

In this lesson, students identify numerals and number names that match collections of up to ten objects.

Step 1 Preparing the lesson

You will need:

- numeral cards and number name cards for 1 to 10 from *The Number Case*
- 1 set of cards from Blackline Master 1.8
- 10 connecting cubes

Each pair of students will need:

- access to resources such as counters, connecting cubes, plastic cups, small animals, or cars

Each student will need:

- 10 connecting cubes
- Student Journal 1.1

Step 2 Starting the lesson

Write the numeral 5 on the board and discuss the points below:

What do you see in this image?

What are some things that you know about the number 5?

Is there more than one way to represent 5?

How many different ways do you think we can represent 5?

Organize the students into pairs to explore the different ways they can represent five (**SMP4**). Allow them to choose from a variety of hands-on materials to support their thinking (**SMP5**). Invite pairs of students to share and model their answers (**SMP4**).

Record the different representations around the numeral 5 on the board. Connect each representation to the numeral to form a number web.

Step 3 Teaching the lesson

Invite the students to sit on the floor around the numeral and number name cards. Ask, *What do you see on these cards?* (Numerals and number names.) Show the random dot arrangement for 8 and ask, *How many dots do you see?* (8.) *Turn to the student on your (right) and explain how you knew there were eight dots. Show them how you counted the dots.* Allow time for the discussion, then ask, *Which cards on the floor match this number of dots?* Invite students to say the number and select the cards that match. Encourage them to explain how they knew which cards to choose. (**SMP3**) Repeat the activity for the cards showing 9 dots, and then 6 dots.

Distribute ten cubes to each student. Select and show the the numeral 7 card and ask, *How many cubes would you show for this number? How do you know?* Have all students show the number with cubes. Select two students to count their cubes to the class. Say, *(Jack) and (Abigail) counted their cubes (by ones). Did anyone do it differently?* (**SMP3**) While most students will have counted by ones to 7, others may have added three cubes and four cubes, or started with five cubes and counted on two cubes, and so on. Highlight answers that show this flexibility with number.

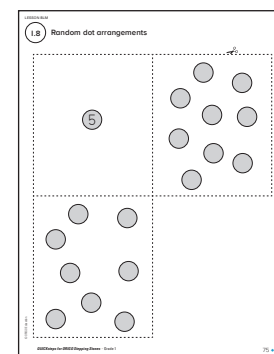
Numeral cards



Number name cards



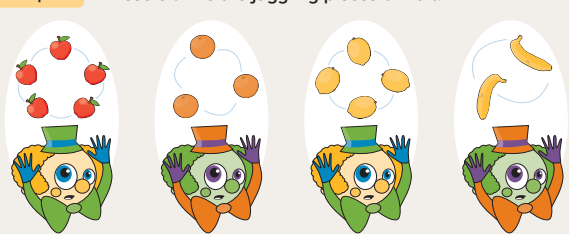
Blackline Master 1.8



Student Journal 1.1, pp. 6–7

1.1 Number: Representing quantities (up to ten)

Step In These clowns are juggling pieces of fruit.

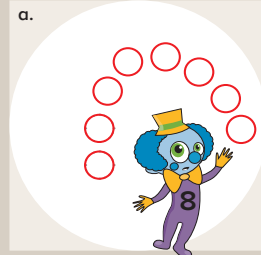


Count the pieces of fruit for each clown.
How many is each clown juggling?
Write each numeral in the air.

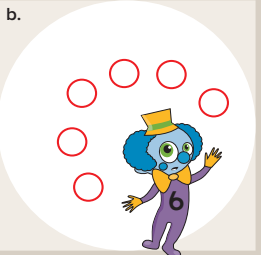
The symbols that you write to show a number are called numerals.

Step Up I. Draw ○ to match the numeral.

a.

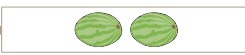


b.




2. Draw lines to match. There is one picture without a match.


6




2




9




5



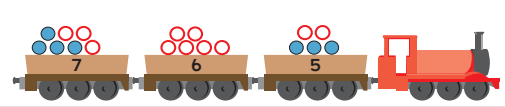
7



7



Step Ahead Draw ○ on each train car to match the numeral on the side.



Then ask, *Which number name card matches?* Choose a volunteer to identify the card and explain their thinking. (SMP3) Repeat for cards showing numerals 4, 5, and 10.

Mix the numeral cards and place them facedown in a pile. Place the number name cards faceup in the center of the group. Invite one student to take the top numeral card and say which number it shows. As each card is selected, encourage the students to select the number name card that matches and explain their thinking. (SMP3) Repeat until all the cards are used.

Work through the Step In discussion (Student Journal 1.1) with the whole class. Encourage students to express their reasoning for each quantity and model how they counted the amount to the class (SMP3). Read the Step Up and Step Ahead instructions with the students. Make sure they know what to do, then have them work independently to complete the tasks.

Step 4 Reflecting on the work

Discuss the students' answers to Student Journal 1.1. For Step Ahead, lead a discussion about how the students figured out the number of circles to draw on each train car (SMP3). Look for students who counted on from an existing number of circles compared to those students who counted all the existing circles. This ability shows they are reasoning and thinking quantitatively about numbers. If time allows, encourage students to journal their thinking for the question, *What are some different ways I can represent numbers?* (Draw a picture, use a tool, write the symbol, and so on.)

Maintaining concepts and skills

Make copies of Blackline Master 1.9. Cut the copies in half and give each student one strip to complete. Alternatively, write the equations on the board and have the students copy and complete them, or just write the answers.

