of circles. ***Let's count this circle. One. How many? One. If you have the number card that says one, put it here.*** Pass out more number cards and continue in this manner until each student has had a chance to identify each number 0-2.



Error Correction Procedure

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



Lesson 1B

Number Recognition 0-2

Individual Practice:

Give each student a work mat. Set two counting cubes on each student's work mat. Place a number tracing card (0-2) 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 0-2, trace it, and count out the corresponding number of cubes.**

Expand (optional): For students ready for a challenge, give them all three number cards 0-2 and ask them to count out the corresponding number of cubes for each number card. Students will need three counting cubes to do this.



Lesson 1B

Number Recognition 0-2

Wrap Up

Explain: ***Today we read the numbers zero, one, and two. We learned to write those numbers, too!***

Point out numbers
(0-2) throughout the
day.

Celebrate success:

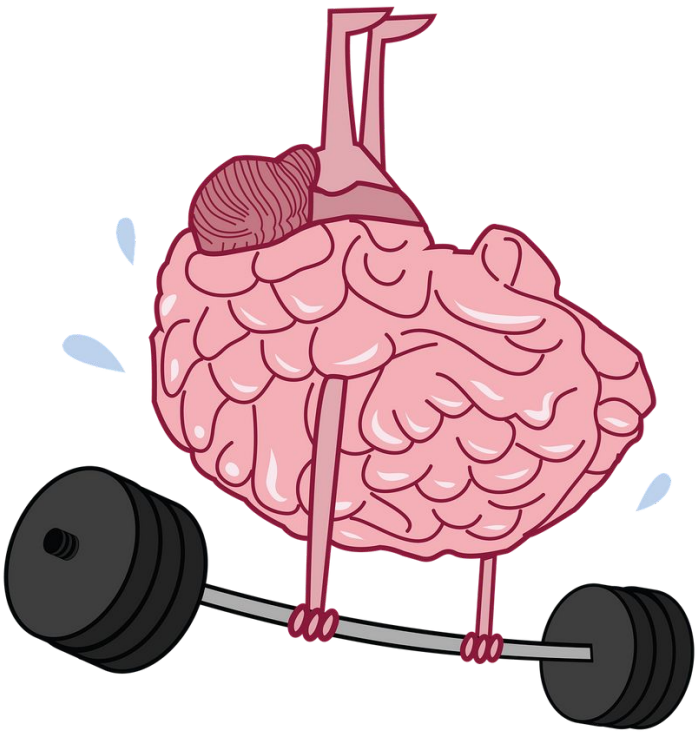
Let's celebrate our hard work by giving ourselves a great big hug. Ready? Watch me first. Model giving

yourself a hug and say, ***I am so smart. Your turn. Give yourself a hug. Now say, "I am so smart!" Great work.***

We're all done.



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-5 for each student.
- Work mat for each student.

Lesson 2

Number Recognition 3-5

Overview: This lesson introduces students to number recognition for 3-5.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to the number line. ***This number line goes all the way from 1*** (point to 1) ***to 20*** (point to 20.) ***Watch me point to the numbers and help me count. Let's start at one and count all the way to twenty.*** Repeat once if necessary to get all students engaged. ***Great job counting!***



Lesson 2

Number Recognition 3-5

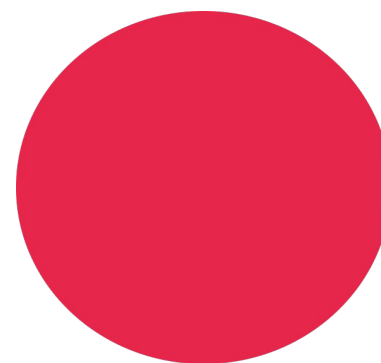
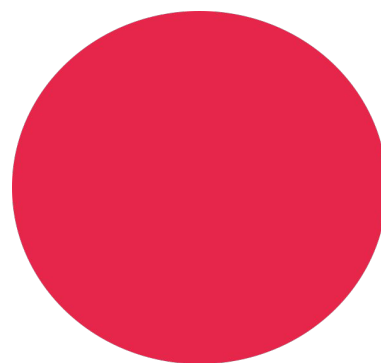
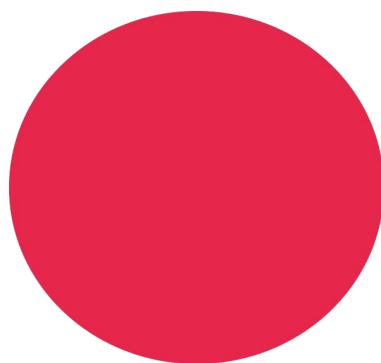
CONNECT TO MATH BOOK

- 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

ε



Lesson 2

Number Recognition 3-5

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.* 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.*



Lesson 2

Number Recognition 3-5

Introduce New Concept

Model: *This is the way we write the number three.* Trace 3, starting at green dot and pull backward saying ***Pull backward and around. Pull backward and around. That's how you write 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. Start at the top and 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 cards when done.

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Lesson 2

Number Recognition 3-5

Group Practice

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

Group Practice: Point to number three. *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- *three. This is the number three. Let's use our counting cubes to*

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

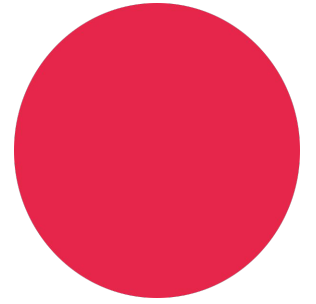
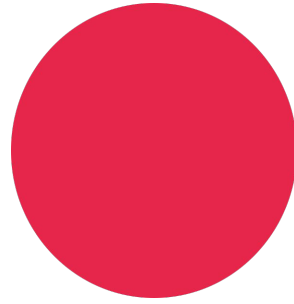
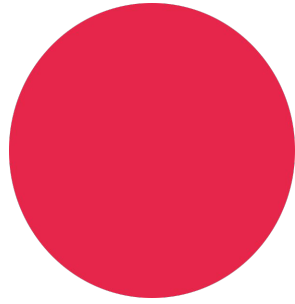
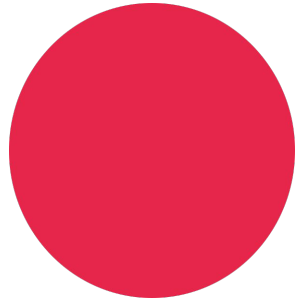
number 3 and say, *Let's say this number three times. Three, three, three. Good.*



Error Correction Procedure

Point to number three. *Three This is how we write the number three.*

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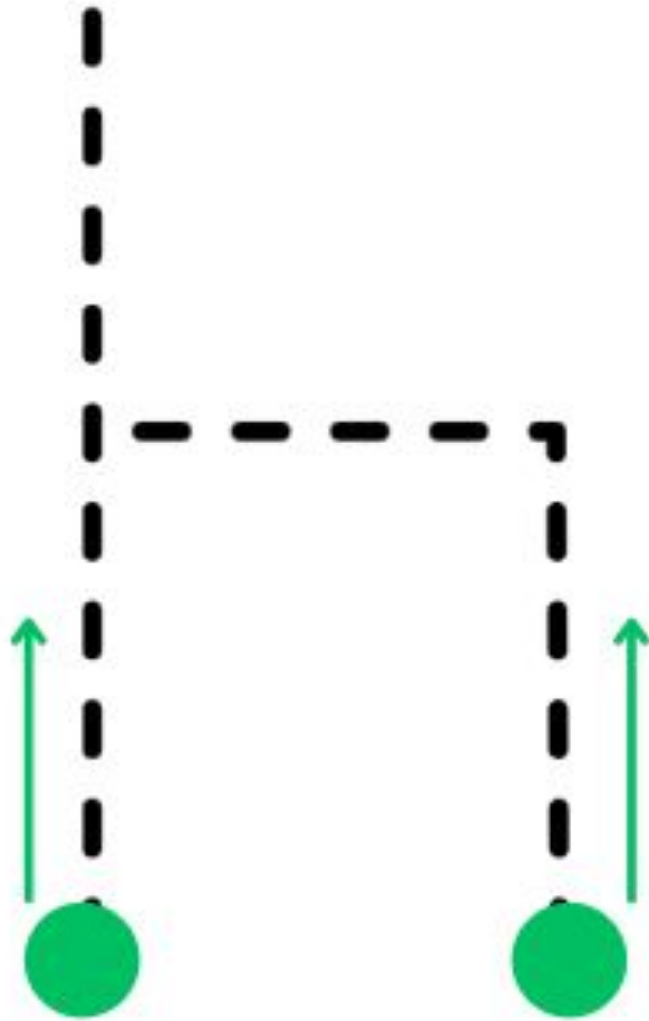
Lesson 2

Number Recognition 3-5

Introduce New Concept

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.*

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.*



Lesson 2

Number Recognition 3-5

Introduce New Concept

Model: *This is the way we write the number four.* Trace 4, starting at green dot on the left and pulling down while saying **Pull down, slide across. Pick up. Pull down. That's how we write four.**

Group Practice: Pass out number 4 cards. 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 cards when done.

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Lesson 2

Number Recognition 3-5

Group Practice

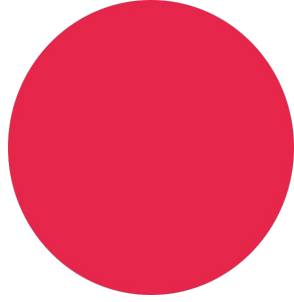
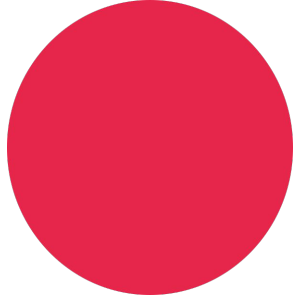
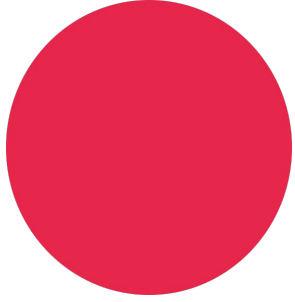
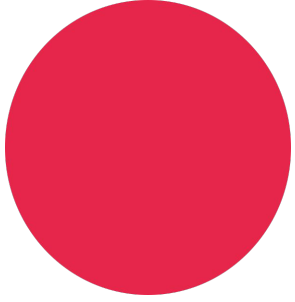
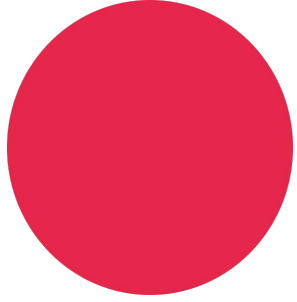
Group Practice: Point to number four. *Let's read this number.* Point to your forehead in thinking gesture. *Think about it. What number is this?* Open hand to note choral response- *four. This is the number four. Let's use our counting cubes to show four.* Set four counting cubes on the page and say, *Now let's count the cubes together. One, two, three, four.* Point to number 4 and say, *Let's say this number three times. Four, four, four. Good.*



Error Correction Procedure

Point to number four. *Four. This is how we write the number four.*

5

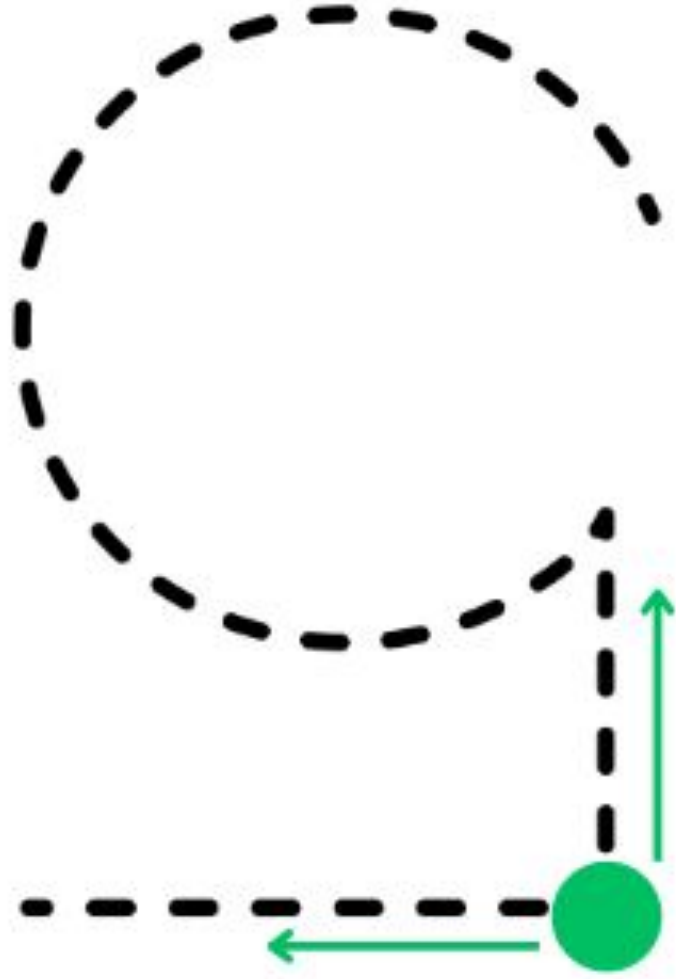


Lesson 2

Number Recognition 3-5

Introduce New Concept

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.* 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.*



Lesson 2

Number Recognition 3-5

Introduce New Concept

Model: *This is the way we write the number five.* Trace 5, starting at green dot on the left and pulling down while saying **Pull down, slide up and around. Pick up, slide across. That's how we write five.**

Group Practice: Pass out number 5 cards. 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 cards when done.

