<table>
<thead>
<tr>
<th>Pages</th>
<th>Topic</th>
<th>Early Learning Goals</th>
<th>Key Words</th>
<th>Mathematical Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>T3–T5</td>
<td>Numbers: 1 to 10&lt;br&gt;Counting from 1 to 10&lt;br&gt;Numbers: 5 to 10</td>
<td>Recites numbers forwards and backwards from 10 to 0. Matches numbers to sets of objects. Writes numbers from 1 to 10. Estimates and counts 1 to 10 objects. Recites numbers 1 to 10. Recognizes numbers 0 to 10.</td>
<td>zero, one, two, three, four, five, six, seven, eight, nine, ten; crayon(s), dinosaur(s), dot(s), glue stick(s), marble(s), marker(s), pencil(s), scissors, shelf(ves), tadpole(s)</td>
<td>How many (pencils) are there? (Six.) How many (marbles) do you think are in the jar? (Six) (marbles.) How many (dots) are on there? There are (eight) (dots) on the (red) (pencil.) What number is this? It's (9).</td>
</tr>
<tr>
<td>T6–T8</td>
<td>Numbers: zero to ten&lt;br&gt;Numbers: zero to five&lt;br&gt;Numbers: 6 to 10</td>
<td>Recognizes numbers 0 to 10. Orders numbers 0 to 10. Says what number comes before or after a given number. Begins to recognize number words: zero to five. Matches number words with numbers. Counts sets of up to 10 objects. Recognizes number words: zero to ten. Matches number words with numbers and sets of objects.</td>
<td>zero, one, two, three, four, five, six, seven, eight, nine, ten; after, before; count, draw, match, order, point</td>
<td>What number is this? (1.) What number comes after (1)? (2.) What color is (zero)? (Blue.) Which numbers are out of order? What number word is this? (One.)</td>
</tr>
<tr>
<td>T9–T11</td>
<td>More and less</td>
<td>Orders numbers 1 to 10. Says a number that is one more or one less than another number. Compares sets of objects to say which has more or less. Matches sets of objects to say which has more or less. Recognizes numbers from 0 to 10. Compares numbers and says which one is more, less or the same.</td>
<td>one, two, three, four, five, six, seven, eight, nine, ten; pencil(s), pencil case, pencil cup; less, more, same</td>
<td>What number is one less than (6)? (5.) What number is it? (7.) Which number is more, (0) or (4)? (4.) Who has number (4)? (Mary.) I have (six). You have (two). (6) is more than (2). (8) is more than (6). (9) is less than (10). Is number (3) more than (5)? No. Is (3) less than (5)? Yes.</td>
</tr>
<tr>
<td>T12–T14</td>
<td>Ordinal numbers: 1st to 5th&lt;br&gt;Ordinal numbers: 1st to 10th&lt;br&gt;First to tenth</td>
<td>Recites numbers forwards and backwards from 0 to 10. Develops an understanding of ordinal numbers from 1st to 10th. Recognizes numbers from 1 to 10.</td>
<td>one, two, three, four, five, six, seven, eight, nine, ten; first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth; dinosaur, door, line, order</td>
<td>Who has number (1)? (David.) (David) is (first). What color is the (first) dinosaur? The (first) dinosaur is (yellow). Who is first? (Mary.) (Mary) is (first) in line. What color is the (sixth) dinosaur? The (sixth) dinosaur is (green).</td>
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</tbody>
</table>
Extension Activity

**Numbers: 1 to 10**

**Early Learning Goals**
- Recites numbers forwards and backwards from 10 to 0.
- Matches numbers to sets of objects.
- Writes numbers from 1 to 10.

**Key Words**
- one, two, three, four, five, six, seven, eight, nine, ten; dinosaur(s); shelf(ves); crayon(s); glue stick(s); marker(s); pencil(s); scissors

**Mathematical Language**
- How many (pencils) are there? (Six.)

**Materials**
- Teacher: Debby Stick Puppet, Shelf Mat, Template 1.1 (see TRCD)
- Students: Math Bag, Shelf Mat
- Other materials: counters, 20 pencils, colored pencils

**Preparation**
- Math Bag: Include Debby Stick Puppet, Mini Number Cards 0–10 and Mini Pencil Cards.
- Print numbers 1 to 10 from Template 1.1.

**Worktime**

**Getting Started**

**Stick Puppet Count**

Introduce Debby Stick Puppet (see Materials) and have students say Hello to her. Explain that the puppet is going to help them count. Put the puppet behind the Shelf Mat. Slowly reveal the puppet and say One. Hide the puppet again. Make the puppet appear and have the class shout out Two. Continue in the same way with numbers 3 to 10. Make sure students do not shout out the number until they see the puppet's face. Distribute Math Bags and have students take out their Debby Stick Puppet. Repeat the activity, but vary the speed with which you show the puppet's face, first quickly, then slowly. Have students join in with their own stick puppets.

**Backwards Stick Puppet Count**

Repeat the previous activity, but this time count backwards from 10 to 1. Have students put back their stick puppet in their Math Bag.

**Worktime**

**Pick and place.**

**Song: Ten Little Numbers**

Distribute numbers 1 to 10 (Template 1.1). Help students line up in order in front of the class. Play Track 1. Have students holding the numbers step forward in the first verse and backwards in the second as they hear their number mentioned in the song. Encourage the rest of the class to count with their fingers as they sing along. Ask them to hold their fingers up when counting forwards and fold them down when counting backwards.

**Hands-on Activities**

**Listen and place.**

Distribute Shelf Mats. Have students take their Mini Number Cards 0–10 and Mini Pencil Cards out of their Math Bag. Then say:

**T:** Find Mini Number Card (9). Put it in the box at the bottom of your mat. Now let’s put (nine) pencils on the shelf. Put one pencil on each shelf. Let’s count. (One, two, three, four, five, six, seven, eight, nine.) How many pencils are there? There are (nine) pencils.

Ask students to remove their Mini Pencil Cards from the shelf. Guide them in counting the pencils, one by one, as they remove them. Repeat with numbers 8 and 10.

Ask students to keep their materials on their table for the next activity.

**Pencil Count Game**

Have students place ten Mini Pencil Cards next to their Shelf Mat. Place a box of counters on your desk. Divide the class into two teams and place two chairs at the front (one for each team). Place a box with ten pencils and a pencil cup on each chair. Have a member from each team stand up in front of their team’s chair.

Show a number between 0 and 10. Have students standing in front of the chair place the corresponding number of pencils in the pencil cup. Tell the rest of the class to place the same number of Mini Pencil Cards on their Shelf Mats. Count the pencils in each cup together with the class. Give a counter to the team with the correct number of pencils. The team with the most counters wins. Repeat until all students have had a chance to participate.

Ask students to put their materials back in their Math Bag. Collect the bags and the mats.

**Recording**

Hand out Student’s Book open to page 3. Distribute colored pencils.

Ask students to look at the school supplies on the page and name the ones they know. Then point to each shelf in the picture to introduce any new vocabulary.

Next, have students point to the glue sticks on the first shelf.

**T:** Point to the (first) shelf. Let’s count the (glue sticks). (One, two, three, four, five, six, seven eight, nine, ten.) How many (glue sticks) are there? (Ten.) There are (ten glue sticks). Write number (10) in the box.

