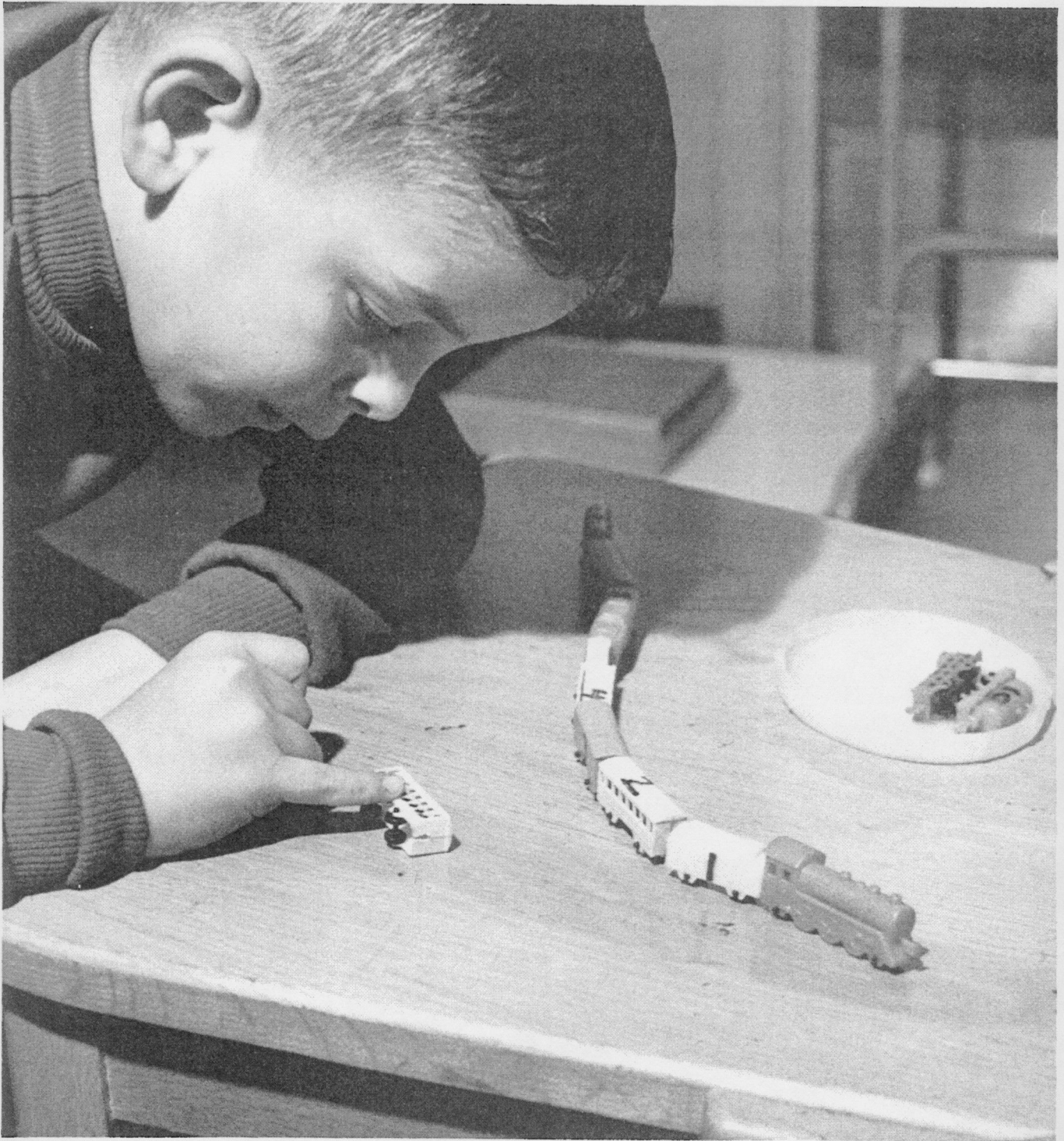


Number Sequence



The 1-10 Train

Skills Ordering numerically; strengthening left-to-right progression.



