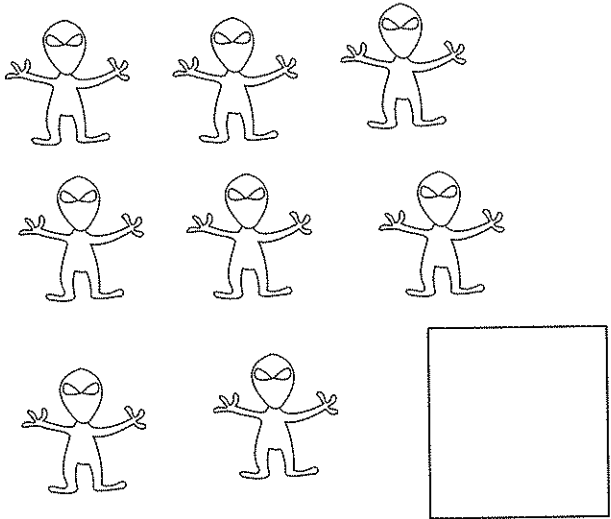
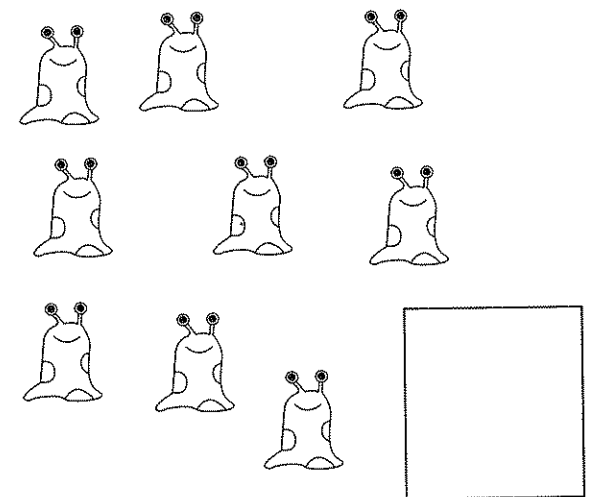
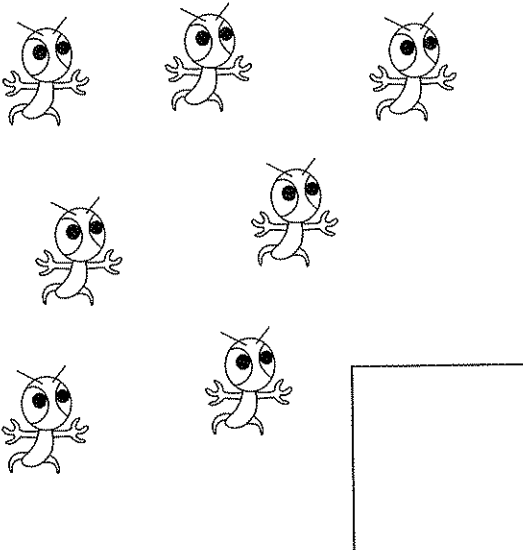