LESSON BLM

1.9 Maintaining concepts and skills

a. $5 - 2 = 3$ b. $1 + 4 = 5$ c. $2 + 2 = 4$

d. $3 - 3 = 0$ e. $3 - 1 = 2$ f. $0 + 5 = 5$

g. $1 + 2 = 3$ h. $4 - 3 = 1$ i. $5 - 4 = 1$

j. $3 + 2 = 5$

1.9 Maintaining concepts and skills

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g. $1 + 2 = 3$ h. $4 - 3 = 1$ i. $5 - 4 = 1$

j. $3 + 2 = 5$

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◆ 76 QUICKsteps for ORIGO Stepping Stones • Grade 1

Small group differentiation

Extra help

Each pair of students will need:

- 1 set of cards from Blackline Masters 1.10–1.11

Each student will need:

- 10 connecting cubes

Organize the students into pairs. Mix the cards and place them facedown in a pile. The students take turns to select a card, count the number of stars or balls, and show the same number with cubes. The other student checks that their number matches. Play continues until all the cards are used.

Extra practice

Each small group of students will need:

- numeral cards, domino dot cards, odd-and-even dot cards, and group-of-three dot cards for 1 to 9 from *The Number Case*

Organize the students into small groups. Mix the dot arrangement cards and place them facedown in a pile. The numeral cards are placed separately faceup. The students take turns to select a dot arrangement card and place it under the numeral card that matches. The other students check that their number matches. Play continues until all the dot arrangement cards are used.

Extra challenge

Each pair of students will need:

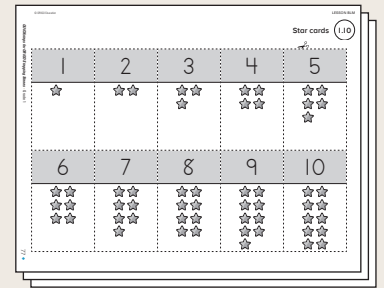
- numeral cards and number name cards for 1 to 10 from *The Number Case*

Each student will need:

- 1 ten-frame from *The Number Case*
- 10 counters

Organize the students into pairs to match the numerals and the number names. After a match has been found, each student uses counters to build that amount on their ten-frame, and explain their thinking to the other student.

Blackline Masters 1.10–1.11



Numeral cards



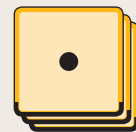
Domino dot cards



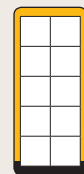
Odd-and-even dot cards



Groups-of-three dot cards



Ten-frame



1.2 Number: Writing numerals zero to nine

In this lesson, students practice writing the numerals 0 to 9.

Step 1 Preparing the lesson

You will need:

- counting character such as a toy robot or puppet
- 1 set of domino dot cards for 1 to 9 from *The Number Case*

Each student will need:

- 1 shallow container (for example, lid of takeout container, small cookie sheet)
- 1 dollop of shaving cream
- Student Journal 1.2

Domino dot cards



Step 2 Starting the lesson

Have the counting character say, *Listen carefully as I count. I want you to help me today. If you hear me make a mistake, touch your head.* Count to 10 slowly using an incorrect sequence. After the students have corrected the counting, ask all the students to count along as the character completes a successful count. Repeat for incorrect counting sequences to numbers up to 20. Then have the students say the correct sequence from 1 to 20 with you. Invite some students to give their own incorrect counting sequences. Direct the other students to find the mistake and explain how they know. (SMP6)

Step 3 Teaching the lesson

Distribute a container to each student and place one dollop of shaving cream in the center. Say, *We are going to practice writing numerals in the shaving cream using our pointer finger.* Display a domino dot card showing four dots.

Ask, *How many dots do you see? Who can write the numeral that tells the number of dots in their shaving cream?* Review the hand movements for writing 4 and write the numeral on the board for the students to reference.

Repeat the activity for 1 and 5 (the numerals that begin by making a vertical stroke), then 6, 8, 9, and 0 (the numerals that begin with a counter-clockwise movement), and then 2, 3, and 7 (the numerals that begin with a clockwise movement). Allow the students adequate time to practice writing the numerals in this way before moving to pencil and paper. (SMP6)

Work through the Step In discussion (Student Journal 1.2) with the whole class. Read the Step Up and Step Ahead instructions with the students. Make sure they know what to do, then have them work independently to complete the tasks.

ELL

Pre-teach the word *numeral* to the students by showing them a dot quantity and the matching numeral. Pointing to the dot quantity say, *Count these dots. How many dots did you count?* (7.) Pointing to the numeral card ask, *Does this card show the same number? This is the numeral seven. A numeral is the written symbol for the number.* Repeat with other examples if necessary. Then show the students your pointer finger by holding it up in the air. Prompt the students to show you their pointer finger to show understanding.

Student Journal 1.2, pp. 8–9

1.2 Number: Writing numerals zero to nine

Step In Trace the numerals.

Which numerals start down ↓?
 Which numerals start left ←?
 Which numerals start right →?
 Which numerals start up ↑?

Show how you would write the numeral for zero.

Which way did you start?

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Step Up Count the fruit. Write the matching numeral.

a. <input style="width: 30px;" type="text" value="4"/> apples	b. <input style="width: 30px;" type="text" value="3"/> bananas	c. <input style="width: 30px;" type="text" value="5"/> oranges
d. <input style="width: 30px;" type="text" value="2"/> pineapples	e. <input style="width: 30px;" type="text" value="8"/> plums	f. <input style="width: 30px;" type="text" value="1"/> pear
g. <input style="width: 30px;" type="text" value="9"/> cherries	h. <input style="width: 30px;" type="text" value="7"/> lemons	i. <input style="width: 30px;" type="text" value="6"/> peaches

Step Ahead Look at these telephone numbers. Circle the numerals that do not match the numerals on page 8.

