

MATHEMATICS:

NUMERATION

(0,1,2,3,4)

(5,6,7,8,9)

T.E.K.S. 111.12 (K.11)

The student uses time and temperature to compare and order events, situations, and/or objects.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
1. Student will develop the concept of quantity.	1. Count students who purchase lunch in the cafeteria, the cups needed for snack, people in line, etc. 2. Stage situations demonstrating the concept of “not enough” or “more than enough”, cups for a snack. 3. <u>NOTE</u> : Use cues: “not enough”, “just enough”, and “more than enough” on a consistent basis to work through situations. Accompany verbal cues with the following gestures: a. “Just enough” – both hands above the head. b. “Not enough” – one arm to the left. c. “More than enough” – one arm to the right.

RESOURCES/MATERIALS

T.E.K.S. 111.12 (K.10)

The student uses attributes such as length, weight, or capacity to compare and order objects.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify numerals in common settings.	<ol style="list-style-type: none"><li data-bbox="813 474 1382 590">1. Direct students' attention to room numbers, house numbers, numbers on clocks, television dials, etc. Have the students identify these numerals.<li data-bbox="813 596 1382 680">2. Involve students in calendar activities within the classroom which involve the use of numerals..<li data-bbox="813 686 1382 772">3. Acquaint students with personal and emergency phone numbers, social security numbers, etc.

RESOURCES/MATERIALS

T.E.K.S. 111.12 (1.1)

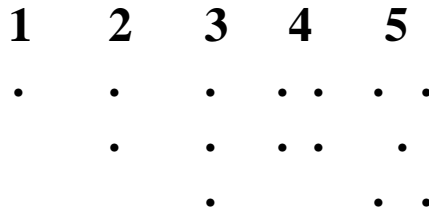
The student whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
4. Student will count objects (1-5) on verbal request.	1. Provide students with objects (toys, silent counters, teddy bear counters, spoons, etc.). Ask students, "How many _____?" Students should count and state the amount verbally or use number cards to designate the answer, if unable to respond verbally. 2. Cue: "Check your answer. Make a picture." Students should pattern the objects. . . . 3. If students responses are incorrect, ask "How many?" Cue: "Make a picture of what you say." Have the students count and state the amount. Remove the pattern and have the students check by re-patterning. 4. Students may designate the amount by pointing to a number cue or entering the answer in a calculator.

ADAPTATION:

Provide students with number cue cards and corresponding patterns. Students should follow verbal command, locate the correct card, pattern the objects, remove the objects from the pattern and present the answers.



RESOURCES/MATERIALS

Objects to count

Refer to Teaching Aids:

Number picture/pattern cues

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
5. Student will read numerals (1-5).	<ol style="list-style-type: none"><li data-bbox="808 441 1372 499">1. Present enlarged cue cards sequenced 1-2-3-4-5.<li data-bbox="808 501 1372 560">2. Provide students with the cue cards and instruct them to "Show me the number ___"<li data-bbox="808 562 1372 621">3. Place cards on the floor and cue: "Stand on the number ___."

RESOURCES/MATERIALS

Refer to Teaching Aids:

