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| **Know number names and the count sequence.** | |
| 1. Count to 100 by **ones** and by **tens**. | * Count to 100 with candy/ pumpkin seeds by making groups of 10 in Dixie cups. * Sticker chart- numbers 1-20 across the top of the chart, goal is to get 20 stickers, as students earn stickers, place under the numbers. Ask, “How many stickers do you have? How many do you need to get to 20?” When then get to 20, start another row of stickers. |
| 2. **Count forward** beginning from a given number within the known sequence (instead of having to begin at 1). | * Sticks with student names and numbers- draw a stick start counting from that number. * Dice count- Give students a number cube and a die. A student rolls the number cube and gets a 5, then rolls the die and gets 3. Using the dots on the die they will count on from 5 saying 6, 7, 8 as they point to the dots. |
| 3. **Write numbers** from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). | * Stamp It/Say It/ Write It- * Number Beats <http://tvteachervideos.com/> * Number Book- page for each number, craft to represent each number (1-10) (11-20) * Tactile center- practice writing numbers in shaving cream, rice/sand, clay * Ducks in a bin of water- Pick a duck, see which number is written on the duck, show that number using manipulatives or objects from the classroom, write the number |
| **Count to tell the number of objects.** | |
| 4. Understand the relationship between **numbers** and **quantities**; connect counting to cardinality.   1. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. 2. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. 3. Understand that each successive number name refers to a quantity that is one larger.   *d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.* | * Act out the increase in quantity when counting by physically scrunching down as small as you can get to represent 0 and stretch out/grow larger as you count up to 30. You could also start quiet and get louder * Count how many boys/girls. Do we have a greater number of boys or girls? * Count the number of friends who have selected each lunch choice. Write the numeral. Ask comparison questions about the quantities. * If students are given numbers, call students with numbers greater than 10 to line up, call students with a number less than 5, etc. * Chart with numbers 1-10. Put one sticker for 1, two for 2, three for 3, and so on. Students should see that each row of stickers has 1 more sticker than the row before. * Place value bundles of sticks- each time we increase the number we add 1 more stick. If we had 8 sticks we add 1 more to get the next number 9. * Number line- each whole number on the number line is 1 more than the number before it. * Tally marks to represent days, etc. If I have 6 tally marks, I need 1 more to go to the next number of 7. * Lining up- Who is third, who is first, who is last, etc. * When reading, use ordinal numbers to identify a word- first word on the page. |
| 5. **Count to answer “how many?**” questions about as many as 20 **things** arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. | * Estimation jar- Does it have more than \_\_\_? Less than\_\_\_\_? You could compare two jars that are different sizes with the same amount of objects in them. Sometimes the configuration of objects may trick us into thinking there is more or less, but counting helps us see how much is actually there. * Vote to play outside/ play inside- When students raise hands to vote, the hands are scattered around the classroom. |
| **Compare numbers.** | |
| 6. Identify whether the **number of objects** in one group is **greater than, less than, or equal** to the number of objects in another group, e.g., by using matching and counting strategies.1 | * Use a pan balance to model =, < , > with manipulatives * Snowman (or other seasonal objects) Compare the number of buttons on two snowmen. 5 is greater than 4. |
| 7. Compare two numbers between 1 and 10 presented as **written numerals**. | * Monster Squeeze- You will need a number line and two monsters attached to popsicle sticks. See here for directions <http://www.swsd.k12.pa.us/baresvle/MathMaterials/games/Pdf%20files/K_Monster%20Squeeze%20Game%20Directions.pdf> * Play war with cards |