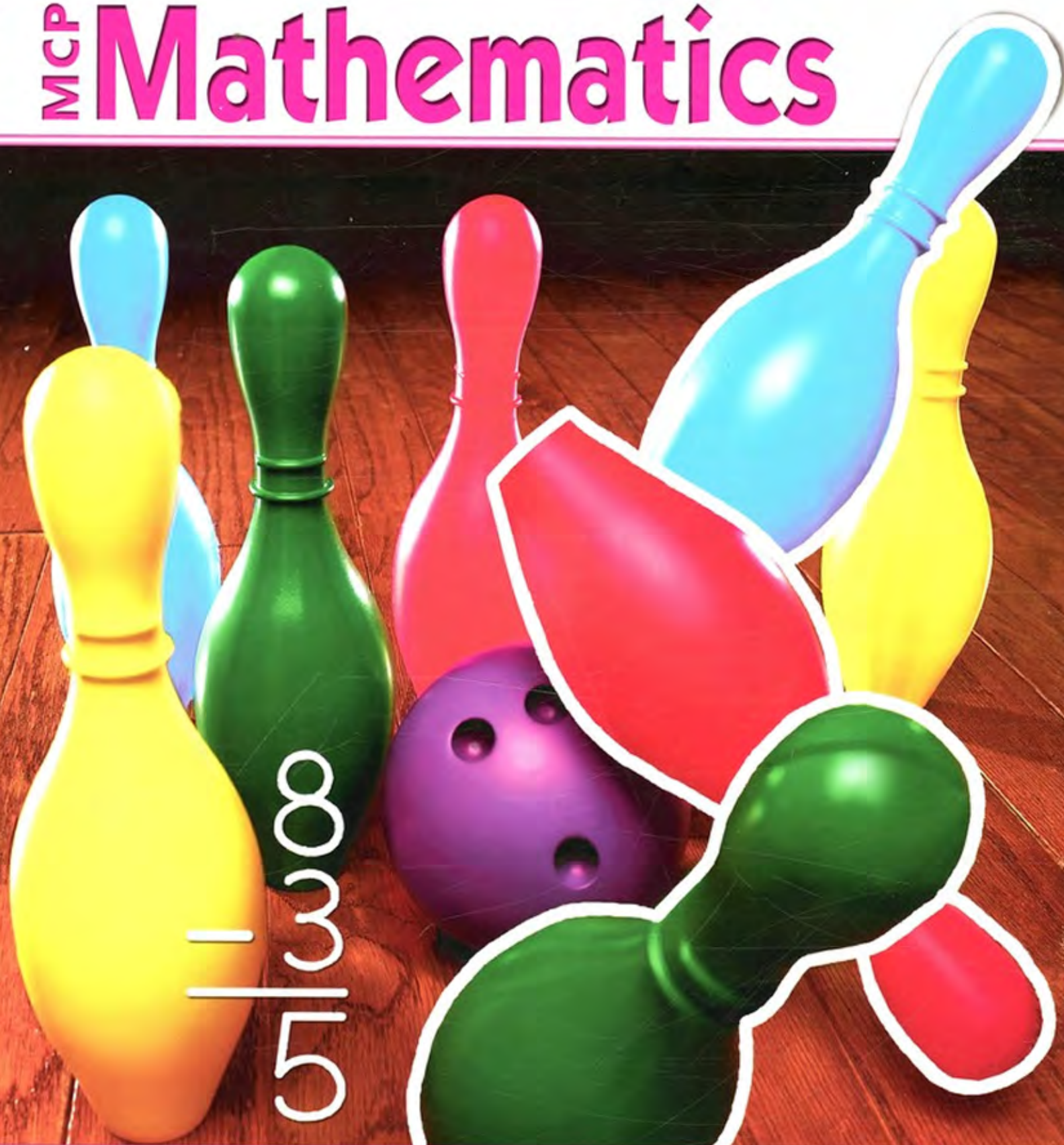


TEACHER'S EDITION

Level B

MCP Mathematics

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DALE SEYMOUR PUBLICATIONS

Pearson Learning Group

Numbers 0 Through 10

pages 1-2

1 Getting Started

Objectives

- To read numbers and number names 0 through 10
- To count 0 through 10 and write the number

Warm Up • Mental Math

Have students name the number that

- tells their age
- tells how many people are in their family
- tells how many children are in their family
- rhymes with eleven (7)
- names no objects (0)
- rhymes with sticks (6)

Warm Up • Number Sense

Have students count in unison from 0 to 10. Now, have a student name a number from 0 to 10. Have students begin with that number and count on through 10. Repeat for more review of counting on to 10. Repeat the exercise to have students write the numbers on the board.

