

Lesson Materials

- Ten-frame Card (BLM) showing 10
- Pair of gloves or pictures of gloves
- Pair of toe socks, or pictures of toe socks
- Ten-divot egg carton

Explore

Show a pair of gloves clipped together, a ten-divot egg carton, a Ten-frame Card (BLM) showing 10, and a pair of toe socks clipped together. Ask students what is alike about everything you are showing. Have them count with you the fingers in the gloves, the divots in the egg carton, the colored dots on the ten-frame card, and the toes in the toe socks.

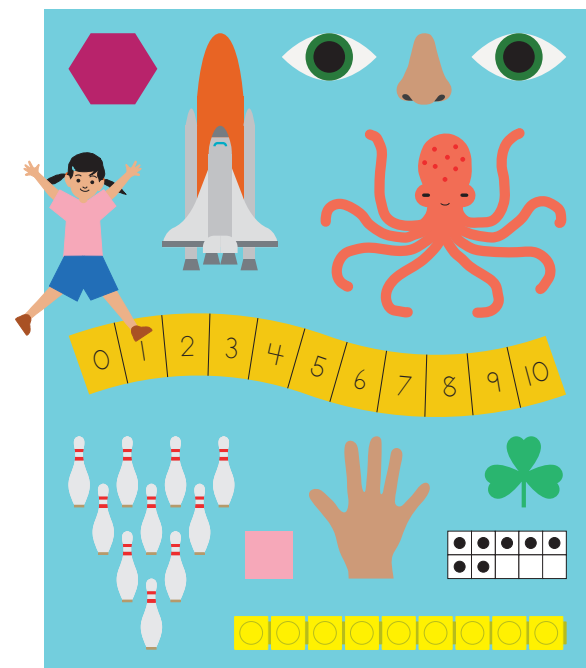
Learn

Have students look at page 89 and identify the objects on the page. Ask questions such as:

- Why do you think there are two eyes and only one nose?
- How many leaves on the shamrock?
- How many squares?
- What things on this page have the same number as there are eyes?
- Can you find and point to the number on the path that is the same as the number of leaves on the shamrock?
- Can you find pictures in the classroom that have the same number as the egg carton we just counted?

Chapter 6

Numbers to 10 — Part 1



Extend Play

Octopus Adventure: Play the song “Under the Sea” from the movie *The Little Mermaid*¹ and talk about what types of creatures live in the ocean. Show a large picture of an octopus. Talk about octopus arms and count the arms together. Divide students into groups of four. Have each group act as if their eight arms are the arms of an octopus and move around the classroom.

Materials: Large picture of an octopus, recording of “Under the Sea” from “The Little Mermaid” if possible

¹Menken, A., Ashman, H., & Disney, W. (1990). *The Little Mermaid*. Milwaukee: Hal Leonard.

Objective

- Understand that a set with no objects in it is a set of zero.

Lesson Materials

- 5 toys
- Basket
- Bags containing 5 linking cubes, 1 bag per student
- Optional snack: Biscuits

Explore

Show students five toys on the floor. Ask how many toys are on the floor. Tell them that you want to put the toys away in a basket, and that you want to know how many toys are still on the floor each time you put one in the basket. Have them count back from five with you as you put the toys in the basket. When you are done, ask them how many toys are on the floor. Tell them that the math word that means “none” is “zero.” Write the word “zero” and a “0” for students to see.

Give each student a bag of linking cubes. Have them pour the cubes on the floor. Tell them that they will be pretending that the cubes are doggie biscuits, and they will be putting the pretend doggie biscuits away in the bag. Have them say, “Four left on the floor, three left on the floor,” etc. with you as they place the cubes back in the bag.

Learn

Have students look at page 90. Introduce Spot and have students say how many doggie biscuits Spot has in his bowl.

Have students look at page 91. Ask them what they think is happening on the page. Then read Mei’s comments.

90

Lesson 1
0
1

Objective: Understand that a set with no objects in it is a set of zero.

90
6-1 0

Have students look at page 92 and read them Sofia’s comment at the top of the page. Ask students to describe the appearance of 0 in their own words. Read Sofia’s direction and have students complete the task.