Encourage students to make a small dot with their pencil on each object as they count. Then have them write the number of objects in the box.

Follow the same procedure with the next shelves. Finally, have students tell you how many objects are on each shelf.

**Extension Activity**

**Pick and place.**

Have students sit in pairs. Distribute Shelf Mats and Math Bags (see Materials).

Ask students to take out their Mini Number Cards 0–10 and Mini Pencil Cards. Tell students to take turns picking a Mini Number Card and placing the corresponding number of Mini Pencil Cards on the shelves in their mat. Have students check each other’s work by counting the pencils again as they take them off the mat.

Ask students to put their materials back in their Math Bag. Collect the bags and the mats.
Numbers: 1 to 10
Counting from 1 to 10

9 6 8 5 7 10
Counting from 1 to 10

**Extension Activity**

**Early Learning Goals**
Recites numbers forwards and backwards from 10 to 0.
Estimates and counts 1 to 10 objects.
Matches numbers to sets of objects.

**Key Words**
one, two, three, four, five, six, seven, eight, nine, ten; dot(s), marble(s), pencil(s)

**Mathematical Language**
How many (marbles) do you think are in the jar? (Six) (marbles.)
How many (dots) are on there?
There are (eight) (dots) on the (red) (pencil).

**Materials**
Teacher: Template 1.1 (numbers 1 to 10), Pocket Cube, Pocket Cube Dot Cards 5–10
Students: Graph 1, Math Bag
Other materials: 10 small objects (stones, marbles, pompoms, etc.), a clear plastic jar, 10 two-colored counters, crayons

**Preparation**
Math Bag: Include 10 two-colored counters.

**Extension Activity**

**Materials**
Students: Backpack Mat, Math Bag

**Preparation**
Math Bag: Include 0–5 Dot Spinners, Mini Pencil Cards and Mini Number Cards 0–10.
Other materials: counters

**Getting Started**

Count and sit down.
Have students stand up and form a circle. Lead them in counting from 1 to 10, having each one say a different number. The tenth student sits down and the student next to him or her starts again with One. Continue around the circle at a fast pace until all the children are sitting down.

**Song: Ten Little Numbers**
Distribute numbers 1 to 10 (Template 1.1). Help students line up in order in front of the class.
Play Track 1 (see page T03). Have students holding the numbers step forward in the first verse and backwards in the second as they hear their number mentioned in the song. Encourage the rest of the class to count with their fingers as they sing the song. Ask them to hold their fingers up when counting forwards and fold them down when counting backwards.

**Worktime**

**Guess and Check Jar Game**
Put between 5 and 10 small objects in a jar. Show students the jar.
T: How many (marbles) do you think are in the jar? (Six) (marbles).
SS: (Six) (marbles).
Write students’ predictions on the board. Take the marbles out, one at a time, and count them together to check.
T: (One, two, three, four, five.) How many (marbles) are there? (Five.)
Discuss how accurate the students’ predictions were. Repeat the activity with different quantities and objects.

**Hands-on Activity**

Roll, count and check.
Distribute Graph 1 and Math Bags (see Materials). Have students take out their ten two-colored counters. Roll the Pocket Cube. Count the dots slowly with the class as you point to each one.
T: How many dots are there? Let’s count. (One, two, three, four, five, six, seven.)
Ask students to place a two-colored counter in the purple rectangle on their graph each time a dot is counted. Encourage students to look and compare how their peers have arranged their counters on their graphs. Show them how to count the counters one at a time as they move them from the purple rectangle to the green one on their graph. Repeat the activity several times.
Have students put their two-colored counters back in their Math Bags. Collect the bags and the graphs.

**Recording**

Count and color.
Hand out Student’s Book open to page 4. Distribute crayons. Have students look at the numbers in the middle of the page. Say the numbers and have students point to them. Next, name a color and have students say the corresponding number. Then have them point to the pencil outlined in red.
T: Look. Point to the dots. How many dots are there? Let’s count. (One, two, three, four, five, six, seven, eight.)
There are (eight) dots on the (red) pencil. Repeat.

Encourage students to put a small mark on top of each dot on the pencils as they count them.
T: What color is number (8)? (Red). That’s right. We are going to color the pencils with (eight) dots on them, red.
Follow the same procedure for the remaining pencils in the top row. Then have students complete the rest of the page on their own.
Finally, have students share their work to check they have colored their pencils correctly.

**Extension Activity**

Spin, count and place.
Distribute Shelf Mats and Math Bags (see Materials). Ask students to take out the 0–5 Dot Spinners, Mini Pencil Cards and Mini Number Cards 0–10.
Have students sit in pairs. Put a box of counters on their tables. Both students spin their spinners. Tell student 1 to count the dots on the two spinners and place the corresponding number of Pencil Cards and Mini Number Cards on his or her mat. If students agree that they are correct, tell them to each take a counter. Have students count their counters at the end of the game.
Ask students to put their materials back in their Math Bags. Collect the bags.
**Getting Started**

**What number is missing?**
Write numbers 0 to 10 on the board. Point to each number and have students name them. Tell students to close their eyes. Erase one of the numbers on the board. Ask students to open their eyes and to identify the missing number. Repeat until they have practiced with all the numbers.

**Worktime**

**Around the World**
Have students sit in rows. Ask Student 1 to stand behind Student 2. Show those two students a number between 0 and 10 (Template 1.1). The first student to say the number stands behind the next student in the row, Student 3.

Now the contest is between the winner and Student 3. Show another card. The first student to name the number moves behind Student 4. Continue in the same way along the row until all students have had a chance to participate.

**Circle the Number Game**
Put a box of counters on your desk. Draw a line to divide the board into two sides. Write numbers 0 to 10, randomly, on both sides of the board. Divide the class into two teams. Ask a member from each team to come to the board. Say a number between 0 and 10. The first student to circle the number gets a counter for his or her team. Continue in the same way until everyone has had a chance to play. The team with the most counters is the winner.

**Hands-on Activities**

**Show Me Fast!**
Distribute Math Bags (see Materials). Have students take out their Response Fan. Call out a number between 0 and 10. Have students hold up the corresponding number on their fans. Ask students to keep their Response Fan on their table for the next activity.

**Color Review**
Name one of the colors on the Response Fan. Ask students to hold up and show the corresponding color. Ask students to keep their Response Fan on their table for the next activity.

**Happy and Sad Faces**
Hold up a number between 0 and 10. Introduce Trudy Stick Puppet. Have students say hello to her. Explain to students that they are going to help Trudy. Make some correct and incorrect statements about numbers. If the statements are correct, have students hold up their Response Fan’s happy face to let Trudy know she is correct. If the statements are incorrect, tell students to hold up their Response Fan’s sad face and say the correct number three times.

T: What number is this?  
Trudy: Number (8).  
Ss: No. It’s number (7). (Seven, seven, seven.)

Ask students to put their Response Fan back in their Math Bag. Collect the bags.

**Recording**

**Look and color.**
Hand out Student’s Book open to page 5. Distribute colored pencils. Focus students’ attention on the scene and have them name as many objects as they can identify in the picture.

Next, point to the color key and ask students to tell you the number for each color.

T: What number is next to the (red) rectangle? (5.) Point to the number 5s in the dinosaurs. Color the sections red.

Do the same with the remaining colors and numbers. Walk around checking students’ work.