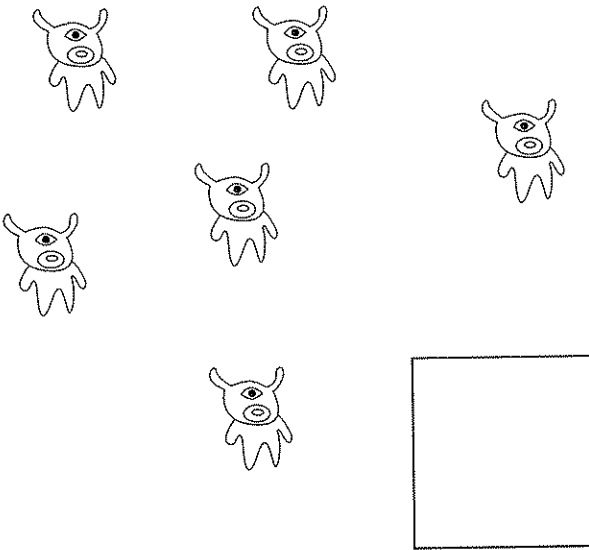
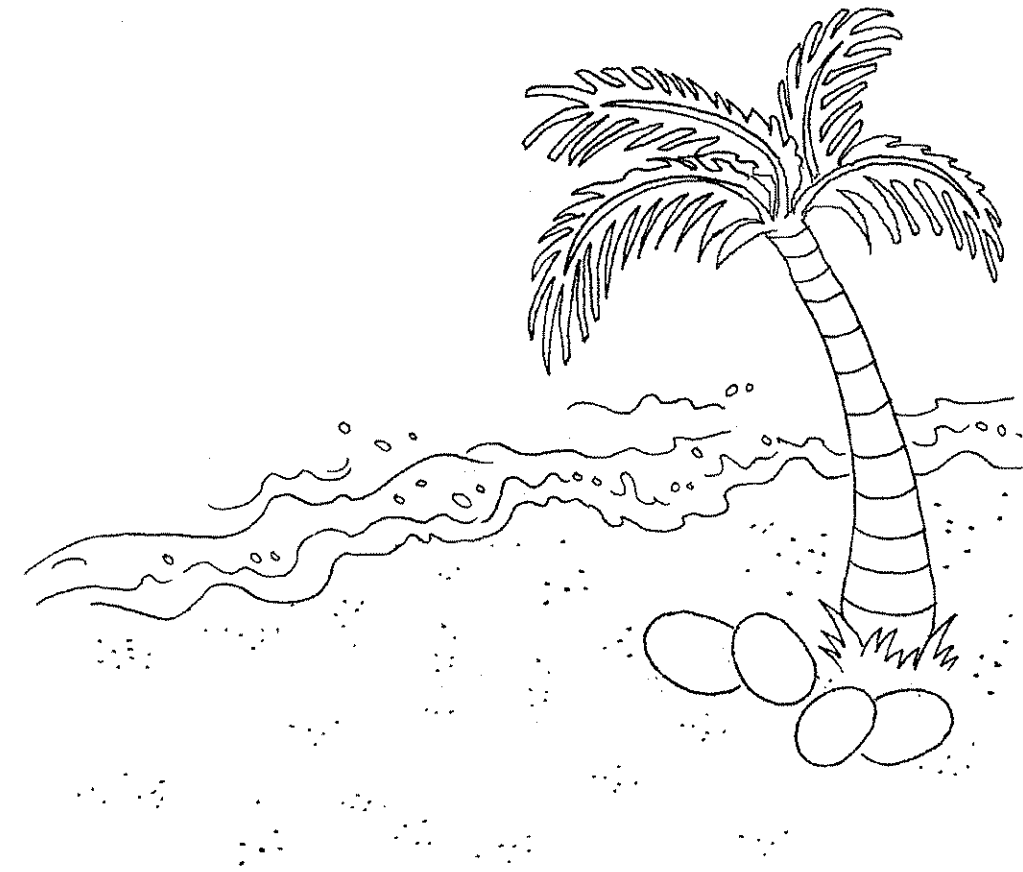