Enlarged Numeration Cue Cards

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES																				
6. Student will sequence numerals (1-5).	<ol style="list-style-type: none"> 1. Present cue cards 1-3 and cue: “One-two-three”, while tapping the numerals. 2. Provide students with the numeral “1”, beginning on the left side of the work area, cue students to put “one” here. 3. Provide students with the numeral “2” and cue: “One-two; put it here.” Have students check their work by touching and counting “one-two”. Present numerals in random order and have students practice. 4. Point and count, “One-two-three”, touching the empty space after the “2”. Present the numeral “3” and cue: “Put it here.” Have the students check their work by touching and counting. Provide cards in random order and have students practice. 5. Point and count: “One-two-three-four”, touching the empty space after the “3”. Present the numeral “4” and cue: “Put it here.” Have the student check their work by touching and counting. Provide cards in random order and have students practice. 6. Point and count: “One-two-three-four-five”, touching the empty space after the “5”. Present the numeral “5” and cue: “Put it here.” Have the students check their work by touching numerals while counting. Present cards in random order and have the student practice. 7. Extend this activity by presenting students with pennies to pattern below the numerals. <div style="text-align: center; margin: 10px 0;"> <table style="margin: auto;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> </tr> <tr> <td style="text-align: center;">•</td> <td style="text-align: center;">•</td> <td style="text-align: center;">•</td> <td style="text-align: center;">• •</td> <td style="text-align: center;">• •</td> </tr> <tr> <td></td> <td style="text-align: center;">•</td> <td style="text-align: center;">•</td> <td style="text-align: center;">• •</td> <td style="text-align: center;">•</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">•</td> <td></td> <td style="text-align: center;">• •</td> </tr> </table> </div> <ol style="list-style-type: none"> 8. Write the numerals on styrofoam squares. Have students sequence 1-5 and place push pins into the styrofoam in the patterns to represent the numerals. 	1	2	3	4	5	•	•	•	• •	• •		•	•	• •	•			•		• •
1	2	3	4	5																	
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Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

9. Simulate a puzzle board by writing the numerals and drawing corresponding patterns on pieces of corrugated cardboard. Use a knife to trace the numerals and patterns and then remove the top portion of the cardboard. Have students sequence pieces of cardboard and complete the patterns by inserting the corresponding pieces.

RESOURCES/MATERIALS

Refer to Teaching Aids:
Number Cue Cards

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
7. Student will write numerals (1-5).	<ol style="list-style-type: none">1. Provide students with two inch squares of paper. Demonstrate and verbally cue: "Make a number one. Go down, stop." Place the pattern above each student's papers. Cue: "Make a number one. Go down, stop." Students should attempt to write number "1" on the squares of paper. Provide physical assistance, if necessary. Eventually begin writing "1" in the second square, following a zero, on the Numeration Worksheet A.2. Demonstrate: "Make a two. Go around, go out."<ol style="list-style-type: none">a. Students who are unable to copy a two or who reverse the number should be cued: "Use your finger."b. For right-handed students, position the students' left pointer horizontally on the paper and place a pencil on top of the finger above the cuticle. Cue: "Go around your finger nail, go out."c. If left-handed, position the right pointer on the paper and cue: "Go to your finger, go away, go back."d. Students should practice "2" on squares of paper and then add the numeral "2" to the second square of the Numeration Worksheet A.3. Demonstrate: "Make a three. Go around, go around."<ol style="list-style-type: none">a. Students who are unable to copy a three or who reverse the number should be cued: "Use your finger."b. If right-handed, position the left pointer and middle finger horizontally on the paper. Place the pencil above the top of the finger above the middle finger cuticle. Cue: "Go around, go around."c. If left-handed, position the right pointer on the paper and cue: "Go to your finger, go away. Go to your finger, go away."d. Students should practice "3" on squares of paper and then include on the Numeration Worksheet A.

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

4. Demonstrate: "Make a number four. Go down, go out, go down."
 - a. Students who are unable to copy a four should be cued: "Use your finger."
 - b. If right-handed, position the left pointer finger and cue: "Go down, go away. Pick up pencil, go down, stop."
 - c. If left-handed, position the right pointer and cue: "Go down, go to your finger. Pick up pencil, go down, stop."
 - d. Students should practice "4" on the squares of paper and the incorporate on the Numeration Worksheet A.
5. Demonstrate: "Make a number five. Go down, around, go out."
 - a. Students who are unable to copy a five or who reverse the number should be cued: "Use your finger."
 - b. If right-handed, position the left pointer horizontally and cue: "Go down, go around your finger. Pick up your finger, finish it, go out, stop."
 - c. If left-handed, cue: "Go down, go to your finger, go away. Pick up your finger, finish it, go out, stop."
 - d. Students should practice "5" on the squares of paper and then incorporate on the Numeration Worksheet A.