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**Early Learning Goals**
Recites numbers 1 to 10. Recognizes numbers 0 to 10.

**Key Words**
one, two, three, four, five, six, seven, eight, nine, ten; tadpole

**Mathematical Language**
What number is this? It’s (9).

**Materials**
Teacher: Template 1.1 (numbers 0 to 10), Trudy Stick Puppet  
Students: Math Bag  
Other materials: counters, colored pencils

**Preparation**
Math Bag: Include Response Fan.

**Extension Activity**
Teacher: Template 1.2 (see TRCD)

**Preparation**
Print dot cards 1 to 10 from Template 1.2.
Numbers: 5 to 10

5 6 7 8 9 10
Numbers: zero to ten

0 zero
1 one
2 two
3 three
4 four
5 five

6 six
7 seven
8 eight
9 nine
10 ten
Getting Started

Counting Up and Down

Have students sit and curl up in a ball. Show them how to gradually stand up as they count from 0 to 10. On 10, ask them to jump up. Then guide them in counting down from 10 to 0 as they gradually curl back into a ball.

Worktime

Step Forward Game

Distribute numbers from 0 to 10 (Template 1.1) and help students line up in order in front of the class. Call out the numbers in order and then randomly. Have students holding the numbers step forward when they hear their number mentioned. Redistribute the numbers and play again with a different group of students.

Mix-up Melvin Game

Attach numbers 0 to 10 to the board in order. Point to the numbers and have students name them. Hold up Melvin Stick Puppet (see Materials). Remind students that Melvin likes to mix things up. Tell them to close their eyes. Change the order of two numbers. Now ask students to open their eyes. Which numbers are out of order? Have a volunteer come to the board and place the numbers back in the correct order.

Mathematical Language

Ask students to do the same with the rest of the numbers. Each time they connect dots ask them:

T: What number comes after (2)?
T: Which numbers are out of order?

Ask students to do the same with the rest of the numbers. Each time they connect dots ask them:

T: What number comes after (2)?
T: Which numbers are out of order?

Finally, have students color the dinosaur.

Extension Activities

Mix-up Melvin Game

Attach numbers 0 to 10 (Template 1.1), in order, to the board. Point to the numbers and have students name them. Hold up Melvin Stick Puppet. Remind students that Melvin likes to mix things up. Tell them to close their eyes. Change the order of two numbers. Now ask students to open their eyes. Which numbers are out of order?

Have a volunteer come to the board and place the numbers back in the correct order. Repeat the activity several times.

Your turn!

Have students get into pairs. Place a box of counters on each table. Distribute Math Bags (see Materials). Have students take out their Mini Number Cards 0–10. Ask them to put them in the correct order on their desks.

Then ask them to take their Melvin Stick Puppet out of their Math Bag. Tell them to take turns pretending to be Melvin and mix up the numbers. Then have them ask their partners to put the numbers back in order. If they do it correctly, they take a counter from the box.

Finally, have students put their materials back in their Math Bag. Collect the bags.

Recording

Hand out Student’s Book open to page 6. Distribute crayons and pencils. First, give students directions for pointing to the number words as they say each number in order from zero to ten. Next, have them point to each number and say the corresponding color.

T: Point to (zero). What color is (zero)?

Blue.

Repeat with the remaining numbers. Finally, guide students in connecting the dots and coloring the picture.

T: Look at the dinosaur. Put your finger on 0. What comes after 0? Draw a line from 0 to 1 to connect the dots with your pencil.

Finally, have students color the dinosaur.

Unit 1
**Extension Activity**

Students: Backpack Mat, Math Bag
Other materials: counters

Preparation
Math Bag: Include Mini Number Word Cards zero to five and Mini Pencil Cards.

**Getting Started**

**Counting Up and Down**
Have students sit and curl up in a ball. Show them how to gradually stand up as you count from 10 to 0. On 10, ask them to jump up. Then guide them in counting down from 10 to 0 as they gradually curl back into a ball.

**Worktime**

**Listen and point.**
Write numbers 0 to 5 on the board in order to make a number track. Point to the numbers in order and then randomly for students to identify them.

Next, attach the number word zero (Template 1.3) below 0 as you help students read the number word three times. Repeat with the rest of the numbers up to 5.

Next, point to the number word zero again.

**What comes after 0? (1.)**

Point to the word one.

T: What number is this? **0.**

Point to number zero. **0.**

Ask a student to come to the board. Take down the number word one. Then ask him or her to stand next to the first student who is holding the number word zero.

Follow the same procedure for number words up to five.

**Point to number 1**
(One), (one) number (one).

(One), (one), number (one).
(One), (one), number (one).
(One), (one), number (one).

Point to number (one).

Following verses:
Two
Three
Four
Five.

Afterwards, give students commands for pointing to each number at a fast pace. Change the location of the numbers and repeat the activity.

**Hands-on Activity**

**Listen and place.**

Distribute Backpack Mats and Math Bags (see Materials). Have students take out their Mini Number Cards 0–5, Mini Number Word Cards zero to five and Mini Backpack Cards.

Give students directions for placing their Mini Backpack Cards on their mat.

T: Find Mini Number Card (5). Put it in the box on your mat. Now let’s put (5) backpacks on the shelf. Let’s count. **One, two, three, four, five.** How many backpacks are there? **There are (5) backpacks.**

Find the Number Word Card (5). Put it next to the number card.

Repeat the same activity until you have practiced with all the numbers.

Finally, ask students to put their materials back in their Math Bag. Collect the bags and the mats.

**Extension Activity**

**Spin, place and check.**
Write numbers 0 to 5 on the board with the number words below them. Distribute Backpack Mats and Math Bags (see Materials). Ask students to take out their 0–5 Dot Spinner, Mini Pencil Cards and Mini Number Word Cards zero to five.

Have students get into pairs and place a box of counters on their table. Student 1 spins the spinner, counts the dots and places the corresponding number of Mini Pencil Cards on the shelf on the mat. He or she places the corresponding Mini Number Word Card in the rectangular box at the bottom of the mat. Encourage students to count the pencils out loud as they place each one on the mat. Both students count the pencils together to check that Student 1 was correct. If so, Student 1 gets a counter.

Next, Student 1 places the matching Mini Number Word Card next to the number card and checks his or her answers with the numbers and words on the board. If correct, he or she takes a counter. Have students remove the cards and switch roles. Ask them to play until they have used all of their Mini Number Word Cards.

Have students put their materials in their Math Bag. Collect the bags.
Numbers: zero to five

0 zero
1 one
2 two
3 three
4 four
5 five
Numbers: 6 to 10

6 six  7 seven  8 eight  9 nine  10 ten
**Numbers: 6 to 10**

**Getting Started**

**What number word is missing?**

Write numbers 0 to 5 on the board in order to make a number track. Point to the numbers in order and then randomly for students to identify them. Distribute number words zero to five (Template 1.3) and have volunteers attach them below the corresponding numbers. Point to the number words and have students read them. Erase the numbers and tell students to close their eyes. Remove one of the number words. Ask them to open their eyes and have them say which number word is missing. Then replace the number word and repeat the activity until all the numbers have been practiced. Leave the number words on the board for the next activity.

**Worktime**

**Listen and point.**

Attach number words six to ten (Template 1.3) to the board next to the number words zero to five used in the previous activity. Write the corresponding numbers 6 to 10 above the number words. Point to the number words and help students read them three times. Next, point to the number word six again.