Name _____

Chapter

Basic Facts Through 10

Lesson 1-1

Match the set to the number.

Match the number to the number name.

1 two
2 one
3 four
4 nine
5 ten
6 five
7 three
8 zero
9 seven
10 six
11 eight

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Lesson 1-1 • Numbers 0 Through 10

one

2 Teach

Develop Skills and Concepts Draw six circles on the board. Ask students to tell how many circles are drawn. Write **6** and **six** on the board and have students read the number and the number word. Write **four** on the board and have a student draw circles and write the number. (4)

- Continue for the other numbers from 0 to 10. When all numbers have been represented on the board, have students locate the numbers and number names on the board as you say them in random order.

3 Practice

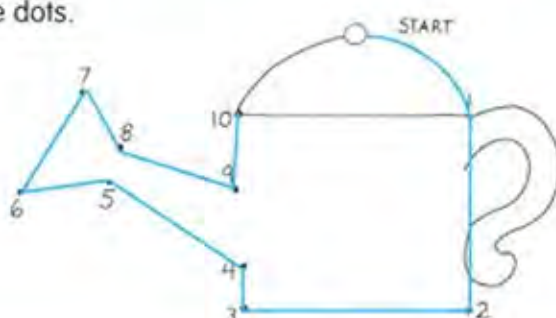
Using page 1 Have students count the objects in the first group and trace the line to the 2. Tell students to trace the line from the number 2 to its number name. (**two**) Tell students that they are to draw a line from each group to the number that tells how many objects are in the group. Tell students they are then to draw a line from the number to its number name. Have students complete the exercises independently.

Using page 2 Tell students to write in each box the number that tells how many objects there are for Exercises 1-11. For Exercise 12, tell students to begin at start and connect the dots in order from 1 to 10. Have students complete the exercises independently.

Write the numbers.

1  1	2  2
3  5	4  4
5  9	7  3
8  7	9  10
10  8	11  6

2 Connect the dots.



2 two

Lesson 1-1 • Numbers 0 Through 10

For Mixed Abilities

Common Errors • Intervention

Watch for students who write numbers backward. Write the numbers on the board and have students dip their pointing fingers in a cup of water and trace over the numbers, one at a time, with slippery fingers.

Enrichment • Number Sense

1. Have students cut pictures of objects from catalogs or magazines to show each number from 0 to 10. They should then write the number beside each group.
2. Ask students to make a dot-to-dot picture for the numbers 0 through 10. Then, tell them to have a friend connect the dots.
3. Have students play a matching game with a friend. They should lay all number and number-name cards for 0 through 10 facedown. Students will take turns turning over the cards and matching the numbers to their names.

More to Explore • Application

Play Simon Says using directions that require counting movements a specified number of times. For example, say, *Simon says jump 10 times*, and have students count aloud. Then, say, *Simon says clap 8 times*. *Hold up 4 fingers*. Students holding up fingers would be out of the game because it was not prefaced with "Simon says." Continue playing and counting until only one person remains.

As a variation, do a movement such as touching shoulders many times in succession while children count silently. Have a student imitate the movement the same number of times while students count aloud. Continue having one student lead the movements a number of times and another student try to duplicate the movements.

Assess

Give each student a pair of number and number-name cards for 0 through 10. Draw three circles on the board and have students hold up the correct number card. Repeat this exercise with the numbers 7 and 10. Then, draw six squares on the board and have students hold up the correct number-name card. Repeat this exercise with the numbers 2 and 5.