The child hooks each car onto the train in numerical order from 1 through 10.

ACTIVITY

The teacher might discuss the activity as follows: "The engine is going to pick up its cars in order. Which one will it pick up first? Can you find that car? What car should come after that one?"

GETTING STARTED

Say each number for me, please. (Looking at a car that is out of order)

Let's name the numbers together and see which number should go here. One, two, three, four What number should this car have on it? Is this the right car? Can you find the one you need and hook it on? Good! And which car will go next?

IDEAS FOR

FOLLOW-UP DISCUSSION

Which car is between eight and ten? Which car is before four? Before seven? After two?

How many cars are yellow? Green? How many are *not* red or yellow?

Small toy engine and cars that hook together.

Black marking pen to write the numerals 1 through 10 on one side of the train car, and the appropriate number of dots on the other.

Container for toy train.

MATERIALS

Bracelets

Skills Ordering numerically; strengthening left-to-right progression.



The child takes the bracelets one at a time, starting with number 1, and puts them on his arm in numerical order.

ACTIVITY

The teacher might ask the child, "Which number comes first when you're counting? Can you find that number on one of the bracelets and put it on? Which one will you put on next?"

GETTING STARTED

Which number comes after six?

Which number is between seven and nine? (Pointing to the numeral on the numeral card and the bracelet that has been put on upside down)

IDEAS FOR FOLLOW-UP DISCUSSION

Is this number exactly the same as this one? Can you fix it so it looks the same?

How many bracelets are red or yellow? How many can you hold in one hand easily? How many are left over?

I am looking at an orange bracelet. What is the number on it?

I am looking at a bracelet that is between numbers three and five. What color is it?

Without peeking, can you remember the color of bracelet number ten? How about number one?

10 sturdy plastic bracelets.