- **T:** What number is this? (6.)
- **T:** What comes after (6)? (7.)
- **T:** What number word is this? (Seven.)
- **T:** How many (pencils) are there? There are (seven pencils).

**Hand out Student’s Book open to page 8.**

**Count and match.**

Hand out Student’s Book open to page 8. Distribute colored pencils. Ask students to point to the numbers and the number words six to ten. In the time given, let students read the number words in order. Then ask them to point to the corresponding number words in the classroom and repeat the activity.

**Changing Places**

Have students sit in a circle. Distribute the two sets of number words 0 to 10 (each child has to have a number word). Call out a number and have the students holding the matching number words change places. Repeat a few times until you have practiced all the numbers.

**T:** How many pencils are there? Let’s count. One, two, three, four, five, six, seven. There are (seven pencils).

Ask students to trace a line from the pencils to the number 7 at the top of the page. Afterwards, have them trace another line from the card to the number word Seven at the bottom of the page. Follow the same procedure for the remaining numbers.

**2 Songs: Point to Number 6**

Hold up number words six to ten, one at a time. Read each one and have students repeat after you. Next, place the number words in different places around the classroom. Then play Track 3. Lead students in singing as they point to the corresponding number words as they are mentioned in the song.

- **Point to Number 6**
  - (Six), (six), number (six).
  - (Six), (six), number (six).
  - (Six), (six), number (six).

- **Following verses:**
  - Seven
  - Eight
  - Nine
  - Ten.

Afterwards, give students commands for pointing to each number card at a fast pace. Change the location of the cards in the classroom and repeat the activity.

**3-in-a-Row Bingo**

Attach number words zero to ten (Template 1.3) to the board in order. Write the corresponding numbers above the number words as a reference for the game.

Have students sit around tables. Place a box of counters in the middle of each table. Distribute Math Bags (see Materials). Ask students to take out their Mini Number Word Cards zero to ten. Show students how to place their Mini Number Word Cards on the desks, face up, in three rows of three.

**Note:** Two cards will be left over and can be put back in the Math Bag.

Call out a number between 0 and 10. Have students turn over the matching Number Word Card. The first student to turn over three cards in a row, shouts Bingo and takes a counter.

After the first game, have students rearrange their Mini Number Word Cards and play again. Repeat the game several times.

Finally, ask students to count their counters to see who the winner is. Ask students to put their materials back in their Math Bag.

**Early Learning Goals**

- Counts sets of up to 10 objects.
- Recognizes number words: zero to ten.
- Matches number words with numbers and sets of objects.

**Key Words**

- zero, one, two, three, four, five, six, seven, eight, nine, ten

**Mathematical Language**

- What number is this? (6.)
- What comes after (6)? (7.)
- What number word is this? (Seven.)
- How many (pencils) are there? There are (seven pencils).

**Materials**

- Teacher: 2 sets of Template 1.3 (number words zero to ten)
- Students: Math Bag
- Other materials: counters, colored pencils

**Preparation**

- Math Bag: Include Mini Number Word Cards zero to ten and Mini Number Cards 0-10.
More and less

Early Learning Goals
Orders numbers 1 to 10.
Says a number that is one more or one less than another number.
Compares sets of objects to say which has more or less.
Matches numbers to sets of up to 10 objects.

Key Words
pencil(s), pencil case, pencil cup; less, more, same

Mathematical Language
What number is one less than (6)? (5.)
What number is it? (7.)
Put (seven) pencils in the (blue) pencil case.

Materials
Teacher: Template 1.2 (dots cards 0 to 10), Freddy Stick Puppet, Pocket Cube, Pocket Cube Dot Cards 5–10
Students: Pencil Case Mat, Math Bag
Other materials: counters, crayons

Preparation
Math Bag: Include Response Fan, Mini Pencil Cards and Mini Number Cards 0–10.

Extension Activity
Materials
Students: Math Bag, Pencil Case Mat

Preparation
Math Bag: Include 0–5 Dot Spinner, Mini Pencil Cards and Mini Number Cards 0–10.
Other materials: counters

Getting Started
Counting Up and Down
Have students sit and curl up in a ball. Show them how to gradually stand up as they count from 0 to 10. On 10, ask them to jump up. Then guide them in counting down from 10 to 0 as they gradually curl back into a ball.

Worktime
5 Chant: One More Than
Write numbers 0 to 10 on the board. Have students name them. Next, shuffle the dot cards 0 to 10 (Template 1.2) and place them in a pile. Hold up a dot card, one at a time. Have students guess how many dots are on the card and hold up the corresponding number of fingers. Count the dots together with the class and have a volunteer come to the board to attach the dot card below the corresponding number. When all the cards are in place, hold up and introduce Freddy Stick Puppet (see Materials). Tell students that the frog likes to jump from number to number. Play Track 4. Use the stick puppet to point to each number as you lead students in chanting. Encourage students to notice the sets of dots decreasing in number as they chant along.

Hands-on Activities

5 Chant: One Less Than
Write numbers 10 to 0 on the board and place the corresponding dot cards below each number. Play Track 5. Point to each dot card as you lead students in chanting. Encourage students to notice the sets of dots decreasing in number as they chant along.

One Less Than
Nine is one less than ten.
Eight is one less than nine.
Seven is one less than eight.
Six is one less than seven.
Five is one less than six.
Four is one less than five.
Three is one less than four.
Two is one less than three.
One is one less than two.
Zero is one less than one.

Afterwards, have students identify the number that is one less than the number you say while you point to the corresponding dot card on the board.

T: What number is one less than (6)? (5.)
(5) is one less than (6).

Roll and place.
Give each student a Pencil Case Mat and a Math Bag. Have students take out their Mini Pencils Cards and Mini Number Cards 0–10.

Have a volunteer roll the Pocket Cube.

T: What number is it? (7.) Put (seven) pencils in the (blue) pencil case. Find the number card (7) and put it in the box. What number is one more than (7)? (8.) Place (eight) pencils in your yellow pencil case. Find the number card (8) and put it in the box. (8) is one more than (7). Repeat.

Repeat the activity, but this time, have students find the number that is one less than the number that was rolled.

Follow the same procedure once again for more and then for less.
Have students put their material back in their Math Bag. Collect the bags and the mats.

Recording

Look, draw and write.
Hand out Student’s Book open to page 9. Distribute crayons. Have students point to the first couple of pencil cups in their books.

T: How many pencils are there? (3.) What number is 1 more than (3)? (4.) Write number (4) in the cup. Draw four pencils in the cup. (4) is 1 more than (3).

Follow the same procedure for the second set of pencil cups. Ask students to count the pencils in the first cup and draw one more pencil in the second cup.
Next, have students point to the first set of pencil cups at the bottom of the page. This time have them draw one less pencil in each cup and write the number that is one less.