5

Lesson 2

Number Recognition 3-5

Group Practice

Group Practice: Point to number five. *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- *five. This is the number five. Let's use our counting cubes to show five.*

Set five counting cubes on the page and say, *Now let's count the cubes together. One, two, three, four, five.* Point to number 5 and say, *Let's say this number three times. Five, five, five. Good.*



Error Correction Procedure

Point to number five. *Five. This is how we write the number five.*



Lesson 2

Number Recognition 3-5

Individual Practice:

Give each student a work mat. Set five counting cubes on each student's work mat. Place a number tracing card (0-5) 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 0-5, trace it, and count out the corresponding number of cubes.** If attention and engagement is lacking, focus on numbers 3-5.

Expand (optional): For students ready for a challenge, give them all six number cards 0-5 and ask them to count out the corresponding number of cubes for each number card. Students will need fifteen cubes to do this activity.



Lesson 2

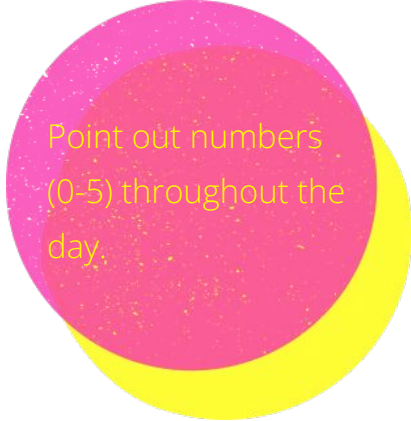
Number Recognition 3-5

Wrap Up

Explain: ***Today we read the numbers three, four and five. We learned to write those numbers, too!***

Celebrate success:

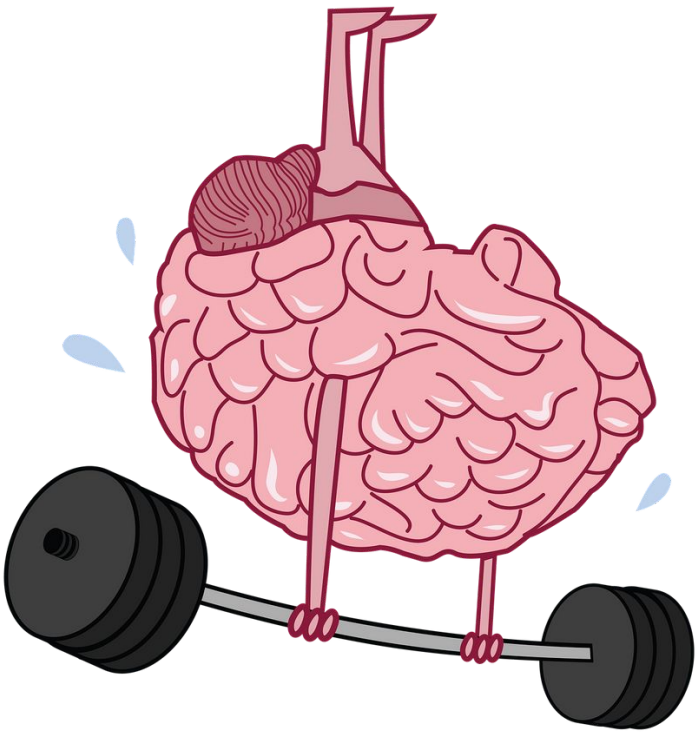
Let's celebrate our hard work by giving ourselves a great big hug. Ready? Watch me first. Model giving yourself a hug and say, ***I am so smart. Your turn. Give yourself a hug. Now say, "I am so smart!" Great work. We're all done.***



Point out numbers
(0-5) throughout the
day.



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-5 for each student.
- Work mat for each student.

Lesson 2A

Number Recognition 3-5

Overview: This lesson reviews recognition for 3-5.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to the number line. ***This number line goes all the way from 1*** (point to 1) ***to 20*** (point to 20.) ***Watch me point to the numbers and help me count. Let's start at one and count all the way to twenty.*** Repeat once if necessary to get all students engaged. ***Great job counting!***



Lesson 2A

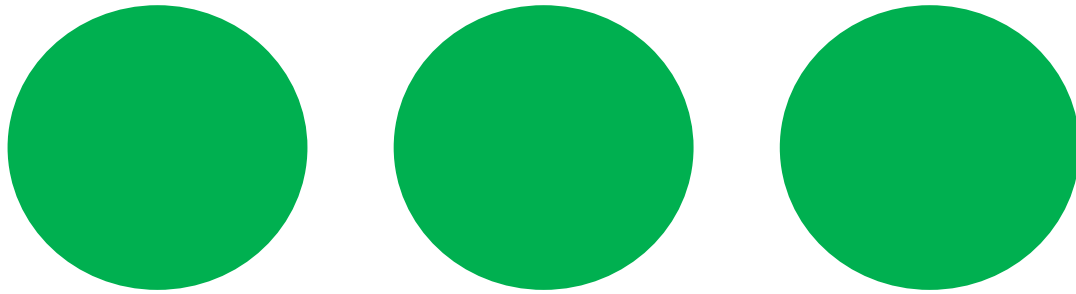
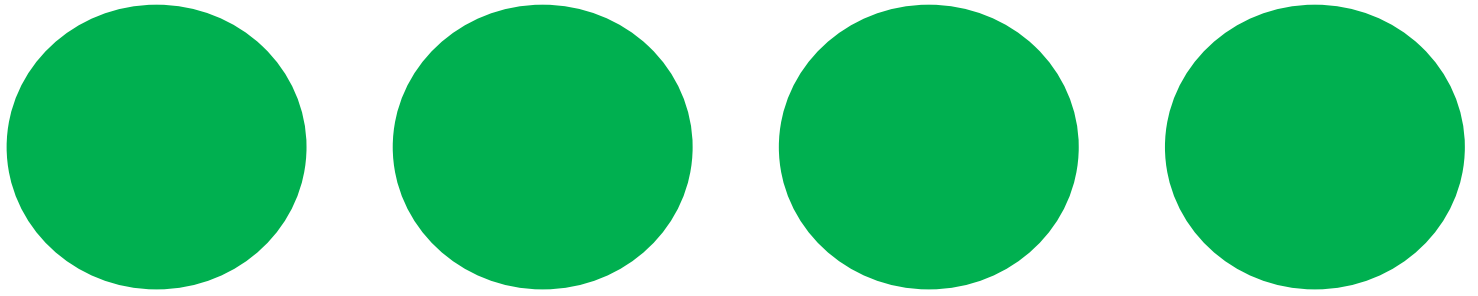
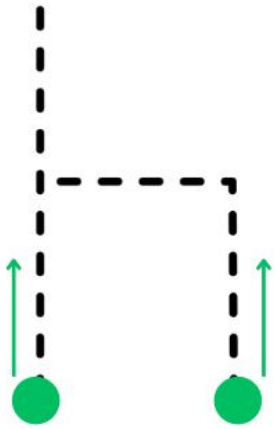
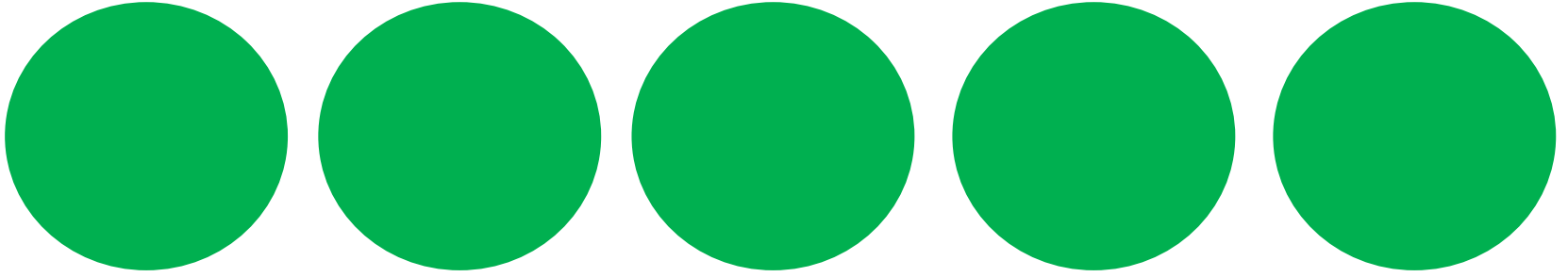
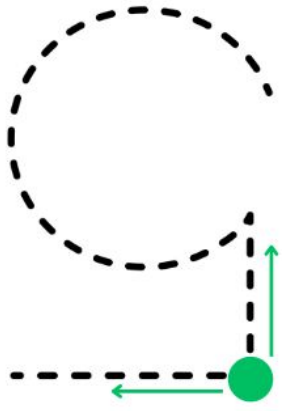
Number Recognition 3-5

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 3-5

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.* 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.**

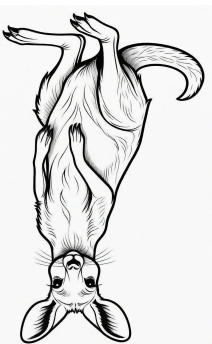
Number Formation Scripting:

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

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

5 5

3

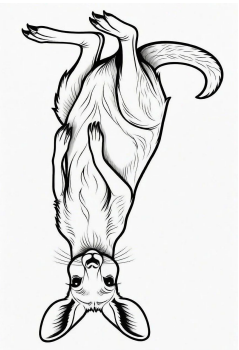


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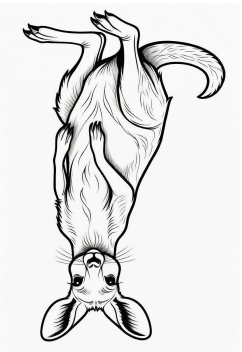
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5



4 1

3

Lesson 2A

Number Recognition 3-5

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 (3-5) four times (that's how many of each are hiding on this page.)



Error Correction Procedure

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



Lesson 2A

Number Recognition 3-5

Individual Practice:

Give each student a work mat. Set five counting cubes on each student's work mat. Place a number tracing card (0-5) 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 0-5, trace it, and count out the corresponding number of cubes.** If attention and engagement is lacking, focus on numbers 3-5.

Expand (optional): For students ready for a challenge, give them all six number cards 0-5 and ask them to count out the corresponding number of cubes for each number card. Students will need fifteen counting cubes to do this.



Lesson 2A

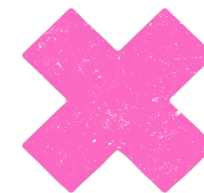
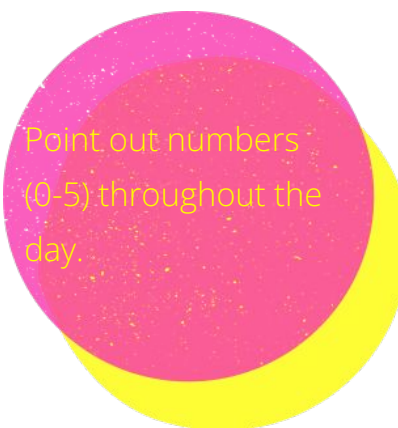
Number Recognition 3-5

Wrap Up

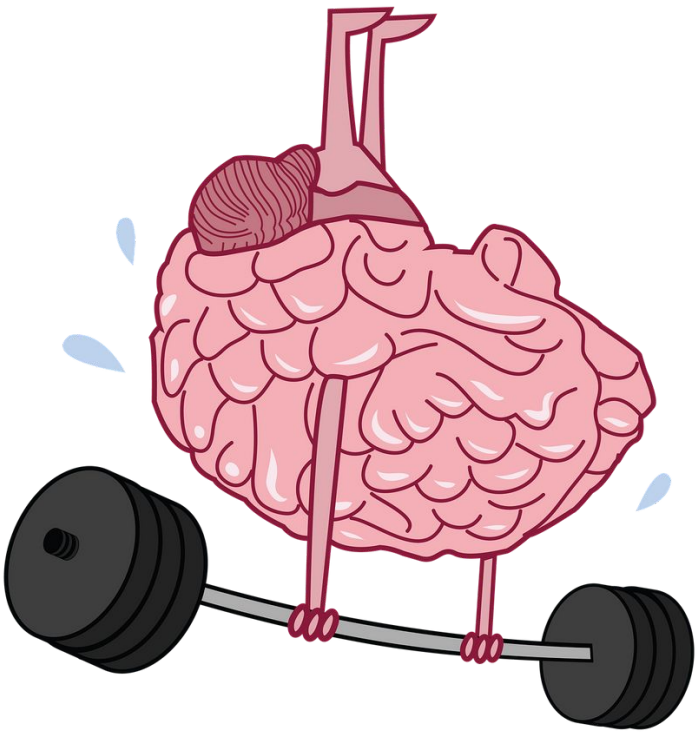
Explain: ***Today we read the numbers three, four, and five.***

Celebrate success:

Let's celebrate our hard work by giving ourselves a great big hug. Ready? Watch me first. Model giving yourself a hug and say, ***I am so smart. Your turn. Give yourself a hug. Now say, "I am so smart!" Great work. We're all done.***



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Materials Needed:

- Most recently read math book
- Small, identical materials for counting (For example: unifix cubes)
- Number tracing cards 0-5 for each student.
- Work mat for each student.