ADAPTATIONS:

Allow students who are unable to write the numerals to point to numeral cue cards or to push the appropriate numeral key on a calculator.

RESOURCES/MATERIALS

Refer to teaching Aids:

- Numeration Worksheet A.1,
- Number Cue Cards
- Calculator
- Example attached

(5,6,7,8,9)

NUMERATION SHEET A-1 (example)

0	1	2	3	4	5				

1. _____

2. _____

3. _____

T.E.K.S. 111.12 (1.1)

(5,6,7,8,9)

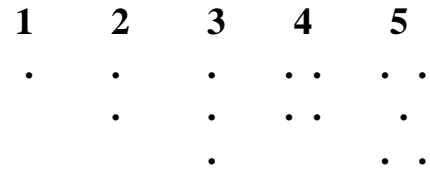
The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
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8. Student will present a specified number of objects (1-5).

1. Instruct the students to “Give me _____ Items.”
2. Demonstrate placing the items in a pattern and cue: “Make a picture of number _____.”
3. Have students practice the patterns.



RESOURCES/MATERIALS

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
9. Student will complete a numeration sheet (0-5).	<ol style="list-style-type: none">1. Present students with “Numeration Worksheet A”. Write a zero in the first box and cue: “Write one, two, three, four, five.”2. Point to the second box and cue: “Make a number one. Go down, stop.”3. Continue. Point to third box and cue, etc.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Numeration Worksheet A

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
10. Student will count by rote (1-10).	<ol style="list-style-type: none"><li data-bbox="812 470 1372 646">1. Lead the chant, "1, 2, 3, 4, 5". Lower voice on "6, 7, 8, 9." Repeat "6, 7, 8, 9" and then say "10" with raised inflection. (The purpose is to cue students to count beyond 5 for use with money and object counting 6-10.)<li data-bbox="812 655 1372 711">2. Visually cue counting on the calendar, number chart, and/or daily activities chart.

RESOURCES/MATERIALS

Items as specified in activities

(5,6,7,8,9)

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
12. Student will read numerals (6-10).	<ol style="list-style-type: none"><li data-bbox="779 415 1367 577">1. Present the numeral “6” and emphasize “circle on bottom”. Provide students with number cards 1-6 and cue: “Show me the number ___.”<li data-bbox="779 577 1367 642">2. Continue with numbers 7-10. Introduce 10 with the cue: “One, ten, no more, just ten”.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Number Cue Cards

T.E.K.S. 111.12 (1.1)

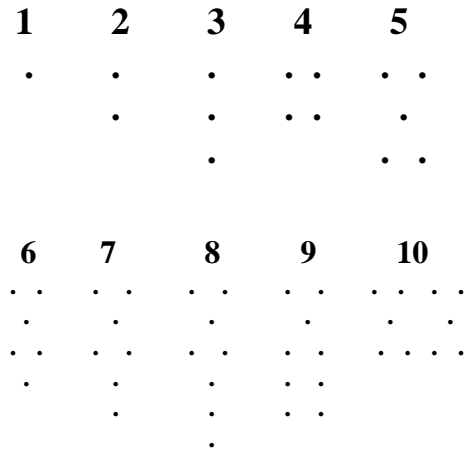
(5,6,7,8,9)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
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| 13. Student will sequence numerals (1-10). | <ol style="list-style-type: none"> 1. Instruct students to sequence 1-5. Check by counting, “one, two, three, four, five.” Lower the voice, point to the empty space below and say “six”. Provide students with the number card “6” and cue: “put it here.” Chant: “One, two...six.” Present the number cards 1-6 in random order and have the students sequence, touch and count. 2. Introduce numerals 7-10. 3. Following sequencing, present pennies, or objects for students to practice patterning. |
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RESOURCES/MATERIALS

