

Numbers

FROM

1 to 10

by Jill & David Whitehouse



Included in this download:

- 10 Colour Rulers, 1 to 10
- 10 Number Cards
- Direction of Numbers Guide
- Instruction Guide
- Extensions and Games



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Mistakes are opportunities to learn

If at any stage your child points to the wrong Ruler or Number Card, or says the number incorrectly, do not correct them. This means that you need to introduce these quantities and numbers again tomorrow. If you tell your child they are wrong they may become discouraged.

The Quantities and Symbols are introduced individually and then combined in a later exercise. The exercises are introduced in the same way using a 3 stage format - Introduction, Practice, Performance.

The Rulers represent the quantity, and the Number Cards represent the symbol.

Use the downloaded guide to show the writing direction of the numbers.

Colour print the Rulers and Number Cards and number directions guide, laminate them and cut them out. Laminating will help to keep them in good condition

Quantity - Lesson 1

Place Rulers 'one' and 'two' on the table as shown in the video.

Use your finger to count the centre of each colour bar on the Rulers.

Introduction

You say - **"We are going to count how many there are."**

Count as you touch. Place your finger on

the first colour bar and count down the Ruler.

You say - **"One. This is one."**

Then count the next Ruler.

You say - **"One, two. This is two."**

Invite your child to count the Ruler in the same way.

Practice

Ask your child to show you the correct Ruler.

You say - **"Can you show me one?"**

Your child points at the Ruler.

You say - **"Can you show me two?"**

Your child points at the Ruler.

Performance

Point to Ruler 'one' and ask your child,

You say - **"How many is this?"**

Wait for your child to say the quantity.

Point to Ruler 'two' and ask your child,

You say - **"How many is this?"**

Wait for your child to say the quantity.

Practice with Rulers 'one' and 'two' until your child is confident and can recognise them independently.

As new quantities are introduced, incorporate the old and new quantities together in the practice and games to help review the old and reinforce the new.

Quantity - Lesson 2

Now you can introduce two more Rulers. Introduce Rulers 'three' and 'four' in the same way using Introduction, Practice, Performance.

Practice with Rulers one, two, three, and four until your child is confident and can recognise them independently.

Continue introducing the Rulers in the one to ten sequence.

Sequencing - Quantities 1 to 10 in order

Demonstrate to your child how to build the Rulers in numerical order.

Place all of the Rulers randomly on the table as shown in the video.

You say - **"We are going to put them in order from one to ten."**

Select Ruler 'one' and put it in front of you vertically.

You say - **"This is one, I will put it first."**

You say - **"Two comes next."**

Select Ruler 'two' and put it beside 'one'.

Continue counting and placing all of the Rulers in sequence until one to ten are in front of you.

Invite your child to sequence the Rulers in the same way.

Practice sequencing the Rulers until your child is confident and can build them independently.

Number Symbol - Lesson 1

Place Number Cards 'one' and 'two' on the table as shown in the video.

Use your finger to trace the direction of the numbers as shown in the Direction of Numbers Guide.

Introduction

As your finger traces the number 'one'.

You say - **"This is one."**

Invite your child to trace and say the number in the same way.

Then trace the next number, 'two'.

As your finger traces the number 'two'.

You say - **"This is two."**

Invite your child to trace and say the number in the same way.

Practice

Ask your child to show you the correct Number Card.

You say - **"Can you show me one?"**

Your child points at the Number Card.

You say - **"Can you show me two?"**

Your child points at the Number Card

Performance

Point to Number Card 'one' and ask your child,

You say - **"What number is this?"**

Wait for your child to say the number.

Point to Number Card 'two' and ask your child,

You say - **"What number is this?"**

Wait for your child to say the number.

Practice with Number Cards 'one' and 'two' until your child is confident and can recognise them independently.

Number Symbol - Lesson 2

Now you can introduce two more Number Cards. Introduce Number Cards 'three' and 'four' in the same way using Introduction, Practice, Performance.

Practice with Number Cards one, two, three, and four until your child

is confident and can recognise them independently.

Continue introducing the Number Cards in the one to ten sequence.

Sequencing - Numbers 1 to 10 in order

Demonstrate to your child how to build the Number Cards in numerical order.

Place all of the Number Cards randomly on the table as shown in the video.

You say - "We are going to put them in order from one to ten."

Select Number Card 'one' and put it in front of you.

You say - "This is one, I will put it first."

You say - "Two comes next."