Lesson 2B

Number Recognition 3-5

Overview: This lesson reviews number recognition for 3-5.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to the number line. ***This number line goes all the way from 1*** (point to 1) ***to 20*** (point to 20.) ***Watch me point to the numbers and help me count. Let's start at one and count all the way to twenty.*** Repeat once if necessary to get all students engaged. ***Great job counting!***



Lesson 2B

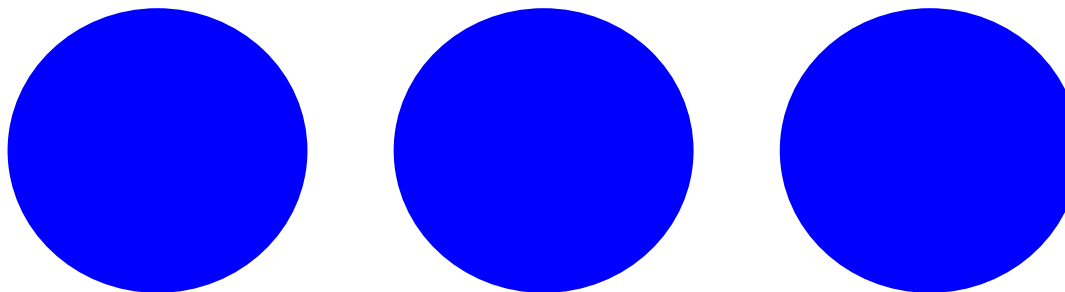
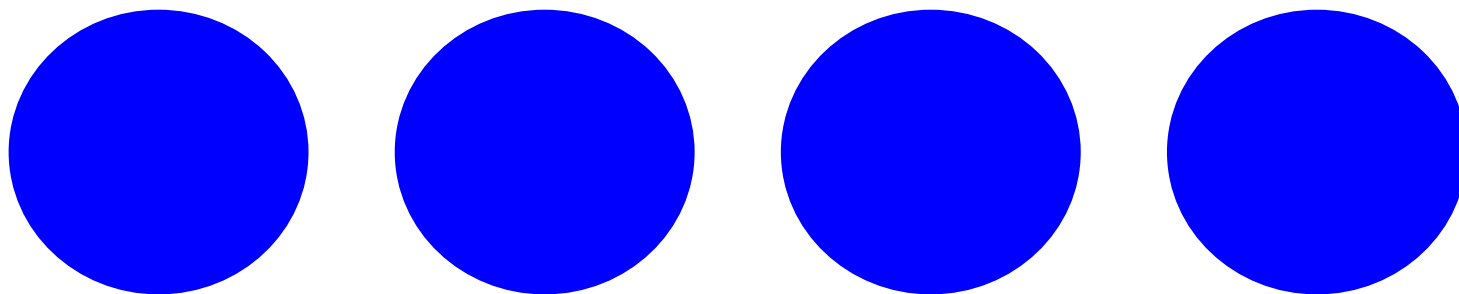
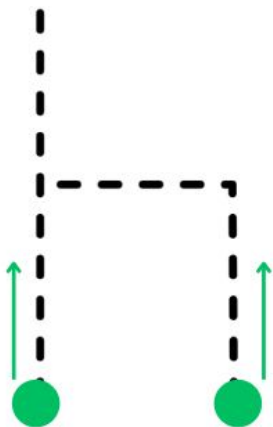
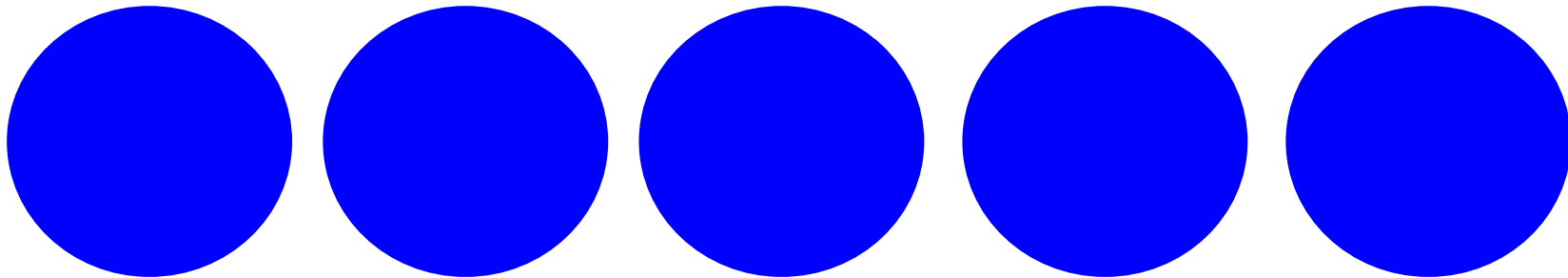
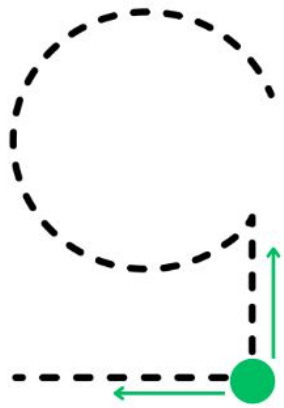
Number Recognition 3-5

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 3-5

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.* 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.

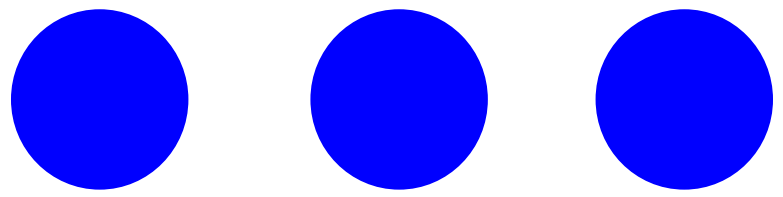
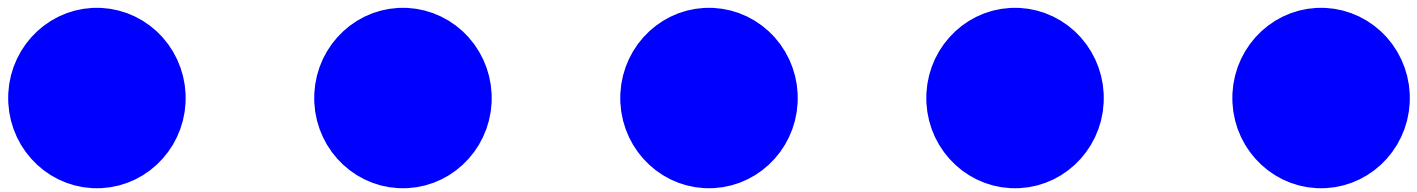
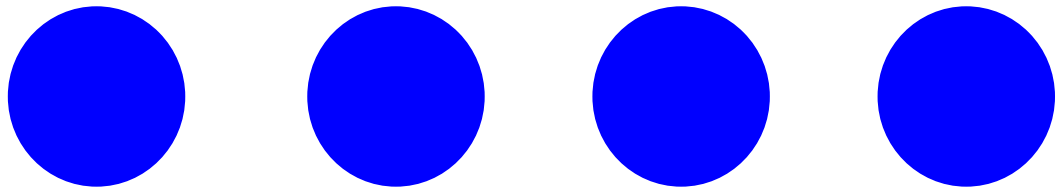
Group Practice: Pass out number 3 cards. Have the children trace the number and say the number as they trace. *Let's all write the number three together. Pull backward and around. Pull backward and around. What number did we write? Three! Let's do it again.*

***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 2B

Number Recognition 3-5

Group Practice

Group Practice: Give each student one number tracing card (3-5) so that each student has only one card and all numbers 3-5 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 circle. ***Let's start here. Let's count these circles. One, two, three. How many? Three. If you have the number***

card that says three, put it here. Point to next group of circles. ***Let's count these circles. One, two, three, four, five. How***

many? Five. If you have the number card that says five, put it here. Point to last group of circles. ***Let's count these circles.***

One, two, three, four. How many? Four. If you have the number card that says four, put it here. Pass out more number cards

and continue in this manner until each student has had a chance to identify each number 3-5.



Error Correction Procedure

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



Lesson 2B

Number Recognition 3-5

Individual Practice:

Give each student a work mat. Set five counting cubes on each student's work mat. Place a number tracing card (0-5) on each work mat. Encourage students to read their number 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 0-5, trace it, and count out the corresponding number of cubes.** If attention and engagement is lacking, focus on numbers 3-5.

Expand (optional): For students ready for a challenge, give them all six number cards 0-5 and ask them to count out the corresponding number of cubes for each number card. Students will need fifteen counting cubes to do this.



Lesson 2B

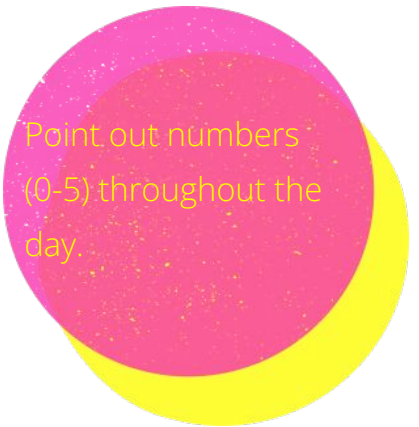
Number Recognition 3-5

Wrap Up

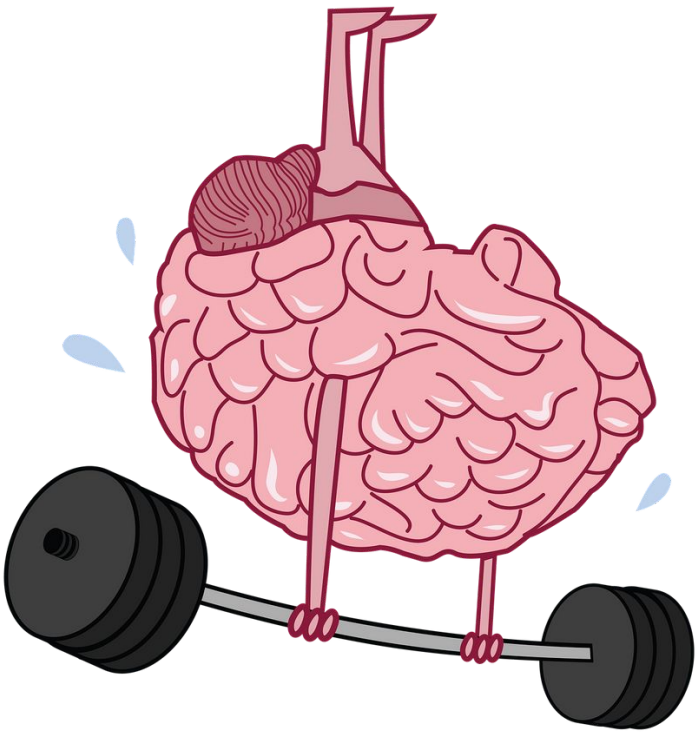
Explain: ***Today we read the numbers three, four, and five.***

Celebrate success:

Let's celebrate our hard work by giving ourselves a great big hug. Ready? Watch me first. Model giving yourself a hug and say, ***I am so smart. Your turn. Give yourself a hug. Now say, "I am so smart!" Great work. We're all done.***



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Materials Needed:

- Most recently read math book
- Small, identical materials for counting
(For example: unifix cubes)
- Number tracing cards 0-5 for each student.
- Work mat for each student.