Refer to Teaching Aids:

Number Cue Cards

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
14. Student will write numerals (6-10).	<ol style="list-style-type: none"> 1. Demonstrate: "Make a number six. Go down, around." Present the pattern for the students to copy. <ol style="list-style-type: none"> a. If students are unable to copy or who reverse the number, cue: "Use your finger." b. If right-handed, position the left pointer horizontally on the paper and cue: "Go down, go away, come back." c. If left-handed, position the right pointer and cue: "Go down, go to your finger, go out, up, back, stop." d. Students should practice "6" on squares of paper and eventually include on the Numeration Worksheet A. 2. Demonstrate: "Make a number seven. Go out, down." Present the pattern for the students to copy. <ol style="list-style-type: none"> a. If students are unable to copy or reverse the numeral, cue: "Use your finger." b. If right-handed, position the left pointer on paper and cue: "Go away, down." c. If left-handed, position the right pointer and cue: "Go to your finger, go down." d. Students should practice on squares of paper and then add "7" on the Numeration Worksheet A. 3. Demonstrate: "Make a number eight. Circle, circle." Present the pattern for the students to copy. <ol style="list-style-type: none"> a. If the students are unable to copy the model, provide the additional cue: "Make a circle, put your pencil on the bottom, make another circle", or train the students to "Make an "S"; go back to the start." b. Students should practice on squares and then add "8" on the Numeration Worksheet A. 4. Demonstrate: "Make a nine. Circle, line." <ol style="list-style-type: none"> a. Have students copy with a cue. b. Students should practice on squares and then add "9" on the Numeration Worksheet A.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

5. Demonstrate: "Make a ten. One ten and none." Students copy with cue.
 - a. If needed, cue: "Go down, stop. Go around, stop."
 - b. Students should practice on squares and eventually add "10" on the Numeration Worksheet A.

ADAPTATION:

Templates can be used to train the writing of numbers.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Numeration Worksheet A-2
Number templates
Example attached

NUMERATION SHEET A-2 (example)

0	1	2	3	4	5	6	7	8	9
10									

1. _____

2. _____

3. _____

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
15. Student will present a specified number of objects (6-10).	1. Instruct students to: "Give me _____ items and cue: "Make a picture of number _____." Demonstrate and have students copy the pattern. Eventually the students should practice without the pattern. <u>ADAPTATION:</u> Provide students with numeration cards. Have them use the cards to match objects one to one and then present as a group.

RESOURCES/MATERIALS

Objects for counting

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
16. Student will identify the concept of "zero".	<ol style="list-style-type: none"><li data-bbox="808 415 1356 535">1. Add "0" to the enlarged numeration cue cards and say: "This is zero, nothing, nobody." Point to the zero and count: "Zero (pause), one, two, three, four, five."<li data-bbox="808 535 1291 592">2. Add the numeration cue card "0" to sequencing tasks.<li data-bbox="808 592 1372 714">3. Present the numeration cue card "0" and say: "Give me this many." Hold the students' hands still and cue: "That's right, nothing."<li data-bbox="808 714 1388 833">4. Pattern and cue: "Make a zero, go around, stop." Have students copy "0" and eventually add to the Numeration Worksheet A.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Numeration Cue Cards

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
17. Student will determine one-to-one correspondence.	<ol style="list-style-type: none"><li data-bbox="812 441 1364 525">1. Create situations in which the total number of items presented may or may not correspond with the number needed.<li data-bbox="812 529 1364 588">2. Cue: "Are there enough? Count to find out."<li data-bbox="812 592 1364 682">3. Write the numeral provided by the student and compare the number needed with the number available.

