

Unit 3 – Numbers to 10

	Objectives	Materials	TB: Textbook AB: Activity Book	Common Core State Standards
Lesson 3.1	Count upward and backward within ten and recognize the numerals 6, 7, 8, 9, and 10.	<ul style="list-style-type: none"> • 1 copy of <i>One, Two, Buckle My Shoe</i> Big Book • 1 set of numeral cards 1–10 per pair • Adhesive • 1 block paper per group 	TB: pp. 54–55	K.CC.A.1 K.CC.A.2 K.CC.B.4
Lesson 3.2	Count up to eight and recognize the numbers 6, 7, and 8 in a set of objects in concrete and pictorial forms.	<ul style="list-style-type: none"> • 6 cupcakes • 7 cookies • 8 spoons • Numeral cards 1–8 • Adhesive • Counters • Blank stickers 	TB: pp. 56–58 AB: p. 16	K.CC.A.1 K.CC.A.2 K.CC.B.4 K.CC.B.5
Lesson 3.3	Represent the number 6 in writing.		TB: p. 59	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Lesson 3.4	Represent the number 7 in writing.	<ul style="list-style-type: none"> • A bundle of 7 pencils • Numeral cards 1–7 • 6 yellow linking cubes • 2 red linking cubes • Adhesive • Counters • 1 copy of BLM 3.4 Ten Frame per student 	TB: pp. 60–61	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Lesson 3.5	Represent the number 8 in writing.	<ul style="list-style-type: none"> • 8 marbles • Numeral cards 1–8 • Counters • 1 copy of BLM 3.4 Ten Frame per student • 1 copy of BLM 3.5 The Number 8 	TB: pp. 62–63	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Lesson 3.6	Count up to 8. Read a picture graph.		TB: pp. 64–65 AB: pp. 17–19	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Lesson 3.7	Count up to eight and represent the numbers 1–8 in writing.	<ul style="list-style-type: none"> • 1 copy of BLM 3.7 Egg Outline per student • Counters • Numeral cards 1–8 • 1 copy of BLM 3.4 Ten Frame per student 	TB: pp. 66–67 AB: pp. 20–21	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Lesson 3.8	Count up to ten and represent the numbers 1–10 in writing.	<ul style="list-style-type: none"> • 1 copy of BLM 3.4 Ten Frame • Magnetic counters • Adhesive 	TB: pp. 68–69 AB: pp. 22–23	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5

	Objectives	Materials	TB: Textbook AB: Activity Book	Common Core State Standards
Lesson 3.9	Represent the number 9 in writing.	<ul style="list-style-type: none"> • 9 paper plates • Numeral cards 1–9 • Counters • 1 copy of BLM 3.4 Ten Frame per student 	TB: pp. 70–71	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Lesson 3.10	Represent the number 10 in writing.	<ul style="list-style-type: none"> • 10 caps • Numeral cards 1–10 • Counters • 1 copy of BLM 3.4 Ten Frame per student 	TB: pp. 72–73	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Lesson 3.11	Use the number line to count to 10.	<ul style="list-style-type: none"> • 10 boxes with numbers 1–10 written on them • 10 straws • Adhesive 	TB: pp. 74–75	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Lesson 3.12	Use the number line to count to 10.	<ul style="list-style-type: none"> • Numeral cards 4–10 • Adhesive • Counters 	TB: pp. 76–77	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Lesson 3.13	Observe that the number 0 refers to an empty set. Represent the number 0 in writing.		TB: pp. 78–79	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Lesson 3.14	Observe that the number 0 refers to an empty set. Represent the number 0 in writing.	<ul style="list-style-type: none"> • 10 plastic bottles per group • 1 small beanbag per group 	TB: pp. 80–81 AB: pp. 24–25	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Lesson 3.15	Show the corresponding sets described by given numbers. Represent the number 0 in writing.	<ul style="list-style-type: none"> • Numeral cards 0–10 • Counters • 1 copy of BLM 3.4 Ten Frame per student 	TB: pp. 82–83	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5
Review/ Assess	Count up to ten and represent the number of objects in each set in writing. Count different sets of objects in a picture and represent the number of objects in each set in writing.		TB: pp. 84–87	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5

	Objectives	Materials	TB: Textbook AB: Activity Book	Common Core State Standards
	Given different sets of objects in a composite picture, count and record the number of objects in each set in writing.			

Lesson 3.1

Objective

- Students will be able to count upward and backward within ten and recognize the numerals 6, 7, 8, 9, and 10.

Common Core Standards

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

Mathematical Practice

MP2 Reason abstractly and quantitatively.

Materials

- 1 copy of *One, Two, Buckle My Shoe* Big Book
- 1 set of numeral cards 1–10 per pair
- Adhesive
- 1 block paper per group

Vocabulary/phrases

- six
- seven
- eight
- nine
- ten

Introduction

Recite the rhyme *One, Two, Buckle My Shoe* to students. Guide them to learn the rhyme and recite it with you. Have students act out the rhyme.

*One, two,
Buckle my shoe.
Three, four,
Shut the door.
Five, six,
Pick up sticks.
Seven, eight,
Lay them straight.
Nine, ten,
A big, fat hen.*

Development

Let's Do It!

- Stick numeral cards 1–10 in a row on the board.
- Have students recite the rhyme *One, Two, Buckle My Shoe* again. As they recite, point to the corresponding numeral card.
- Point at numeral card 1. Ask, "What number is this?"
- Repeat the last step for numeral cards 2–5.
- Point at numeral card 6. Say, "This is six." Have students repeat after you.
- Repeat the last step for numeral cards 7–10.
- Count from 1 to 10, pointing at each numeral card as you do so. Have students repeat after you.
- Count backward from 10 to 1. Invite a student to point at each numeral card as you do so. Have students repeat after you.

Using the Textbook

- Get students to look at the pictures on Textbook, p. 54.
- Have them talk about the pictures. Guide them to see that the pictures describe the rhyme *One, Two, Buckle My Shoe*.
- Call out a number. Tell students to point to the correct numeral on the page.

Textbook, p. 54

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Lesson

3.1

Look and talk.

1. 2 3. 4

5. 6 7. 8 9. 10

Introduction: Encourage the students to talk about the pictures on this page.
Development: Have the students recite the number rhyme, 'One, Two, Buckle My Shoe'. Encourage them to dramatize the rhyme. Call out a number. Tell the students to point to the correct numeral on this page.

54
fifty-four

Consolidation

Using the Textbook

- Distribute a set of numeral cards 1–10 to each pair. Student A picks a card from the stack and counts up from that number to 10. Student B counts backward from that number to 1.
- Have students repeat a few rounds of the activity, exchanging roles as they do so.

Textbook, p. 55

Count up and down.

1 2 3 4 5 6 7 8 9 10

4, 5, 6, 7, 8, 9, 10

4, 3, 2, 1

Consolidation: Have the students take turns to pick a numeral card from a stack of 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. One student counts up from that number and another counts down from that number.

55
fifty-five

Conclusion

Have students work in groups to discuss which other rhymes or short stories have numbers in them.
(*Three Blind Mice*, *Goldilocks and the Three Bears*, *Two Little Dicky Birds*, etc.)

Lesson 3.2

Objective

- Students will be able to count up to eight and recognize the numbers 6, 7, and 8 in a set of objects in concrete and pictorial forms.