Lesson 3

Number Recognition 0-5

Overview: This lesson reviews number recognition for 0-5.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to the number line. ***This number line goes all the way from 1*** (point to

1) ***to 20*** (point to 20.) ***Watch me point to the numbers and help me count. Let's start at one and count all the way to***

twenty. Repeat once if necessary to get all students engaged. ***Great job counting!***



Lesson 3

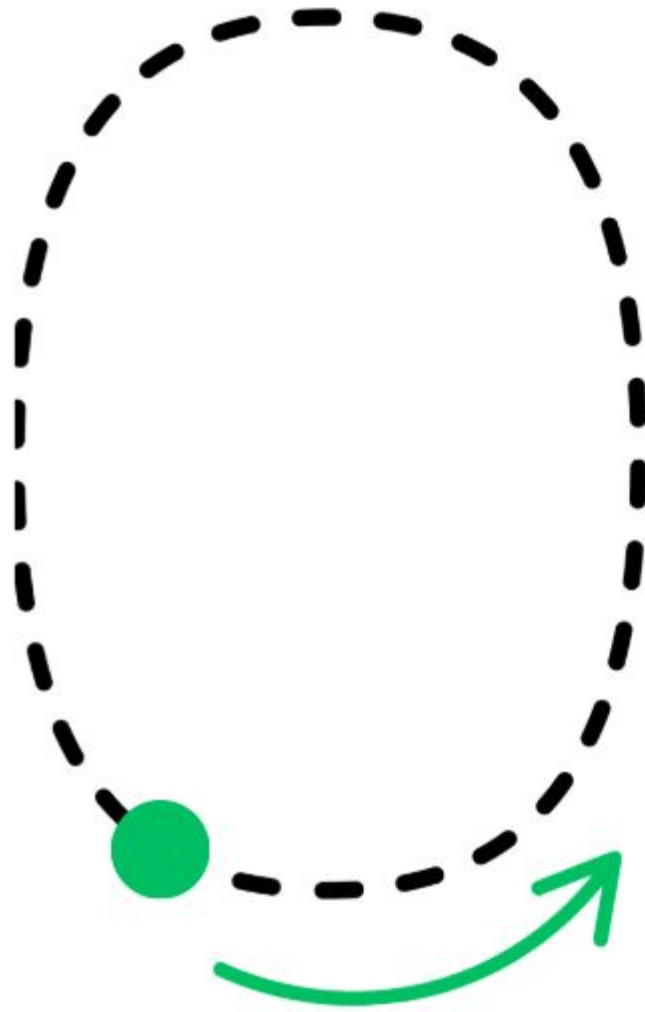
Number Recognition 0-5

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 1

Number Recognition 0-2

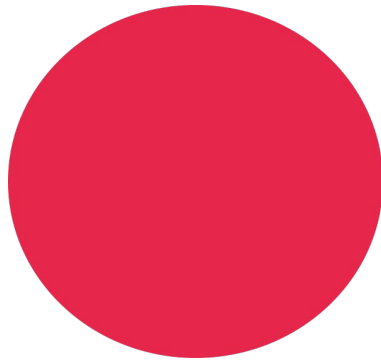
Introduce New Concept

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

Model: *This is the way we write the number zero.* Trace 0, starting at green dot and pull backward saying ***Pull back and go all the way around. That's how you write 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 2-3 times – trace and then say the number together. Collect the number 0 cards when done.



Lesson 3

Number Recognition 0-5

Introduce New Concept

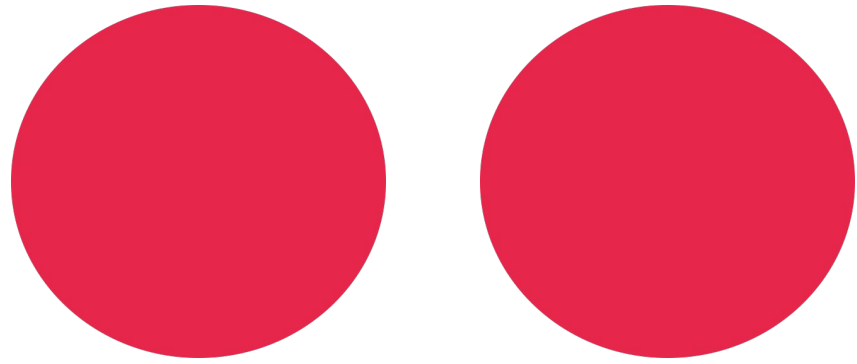
Model: Point to the red circle. Explain, *I'm going to count this red circle. Watch me.* Point to the red circle as you count. **One.**

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 while saying *Pull down. That's how you write one. Everyone say one.*

Group Practice: Pass out number 1 cards. Have the children trace the number and say the number as they trace.

Let's all write the number one together. Start at the top and pull down. What number did we write? One! Let's do it again.

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



Lesson 3

Number Recognition 0-5

Introduce New Concept

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

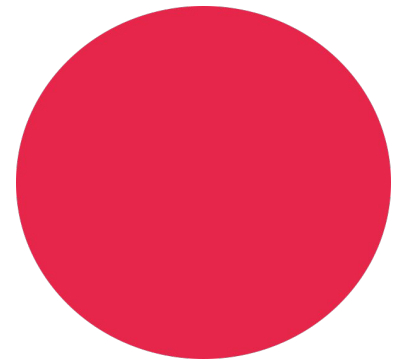
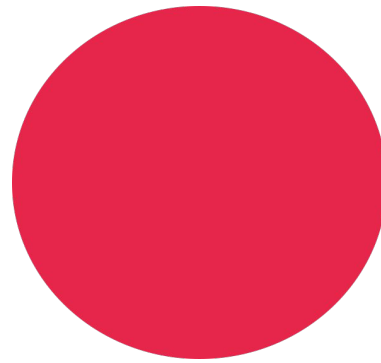
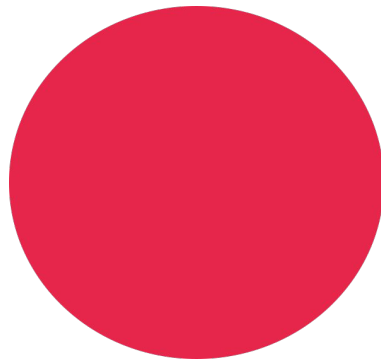
One, two. Draw a circle around the red circles with your finger. *This is two.* Point to numeral 2. *This is the way we write two.*

Trace the numeral 2 with your finger while saying *Pull backward, slide down, slide across. That's how you write two. Everyone say two.*

Group Practice: Pass out number 2 cards. Have the children trace the number and say the number as they trace.

Let's all write the number two together. 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. Children keep cards when done.



Lesson 3

Number Recognition 0-5

Introduce New Concept

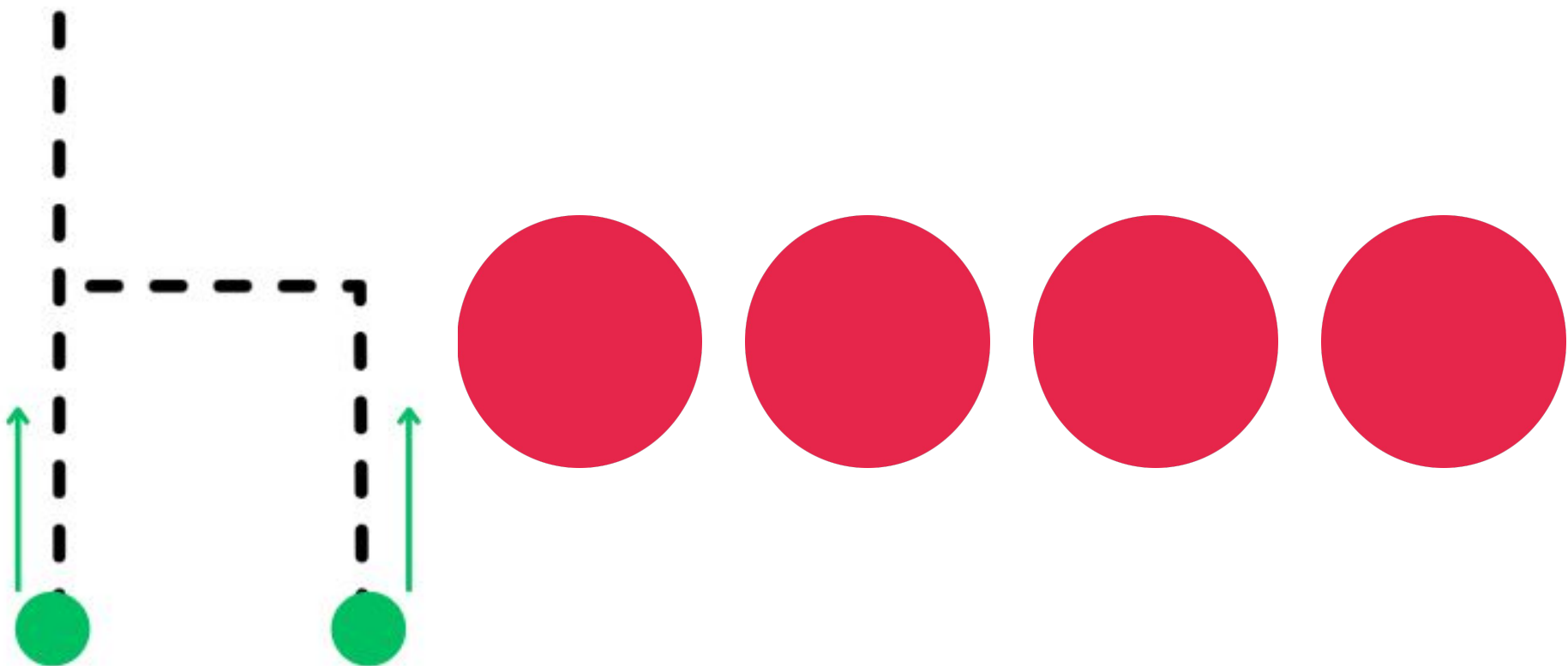
Model: Point to the red circles. Explain, *I'm going to count these red circles. Watch me.* Point to the red circles as you count.

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 while saying *Pull backward and around. Pull backward and around. That's how you write three. 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 2-3 times – trace and then say the number together. Children keep cards when done.



Lesson 3

Number Recognition 0-5

Introduce New Concept

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

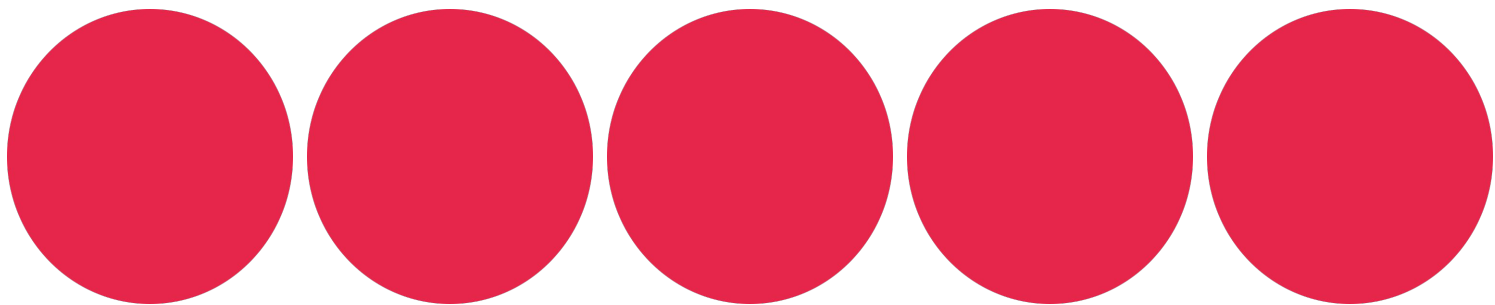
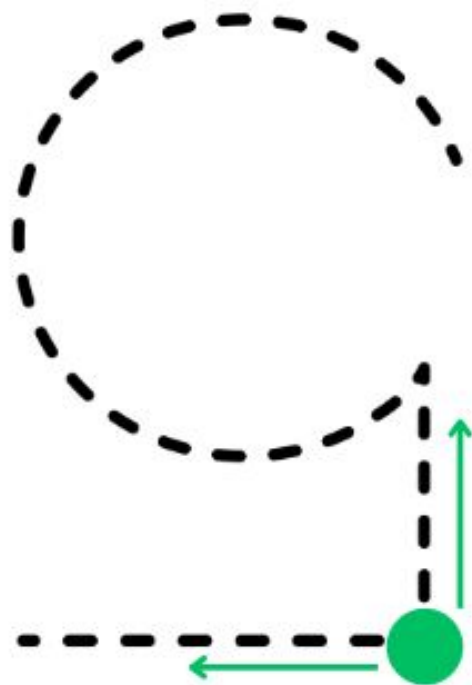
One, two, three, four. Draw a circle around the red circles with your finger. *This is four.* Point to numeral 4. *This is the way we write four.* Trace the numeral 4 with your finger while saying *Pull down, slide across. Pick up. Pull down. That's how you write four. Everyone say four.*

Group Practice: Pass out number 4 cards. Have the children trace the number and say the number as they trace.

Let's all write the number four together. 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. Children keep cards when done.



Lesson 3

Number Recognition 0-5

Introduce New Concept

Model: Point to the 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. Draw a circle around the red circles with your finger. *This is five.* Point to numeral 5. *This is the way*

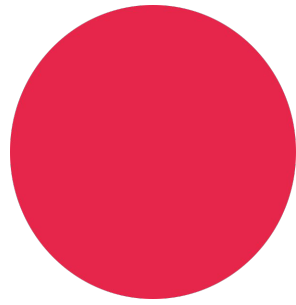
we write five. Trace the numeral 5 with your finger while saying *Pull down, slide up and around. Pick up, slide across. That's*

how you write five. Everyone say five.

Group Practice: Pass out number 5 cards. Have the children trace the number and say the number as they trace.

Let's all write the number five together. Pull down, slide up and around. Pick up, slide across. What number did we write?