Extension Activity
Spin and place.
Have students sit in pairs. Put a box of counters (see Materials) on their table. Distribute Math Bags and Pencil Case Mats. Ask students to take out their 0–5 Dot Spinner, Mini Number Cards 0–10 and Mini Pencil Cards.
Have student 1 spin the spinner and place the corresponding number of pencils in the pencil case at the top of his or her Pencil Case Mat. If the student gets a zero, he or she has to spin the spinner again. Tell student 2 to add one more pencil to his or her pencil case and find the Mini Number Card that shows one more. If students agree that it is correct, Student 2 takes a counter from the box. Have students switch roles and continue playing.
More and less

I more

I less

I more

I less
More and less

More

Less

9
8
7
10
7
4
0
2

9 crayons vs. 8 crayons: More
8 crayons vs. 7 crayons: Less
7 brushes vs. 4 brushes: More
4 brushes vs. 0 brushes: Less
0 brushes vs. 2 brushes: More
2 brushes vs. 0 brushes: Less
More and less

Early Learning Goals
Recognizes numbers from 0 to 10. Compares numbers and says which one is more, less or the same.

Key Words
one, two, three, four, five, six, seven, eight, nine, ten; less, more, same; pencil, pencil case

Mathematical Language
Which number is more, (0) or (4)? (4.) I have (six). You have (two). (6) is more than (2).

Materials
Teacher: 2 sets of Template 1.1 (numbers 0 to 10)
Students: Math Bag
Other materials: counters, crayons

Preparation
Math Bag: Include Response Fan.

Extension Activity

Materials
Students: Pencil Case Mat, Math Bag
Other materials: counters, crayons

Preparation
Math Bag: Include Mini Pencil Cards and Mini Dot Cards 0–10.

Getting Started

Listen and kneel down.

Have eleven students come to the front of the class. Distribute numbers 0 to 10 (Template 1.1). Say each number in order and ask the student holding that number to stand up and start a line in front of the class. Write number 5 on the board.

T: Step forward if your number is the same as number 5. [THE STUDENT HOLDING NUMBER 5 STEPS FORWARD.]

Next, give the other students commands.

T: Kneel down if your number is more than 5. [ALL THE STUDENTS WHO ARE HOLDING NUMBERS 6 TO 10 KNEEL DOWN.]

Point to the students kneeling down.

T: These numbers are more than 5. Repeat. Everybody stand up again. Kneel down if your number is less than 5. [STUDENTS HOLDING NUMBERS 0 TO 4 KNEEL DOWN.] These numbers are less than 5. Repeat.

Choose another number. Have the student holding that number step forward. Repeat the activity several times.

Chant: More or Less

More or Less

More or less, more or less,
Let’s play a little game. Tell me if your number is more, less or the same.

Hands-on Activity

Which number is more?

Write numbers 0 to 10 in order on the board. Point to each number and have students name them. Divide the class into two teams. Place a box of counters on your desk. Give each team a set of numbers 0 to 10. Ask teams to put their cards, face down, in a pile. A member from each team come to the front and take the top card from their team’s pile and identify it.

T: Which number is more, (0) or (4)? (4.) Who has number 4? (Mary) (Mary’s) team gets a counter.

Each team gets one counter for identifying their number. If both numbers are the same, both teams get a counter. The team that has more counters wins.

Recording

Look and color.

Hand out Student’s Book open to page 10. Distribute crayons. Have students point to the first set of pencil cups.

T: My number is (6). Stand still if your number is the same. [STUDENTS WHO HAVE CHosen number (6) STAND still.] JumP inside the circle if your number is more. [STUDENTS WHO HAVE CHosen a number THAT is MORE THAN (6). JUMP TO THE MIDDLE OF THE CIRCLE.] JumP backwards if your number is less than (6). [STUDENTS WHO HAVE CHosen a number THAT is LESS THAN (6) JUMP BACKWARDS.]

Check that everyone is in the right place. Then play the track again, choosing a different number each time.

Note: Sometimes no one will jump because no one will have a number less than 0 or more than 10.

Ask students to put their Response Fan back in their Math Bag. Collect the bags.

T: How many pencils are in the first cup?
Nine. How many are in the second cup?
Eight. Which number is more, (8) or (9)? (9.) Color number (9) red. Which number is less? (8.) Color the number (8) blue.

Follow the same procedure for the remaining sets of pencil cups. Have students color the cups with the higher number of pencils in each set red and the cups with the lower number blue.

Extension Activity

Who has more pencils?

Have students sit in pairs around tables. Place a box of counters (see Materials) in the middle of each table. Distribute Pencil Case Mats and Math Bags. Ask students to take out the Mini Pencil Cards and Mini Dot Cards 0–10. Have one student choose the blue pencil case and the other the yellow one.

Ask students to put their Mini Dot Cards 0–10, face down, in a pile. Tell students to take turns picking a Mini Dot Card and placing it in the box on the left side of their pencil case. Next, have them place the corresponding number of Mini Pencil Cards in their pencils cases. Finally, tell students to line up their pencil cards to compare who has more cards. The student with more pencils takes a counter. If they have the same amount, they both get a counter.

Encourage students to make sentences like these:

S1: I have six. You have two. 6 is more than 2.

The game is over when someone gets three counters.

Play again. This time, the student with fewer cards takes a counter.
More and less

Early Learning Goals
Recognizes numbers from 0 to 10.
Compares numbers and says which is more, less, or the same.

Key Words
one, two, three, four, five, six, seven, eight, nine, ten, less, more

Mathematical Language
(8) is more than (6);
(9) is less than (10).
Is number (3) more than (5)? No.
Is (3) less than (5)? Yes.

Materials
Teacher: Trudy Stick Puppet, Template 1.1 (numbers 0 to 10), Template 1.3 (dot cards 0–10)
Students: Math Bag
Other material: counters, green and purple crayons

Preparation
Math Bag: Include Response Fan, Mini Number Word Cards 0–10.

Getting Started

Let’s help Trudy!
Hold up two numbers between 0 and 10. Use Trudy Stick Puppet (see Materials) to make a statement comparing the numbers. If correct, students remain seated and repeat the statement. If the tadpole makes a mistake, students stand up. Guide them in correcting the statements.

Worktime

Number Hunt Game
Write numbers 0 to 10 in order on the board. Place a box of counters on your desk. Point to each number in order and at random and have students name them. Divide the class into two teams. Hide a set of numbers 0 to 10 (Template 1.1) in the classroom while students close their eyes. Have a member from each team come to the front and say:

T: Find a number that is less than (3).
The first student to find the card and bring it to you gets a counter for his or her team. If the student can make a sentence comparing the numbers, the team gets an extra counter.
Ask the class to confirm the answer and repeat the sentence. Continue playing until everyone has a chance to participate.
Optional: At times, ask students to find the number that is one more or one less than the number you say.

Chant: One Less Than
Write numbers 10 to 0 on the board and place the corresponding dot cards (Template 1.3) below each number.
Play Track 5 (see page T9). Point to each number as you lead students in chanting.
Encourage students to notice the sets of dots decreasing in number as they chant along.
Have students take their Response Fan out of their Math Bag. Have them hold up the Response Fan number that is one less than the number you say while you point to the corresponding dot card on the board.

T: What number is one less than (6)?
(5) is one less than (6).
Ask students to put their Response Fan in their Math Bag.

More or less?
Have students sit in pairs. Place a box of counters in the middle of the table. Ask students to take out their Mini Number Word Cards 0–10 out of their Math Bag. Show students how to mix up their cards and place them in a pile, facing down.
Tell students to turn over the cards at the same time. Have each student identify his or her number. Whoever has a higher number makes a sentence to get a counter.