Select Number Card 'two' and put it beside 'one'.

Continue counting and placing all of the Number Cards in sequence until one to ten are in front of you.

Invite your child to sequence the Number Cards in the same way.

Practice sequencing the Number Cards until your child is confident and can build them independently.

Combining Quantity and Symbol

Your child has already practiced putting the Rulers and Number Cards in sequence many times. In this combining activity they can complete the exercise without you having to demonstrate first.

Place the Rulers one to ten, and Number Cards one to ten randomly on the table as shown in the video.

You say - "We're going to put them in order from one to ten."

Invite your child to put the Number Cards in sequence and then to add the Rulers below each number.

Practice sequencing the Number Cards and Rulers until your child is confident and can complete the exercise independently.

Extensions and Games

Memory with Rulers

Place the Rulers face down on the table. Try to turn each Ruler over in sequence. Each player gets to turn individual Rulers over and place them sequentially in a line, if they choose out of sequence then it's the next players turn to try to continue the sequence. The goal of the game is to try to recognise the shortest Rulers to the longest (1- 10).

Memory with Number Cards

Place Number Cards face down on the table. Try to turn each Card over in sequence. Each player gets to turn individual Cards over and place them sequentially in a line from one to ten. If they choose out of sequence then it's the next players turn to try to continue the sequence.

Pairs

Place the Rulers and Number Cards face down on the table. Each player tries to turn over a Ruler and corresponding Number Card to make a pair.

Pairs in Sequence

Place the Rulers and Number Cards face down on the table. Each player tries to turn over a Ruler and corresponding Number Card to make a pair in sequential order from one to ten.

Instruction Guides Review

Quantity

Place two Rulers on the table.

Introduction

You say - "We are going to count how many there are."

Count as you touch. Place your finger on the first colour bar and count the Ruler.

You say - "This is ..."

Count the next Ruler.

You say - "This is ..."

Invite your child to count Ruler in the same way.

Practice

You say - "Can you show me ..."

Child points at Ruler.

You say - "Can you show me ..."

Child points at Ruler.

Performance

Point to first Ruler and ask your child.

You say - "How many is this?"

Your child says the quantity.

Then point to second Ruler and ask your child.

You say - "How many is this?"

Your child says the quantity.

Sequencing Rulers

Place Rulers randomly on the table.

Continue counting and placing all of the Rulers in sequence.

Invite your child to sequence the Rulers in the same way.

Practice sequencing the Rulers until your

child is confident and can build them independently.

Number Symbol

Place two Number Cards on the table.

Trace as you say the number.

Introduction

You say - "This is ..."

Invite your child to trace and say the number in the same way.

Trace the second number.

You say - "This is ..."

Invite your child to trace and say the number in the same way.

Practice

You say - "Can you show me ..."

Your child points at Number Card.

You say - "Can you show me ..."

Your child points at Number Card.

Performance

Point to first Number Card and ask your child.

You say - "What number is this?"

Your child says the number.

Point to second Number Card and ask your child.

You say - "What number is this?"

Your child says the 2nd number.

Sequencing Number Cards

Place Number Cards randomly on the table.

Continue counting and placing all of the Number Cards in sequence.

Invite your child to sequence the Number Cards in the same way.

Practice sequencing the Number Cards

until your child is confident and can build them independently.

Combining Quantity and Symbol

Your child can complete this exercise without you demonstrating first.

Place Rulers and Number Cards randomly on the table.

You say - **"We are going to put them in order from one to ten."**

Invite your child to put the Number Cards in sequence and then to add the Rulers below each Number Card.

Practice sequencing the Number Cards and Rulers until your child is confident and can complete the exercise independently.

Cut along the dotted line.



The worksheet contains four columns of strips, each with a different color: yellow, red, pink, and purple. Each strip is a rounded rectangle with a colored center and a white border. The strips are arranged in rows, with some rows containing multiple strips of the same color. Dotted lines indicate where to cut. The 'EM' logo is visible in the top right corner of each strip's white border.

Cut along the dotted line.



The worksheet contains four vertical columns of colored ovals, each enclosed in a dotted line for cutting. Each column has a small 'EM' logo in the top right corner. The first column contains 7 dark blue ovals. The second column contains 8 light blue ovals. The third column contains 8 green ovals. The fourth column contains 8 lime green ovals. A pair of scissors icon is located at the top left of the first column, and another pair is at the top center between the first and second columns.

Cut along the dotted line.



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