Five! Let's do it again.



Lesson 3

Number Recognition 0-5

Group Practice

Explain: *Let's work together to count groups and find the number that tells us how many.*

Group Practice: Remind students that they have all the number cards 0-5. Point to red circle. *Let's count this circle. One.* Point to your forehead in thinking gesture. *Think about it. How many is this?* Open hand to note choral response- *one. Find your number card that says one and place it here on my book. What number did we find? One. Good. Let's say that number three times. One, one, one.*



Error Correction Procedure

Show the child the correct number card.
One. This is how we write the number one.



Lesson 3

Number Recognition 0-5

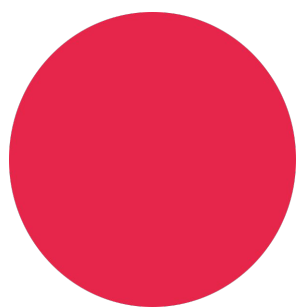
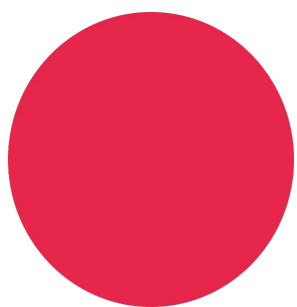
Group Practice

Group Practice: Point to red circles. *Let's count these circles. One, two, three, four, five.* Point to your forehead in thinking gesture. *Think about it. How many is this?* Open hand to note choral response- *five. Find your number card that says five and place it here on my book. What number did we find? Five. Good. Let's say that number three times. Five, five, five.*



Error Correction Procedure

Show the child the correct number card.
Five. This is how we write the number five.



Lesson 3

Number Recognition 0-5

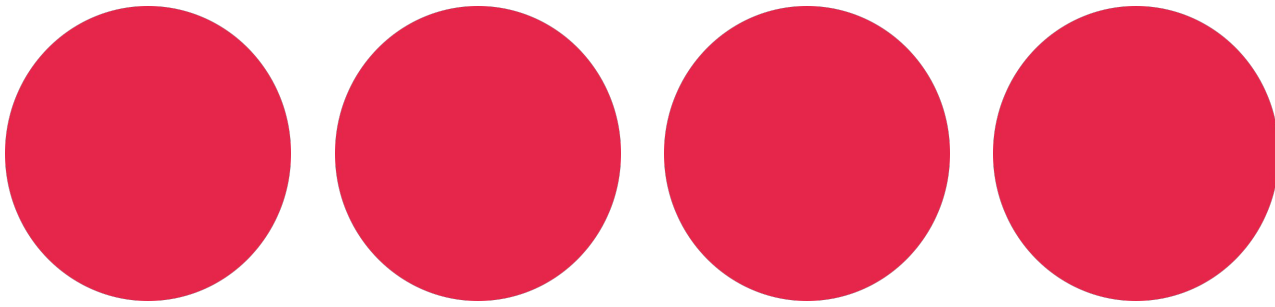
Group Practice

Group Practice: Point to red circles. *Let's count these circles. One, two.* Point to your forehead in thinking gesture. *Think about it. How many is this?* Open hand to note choral response- *two.* *Find your number card that says two and place it here on my book. What number did we find? Two. Good. Let's say that number three times. Two, two, two.*



Error Correction Procedure

Show the child the correct number card.
Two. This is how we write the number two.



Lesson 3

Number Recognition 0-5

Group Practice

Group Practice: Point to red circles. *Let's count these circles. One, two, three, four.* Point to your forehead in thinking gesture.

Think about it. How many is this? Open hand to note choral response- *four.* *Find your number card that says four and place it here on my book. What number did we find? Four. Good. Let's say that number three times. Four, four, four.*



Error Correction Procedure

Show the child the correct number card.
Four. This is how we write the number four.

Lesson 3

Number Recognition 0-5

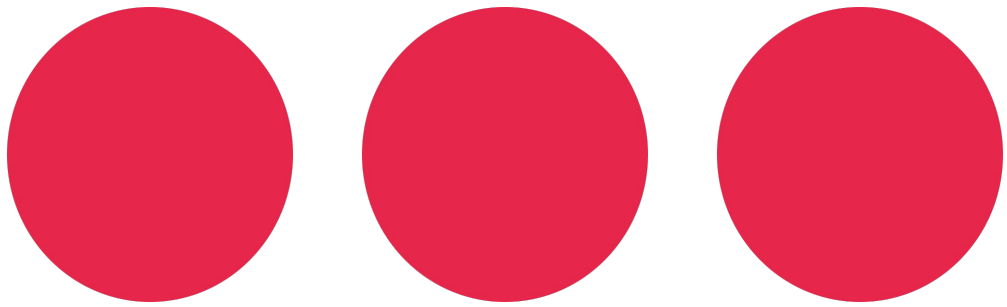
Group Practice

Group Practice: Point to the empty space. *Let's count these circles. Zero.* Point to your forehead in thinking gesture. *Think about it. How many is this?* Open hand to note choral response- *zero.* *Find your number card that says zero and place it here on my book. What number did we find? Zero. Good. Let's say that number three times. Zero, zero, zero.*



Error Correction Procedure

Show the child the correct number card.
Zero. This is how we write the number zero.



Lesson 3

Number Recognition 0-5

Group Practice

Group Practice: Point to red circles. *Let's count these circles. One, two, three.* Point to your forehead in thinking gesture. *Think about it. How many is this?* Open hand to note choral response- *three. Find your number card that says three and place it here on my book. What number did we find? Three. Good. Let's say that number three times. Three, three, three.*



Error Correction Procedure

Show the child the correct number card.

Three This is how we write the number three.



Lesson 3

Number Recognition 0-5

Individual Practice:

Give each student a work mat. Set five counting cubes on each student's work mat. Place a number tracing card (0-5) 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 0-5, trace it, and count out the corresponding number of cubes.**

Expand (optional): For students ready for a challenge, give them all six number cards 0-5 and ask them to count out the corresponding number of cubes for each number card. Students will need fifteen cubes to do this activity.



Lesson 3

Number Recognition 0-5

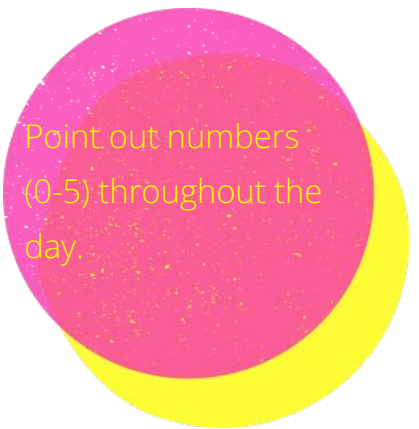
Wrap Up

Explain: ***Today we read the numbers zero, one, two, three, four, and five.***

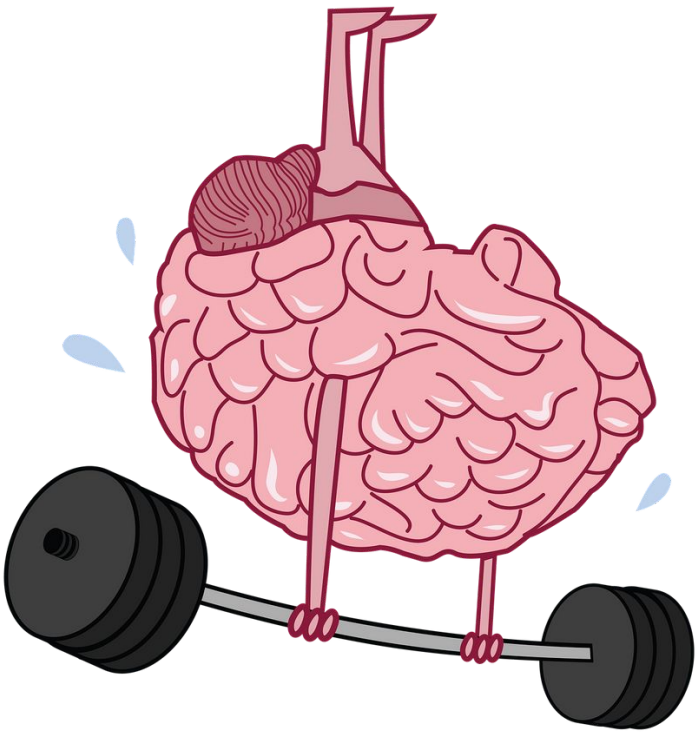
Celebrate success:

Let's celebrate our hard work by giving ourselves a great hug. Ready? Watch me first. Model giving yourself a hug

and say, ***I am so smart. Your turn. Give yourself a hug. Now say, "I am so smart!" Great work. We're all done.***



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Materials Needed:

- Most recently read math book
- Small, identical materials for counting
(For example: unifix cubes)
- Number tracing cards 0-5 for each student.
- Work mat for each student.

Lesson 3A

Number Recognition 0-5

Overview: This lesson reviews number recognition for 0-5.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to the number line. ***This number line goes all the way from 1*** (point to 1) ***to 20*** (point to 20.) ***Watch me point to the numbers and help me count. Let's start at one and count all the way to twenty.*** Repeat once if necessary to get all students engaged. ***Great job counting!***



Lesson 3A

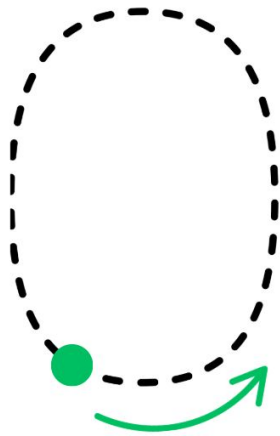
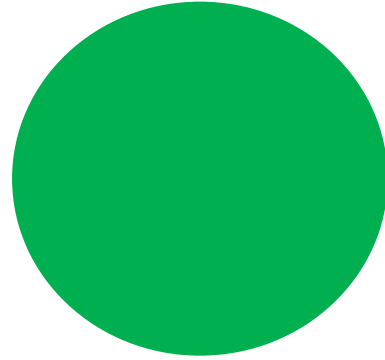
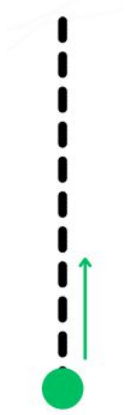
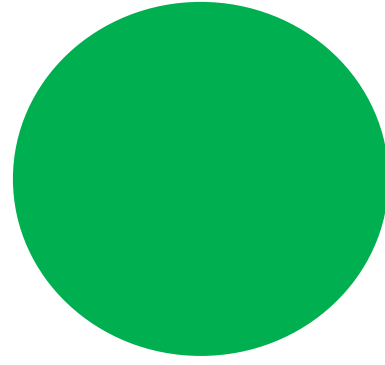
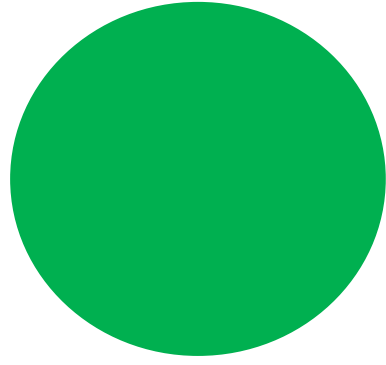
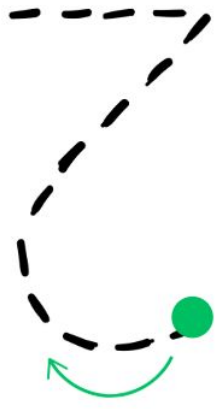
Number Recognition 0-5