Jude	5 2 1 - 6 6 2	Sofia	9 3 4 - 4 6 2
Allison	9 2 9 - 2 0 9	Paul	5 2 8 - 8 7 0 1

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Step 4 Reflecting on the work

Discuss the students' answers to Student Journal 1.2. Ask the students to share the numerals that they identified in Step Ahead. Take this opportunity to discuss the numerals that the students find the most difficult to identify and write.

Maintaining concepts and skills

This lesson provides one page of written practice for mental computation strategies. It also provides ongoing practice that revisits content from any previous module and earlier in this module, and a prerequisite skill for Module 2.

Student Journal 1.2, pp. 10–11

1.2 Maintaining concepts and skills

Computation Practice ★ Write the answers as fast as you can.

start $2 + 2 = 4$ $4 + 1 = 5$ $5 - 2 = 3$

$2 + 3 = 5$ $4 - 3 = 1$ $1 + 3 = 4$

$1 + 1 = 2$ $5 - 3 = 2$ $4 - 1 = 3$

$5 - 4 = 1$ $4 - 2 = 2$ $3 + 2 = 5$

$2 - 1 = 1$ $2 + 1 = 3$ $5 - 5 = 0$ finish

ORIGO Education

Ongoing Practice

1. Draw a line from each coin to its name.

2. Draw lines to match.

Preparing for Module 2 Use two colors to show two groups. Then write the number in each part and the total.

a. 3 add $3 = 6$

b. 6 add $2 = 8$

Answers will vary. This is one example.

Small group differentiation

Extra help

You will need:

- paint in trays
- sand in trays
- modeling clay
- large paint brushes
- paint shirts
- large sheets of paper

Students will benefit from writing numerals using other materials. Create activity centers for the three different resources. In the painting center, the students can paint large numerals. In the sand center, students can use their finger to write the numerals in sand. Neither of these activities requires the use of fine-motor skills. In the modeling clay center, the students can form the numerals using clay, which means they focus on the shape of each numeral.

Extra practice

Each student will need:

- 1 copy of Blackline Masters 1.12–1.13

Have the students complete the blackline masters as time allows.

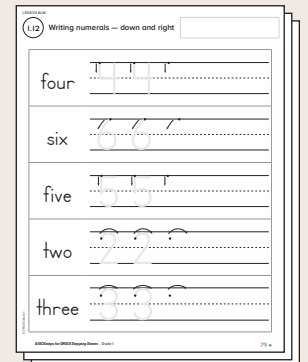
Extra challenge

Each student will need:

- 1 sheet of blank paper

Have students write their home phone number on the sheet of paper. This is a good activity to practice fine-motor skills when writing numerals. It is also helpful for students to learn their phone number.

Blackline Masters 1.12–1.13



In this lesson, students match number names for one to ten to pictorial representations and numerals. They also write the number names.

Step 1 Preparing the lesson

Each pair of students will need:

- 1 set of cards from Blackline Master 1.14
(*Note:* Retain for use in the differentiation activities.)
- blank paper
- non-permanent marker

Each student will need:

- Student Journal 1.3

Step 2 Starting the lesson

Invite the students to stand in a circle and ask, *Who knows how to march? We are going to march in place counting from one to ten.* Have the students march in place using one-to-one correspondence as they count from one to ten. Ask, *What number do we say after ten?* (11.) Invite a volunteer to march and count from 11 to 20. Then have the whole class march and count from 11 to 20. Say the counting sequence from 1 to 20. Emphasize the *n* sound in *teen* of the teen numbers. Repeat to march and count from 1 to 20 again. Then repeat to march and count to 20 starting at numbers such as 5, 8, and 13. **(SMP8)**

Step 3 Teaching the lesson

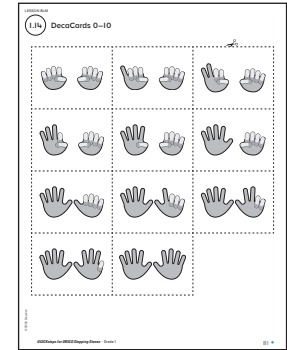
As a group, discuss the different ways to represent numbers from one to ten. Prompt several suggestions including fingers, ten-frames, cubes, and counters. **(SMP2)**. Talk about the convenience of showing the numbers from one to ten with fingers. Remind the students how to represent numbers from one to ten using their fingers, as shown.

Invite a student to come to the front to represent the number 9 using left-to-right reading for the class. Continue until all the numbers to 10 are shown in random order. Have the students arrange themselves in counting order in front of the board. Work with the remaining students to write the matching numeral on the board above each student. For the representations of 6 to 10, say, *I am looking at (Naomi's) hands.* Ask, *What number is she representing?* (6.) Say, *Look at her hands.* Ask, *What two numbers together make the number 6?* (5 and 1.) Encourage the students to see these numbers as a whole as well as to separate quantities put together to create a whole number. **(SMP2)**

Write the word **one** above the numeral 1. Ask, *What is this word?* (One.) *What are the letters in this word?* (O-n-e.) *What do you think the next number word will be?* (Two.) *What letter do you think it starts with?* (T.) Continue for the remaining numerals.

Organize students into pairs and distribute the resources. Then say a number from one to ten, such as four. Direct one student in each pair to find the matching DecaCard and the other student to write the matching number name on the paper. They may refer to the number names on the board if necessary. Repeat for all the numbers one to ten, alternating roles.