RESOURCES/MATERIALS

Items or objects to be counted

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
18. Student will count by rote (0-20).	<ol style="list-style-type: none"><li data-bbox="803 430 1378 493">1. Have the students practice during calendar activities which involve the use of numbers.<li data-bbox="803 493 1378 653">2. Visually cue students by circle-pointing around eleven and twelve. Touch the second numeral and then the “one” in numerals 13-19. Cue: “Not threeteen, say thirteen. Not fiveteen, say fifteen.”, etc.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Enlarged Numeration Cards

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
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19. Student will count objects (11-20).

1. Present students with eleven items and cue: “How many? Count.” Have students count by sliding the items to a separate pile and stating the amount. Cue: “Check your answer.” Pattern eleven. **11**

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Write 11 above the pattern and cue: “one ten and one, one-one, that’s eleven.” Have students practice. Present items numbering 0-11. Have the students count, check by patterning and state the amount.

2. Train 12-20.

11	12	13	14	15
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16	17	18	19	20
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RESOURCES/MATERIALS

Objects to count

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
20. Student will read numerals (11-20).	<ol style="list-style-type: none">1. Present the enlarged numeration cue card "11" and cue: "one ten and one, one-one, that's an eleven." Provide students with the number cards 0-11. Cue: "Show me the number ____."2. Present the enlarged cue card "12" and cue: "one ten and two, one-two, that's twelve." Add "12" to the students' number cards and cue: "show me the number ____."3. Continue training with "13"4. Present the enlarged cue card "14" and cue: "one ten and four, one-four, that's fourteen."5. Continue training with 15-19.6. Present the enlarged cue card "20" and cue: "two tens, that's twenty."7. Provide drills and cue: "Show me the sixteen. Teen says one. Which one? I said sixteen. Find one-six, that's sixteen."8. Play number bingo.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Enlarged Numeration Cue Cards

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
21. Student will sequence numerals (0-20).	<ol style="list-style-type: none"><li data-bbox="808 441 1380 468">1. Have students sequence numerals 0-10.<li data-bbox="808 472 1380 682">2. Present the number cue card eleven and cue: "one ten and one, one-one, eleven", while pointing to the numerals. Point to the numeral ten and cue: "one ten and none." Point to the empty space next to the ten and cue again: "one ten and one, one-one, eleven." Have students position the numeral card.<li data-bbox="808 714 1380 840">3. Continue patterning 12-20. Example: Sequence 0-9 on the top section of the work area. Sequence 10-19 under 0-9. Place 20 under ten.<li data-bbox="808 840 1380 892">4. Have students complete dot-to-dot drawings incorporating the numerals 0-20.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Number Cue Cards

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
22. Student will write numerals (11-20).	<ol style="list-style-type: none"><li data-bbox="803 436 1391 556">1. Demonstrate: "Make an eleven, one-one." Have students copy. If necessary, cue: "Go down, stop. Go down, stop." Have students add 11 to the Numeration Worksheet A.<li data-bbox="803 556 1391 709">2. Demonstrate: "Make a twelve, one-two." Have students copy. If necessary, cue: "Make a one, go down, stop. Make a two, go around, go out, etc." Students should add 12 to the Numeration Worksheet A.<li data-bbox="803 709 1391 798">3. Introduce 13-19 and cue: "Teen says, make a number one, which one ___-teen. Make a ___."<li data-bbox="803 798 1391 886">4. Demonstrate: "Make a twenty, twenty is two tens, make a two, no more, make a zero."<li data-bbox="803 886 1391 1050">5. Instruct students to complete the numerals 0-20 on the Numeration Worksheet A. Demonstrate checking and counting by rote "0-10". Say, "one ten and one, one ten and two...", etc.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Numeration Worksheet A-3

Example attached

T.E.K.S. 111.12 (K.2)