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 0-5

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.*

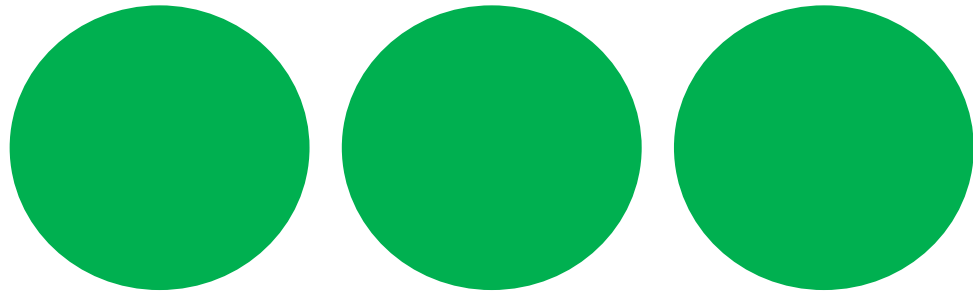
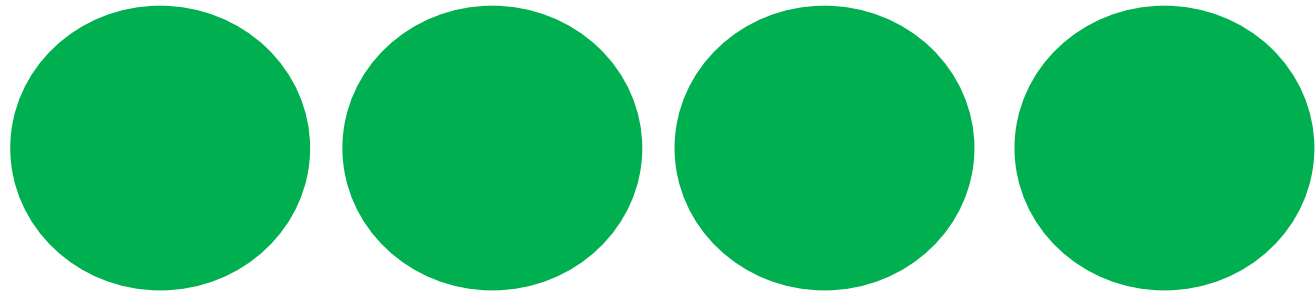
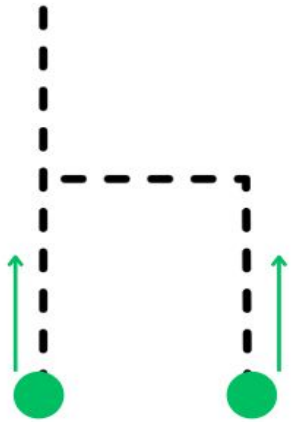
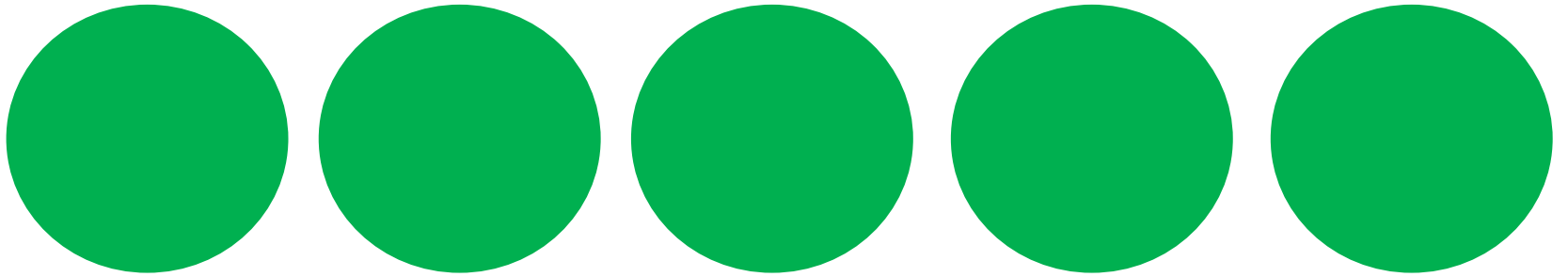
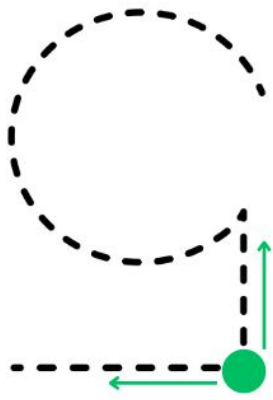
Group Practice: Pass out number 0 cards. Have the children trace the number and say the number as they trace. *Let's all write the number zero together. Pull back and go all the way around. What number did we write? Zero! Let's do it again.*

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

Letter 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 0-5

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.* 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.**

Letter Formation Scripting:

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

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

H

I

5



3

2

3

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M

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C

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0

2



3

T

0

5

H

Lesson 3A

Number Recognition 0-5

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 (0-5) three times (that's how many of each are hiding on this page.)



Error Correction Procedure

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



Lesson 3A

Number Recognition 0-5

Individual Practice:

Give each student a work mat. Set five counting cubes on each student's work mat. Place a number tracing card (0-5) 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 0-5, trace it, and count out the corresponding number of cubes.**

Expand (optional): For students ready for a challenge, give them all six number cards 0-5 and ask them to count out the corresponding number of cubes for each number card. Students will need fifteen cubes to do this activity.



Lesson 3A

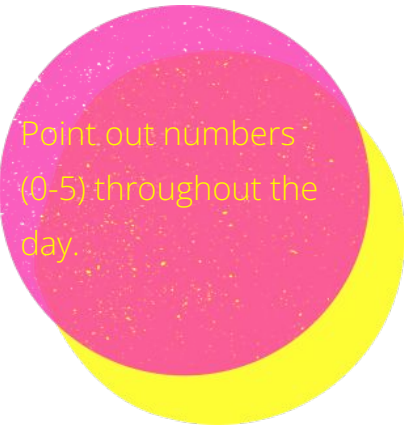
Number Recognition 0-5

Wrap Up

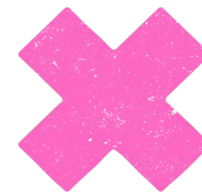
Explain: ***Today we read the numbers zero, one, two, three, four, and five.***

Celebrate success:

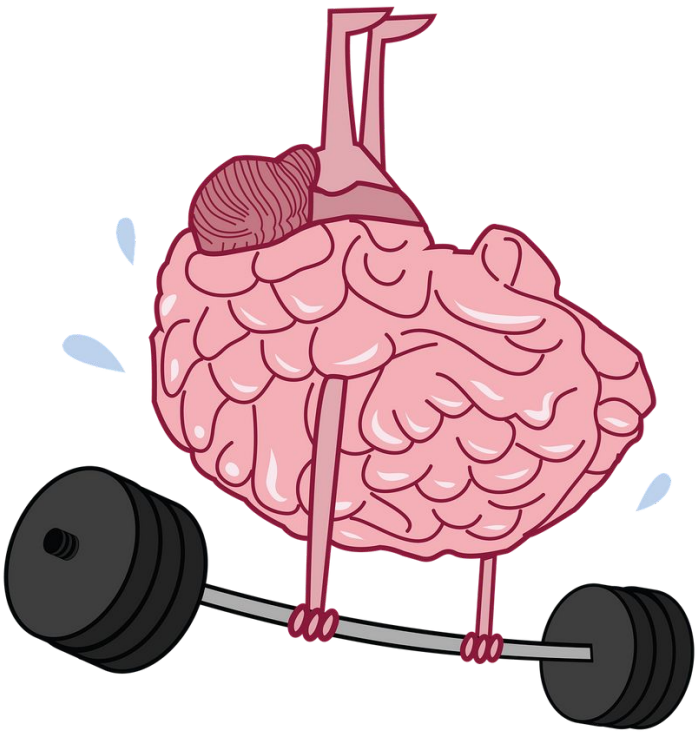
Let's celebrate our hard work by giving ourselves a great big hug. Ready? Watch me first. Model giving yourself a hug and say, ***I am so smart. Your turn. Give yourself a hug. Now say, "I am so smart!" Great work. We're all done.***



Paint out numbers
(0-5) throughout the
day.



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Materials Needed:

- Most recently read math book
- Small, identical materials for counting
(For example: unifix cubes)
- Number tracing cards 0-5 for each student.
- Work mat for each student.

Lesson 3B

Number Recognition 0-5

Overview: This lesson reviews number recognition for 0-5.

Warm Up

Explain:

Let's warm up our brains to get ready to learn. Point to the number line. ***This number line goes all the way from 1*** (point to 1) ***to 20*** (point to 20.) ***Watch me point to the numbers and help me count. Let's start at one and count all the way to twenty.*** Repeat once if necessary to get all students engaged. ***Great job counting!***



Lesson 3B

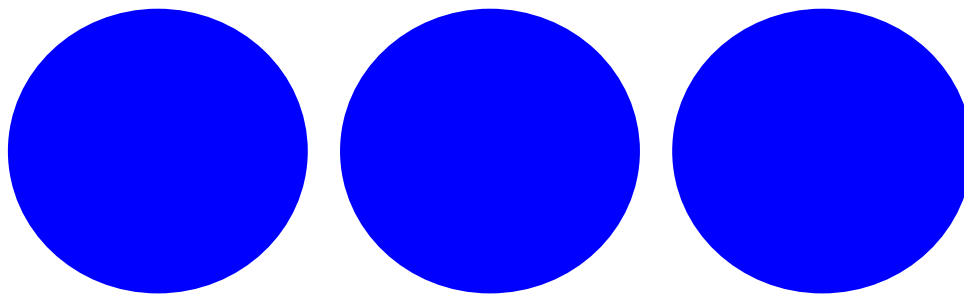
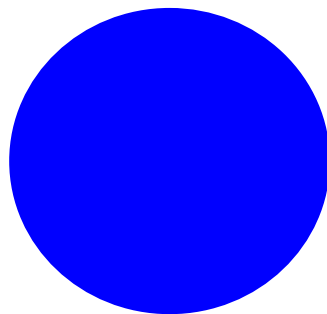
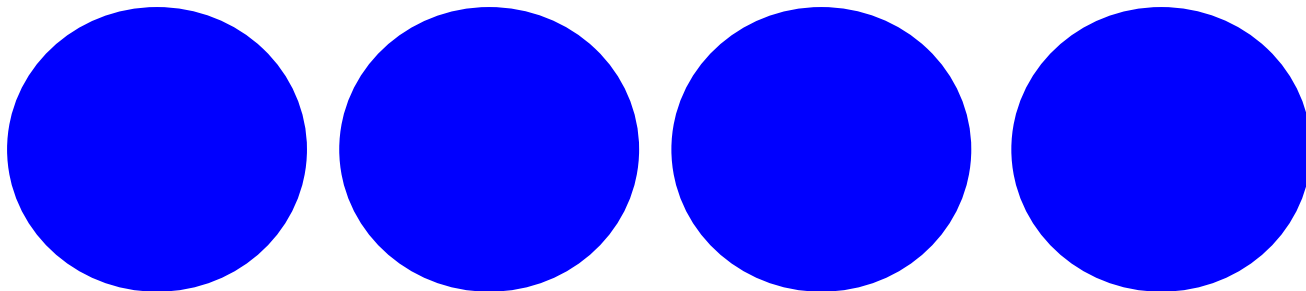
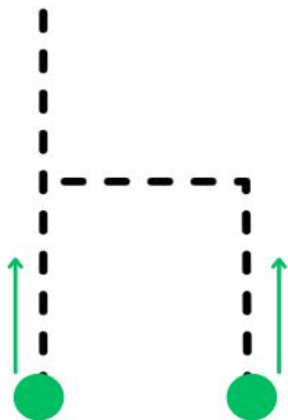
Number Recognition 0-5

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 0-5

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.* 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?*

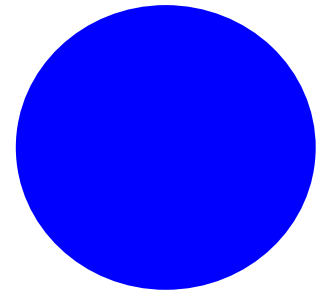
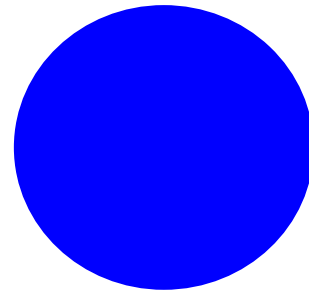
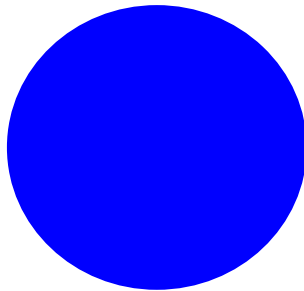
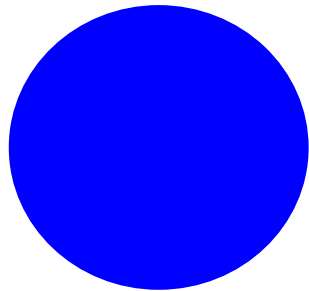
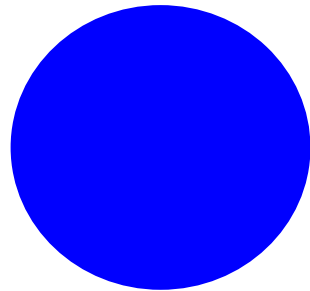
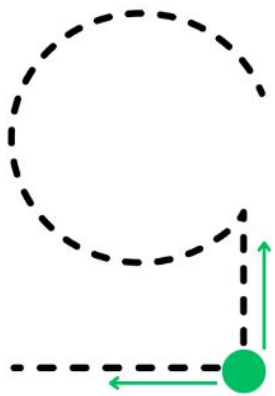
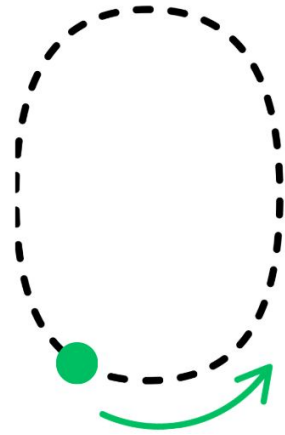
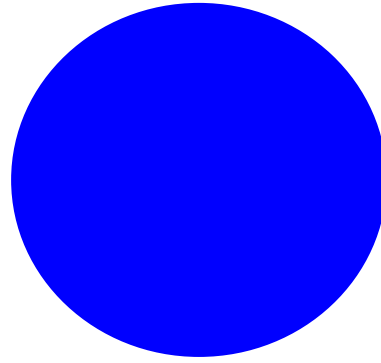
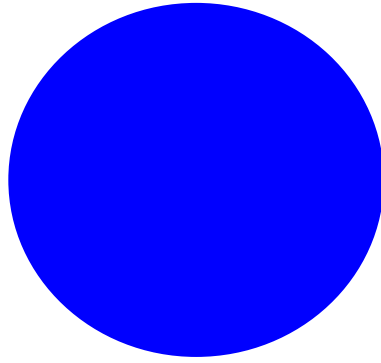
Three! Let's do it again. Students keep tracing card when done.