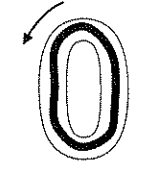
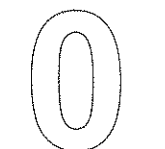
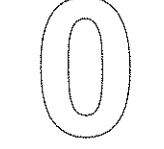
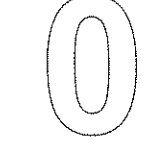
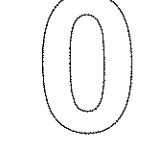
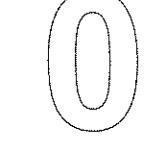

Write the correct number in each box.

Concept: Count and write numerals.
Introduction: Call out numbers between 1 and 9 and have the child write them on the board.

How many coconuts are still on the tree? Follow the path to write 0s. Write some more 0s.



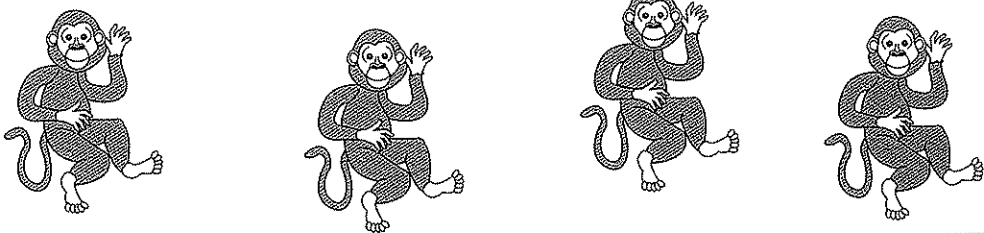
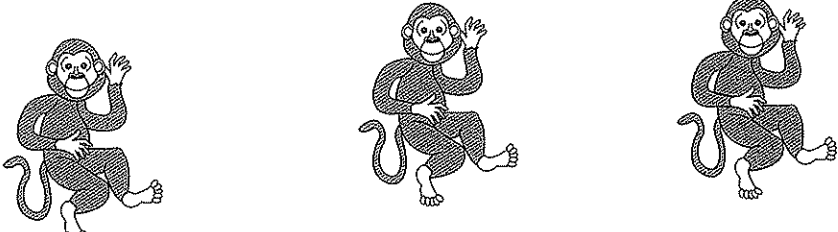
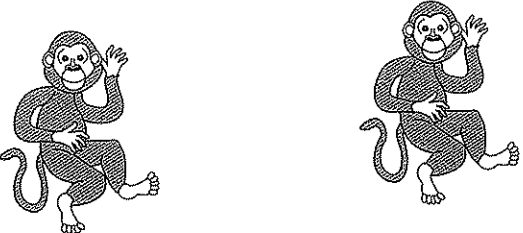

					
					

Concept: Understand the concept of the empty set and write 0.
Introduction: Display 5 plastic pins or balls on the table. Ask a child how many there are. Knock one off and ask again how many there are. Continue until the last one is knocked off. Tell the child that 'zero' stands for none, or nothing. Show a number card for '0' and write 0 on the board. Have the child practice writing 0.

Unit 6

Numbers to 10

Count and write the correct number.
















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Concept: Understand the concept of the empty set.
Introduction: Teach the child the rhyme "Five little monkeys on the bed. One fell off and bumped his head. Mama called the doctor and the doctor said, 'No more monkeys jumping on the bed!' Four little monkeys jumping on the bed..." and so on, ending with "No little monkeys on the bed." Write the number of monkeys at the start of each verse. When there are no monkeys left, write "0" and remind them that '0' means 'zero' which is the same as 'none'. The child can act out the rhyme, starting with up to 10 monkeys on the bed.