The student describes order of events or objects.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
23. Student will identify the first, second, third, fourth, or fifth object, as specified.	<ol style="list-style-type: none"><li data-bbox="812 443 1356 499">1. Instruct students to line up by giving cues: “(Name)” is first, (Name) is second, etc.”<li data-bbox="812 501 1323 558">2. Open and shut the file drawers, cueing, “First, second, third, fourth.”<li data-bbox="812 560 1312 617">3. Chant: “First step, second step...”, as students go down stairs.<li data-bbox="812 619 1377 772">4. During Community Based Instruction, have students ride an elevator. Cue: “First floor, going up, second floor, etc.”, while pointing to the numeral display. Reverse the process on the ride down.<li data-bbox="812 774 1382 863">5. Have students match numeral cue cards with words and/or abbreviations – first, second, third, etc.<li data-bbox="812 865 1382 953">6. Have students line up beside chairs marked 1st, 2nd, 3rd, etc. Instruct: “(Name), sit in the 1st chair.”, etc.<li data-bbox="812 955 1370 1104">7. During recreation/leisure activities, play board games until everyone has crossed the finish line and say “(Name) is the 1st winner.” “(Name) is the second winner.”, etc.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Number Cue Cards

Words and/or abbreviations for

first (1st), second (2nd), third (3rd), etc.

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
24. Student will read number words (1-10).	<ol style="list-style-type: none"><li data-bbox="812 441 1380 493">1. Introduce words, one at a time, on cue cards, and/or use the Edmark format.<li data-bbox="812 499 1380 552">2. Provide students with number word cue cards and numeral cue cards to match.<li data-bbox="812 558 1380 619">3. Provide grocery lists containing number words during Community Based Instruction.

RESOURCES/MATERIALS

Refer to Teaching Aids:

- Number Word Cue Cards
- Numeral Cue Cards
- Edmark Reading Program

T.E.K.S. 111.12 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
25. Student will spell number words (1-10).	Refer to Elementary Money (Writing number words 1-10).

RESOURCES/MATERIALS

T.E.K.S. 111.12 (1.2)

The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects..

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
26. Student recognize, read, and write the fraction "1/2".	<ol style="list-style-type: none">1. Demonstrate the concept of one-half by cueing: "one for me and one for you, we need two", while cutting a desired object in half. Explain: "There's a number for this portion, it's not one. It's only one-half." Write the fraction and repeat the cue: "One for me...", writing 1/, "we need two", add the two. Provide a fraction cue card _ and ask "What fraction is this?" Cue the students' responses.2. Provide a graduated measuring cup and instruct the students to "find the _ line." Demonstrate measuring colored water to the line. Cue: "It's not one cup, it's only _."3. Demonstrate: "Write one-half. Make a one up in the air. Top-over, across-down. Make a two." Have students copy the pattern.4. Present an enlarged picture of a measuring cup. Color in _ cup (or other fraction) and ask students: "Is it one-half?"5. Provide a worksheet of geometric shapes. Instruct the students to "divide the shapes in half". Demonstrate the process, have students copy and label the pieces. Cue the students to "Color half."6. Provide each student with an unlabeled half circle and a fraction cue card "1/2". Have the students match the cue card to the fractional part.7. Give students a variety of measuring cups and spoons. Instruct them to sort those marked _ from the others.8. Present several graduated measuring cups containing colored water (some measuring _) and several _ cue cards. Have the students label the cups containing exactly _ cup of colored water.9. Have students practice measuring _ cup.10. Give students "Playdoy" and a plastic knife. Cut the "Playdoh" in half.
RESOURCES/MATERIALS	

Measuring cups and spoons
Colored water
Worksheet of geometric shapes
Enlarged picture of measuring cup
Fraction cue cards

T.E.K.S. 111.12 (K.2)

The student describes order of events or objects.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
27. Student will recognize, write, and sequence “:00”, “:05”....:55”, “:00”.	Refer to Time (Counts by fives.) 1. Demonstrate :00 and cue: “dot-dot o’clock”. Have the students practice. 2. Add :05, etc. Vertical display. :00 :05 :10 3. Explain to students that they should see a zero-five-zero pattern (in the vertical column) as they write the numbers.