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

Letter Formation Scripting:

1- *Start at the top and pull down*

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



Lesson 3A

Number Recognition 0-5

Review New Concept

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.* Point to the 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: Pass out number 5 cards. Have the children trace the number and say the number as they trace. *Let's all write the number five together. Pull down, slide up and around. Pick up, slide across. What number did we write? Five!*

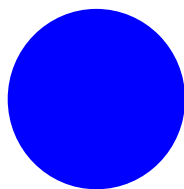
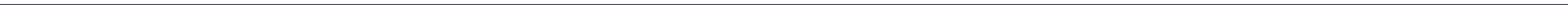
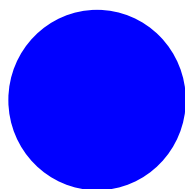
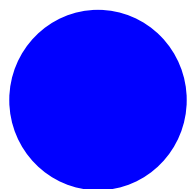
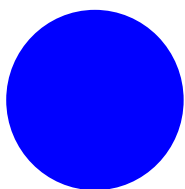
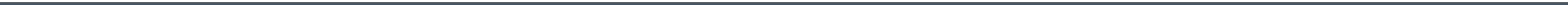
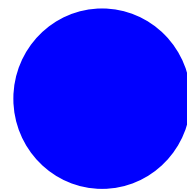
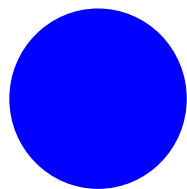
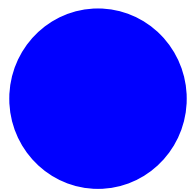
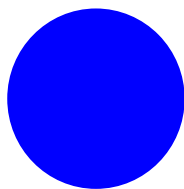
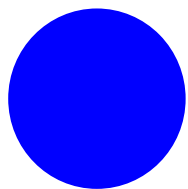
Let's do it again. Students keep tracing card when done.

***Repeat above steps (Model and Group Practice) for numbers zero and 2.**

Letter Formation Scripting:

0- *Pull back and go all the way around.*

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



Lesson 1B

Number Recognition 0-5

Group Practice

Explain: *Let's work together to count groups and find the number that tells us how many.*

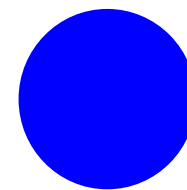
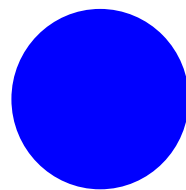
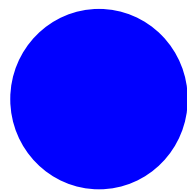
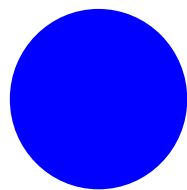
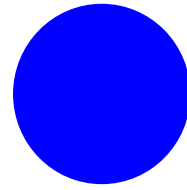
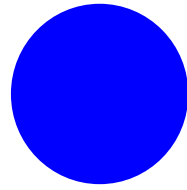
Group Practice: Remind students that they have all the number cards 0-5. Point to first blue circle. *Think about it. How many is this?* Open hand to note choral response- *one. Find your number card that says one and place it here on my book. What number did we find? One. Good. Let's say that number three times. One, one, one.*

Repeat steps above for numbers 3 and 5.



Error Correction Procedure

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



Lesson 3B

Number Recognition 0-5

Group Practice

Group Practice: Point to first blue circle. *Think about it. How many is this?* Open hand to note choral response- *four. Find your number card that says four and place it here on my book. What number did we find? Four. Good. Let's say that number three times. Four, four, four.*

Repeat steps above for numbers 0 and 2.



Error Correction Procedure

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



Lesson 3B

Number Recognition 0-5

Individual Practice:

Give each student a work mat. Set five counting cubes on each student's work mat. Place a number tracing card (0-5) 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 0-5, trace it, and count out the corresponding number of cubes.**

Expand (optional): For students ready for a challenge, give them all six number cards 0-5 and ask them to count out the corresponding number of cubes for each number card. Students will need fifteen cubes to do this activity.



Lesson 3B

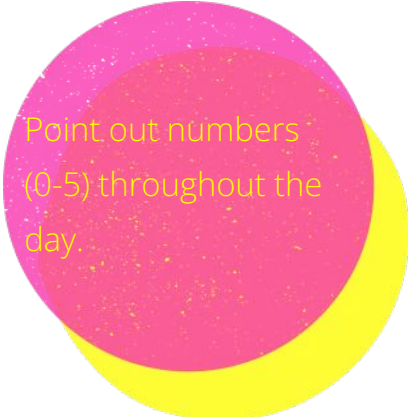
Number Recognition 0-5

Wrap Up

Explain: ***Today we read the numbers zero, one, two, three, four, and five.***

Celebrate success:

Let's celebrate our hard work by giving ourselves a great big hug. Ready? Watch me first. Model giving yourself a hug and say, ***I am so smart. Your turn. Give yourself a hug. Now say, "I am so smart!" Great work. We're all done.***



Paint out numbers
(0-5) throughout the
day.





Practice & Play #1

Skills: Number recognition 0-5

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

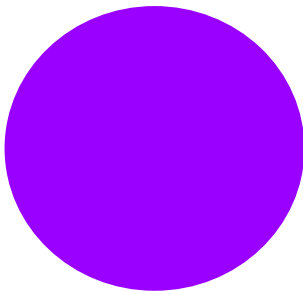
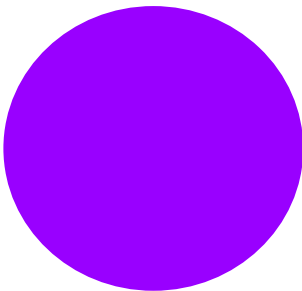
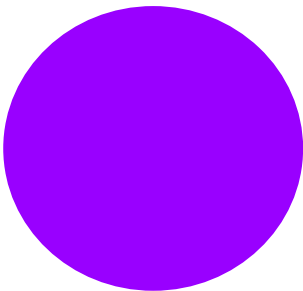
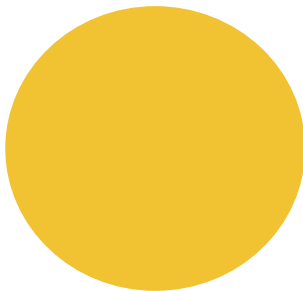
your chest. (Point to first photo of thumbs up on chest) *Then, when I say, "Show me" you will hold your answer up*

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.")



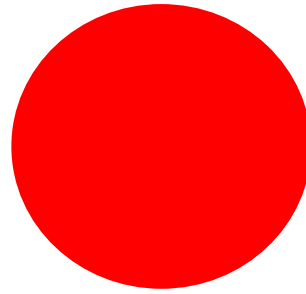
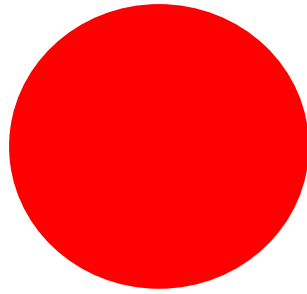
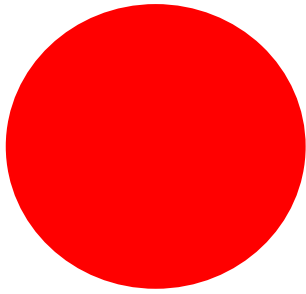
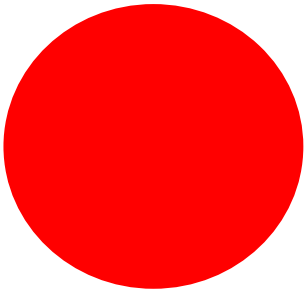
Practice & Play # 1

Model: **Help me decide if this number** (Point to the 1) **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 show a thumbs down. Now help me decide if this number** (Point to the 1) **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 show 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.



h

Practice & Play # 1

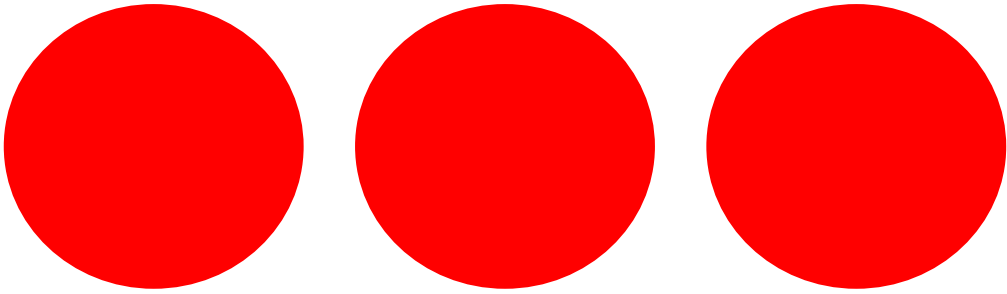
Group Practice: Point to the number 4. *Does this number* (Draw a circle around the red circles) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

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



2

Practice & Play # 1

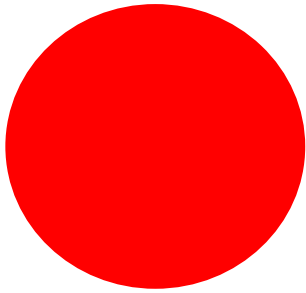
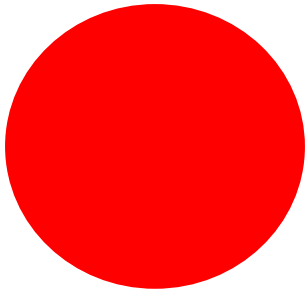
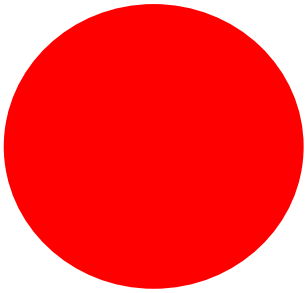
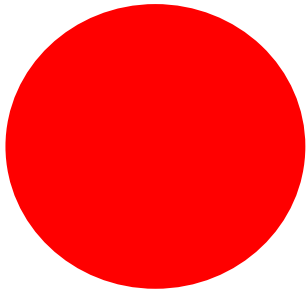
Group Practice: Point to the number 2. **Does this number** (Draw a circle around the red circles) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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 two.* (Point to red circles) *This is three. This number does not mean this many.*



0

Practice & Play # 1

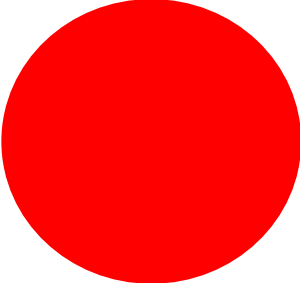
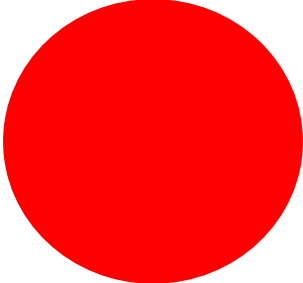
Group Practice: Point to the number 0. **Does this number** (Draw a circle around the red circles) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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 zero.* (Point to red circles) *This is four.* *This number does not mean this many.*



5

Practice & Play # 1

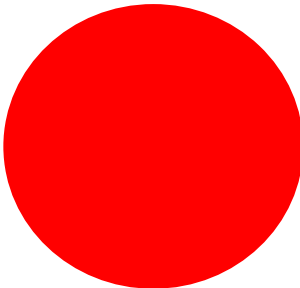
Group Practice: Point to the number 5. **Does this number** (Draw a circle around the red circles) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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 five.* (Point to red circles) *This is two. This number does not mean this many.*



Practice & Play # 1

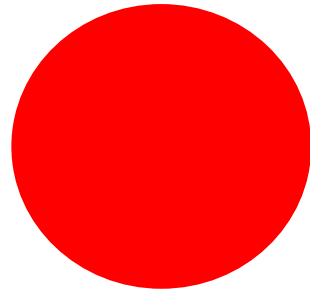
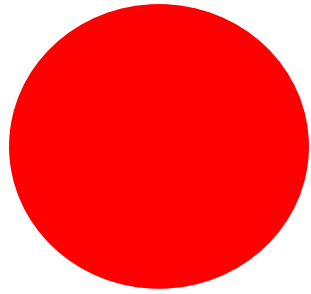
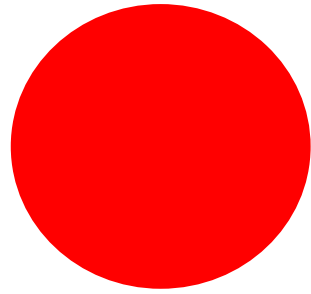
Group Practice: Point to the number 1. **Does this number** (Draw a circle around the red circles) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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