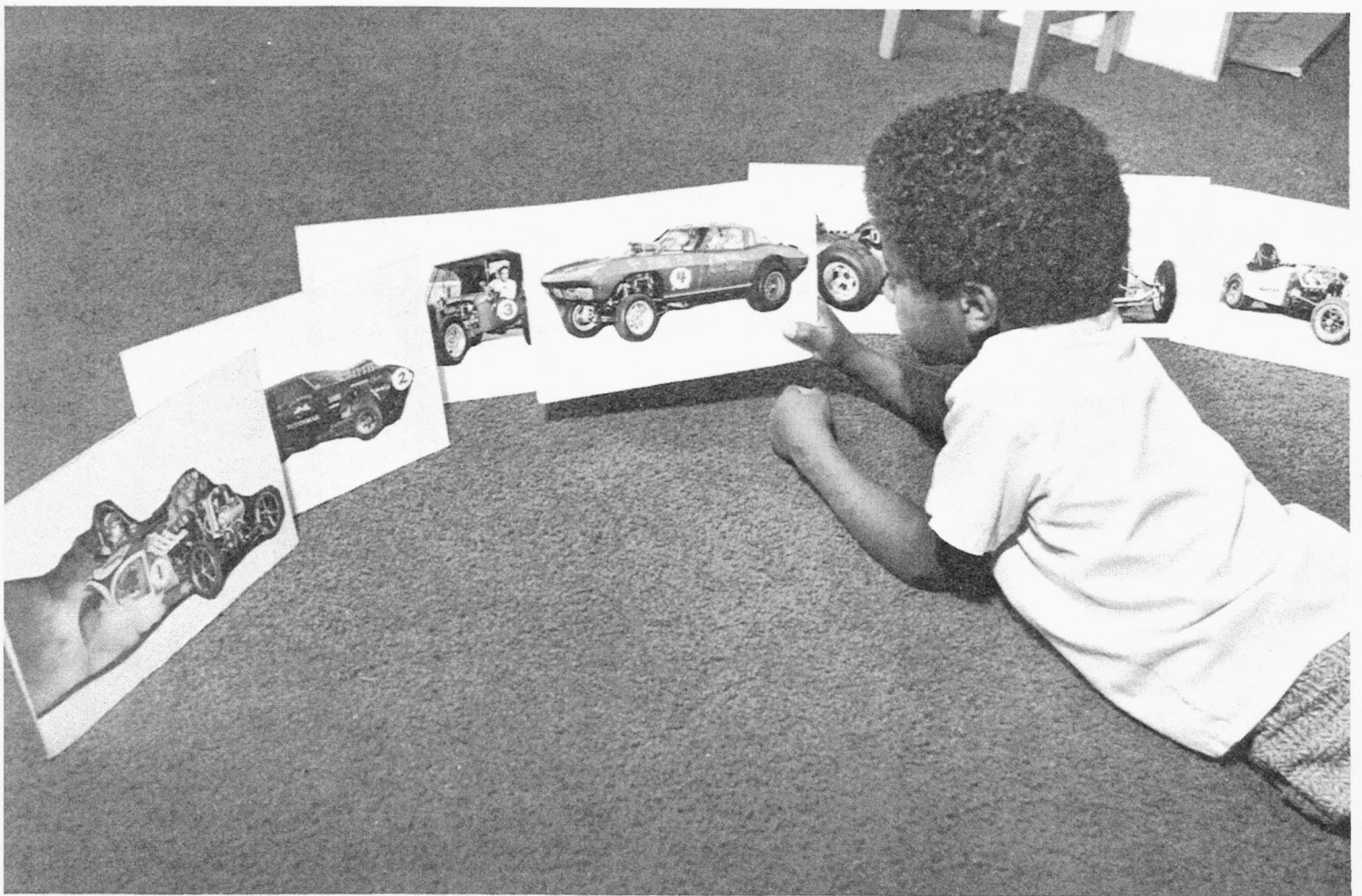
Marking pen to write numerals 1 through 10 on the bracelets.

Container for bracelets.

MATERIALS

Mach 1-10

Skills Ordering numerically; strengthening left-to-right progression.



The child takes the cars and puts them in numerical order.

ACTIVITY

The teacher might discuss the activity as follows: "Can you find Mach 1? What will come next? Can you find Mach 2? Good. What comes next?"

GETTING STARTED

How many cars are there altogether? How many cars are after Mach 8?
How many before Mach 5? Which car is between Mach 4 and Mach 6?
Which cars are red? Which are blue? Which ones are *not* red or blue?
How many cards are as long as your arm? Your body?

IDEAS FOR FOLLOW-UP DISCUSSION

10 racing cars cut from racing magazines.

10 labels for numbering the cars from 1 through 10.

Clear contact paper to cover the cars.