S1: I have (8). You have (6). (8) is more than (6). I win!
If students take the same number and make a correct sentence, they both take a counter from the box. Play until someone has five counters.
Play the game again, but this time the student who has the number that is less makes a sentence to take a counter.

S2: You have (10). I have (9). (9) is less than (10). I win!
Ask students to put their cards in their Math Bags. Collect the bags.

Recording

Look and color.
Hand out Student’s Book open to page 11. Distribute green and purple crayons.

T: Point to number 3. Is number 3 more than 5? No. Is 3 less than 5? Yes. Color number 3 green. Now point to number 10. Is number 10 more than 5? Yes. 10 is more than 5. Color number 10 purple.
Have students color all the numbers that are less than 5, green. Tell them to color the numbers that are more than 5, purple. Afterwards, call out a number and have students say the corresponding color.
Finally, say a number and have students make a sentence to say whether it is more or less than 5.

T: (6.)
Ss: (6) is more than (5).
More and less

Less than 5

More than 5

3 10 1 8

6 2 9 0

4 7 2 6
Ordinal numbers: 1st to 5th

1st first
2nd second
3rd third
4th fourth
5th fifth
Ordinal numbers: 1st to 5th

Early Learning Goals
Recites numbers from 0 to 10 forwards and backwards. Develops an understanding of ordinal numbers from 1st to 5th.

Key Words
one, two, three, four, five, six, seven, eight, nine, ten; first, second, third, fourth, fifth; dinosaur; door; line; order

Mathematical Language
Who has number 1? (David.) (David) is (first). What color is the (first) dinosaur? The (first) dinosaur is (yellow).

Materials
Teacher: Template 1.1 (numbers 1 to 10), Template 1.4 (see TRCD), Template 1.5 (see TRCD)
Students: Math Bag
Other materials: crayons

Preparation
Math Bag: Include Response Fan, Dino Cards and Mini Ordinal Number Cards 1st–5th. Print a set of ordinal numbers 1st to 5th from Template 1.4. Print 5 big dinosaurs from Template 1.5. Color each one a different color, but use the same colors as the ones on the Response Fan.

Extension Activity
Materials
Other materials: sheets of paper (1 per student), crayons

Getting Started

Chant: Line up at the Door
Distribute numbers 1 to 10 (Template 1.1.). Help students line up in order in front of the classroom.

Play Track 7. Have students holding the corresponding numbers form a line at the door when they are mentioned in the chant. Tell them to stand still and hold their numbers up high while the rest of the class counts to 10 and back with their fingers for the last part of the chant.

Line up at the Door
One, two, three, four, Line up at the classroom door,
Five, six, seven, eight, Hurry children don’t be late.
Nine, ten, Start again.
One, two, three, four, five, Six, seven, eight, nine, ten!
Count again!
Ten, nine, eight, seven, six, five, four, three, two, one! That was fun!

Repeat the activity with another group of students.

Song: Number 1 is First
Have students stand up and make a circle. Distribute numbers 1 to 5. Play Track 8. Ask students to walk around, maintaining a circle, as they sing the song. When a student has a number that is mentioned in the song, tell him or her to go to the center of the circle to form a line.

Number 1 is First
Number 1 is first, number 1 is first,
Hi-ho, the derry-o, number 1 is first.
Number 2 is second, number 2 is second.
Hi-ho, the derry-o, number 2 is second.
Following verses:
Number 3 is third...
Number 4 is fourth...
Number 5 is fifth...

When the line is complete, point to each student and describe their position using ordinal numbers.

Next, ask students to say who is holding each number.
T: Who has number 1? (David.) (David) is (first.)

Lead students in chanting: (One,) (one) number (one). (David) is (first) in line.
Follow the same procedure for the remaining numbers.

Hands-on Activities

Show me!
Distribute Math Bags (see Materials). Have students take out their Response Fan. Draw a door on the left side of the board. Attach five dinosaurs (Template 1.5) next to the door. Place the ordinal numbers 1st to 5th (Template 1.4) below the dinosaurs. Point to each dinosaur as you say its position. Have students repeat after you. Next, ask students questions about the dinosaurs.

T: What color is the (first) dinosaur? Show me. [Students hold up the (yellow) on their response fan.] The first dinosaur is (yellow).

Repeat with the remaining ordinal positions.

Recording

Look, color and trace.
Hand out Student’s Book open to page 12. Distribute crayons. Describe the scene. Next, give students directions for coloring the dinosaurs according to their ordinal position.

T: Point to the (first) dinosaur. What color is the ordinal number (1st)? (Red.) Color the first dinosaur (red).

Follow the same procedure with the remaining dinosaurs. Afterwards, have students trace over the dotted lines and color the ordinal numbers at the bottom of the page to match.

Extension Activity

Draw a Picture
Distribute sheets of paper and crayons. Have students draw a picture of five dinosaurs standing in a row next to a classroom door.

When students have finished, guide them in writing ordinal numbers 1st to 5th, in order, below their pictures. Ask students to share their work with the class.

T: The (first) dinosaur is (yellow).
Next, give students directions for placing their Dino Cards in a different order. Then have some students tell you the position of each dinosaur.
Ask students to put their material in their Math Bag. Collect the bags.

Unit 1
Ordinal numbers: 1st to 10th

Early Learning Goals
Develops an understanding of ordinal numbers from 6th to 10th. Recognizes numbers from 1 to 10.

Key Words
one, two, three, four, five, six, seven, eight, nine, ten; first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth; dinosaur; order

Mathematical Language
Who is (first)? (Mary.) (Mary) is (first) in line. What color is the (sixth) dinosaur? The (sixth) dinosaur is (green).

Materials
Teacher: Template 1.4 (ordinal numbers 1st to 10th), Template 1.5 (10 dinosaurs) Students: Math Bag Other materials: crayons

Preparation
Math Bag: Include Dino Cards, Bus Stop Card and Mini Ordinal Number Cards 1st to 10th.

Extension Activity
Materials
Students: Math Bag

Preparation
Math Bag: Include 1 two-colored counter and 0–5 Dot Spinner.

Getting Started

Song: Number 10 is Last
Have students stand in a circle. Distribute ordinal numbers 1st to 10th. Ask students to walk around, maintaining a circle, as they sing the song. When a number is mentioned in the song, the student holding it goes to the center of the circle to form a line.

Number 10 is Last
Number 1 is first, number 1 is first Hi-ho, the derry-o, number 1 is first Following verses:
(Repeat with numbers 2 to 10.) Last verse:
The numbers stand in order, the numbers stand in order. Hi-ho, the derry-o, the numbers stand in order.

At the end of the song, when all the students are standing in order, call out the ordinal numbers at different speeds and have students holding them step forward.

Listen and color.
Hand out Student’s Book open to page 13. Distribute crayons.

Welcome children: Hi-ho, the derry-o, the numbers stand in order.

Following verses:
(Repeat with numbers 2 to 10.) Last verse:
The numbers stand in order, the numbers stand in order. Hi-ho, the derry-o, the numbers stand in order.

Hi-ho, the derry-o, number 1 is first. (Mary) is first in line. Repeat T: Who is first? (Mary.) Come and stand by me. (Mary) is first in line. Repeat. Continue up to the fifth student in line. Ask students to remain standing. Write numbers 6 to 10 on the board. Have five more students stand up and come to the front. Now distribute ordinal numbers 6th to 10th. Follow the same procedure for presenting sixth, seventh, eighth, ninth and tenth. When the line is complete, point to each student and describe their position. Repeat the same activity one more time with another group of students.