Whole Group Play

Drop 'Em!: Give each student five objects that don’t roll easily, such as building blocks. Lay the hula hoops on the floor, or use painter’s tape to make enclosed areas. Count from 5 to 0 with students as they drop the objects into the hula hoops.

Materials: 5 non-rolling objects per student, several hula hoops, painter’s tape

Spot ate 1 doggie biscuit.
Now he has 2 doggie biscuits.

Spot ate another doggie biscuit.
Now he has 1 doggie biscuit.

Oh no! Spot ate all of his doggie biscuits.
He has none left.

There is a number for none.
We call that number zero.
Spot has zero doggie biscuits.

Objective: Understand that a set with no objects in it is a set of zero.

6-1 0 91

91

This is what zero looks like.

0 4 2

2 3 5

4 3 0

1 2 3

4 5 2

Circle the number of doggie biscuits in each bowl.

Objective: Understand that a set with no objects in it is a set of zero.

Exercise 1 • page 81

92 6-1 0



Draw Spot: Have students draw 2 pictures of Spot: One portraying him when he still has doggie biscuits, and another after he has eaten all of them.

Small Group Center Play



Sort: Provide bowls labeled 0 to 5. In a container, have one red crayon, two blue crayons, etc., to five of a type of crayon. Have students sort the crayons into the bowls with the corresponding number. For example, two blue crayons go into the 2 bowl. After sorting, have students go over how many of each type of crayon were in the container. Ask about a color of crayon that was not there, encouraging them to use the word “zero.” This activity can be done with any type of object.



Hungry Spot: Have students count out 3 counters and put them in a bowl. Students pretend to be Spot and move the counters one at a time from the bowl. They can bark and look sad when all of the biscuits are gone.

Exercise 1 • page 81

Extend Learn

All Gone: Have students tell stories to each other in which the quantity left at the end of the story is zero.

How many cans are in each group?
Color in the correct part of each ten-frame card.

Objective: Count up to 10 objects with cardinality.

Exercise 8 • page 95

6-12 How Many? 109

Have students look at page 109. Read Dion's question aloud. Have students count the bottom right group of six cans, crossing off each can as it is counted. Have them color in six on the ten-frame card. Read Dion's direction aloud and have them complete the task.

Whole Group Play

Show Me: Call out different numbers 2 to 10 and have students show you that number of fingers any way they choose.

Small Group Center Play

- Sort:** Provide 10 each of different objects to sort.
- Bowl-a-Rama:** Set up bowling pins and have students take turns bowling.
- Bead Bracelets:** Provide beads and pipe cleaners. Have students count out 10 beads and make a bracelet.
- Counting:** Provide small objects and 10-divot egg cartons. Have students count out 10 objects and place them in the egg carton as if placing them on a ten-frame, counting each as it is placed. Then have them remove the objects, counting back from 10.

109

Exercise 8 • page 95

Extend Play

What's Gone?: Show students sets of up to 10 different small objects, starting with sets of five. First, have them identify how many objects you are showing without counting. Have them close their eyes as you remove an object. Then, have them open their eyes and identify which object is missing. Repeat, adding another object to the original set as students become more skillful.

Materials: Sets of objects in quantities of 5 to 10

Objective

- Practice concepts introduced in this chapter.

Lesson Materials

- Optional snack: Apple slices

For the **Practice**, read the directions and speech bubbles on each page and have students complete the task.

Small Group Center Play

Prior to sending students to centers, read *Ten Eggs in a Nest* by Marilyn Sadler aloud.



Sort: Plastic eggs into ten-divot egg cartons.



Act it Out: Have students act out the story.



Eggs in a Nest: Include strips of paper in many colors, yellow pom-poms, and googly eyes. Have students glue strips of paper together to create a nest. Have them make chicks out of pom-poms and googly eyes. Then have them choose a number of chicks, including zero, to put in their nests.

110

Lesson 13
Practice
P 13

Circle the nest with 0 birds.

Objective: Practice.

110
6-13 Practice