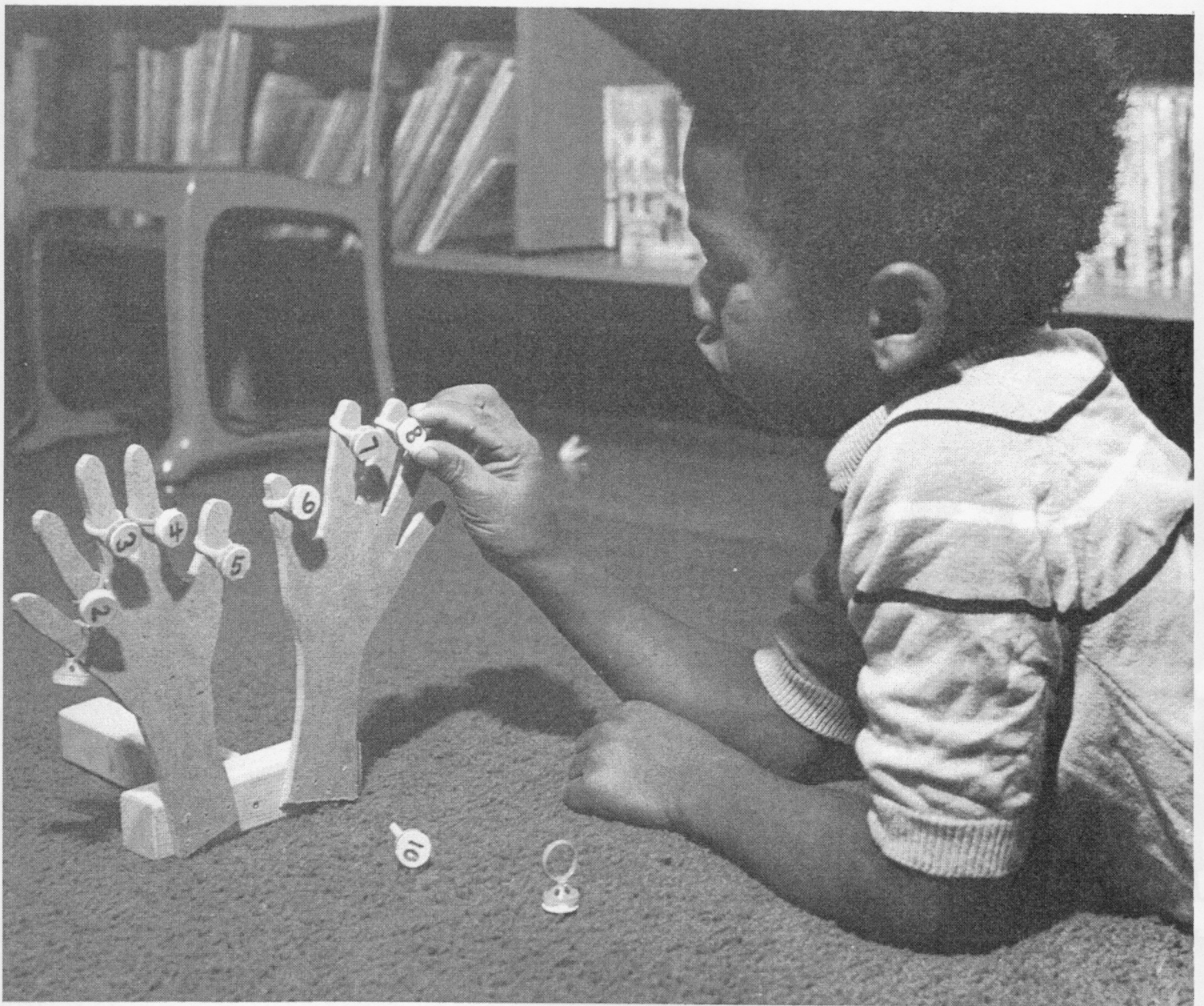
Large paper clamps (No. 1) pulled apart and taped to the back of the cars to make the cards stand up.

Container for racing car cards.

MATERIALS

Rings and Fingers

Skills Ordering numerically; strengthening left-to-right progression.



The child takes the rings one at a time and places them on the fingers of the cutout, starting at the left and working in numerical order.

The teacher might discuss the activity as follows: "The rings should go on the fingers in order. Which number will go first? And then which number?"

Tell me how you put the rings on the fingers. How did you decide which ring to put first?

How many fingers do you have? If you had one ring on each of your fingers, how many rings would you have?

Which numerals are on the left hand? Which ones are on the right?

All numbers larger than five are on which hand?

What number is on the left thumb? The right baby finger?