Look and say.
Draw a school bus sign on the board. Attach ten dinosaurs (Template 1.5) to the board next to the school bus sign. Point to each one and have students say their ordinal position. Next, place the ordinal numbers 1st to 10th in a pile. Hold up the numbers, one at a time, and have students identify them. Ask a volunteer to come to the board and place the ordinal number below the dinosaur in the corresponding position. Afterwards, say an ordinal number and have students tell you the color of the dinosaur in that position.

T: What color is the (sixth) dinosaur? The (sixth) dinosaur is (green).

Repeat with the remaining ordinal numbers. Keep the dinosaurs and ordinal numbers on the board for the next activity.

Place and say.
Distribute Math Bags (see Materials). Ask students to take out their Dino Cards, Bus Stop Card and Mini Ordinal Number Cards 1st to 10th. Have students place their Bus Stop Card on the left side of their desks. Help them place the Mini Ordinal Number Cards in order from 1st to 10th just as they are on the board. Next, tell students to arrange their dinosaurs in a row next to the Bus Stop Card. Give them commands for pointing to different dinosaurs.

T: Point to the (first) dinosaur in your line. Point to the (fourth) dinosaur.

Repeat with all the ordinal positions. Next, name a position and have individual students say the color of the dinosaur they have placed in that position.

Hi-ho, the derry-o, the numbers stand in order.

Hi-ho, the derry-o, number 1 is first. (Mary) is first in line. Repeat T: Who is first? (Mary.) Come and stand by me. (Mary) is first in line. Repeat. Continue up to the fifth student in line. Ask students to remain standing. Write numbers 6 to 10 on the board. Have five more students stand up and come to the front. Now distribute ordinal numbers 6th to 10th. Follow the same procedure for presenting sixth, seventh, eighth, ninth and tenth. When the line is complete, point to each student and describe their position. Repeat the same activity one more time with another group of students.

Listen and color.
Hand out Student’s Book open to page 13. Distribute crayons.

T: Look, the children are walking to the bus. Point to the bus stop. Point to the child who is first in line.

Guide students in pointing to each child as you say the ordinal numbers. Repeat three times, varying the speed. Next, give students directions for coloring each section. Follow the same procedure with the remaining spaces, at random. Finally, name an ordinal number and have students say the corresponding color.

Extension Activity
Spin and play.
Hand out Student’s Book open to page 13. Divide the class into pairs. Distribute Math Bags (see Materials). Ask students to take out their two-colored counter and 0–5 Dot Spinner. Have one student use the red side of his or her counter and the other the yellow side. Tell students to take turns spinning their spinners and moving ahead the number of spaces shown in the spinner on the game board. Then ask them to say the ordinal position of the card they land on. The first student to make it to the bench is the winner.
Ordinal numbers: 1st to 10th
First to tenth

1st  2nd  3rd  4th  5th  6th  7th  8th  9th  10th
**Getting Started**

**Show me!**
Say a number between 0 and 10. Students hold up the corresponding number of fingers.

**Worktime**

**Ordinal Number Words: First to Tenth**
Attach ten dinosaurs (Template 1.5) to the board in a row. Write the ordinal numbers 1st to 10th above the dinosaurs. Then write the ordinal number words first to tenth below the dinosaurs.

Point to and read the ordinal number words with the students.

**T:** First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth.

Next, say a position and have students say the color of the corresponding dinosaur. Repeat with the remaining positions.

**Let’s help Trudy!**
Next, have students stand up. Use your Trudy Stick Puppet (see Materials) to describe the position of one of the dinosaurs. Make true and false statements. Students jump forwards if the statement is true. They stand still if the statement is false. Encourage them to correct the false statements.

**T:** The (tenth) dinosaur is (brown).
**Ss:** No! The tenth dinosaur is (orange).

Leave the words and the ordinal numbers on the board, but remove the dinosaurs for the next activity.

**Hands-on Activities**

**Listen and place.**
Distribute Math Bags. Ask students to take out their Mini Ordinal Numbers Cards and Dinosaur Cards.

Give students directions for placing their Dinosaur Cards below the Mini Ordinal Numbers Cards on their desks while you do the same on the board with your dinosaurs and the ordinal numbers (Template 1.4).

**T:** Show me a (blue) dinosaur. The (blue) dinosaur is first in line. First. Repeat.

Repeat with the remaining positions. Next, name the ordinal number and have students point to the corresponding dinosaurs.

**T:** Third. Point to the (third) dinosaur. What color is the third dinosaur? (Green.)

Next, give students commands for holding up the dinosaurs.

**T:** Hold up the (fourth) dinosaur. Hold up the (seventh) dinosaur.

Repeat at a fast pace with the remaining dinosaurs. Leave the dinosaurs on the board for the next activity. Ask students to put their materials back in their Math Bag. Collect the bags.

**Recording**

**Match.**

Point to the word first and say:

**T:** What color is the word (first)? (Blue.)
**Draw a line to match “first” with the first dinosaur in line.**

Follow the same procedure for the remaining ordinal numbers, do it randomly to make it more challenging.

**Name the Position Game**
Divide the class into two teams. Place a box of counters on your desk. Have a member from each team come to the front. Name a color. The first student to identify the dinosaur in that color from the ones on the board and say its ordinal position gets a counter for the team.
Getting Started

Ten Little Numbers
Distribute numbers 1 to 10 (Template 1.1). Help students line up in order in front of the class.

Play Track 1 (see page T03). Have students holding the numbers step forwards in the first verse and backwards in the second as they hear their number mentioned in the song. Encourage the rest of the class to count with their fingers as they sing the song. Ask them to hold their fingers up when counting forwards and fold them down when counting backwards.

Worktime

Your turn!
Divide the class into pairs. Place a box of counters in the middle of each table. Distribute Math Bags (see Materials). Have students take out their Mini Number Cards 0–10 and put them in the correct order on their tables. Then have students take their Melvin Stick Puppet out of their Math Bags. Ask them to take turns pretending to be Melvin. Remind them how to mix up the numbers and have their partners put them back in order. If they do it correctly, they take a counter from the box.

Hands-on Activity
Kala and Friends Stick Puppets in order to review the ordinal numbers.

Distribute Kala Stick Puppet and help students glue a wooden stick to them (see Materials). Place a Kala Stick Puppet on the board. Then write the ordinal number above the puppet and say:

T: The first puppet is ready. Let’s prepare the second puppet. Who is she? [SHOW STUDENTS LUKA STICK PUPPET.]
S: She is Luka.
T: Yes, the second puppet is Luka. (EMPHASIZE THE ORDINAL NUMBERS.)

Distribute Luka Stick Puppet and help students glue a wooden stick to them. Place a Luka Stick Puppet on the board, next to Kala. Then write its ordinal number above (second). Do the same with the rest of the Stick Puppets in order to review the ordinal numbers (third and fourth). Make sure to place the puppets from left to right, facing the board.

Point to each puppet and ask about their position on the board. Help students answer.

T: Who is (first)? [HELP STUDENTS ANSWER.]
S: (Kala) is (first)!

