

Indicator #18
Naming Numbers

Student knows number names.

Research

As children become comfortable with rote counting they will develop skills to recognize and name different numerals. Early development is often marked by the reciting of numbers (counting in order from 1-10) instead of being able to differentiate and recall numbers out of order. Children must first learn one-to-one correspondence so they can associate word names with the numbers. Increasing written numbers in the environment such as books or posters can help children with the ability to recognize numerals. When learning to count children must acquire a combination of conventional knowledge about number names and also a conceptual knowledge of mathematic principles. Naming and recognizing numbers will help students as they begin to use math in everyday life.

Sadler, F. H. (2009, October). Help! They Still Don't Understand Counting. *TEACHING Exceptional Children Plus*, 6(1). Retrieved June 03, 2016, from <http://files.eric.ed.gov/fulltext/EJ875422.pdf>

Counting and Cardinality

2.1 PK.A.1

Know number names and the count sequence.

The learner will:

- Recognize and name numerals 1 - 10

The learner may also:

- Match a numeral to a set of 0-10 objects
- Represent a number of objects with a written numeral 0-10
- Differentiate numerals from letters
- Counts on when a specific number is provided

Effective Practices:

- Teach children counting songs, rhymes, and chants
- Provide and read books, poems, chants with numbers, and number concepts
- Use number words and numerals, including zero, in everyday situations
- Provide experiences with numbers through daily routines (e.g. attendance, calendar)
- Provide opportunities for writing numerals and representing numbers
- Play number recognition games

ACTIVITIES

Activity:

In small group have index cards with written numbers 1-10 and counting bears. Have child pull a number and say the number out loud. Have child count out that number of bears and place on the index card.

Activity Prompts:

“What number is that?”

“Can you put that many counting bears on the number card?”

Extension Activity:

Playdough mats can be used to help the children learn numerals and also work on counting. The link below has many different uses for the playdough mat in reference to counting.

<https://www.pinterest.com/pin/358599189060751043/>

Evidence Collection Strategies:

- Teachers observe students and document students' ability to name numbers 1 – 10 and match correct number of

objects to number.

Home School Connection

In the home:

- Encourage children to do a number hunt around the house.
- Give the child a certain number to search for throughout the home. (Ex. How many number 5s can you find?)
- Have students identify numbers on household items. (Ex. Calendar, remote, cell phones, appliances, newspapers, advertisements and clocks)
- Have students create number formations using playdough, sand, shaving cream or whipped cream.

Outside the home:

- Walk around the neighborhood to search for numbers in their environment. (Ex. Address numbers, bus route numbers, signs, clothing and grocery stores)
- Parent gives a certain number for child to search for during an outing. (Ex. How many number 5s can you find while we are out of the house today?)

Activity:

Materials

Number Bingo Game

Chips

Bingo cards have numbers any range of numbers 1 – 10 and a free space on them. Each student gets one card. Teacher draws a number and calls it out loud. If students have that number they are to place a chip on the number on their card. Continue until someone has and calls out Bingo. The student who has Bingo takes the chip off each number and says it out loud.

Activity Prompts:

Teacher instructs students “Place your chip on number...” Hold off on showing the students the number card for 30 seconds to allow students time to find the number without visual aid.

Additional Support Prompt:

If a student is struggling to find the number show them a number card with the stated number. Prompt- “This is the number []. Find the same number on your bingo card.”

Evidence Collection Strategies:

- Teacher observes and documents students’ ability to correctly identify numbers 1 – 10.

Activity:

Materials

Number line (ruler, etc.) 0-20,

Counting bears (or other marker)

Best done in small group. Each students has a number line marked 0 – 20. Teachers say a number and encourage students to place the counting bear on number stated. After each number stated, have students remove the counting bear and get ready for the next number. Start with numbers 1-10. After numbers 1 – 10 have been used, if students are ready try numbers 11 – 20 and 0.

Activity Prompt:

Instruct students “Place your bear on number [].” Ask and model for students the sentence frame response, “My bear is on the number [].”

Extension Activity:

1. Ask students to place their bear on 1 more than [] or 2 less than [].

Extension Prompts:

- When students place their bear on the correct number- prompt- “You got it! Can you tell me what number comes next/before?”

Additional Support Prompt:

- If a student is struggling to find the number show them a number card with the stated number. Prompt- “This is the number []. Find the same number on your number line.”

Evidence Collection Strategies:

- Teachers observe and document (checklist) students’ ability to identify numbers 1- 10, then 11 – 20 and 0.

Home School Connection*In the kitchen:*

- Make the outline of the number [] using dried beans.
- Find the number [] on the calendar.

In the bathtub:

- Foam/sponge numbers
- Soap crayons- write the number or circle the already written number [].

Outside:

- Number walk
- Sidewalk chalk
- Hopscotch
- Find a house with the number []

Traveling:

- Number hunt on signs
- Finding signs with numbers
- I spy [] numbers.

Home School Extension:

- Identify the numbers on measuring cups/recipes
- Dial the number [] on the phone