ε

Practice & Play # 1

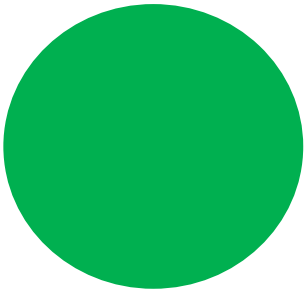
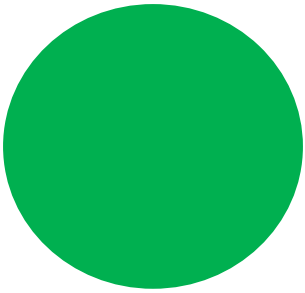
Group Practice: Point to the number 3. **Does this number** (Draw a circle around the red circles) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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



2

Practice & Play # 1

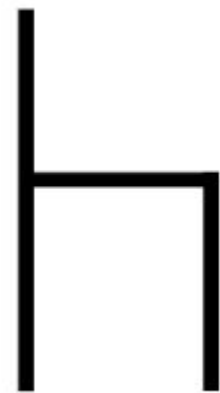
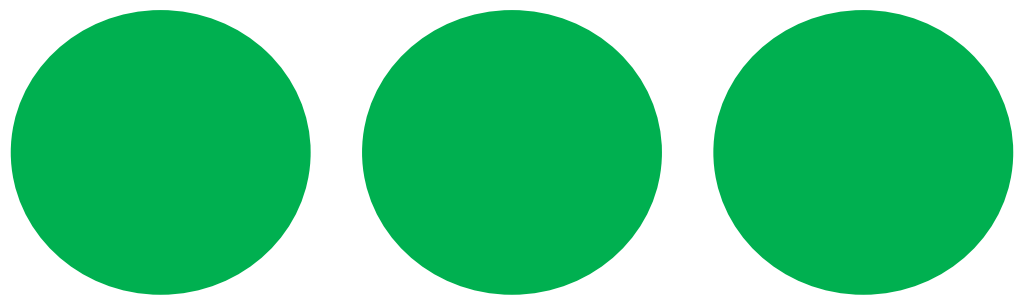
Group Practice: Point to the number 2. **Does this number** (Draw a circle around the green circles) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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



Practice & Play # 1

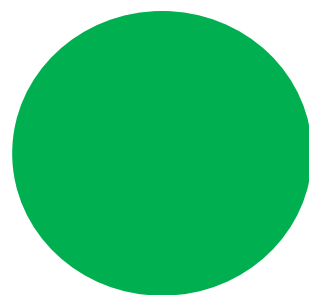
Group Practice: Point to the number 2. **Does this number** (Draw a circle around the green circles) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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 four.* (Point to green circles) *This is three. This number does not mean this many.*



0

Practice & Play # 1

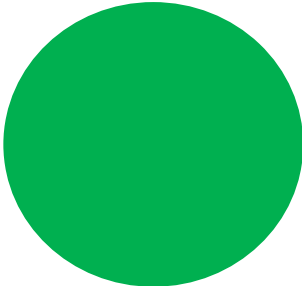
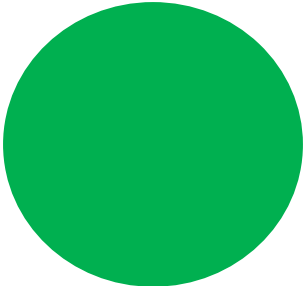
Group Practice: Point to the number 0. **Does this number** (Draw a circle around the green circle) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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 zero.* (Point to green circles) *This is one.* *This number does not mean this many.*



Practice & Play # 1

Group Practice: Point to the number 1. ***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.***

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 one.* (Point to green circles) *This is two. This number does not mean this many.*

3

Practice & Play #1

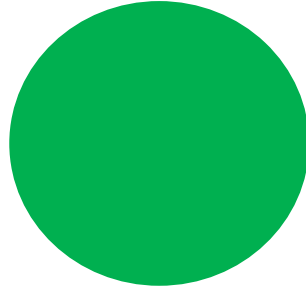
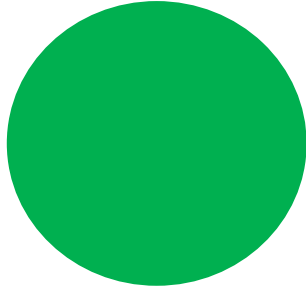
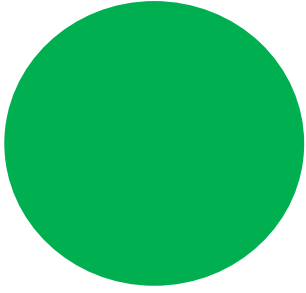
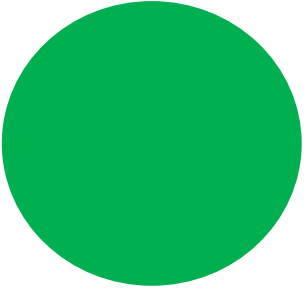
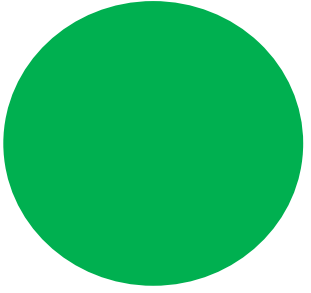
Group Practice: Point to the number 3. **Does this number** (Draw a circle around the blank space) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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 three.* (Point to blank space) *This is zero.* *This number does not mean this many.*



5

Practice & Play # 1

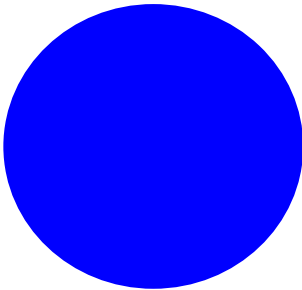
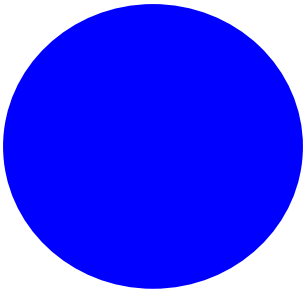
Group Practice: Point to the number 5. **Does this number** (Draw a circle around the green circles) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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



3

Practice & Play # 1

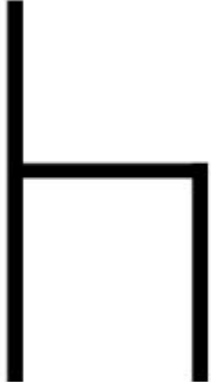
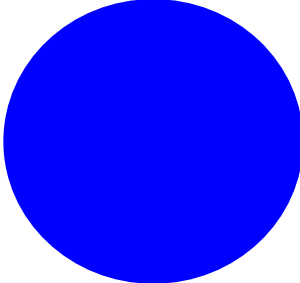
Group Practice: Point to the number 3. **Does this number** (Draw a circle around the blue circles) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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 three.* (Point to blue circles) *This is two. This number does not mean this many.*



Practice & Play # 1

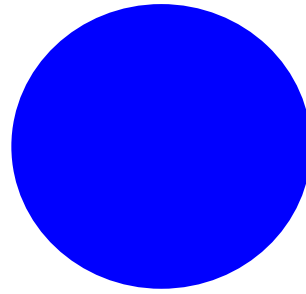
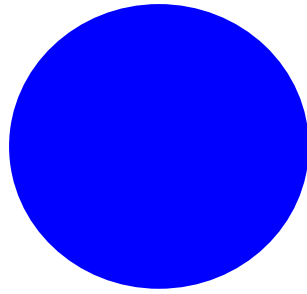
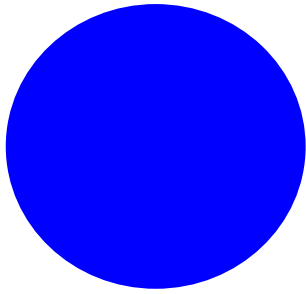
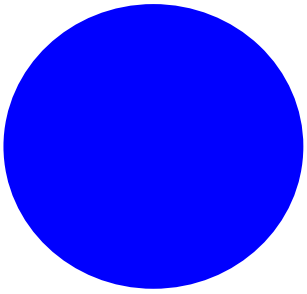
Group Practice: Point to the number 4. **Does this number** (Draw a circle around the blue circle) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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 four.* (Point to blue circles) *This is one. This number does not mean this many.*



Practice & Play # 1

Group Practice: Point to the number 1. **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.**

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 one.* (Point to green circles) *This is four. This number does not mean this many.*

0

Practice & Play # 1

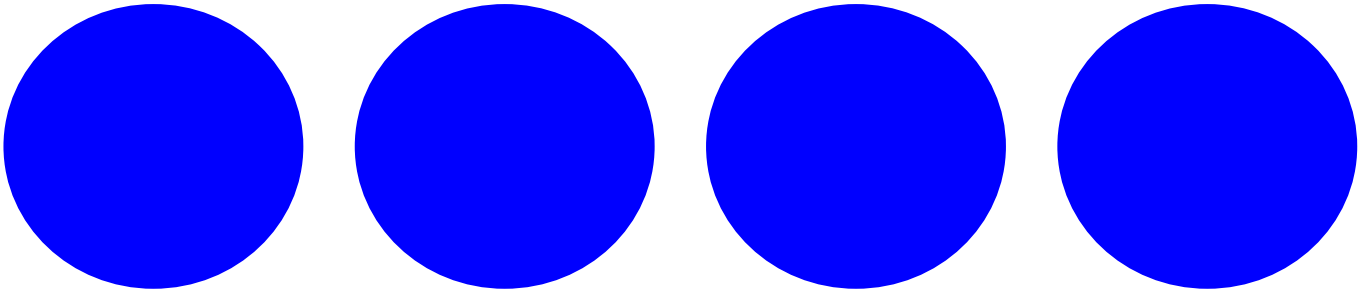
Group Practice: Point to the number 0. *Does this number* (Draw a circle around the blank space) *mean this many? Thumbs up or thumbs down.* (Allow a few seconds for students to respond with hand on chest.) *Show me.*

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 zero.* (Point to blank space) *This is zero. This number means this many.*



2

Practice & Play # 1

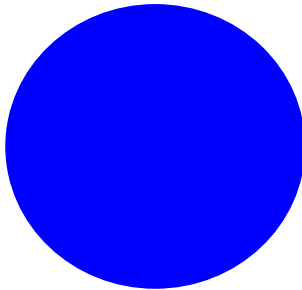
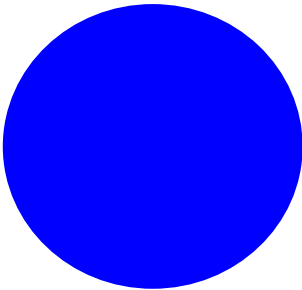
Group Practice: Point to the number 2. **Does this number** (Draw a circle around the blue circles) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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 two.* (Point to blue circles) *This is four. This number does not mean this many.*



51

Practice & Play # 1

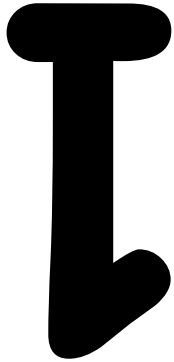
Group Practice: Point to the number 5. **Does this number** (Draw a circle around the blue circles) **mean this many? Thumbs up or thumbs down.** (Allow a few seconds for students to respond with hand on chest.) **Show me.**

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 five.* (Point to blue circles) *This is two. This number does not mean this many.*



Practice & Play #2

Skills: Number Recognition 0-5

Materials: Eye Spy page

Review Game: Eye Spy

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

Explain: ***We are going to play another game today. This is called Eye Spy. I'm going to say a number and you will find it.***

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.")



Practice & Play #2

Group Practice:

Okay. Ready to find the number with your eyes and then point to it? Find the number 3. 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:

5, 1, 2, 0, and 4.



Practice & Play #2

Group Practice:

Help students to turn their response sheets over so the side with circles is facing up. Point to the number 1. ***Find the circles that show this many. Find it with your eyes. Show me.*** Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.

0

Practice & Play #2

Group Practice:

Point to the number 0. **Find the circles that show this many. Find it with your eyes. Show me.** Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.

ε

Practice & Play #2

Group Practice:

Point to the number 3. *Find the circles that show this many. Find it with your eyes. Show me.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.

h

Practice & Play #2

Group Practice:

Point to the number 4. *Find the circles that show this many. Find it with your eyes. Show me.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.

2

Practice & Play #2

Group Practice:

Point to the number 2. *Find the circles that show this many. Find it with your eyes. Show me.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.

5

Practice & Play #2

Group Practice:

Point to the number 5. *Find the circles that show this many. Find it with your eyes. Show me.* Pay close attention to **all 3 students'** answers. Note their mastery on the Student Progress Sheet.



Joyful Discoveries Preschool Curriculum

Revised, Warburg 2025