After

Distribute Video Clip Worksheets 1.1. Point to the medals and say:

T: Look! These are medals for the first, second and third place.

Have students color the medals and the characters. Ask them to cut out the drawings. Then have them place the characters on the podium and say:

T: Who is first?
S: Luka is first.
T: Who is first? [CHILDREN GLUE THE CHARACTER.] Put the first-place medal on Luka. [CHILDREN GLUE THE MEDAL.]

Do the same for the other two characters. Finally, hold up one finished worksheet and have students say:

S: Luka is first. Axel is second. Kala is third. [POINTING AT EACH CHARACTER]
Getting Started

Song: Number 10 is Last
Have students stand in a circle. Distribute ordinal numbers 1st to 10th (Template 1.4). Play Track 10 (see T13). Have students walk in a circle as they sing the song. When a number is mentioned in the song, have the student holding it go to the center of the circle to form a line. At the end of the song, when all the students are standing in order, call out the ordinal numbers at different speeds and have students holding the numbers step forward. Redistribute the numbers and repeat the activity.

Worktime

Ten Dinosaurs Game
Attach ten dinosaurs (Template 1.5) to the board. Place the ordinal numbers 1st to 10th below them. Point to each dinosaur and have students say the corresponding ordinal number.

Optional: For more of a challenge, write the ordinal number words instead of attaching the ordinal numbers to the board.

Divide the class into two teams. First, have a member from each team come to the front. Then say an ordinal number. Give a counter to the first student who shouts out the corresponding color of the dinosaur you said. Finally, have teams count their counters to see who the winner is.

Hands-on Activity

Spin and play.
Display Student’s Book on page 13. Divide the class into pairs. Distribute Math Bags. Ask students to take their two-colored counter and 0–5 Dot Spinner out of the bag. Have one student use the red side of the counter and the other the yellow side. Have students take turns spinning their spinners and moving ahead on the game board. Tell them to say the ordinal position of the space they land on. The first student to make it to the bench is the winner.

Kala and Friends
Interactive Game 1
http://www.richmond.com.mx/mathadventures

Early Learning Goals
Develops an understanding of ordinal numbers from 1st to 10th.
Recognizes numbers 1 to 10.
Represents numbers 1 to 10 in writing.

Key Words
zero, one, two, three, four, five, six, seven, eight, nine, ten; first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth; line, order

Mathematical Language
Number (1) is (first).
What color is the (seventh) dinosaur? (Red.)

Materials
Teacher: Template 1.4 (ordinal numbers 1st to 10th), Template 1.5 (10 dinosaurs)
Students: Math Bag
Other materials: counters

Preparation
Math Bag: Include 1 two-colored counter and 0-5 Dot Spinner.

Mathematical Language
Number (1) is (first).
What color is the (seventh) dinosaur? (Red.)

Materials
Teacher: Template 1.4 (ordinal numbers 1st to 10th), Template 1.5 (10 dinosaurs)
Students: Math Bag
Other materials: counters

Preparation
Math Bag: Include 1 two-colored counter and 0-5 Dot Spinner.
Review

Unit 1

the speed and guide them in counting, as they clap and say the numbers. Vary and have the class continue counting. Finally, call out a series of numbers and have the students clap. Do the same up to number 10. Then start again at 0.

Students: Backpack Mat, Math Bag Other materials: colored pencils

Getting Started

Count and Clap

Have students sit in a circle. Lead them in chanting and clapping as they say numbers 0 to 10. Repeat the activity. This time ask the first student to say Zero and tell students not to clap. Tell them second student to say One and tell students to clap once. Do the same up to number 10. Then start again at 0.

Finally, call out a series of numbers and have the class continue counting as they clap. Encourage students to keep the beat as they clap and say the numbers. Vary the speed and guide them in counting, either quickly or slowly as they say the numbers.

Worktime

Spin and Fill

Divide the class into pairs. Distribute Backpack Mats and Math Bags (see Materials). Have students take out their 0–5 Dot Spinner and Mini Pencil Cards.

Tell students to take turns spinning the two spinners, counting the dots and placing the corresponding number of pencils on their Backpack Mat. The first student to place all the pencil cards on the shelf is the winner.

Materials:
- Students: Backpack Mat, Math Bag
- Other materials: colored pencils

Recording

Look and draw.

Hand out Student’s Book open to page 15. Distribute colored pencils. Have students point to the pencil on the first box.

T: Point to the (pencil). What number is next to the (pencil)? (9.) Draw (nine) pencils in the box.

Follow the same procedure with the remaining boxes. Then have the students color the pictures.

Assessment

Print Worksheet 1 from the TRCD. Have students color and cut the school objects from Cutouts 1 and the number words. Ask them to count the objects and paste them on the boxes they belong to on the worksheet. Tell them to paste the numbers words also and to write the numbers.

Numbers 5 to 10

Early Learning Goals
- Recites numbers 1 to 10 from different starting points.
- Counts sets of up to objects.
- Matches sets to sets of objects.

Key Words
- zero, one, two, three, four, five, six, seven, eight, nine, ten; colored pencil(s), crayon(s), glue stick(s), marker(s), paintbrush(es), pencil(s), shelf(s)

Mathematical Language
- What number is next to the pencil? (9.) Draw (nine) pencils in the box.

Materials
- Students: Backpack Mat, Math Bag
- Other materials: colored pencils

Preparation
- Math Bag: Include 0–5 Dot Spinner and Mini Pencil Cards.

More or less

Early Learning Goal
- Says a number that is one more or one less than a given number.

Key Words
- one, two, three, four, five, six, seven, eight, nine, ten; more, less, same; domino(es), pencil(s)

Mathematical Language
- Which number is more, (8) or (9)? (9.) Which number is less, (8) or (9)? (8.)

Materials
- Students: Math Bag, Pencil Case Mat
- Other materials: counters, crayons, Math Bag: Include Response Fan, Mini Pencil Cards and Mini Number Cards 1–10.

Recording

Look and color.

Hand out Student’s Book open to page 16. Distribute crayons. Have students point to the first set of dominoes.

T: Which number is more, (8) or (9)? (9.) Color number (9) yellow. Which number is less, (8) or (9)? (8.) Color number (8) orange.

Follow the same procedure for the remaining sets of dominoes. Have students color the numbers that are more yellow and the numbers that are less orange.

Getting Started

More or Less

Distribute Math Bags (see Materials). Ask students to take out their Response Fan. Have them hold up any number they want. Then play Track 7 (see page T12) and lead students in saying the chant.

T: My number is (6). Stand still if your number is the same. [STUDENTS WHO HAVE CHOSEN NUMBER (6) STAND STILL.] Jump inside the circle if your number is more. [STUDENTS WHO HAVE CHOSEN A NUMBER THAT IS MORE THAN (6), JUMP TO THE MIDDLE OF THE CIRCLE.] Jump backwards if your number is less than (6). [STUDENTS WHO HAVE CHOSEN A NUMBER THAT IS LESS THAN (6) JUMP BACKWARDS.]

Check that everyone is in the right place. Then play the track again, choosing a different number each time.

Note: Sometimes no one will jump because no one will have a number less than 0 or more than 10.

Ask students to put their Response Fan back in their Math Bag. Collect the bags.
Review: numbers 5 to 10
## Review: more or less

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<tr>
<th>8</th>
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