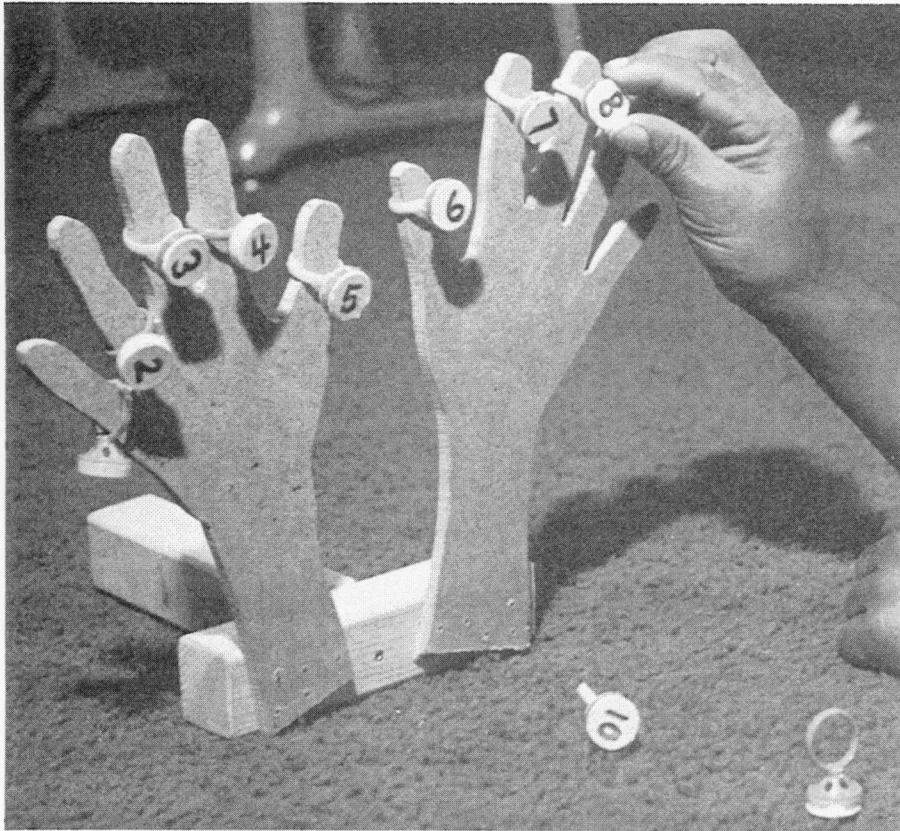
How many numbers are on the left hand?

(Looking at an incorrectly placed ring) Let's take these off and put them back together. Now, count which rings are already on. One, two, three, four, five, six. What comes next? Can you find that ring and put it where it goes? What number will come next?

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION



10 small but sturdy children's rings, store-bought or made from curtain rings.
Numerals 1 through 10 attached to the rings.

Cardboard or plywood cutout of a child's hand glued to a block of wood so it will stand up.