Blackline Master 1.14




ELL

Depending on the language stage the students are at, reading English words may be difficult at this point. What is important is that they can hear the number name and match it to a numeral and quantity. You may modify the activity to where the students are writing the numeral, not the number word.

Student Journal 1.3, pp. 12–13

1.3 Number: Matching representations (up to ten)

Step In How can you quickly figure out how many fingers are raised without counting each one?









I know there are 10 fingers on 2 hands. 3 fingers are down, so it is 3 less than 10.

Write the numeral to match the number of fingers that are raised. 7






Trace the number name that matches the number of fingers that are raised.

six eight seven

Step Up 1. Write the numeral to match the number of fingers that are raised.

a.  4	b.  8	c.  6
d.  5	e.  10	f.  1

2. Write each number name. Then draw the matching number of ○.

5	five	five	
2	two	two	
9	nine	nine	
8	eight	eight	
4	four	four	
0	zero	zero	

Step Ahead Read all the clues. Then write the matching number name.

Clues
 I am a three-letter word.
 You say my name when you count your eyes.
 I am one less than three.

two

Work through the Step In discussion (Student Journal 1.3) with the whole class. Read the Step Up and Step Ahead instructions with the students. Make sure they know what to do, then have them work independently to complete the tasks.

Step 4 Reflecting on the work

Discuss the students' answers to Student Journal 1.3. Ask students to share and justify their answer to the Step Ahead puzzle. Ask questions such as, *Do you agree with (Carrina's) answer? Why or why not? Did anyone solve it in a different way?* (SMP3)

Applications

If time allows, have the students complete this Investigation and/or Problem solving activity.

Investigation: Working with numbers from 1 to 6

Each student will need:

- 2 sticky notes

Write the investigation question and draw the table, as shown, on the board. Distribute the sticky notes to each student. Ask each student to think of their favorite number between 1 and 6 and to write the numeral on a sticky note. On the second sticky note, have the students draw a picture to represent their number. For example, if their number was 5, they may draw 5 circles, 5 smiley faces, or a stack of 5 blocks. When they have completed both sticky notes, refer to the table on the board. Invite each student to place both of their sticky notes in the appropriate section of the graph. Afterward ask, *What is the most popular number between 1 and 6 in our class? How do you know? What is the least popular number between 1 and 6 in our class? How do you know?*

Investigation question

What is the most popular number between 1 and 6 in our class?

Popular Numbers	
1	
2	
3	
4	
5	
6	

Problem solving: Working with numbers up to 10

Each student will need:

- 1 copy of Blackline Master 1.15

Distribute the blackline master, and read the instructions with the students. Ensure they understand that they are to use the same shapes and same values to answer Question 2. Afterward, invite the students to share their answers and describe how they figured out the value of each shape.

Blackline Master 1.15

1.15 Working with numbers to 10

Look at how each of these numbers has been represented.

3 = ○○○

8 = △○○○○

6 = △○○

1. Write the number for each.

a. △○○○□ b. △□

2. Use the shapes above. Draw the shapes that would represent each of these numbers.

a. 4

b. 9

c. 2

Enrichment

Three is a match

Each pair of students will need:

- 1 set of cards from Blackline Masters 1.16–1.18

Organize students into pairs and distribute the cards. Have the students play matching games such as *Memory* where they find three cards that match, for example, cards showing 2 cents, two cents, and a picture of 2 pennies. After all the cards are used, the student with more cards is the winner.

Blackline Masters 1.16–1.18

1.16 Memory matching cards – words

1 cent	2 cents
3 cents	4 cents
5 cents	6 cents
7 cents	8 cents
9 cents	10 cents

Small group differentiation

Extra help

Each small group of students will need:

- 1 set of cards from Blackline Master 1.14
- numeral cards and number name cards for 1 to 10 from *The Number Case*

Organize students into small groups. The students arrange the DecaCards in counting order from one to ten. They mix the remaining cards and place them facedown in a pile. They then take turns to select one card and place it below the picture that matches. Play continues until all the cards are used.

Extra practice

Each pair of students will need:

- numeral cards and number name cards for 1 to 10 from *The Number Case* (or use Blackline Masters 1.19 and 1.20 if more cards are needed)

Organize students into pairs. Mix the cards and place them facedown on a table in an array. Have the students play memory games to match the numeral with the number name. When a student has made a match, they can represent the quantity with their fingers.

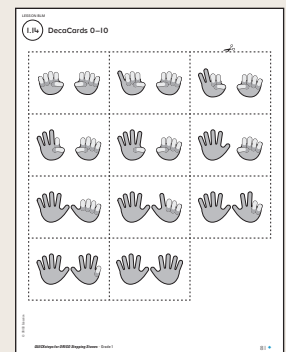
Extra challenge

Each student will need:

- 1 set of cards from Blackline Masters 1.14, 1.19, and 1.20
- 6 pieces of blank paper, folded in half, and stapled to create a book
- scissors and glue

Have the students create a matching book for each number one to ten. On each page of the book, have them glue the matching DecaCard, numeral, and number name. After, allow the student to present their book to another student and talk about their reasoning for each page.