Unit 7

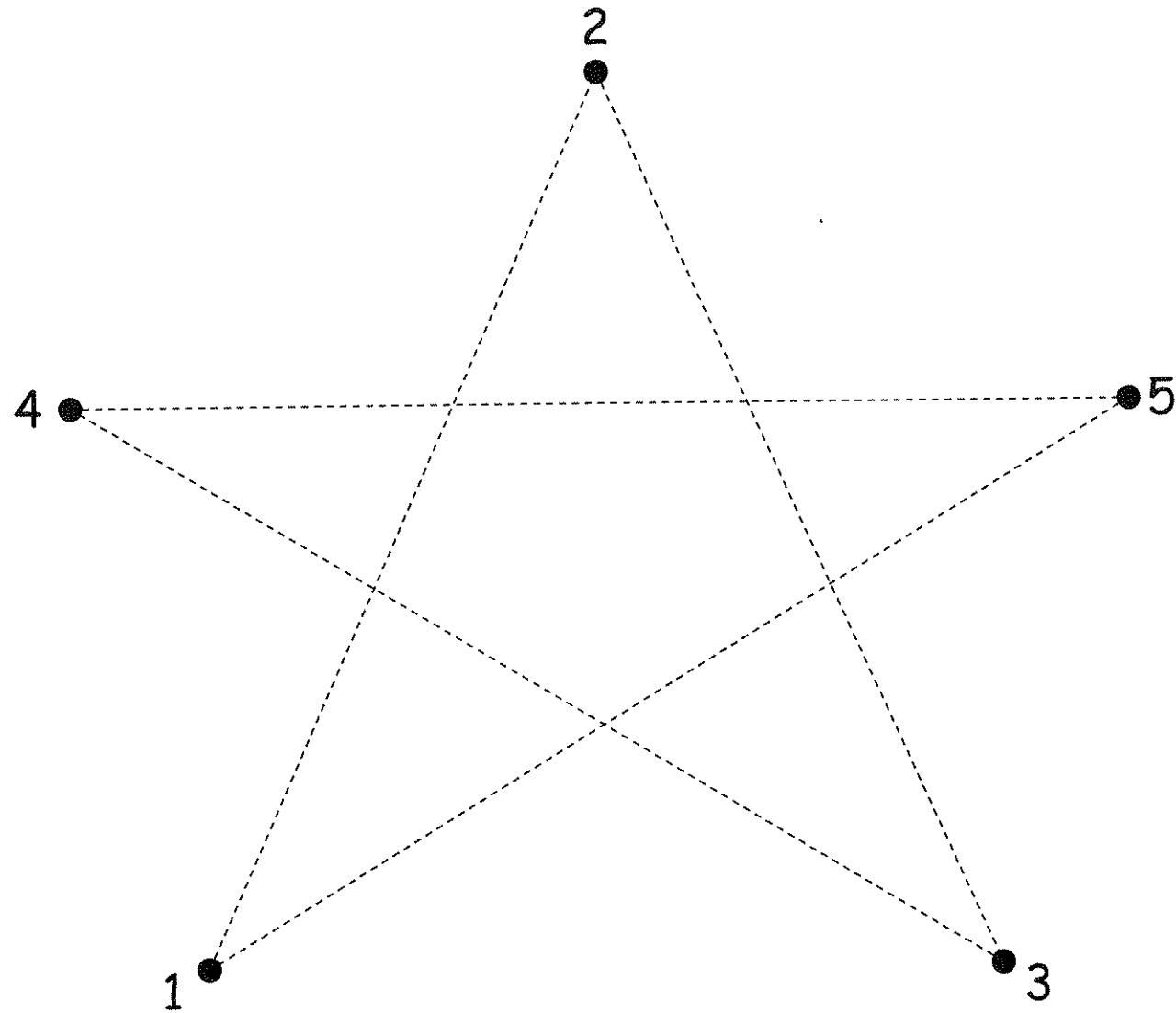
Number Order

Fill in the correct numbers.

				
				
				
				
				
	2			5

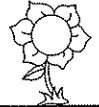

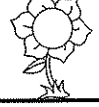
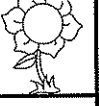
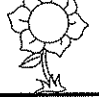
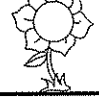
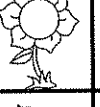
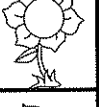
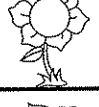
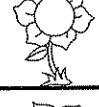
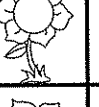
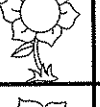

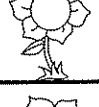
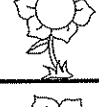

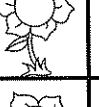
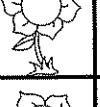
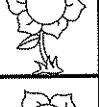
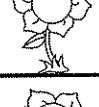
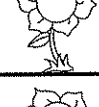


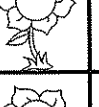
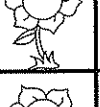
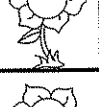
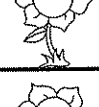




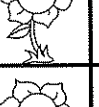
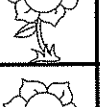
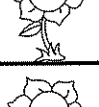
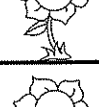
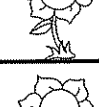

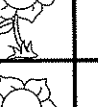

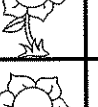
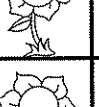
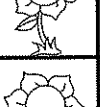
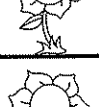
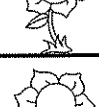





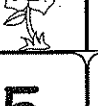
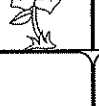
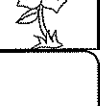



Concept: Understand that numbers have order.
Introduction: Have the child make towers of blocks or linking cubes, with one, two, three, four, and five blocks. Have him/her put them in order. Draw similar squares or blocks on the board in a step-pattern. Point to the first tower and ask how many blocks are in it. Write the number 1 under the tower. Tell the child that the next tower has one more block and ask him/her how many blocks are in it. Write the number 2 under the tower. Tell the child that 2 is more than 1. Continue through 5.

Join the dots in order from 1 to 5 to make a star.



Concept: Understand that numbers have order.
Introduction: Give the child a set of number cards 1-5 and have him/her arrange the cards in order. Ask questions such as, "What number comes after 2?"
One Step Further: The child may like drawing 5-pointed stars on his/her own.

Fill in the missing numbers.

									
									
									
									
									
									
									
									
									
									
1				5					10

Concept: Understand that numbers have order.
Introduction: Have the child make towers of blocks or linking cubes, with one through ten blocks. Have him/her put them in order. Point to the first tower and ask how many blocks are in it. Place the numeral card 1 under the tower. Tell the child that the next tower has one more block and ask him/her how many blocks are in it. Place the numeral card 2 under the tower. Tell the child that 2 is more than 1. Continue through 10.