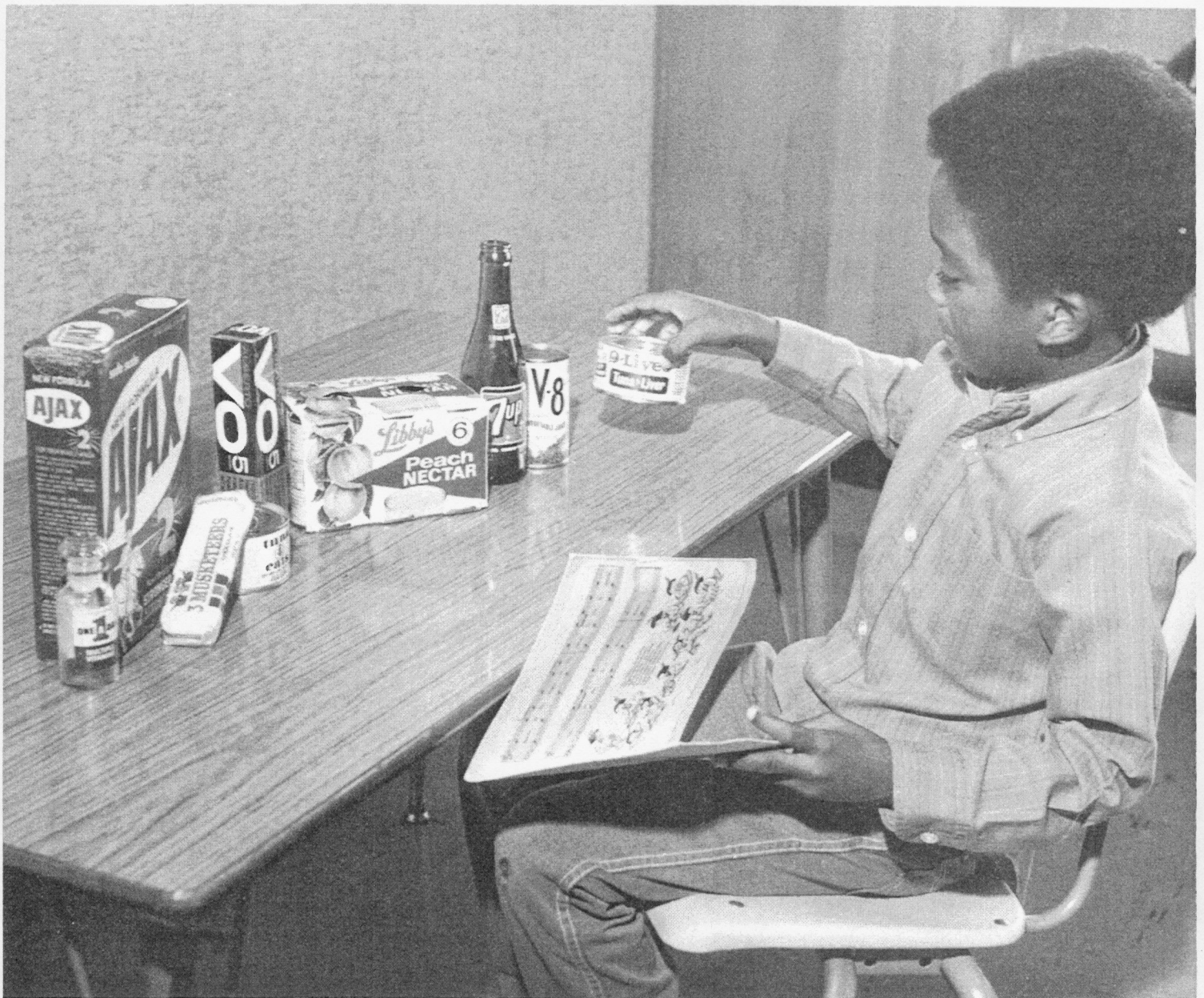
Container for rings.

Container for hand cutout and for container of rings.

MATERIALS

Common Objects

Skills Ordering numerically; strengthening left-to-right progression.



The child puts the items in order from 1 through 10.

The teacher might ask the child, "Can you find something that has a number 1 on it? What is this? What comes next? Can you find something with that number?"

Show me the numbers on each of the things you have put in order.

What do you do with this item? (Drink it, write with it, etc.)

(Looking at an incorrectly placed item) What number comes after ____ when you're counting? Is this the number?

Can you find the one that goes here? Good! You fixed it by yourself. And what will come next?

Tell me a number on something you could eat.

Show me something you could feed a pet. What kind of a pet would eat that? What number is on it? Is that number more or less than five?

Can you write that number on the board?

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

The following or similar items, which have a number on them and are within the child's frame of reference:

- | | |
|--------------------------------|--------------------------------------|
| 1. One-a-Day multiple vitamins | 6. six pack |
| 2. Ajax 2 detergent | 7. 7-Up |
| 3. Three Musketeers candy bar | 8. V-8 vegetable juice |
| 4. (4) cat food | 9. 9 Lives cat food |
| 5. VO 5 | 10. 10 Little Indians record or song |

Container for objects.

MATERIALS