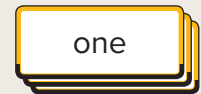
Blackline Master 1.14



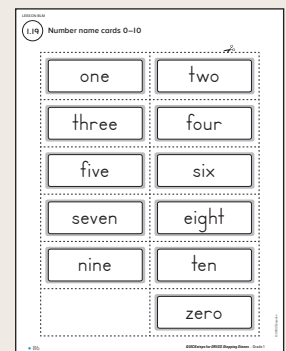
Numeral cards



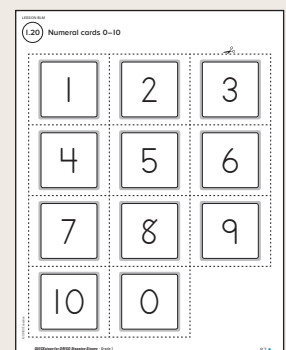
Number name cards



Blackline Master 1.19



Blackline Master 1.20



In this lesson, students represent quantities from 11 to 20, as well as engage in subitizing.

Step 1 Preparing the lesson

You will need:

- *ORIGO Big Book: I See, You See*
- opaque bag
- numeral cards for 11 to 20 from *The Number Case* (Note: Place the cards inside the bag.)
- resources such as connecting cubes, counters, ten-frames, DecaCards (use Blackline Masters 1.14 and 1.21), play coins, paper, pencils, small toys, and buttons, located in a central part of the room for the students to access

Each student will need:

- 20 counters
- Student Journal 1.4

Step 2 Starting the lesson

Display *I See, You See* and ask, *What do you think this book will be about?* Invite students to share their thoughts. Read the book aloud. Then turn to pages 4–5 and point to a flag. Ask, *How many red stars do you see?* Invite a student to say the number. Select another student and ask, *(Isaac), do you think there are (4) stars? Why (why not)?* Continue in the same way with the rest of the flags. Turn to pages 10–11 and point to a car. Ask, *How many yellow triangles do you see?* Invite a student to say the number and explain how they know. Allow the student to come to the book to show their reasoning (SMP3). Continue with the rest of the cars. Note students who use subitizing skills.

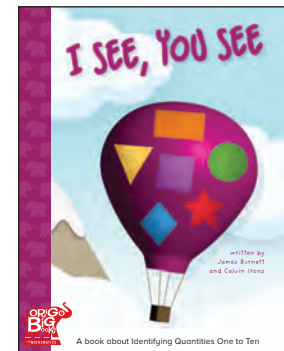
Step 3 Teaching the lesson

Distribute the counters to each student. Hold up the bag with the numeral cards inside and say, *I have some numeral cards in this bag.* Ask, *What is a numeral? Can you draw the numeral (12) in the air?* Prompt the students to draw different numerals in the air, on their leg, and on the floor using their index finger.

Invite a student to take a card from the bag, show the numeral to the class, and read it aloud. Ask, *How could we show this number?* Invite several suggestions, such as with connecting cubes, with counters, draw a picture, with coins, and so on. Indicate the resource center and direct the students to represent the number using one of the methods (SMP5). Instruct the student with the numeral card to walk around the classroom to check that the amounts represented are correct. Ask, *(Cole) how do you know (Donna's) quantity is correct?* Encourage the student to justify their thoughts to the class (SMP3). Repeat the activity with different students. Encourage students to use their subitizing skills to instantly recognize the amounts shown.

Work through the Step In discussion (Student Journal 1.4) with the whole class. Encourage students to use their subitizing skills when seeing the number of apples in the tray. Read the Step Up and Step Ahead instructions with the students. Make sure they know what to do, then have them work independently to complete the tasks.

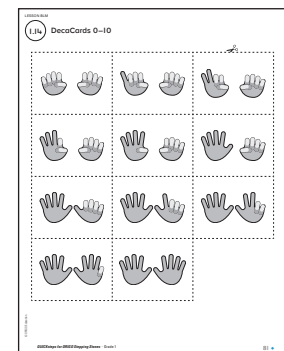
I See, You See



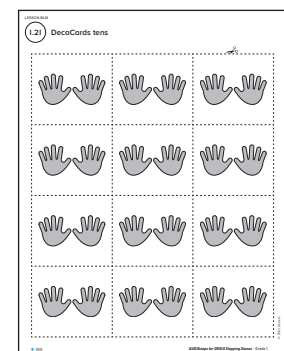
Numeral cards



Blackline Master 1.14



Blackline Master 1.21



ELL

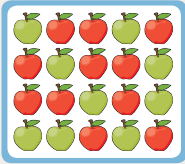
Have the students discuss the word *numeral* before moving on with the activity.

Student Journal 1.4, pp. 14–15

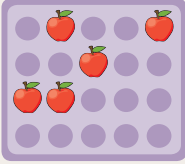
1.4 Number: Representing quantities (11 to 20)


Step In

How many red apples do you see on the light tray?
How many green apples do you see on this tray?





Gavin took the green apples from the dark tray.
How many red apples do you see on this tray?
How many green apples did Gavin take?




 Keep track of your counting by crossing out as you go.

Step Up I. Color ○ to match each numeral.


a. 16 

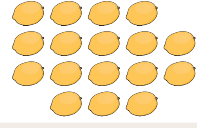
b. 12 

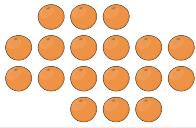
c. 19 

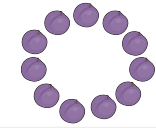
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2. Count the fruit. Write the matching numeral.

a.  14


b.  17

c.  18

d.  11

e.  20

Step Ahead William has 12 pennies. Draw more pennies to show a total of 12.



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14
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15

Step 4 Reflecting on the work

Discuss the students' answers to Student Journal 1.4. Invite students to justify the number of pennies they drew in Step Ahead. Ask, *Is the amount of dots in Step Up 1b the same as the amount of pennies you see in Step Ahead? Explain your thinking.* (SMP3)

Module 1

Core Focus


- Number: Representing numbers up to 20
- Number: Working with position up to 10

Numbers 1–20

- In Kindergarten, students worked with concepts and skills to develop confidence with numbers to 20. In Grade 1, students review and build on those concepts and use new models to represent numbers and numerals.
- Students identify quantities of 1 to 10, recognize quantities by sight, write numerals 0 to 9, and match representations of the numbers 1 to 10.

1.3 Number: Matching representations (up to ten)

Step In How can you quickly figure out how many fingers are raised without counting each one?



I know there are 10 fingers on 2 hands. 3 fingers are down, so it is 3 less than 10.

Write the numeral to match the number of fingers that are raised.

In this lesson, ten fingers are used as a model to help students see the parts that can make a total of ten.

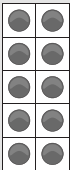
- While students may be able to write numbers, they may not recognize that every number between 10 and 20 shows *a group of ten and ones left over*.
- The **ten-frame** helps students recognize quantities using the base of 10. The frame is always 10 so students can visually recognize 10 without counting. To further review teen numbers, students circle a group of ten and write the number of tens and ones; use a ten-frame to show a group of ten; and use a numeral expander to record one ten and some ones.

1.6 Number: Representing teen numbers

Step In How many ● are on this ten-frame?


How do you know?
How could you use the ten-frame and extra counters to show 12, 15, or 18?

Look at the picture below.
Write the number of counters.



ten ones

What do the counters beside the ten-frame show?



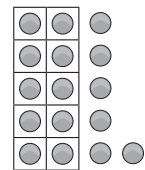
In this lesson, students represent teen numbers with fingers and ten-frames.

Ideas for Home

- Count small sets of objects, e.g. toys, blocks, or cookies.
- Show ten fingers in different combinations. Ask, “How many fingers are up?” Then ask, “How many more to make ten?” (Hint: “We can count fingers that are down.”)
- Use pennies to build teen numbers shown with one group of ten and some ones.
- Set out random numbers of pennies and ask, “How many are there? How do you know?” Listen for strategies other than, “I counted.” (E.g. “I see 2 and 2 and that is 4.”)

Glossary

- ▶ A **ten-frame** is used to recognize the parts of 10 and teen numbers. This shows 16 as 10 and 6 more.



Helpful videos

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

www.bit.ly/OI_10

www.bit.ly/OI_13

Module 1

- Students compare teen numbers using the language *greater than* and *less than*. A number track is a visual model showing what is greater or less than a given number.

1.8 Number: Working with position

Step In Write the missing numbers on this number track.

1	2	3	4			7	8	9	10	11		13	15	16	17	18	20
---	---	---	---	--	--	---	---	---	----	----	--	----	----	----	----	----	----

Use red to color the numbers that are **one greater than** and **one less than** 7. Use blue to color all the numbers that are **greater than** 15. Use green to color all the numbers that are **less than** 4.

Complete these sentences.

13 is one less than . is one greater than 3.

In this lesson, students write the missing numbers on a number track.

- It is important to note that numbers between 10 and 20 are difficult because we write them the reverse of how we say them. (E.g. We write 1 then 4, and say “fourteen”). But for 20 through to 99, we say the numbers in the same way they are written. (E.g. We write 2 then 1, and say “twenty-one”).

Ordinal Numbers Up to 10

- Using their new understanding of position, students identify and match order from 1st to 10th.

Step Up 1. Draw lines to connect cars and their ribbons.

In this lesson, students read and work with ordinal number names and symbols.

- Students are introduced to the symbols used for indicating ordinal positions and match them to their respective ordinal number names: for example, second with 2nd.

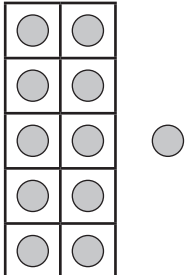
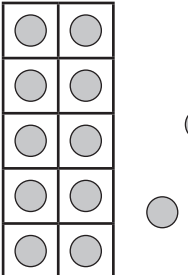
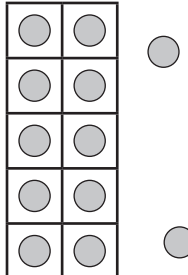
Ideas for Home

- Compare two teen quantities and ask which is more and which is less. (E.g. “Is 15 cents more or less than 18 cents? How do you know?”)
- Practice ordinal numbers (e.g. first, second, third) by using numeric order. E.g. say, “First, put out the plates. Second, put out the cups, then third, put out the napkins,” or ask questions such as, “Which book is sixth on the shelf?”

1.1

Pre-test

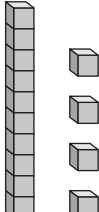
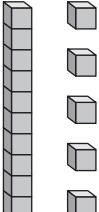
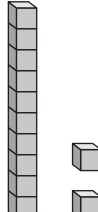
1. Count the number of ●. Write the numeral to match.

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2. Color ○ to match each numeral.

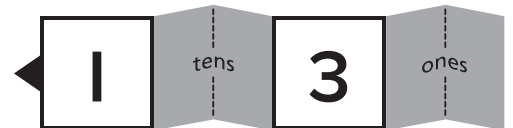
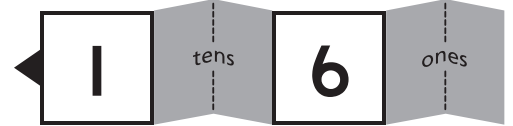
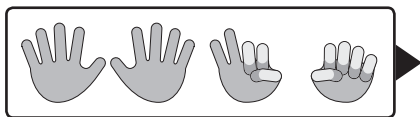
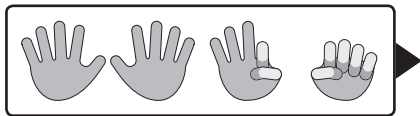
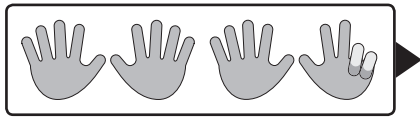
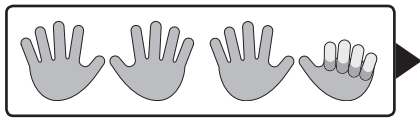
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3. Write the tens then the ones to match each picture.

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1.2 Pre-test

4. Draw a line to join each picture with a matching expander.



5. Use the graph to answer each question.

Do you have brown eyes?

	😊
😊	😊
😊	😊
😊	😊
😊	😊
😊	😊
Yes	No

a. How many students have brown eyes?

b. How many students do not have brown eyes?

c. How many students voted in total?

d. What is the difference between the number of students who have brown eyes and the number of students who do not have brown eyes?

e. Draw more 😊 to show a total of 6 students who have brown eyes and a total of 7 students who do not have brown eyes.

1.3 Pre-test interview I

Steps

- Ask the student to start at 1 and count by ones to 10.
- Ask the student to start at 11 and count by ones to 20.
- Ask the student to start at 1 and count by ones to 20.
- Ask the student to start at 7 and count by ones. Stop them when they reach 16.
- Draw a ✓ beside the learning the student has successfully demonstrated.

PRE-TEST INTERVIEW



- Started at 1 and counted by ones to 10.
- Started at 11 and counted by ones to 20.
- Started at 1 and counted by ones to 20.
- Started at 7 and counted by ones.

PRE-TEST INTERVIEW



- Started at 1 and counted by ones to 10.
- Started at 11 and counted by ones to 20.
- Started at 1 and counted by ones to 20.
- Started at 7 and counted by ones.

Módulo I

Enfoque básico


- Número: Representando números hasta el 20
- Número: Trabajando con la posición hasta el 10

Números del 1 al 20

- En kínder los estudiantes trabajaron con conceptos y habilidades importantes para desarrollar la comprensión de números hasta el 20. En el 1.º grado, repasan y construyen los conceptos y utilizan nuevos modelos para representar números y numerales.
- Los estudiantes identifican cantidades del 1 al 10, reconocen cantidades a simple vista, escriben numerales del 0 al 9 y asocian representaciones de los números del 1 al 10.

1.3 Número: Asociando representaciones (hasta el diez)

Conoce ¿Cómo puedes calcular rápidamente cuántos dedos están levantados sin contar cada uno?



Sé que hay 10 dedos en 2 manos. 3 dedos están doblados, por lo tanto son 3 menos que 10.

Escribe el numeral que corresponda al número de dedos que están levantados.

En esta lección, los estudiantes representan números con una sola decena con los dedos y marcos de diez.

- Aunque los estudiantes sean capaces de escribir números, es posible que no reconozcan que cada número entre 10 y 20 indican un *grupo de diez y algunas unidades más*.
- El **marco de diez** ayuda a los estudiantes a reconocer cantidades utilizando la base de 10. El marco siempre es 10 de manera que ellos pueden reconocer visualmente 10 sin contar. Para profundizar el repaso de los números con una sola decena, los estudiantes encierran un grupo de diez y escriben el número de decenas y unidades; utilizan un marco de diez para indicar un grupo de diez y utilizan un expansor numeral para registrar una decena y algunas unidades.

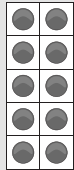
1.6 Número: Representando los números con una sola decena

Conoce ¿Cuántos ● hay en este marco de diez?

¿Cómo lo sabes?


¿Cómo podrías utilizar el marco de diez y más contadores para indicar 12, 15 o 18?

Observa la imagen de abajo.
Escribe el número de contadores.



decena unidades

¿Qué indican los contadores junto al marco de diez?



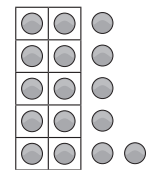
En esta lección, se utilizan diez dedos como un modelo para ayudar a los estudiantes a observar las partes que pueden formar un total de diez.

Ideas para el hogar

- Cuente pequeños conjuntos de objetos, ej., autos de juguete, bloques o galletas.
- Muestre diez dedos en diferentes combinaciones. Pregúntele: “¿Cuántos dedos están levantados? ¿Cuántos más para hacer diez?” (Pista: “Podemos contar los dedos doblados”).
- Utilice *pennies* para construir números con una sola decena con un grupo de diez y algunas unidades.
- Configure cantidades de *pennies* al azar y pregunte: “¿Cuántos hay? ¿Cómo lo saben?” Preste atención a estrategias que no sean “yo conté” (Ej.: “Veo 2 y 2 y eso es 4”).

Glosario

- ▶ Un **marco de diez** se utiliza para reconocer las partes de 10 y números con una sola decena. Este marco muestra 16 como 10 y 6 más.



Videos útiles

Vea estos videos cortos para observar estas ideas en acción.

www.bit.ly/OI_10

www.bit.ly/OI_13

Módulo I

- Los estudiantes comparan números con una sola decena utilizando el lenguaje *mayor que* y *menor que*. Una cinta numerada es un modelo visual que indica cuál número es mayor o menor que un número dado.

1.8 Número: Trabajando con la posición

Conoce Escribe los números que faltan en esta cinta numerada.

1	2	3	4		7	8	9	10	11		13	15	16	17	18	20
---	---	---	---	--	---	---	---	----	----	--	----	----	----	----	----	----

Utiliza rojo para colorear los números que son **uno mayor que** y **uno menor que** 7. Utiliza azul para colorear todos los números **mayores que** 15. Utiliza verde para colorear todos los números **menores que** 4.

Completa estos enunciados.

13 es uno menor que .

es uno mayor que 3.

En esta lección, los estudiantes escriben los números que faltan en una cinta numerada.

Números ordinales hasta el 10

- Utilizando la comprensión de la posición, los estudiantes identifican y asocian el orden desde el 1.º hasta el 10.º.

Intensifica 1. Traza líneas para conectar los autos a sus cintas.

En esta lección, los estudiantes leen y trabajan con los nombres de números ordinales y símbolos.

- Se introducen los símbolos que se utilizan para indicar posiciones ordinales y los estudiantes los asocian con los nombres de los números correspondientes. Por ejemplo, segundo con 2.º.

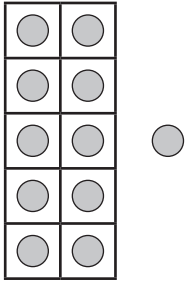
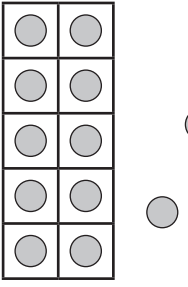
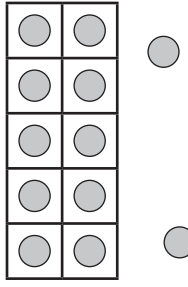
Ideas para el hogar

- Comparen dos cantidades con una sola decena y pregunte cuál es mayor y cuál es menor (ej., ¿15 centavos son más o menos que 18 centavos? ¿Cómo lo sabes?)
- Practiquen los números ordinales (ej.: primero, segundo, tercero) utilizando un orden numérico. Ej., diga: “Primero, pon los platos; Segundo, pon las tazas; Tercero, pon las servilletas.”, o haga preguntas como: “¿Cuál libro es el sexto en el estante?”

1.1

Prueba de diagnóstico

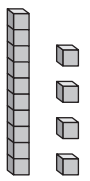
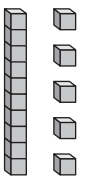
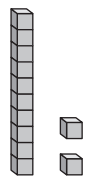
1. Cuenta el número de ●. Escribe el número que corresponde.

<p>a.</p>  <div style="border: 1px solid black; width: 80px; height: 40px; margin: 10px auto;"></div>	<p>b.</p>  <div style="border: 1px solid black; width: 80px; height: 40px; margin: 10px auto;"></div>	<p>c.</p>  <div style="border: 1px solid black; width: 80px; height: 40px; margin: 10px auto;"></div>
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2. Colorea ○ que correspondan a cada número.

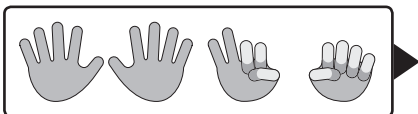
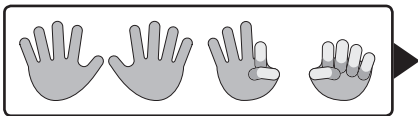
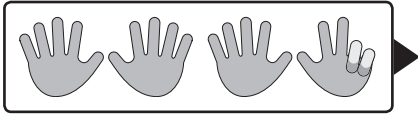
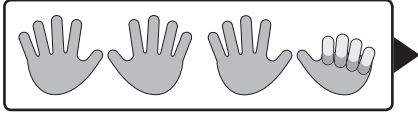
a.	6	<table style="border: none;"> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
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c.	19	<table style="border: none;"> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
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d.	14	<table style="border: none;"> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
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○	○	○	○	○	○	○	○	○	○													

3. Escribe las decenas y luego las unidades que correspondan a cada imagen.

<p>a.</p>  <table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 50px; height: 50px;"></td> <td style="border: none; text-align: center; font-size: 0.8em;">decenas</td> <td style="border: 1px solid black; width: 50px; height: 50px;"></td> <td style="border: none; text-align: center; font-size: 0.8em;">unidades</td> </tr> </table>		decenas		unidades	<p>b.</p>  <table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 50px; height: 50px;"></td> <td style="border: none; text-align: center; font-size: 0.8em;">decenas</td> <td style="border: 1px solid black; width: 50px; height: 50px;"></td> <td style="border: none; text-align: center; font-size: 0.8em;">unidades</td> </tr> </table>		decenas		unidades	<p>c.</p>  <table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; width: 50px; height: 50px;"></td> <td style="border: none; text-align: center; font-size: 0.8em;">decenas</td> <td style="border: 1px solid black; width: 50px; height: 50px;"></td> <td style="border: none; text-align: center; font-size: 0.8em;">unidades</td> </tr> </table>		decenas		unidades
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	decenas		unidades											
	decenas		unidades											

1.2 Prueba de diagnóstico

4. Traza una línea para unir cada imagen con el expansor que corresponda.



5. Utiliza la gráfica para responder cada pregunta.

¿Tienes ojos verdes?

	😊
😊	😊
😊	😊
😊	😊
😊	😊
😊	😊
Sí	No

- a. ¿Cuántos estudiantes tienen ojos verdes?
- b. ¿Cuántos estudiantes no tienen ojos verdes?
- c. ¿Cuántos estudiantes votaron en total?
- d. ¿Cuál es la diferencia entre el número de estudiantes que tiene ojos verdes y el número de estudiantes que no tiene ojos verdes?
- e. Dibuja más 😊 para indicar un total de 6 estudiantes que tienen ojos verdes y un total de 7 estudiantes que no tienen ojos verdes.