RESOURCES/MATERIALS

MATHEMATICS:

NUMERATION

(0,1,2,3,4)

(5,6,7,8,9)

T.E.K.S. 111.12 (K.1)

The student uses numbers to name quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
1. Student will count by rote (0-50).	<ol style="list-style-type: none">1. Train the “sign” cue for twenty by positioning the pointer and middle fingers horizontally in front of the body and moving them up and down. Visually cue the students with signs for 20-29. Have the students practice.2. Train the “sign” cue for thirty by positioning three fingers horizontally in front of the body and moving them up and down. Visually cue students with signs for 30-39. Have the students practice.3. Continue training to 50.4. Use a chart and place a counter tile on each number.

RESOURCES/MATERIALS

Number line
Touch Math
Number Theory Kit
Saxon Math Kits

T.E.K.S. 111.12 (K.1)

The student uses numbers to name quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
2. Student will count objects (21-50).	1. Give students twenty-one items. Demonstrate patterning objects into groups of tens, vertically. Move items totaling less than ten to the right. Have students count tens and leftovers and state the amount. Continue the process to fifty. Example: (27) • • • • • • • • • • • • • • • • • • • • • • • • • •

RESOURCES/MATERIALS

- Variety of age appropriate materials to count
- Touch Math Number Theory Kit
- Saxon Math Kits

T.E.K.S. 111.12 (K.1)

The student uses numbers to name quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
3. Student will read numerals (21-50).	Present numerals on the enlarged cue cards and verbally cue the students. “Two tens, that’s twenty, and one, that’s twenty-one”, “three tens, that’s thirty, and one, that’s thirty-one”, etc. Have students practice.

RESOURCES/MATERIALS

Refer to Teaching Aids:
Numeral Cue Cards

T.E.K.S. 111.12 (K.2)

The student describes order of events or objects.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
4. Student will sequence numerals (0-50).	<ol style="list-style-type: none"><li data-bbox="795 394 1385 693">1. Provide students with number cue cards 20-29. Place 20 on the left side of the work area and cue: "Two ten's and none, where's twenty-one?" Point to the empty space. Example: 20 _____. Instruct students to choose 21 and place to the right of the 20 cue card.<li data-bbox="795 693 1385 774">2. Continue practice with cards 30-39, 40-49, and 50. Cue as necessary and check.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Number Cue Cards

T.E.K.S. 111.12 (K.2)

The student describes order of events or objects.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
5. Student will write numerals (21-49).	<ol style="list-style-type: none"><li data-bbox="812 441 1383 646">1. Demonstrate on the chalkboard: “Make a twenty-one. Twenty says make a two. Twenty-one, make a one. Two tens and one, that’s 21.” Have students copy. Erase the numeral and cue again. Continue with 22-29. Have students add these numbers to the Numeration Worksheet A.<li data-bbox="812 655 1383 861">2. Demonstrate on the chalkboard: “Make a thirty. Thirty says make a three. Thirty, three tens and none. Make a zero.” Have students copy. Erase the number and cue again. Continue with 31-39. Have students add the numbers to the Numeration Worksheet A.<li data-bbox="812 869 1383 1045">3. Demonstrate on the chalkboard: “Make a forty. Forty says make a four. Forty, four tens and none, make a zero.” Have student copy. Erase the number and cue again. Continue with 41-49. Have students add the numbers to the Numeration Worksheet A.<li data-bbox="812 1054 1383 1140">4. Cue the next line on the Numeration Worksheet by saying: “After the twenties (sign), comes the thirties (sign)”, etc.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Numeration Worksheet A
Example attached

NUMERATION SHEET A (example)

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49

1. _____

2. _____

3. _____

T.E.K.S. 111.13 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
6. Student will count by rote (0-100).	<ol style="list-style-type: none"><li data-bbox="803 436 1385 531">1. Present “Sign” cues and verbally prompt students in the process already described in counting by rote (0-50).<li data-bbox="803 531 1385 709">2. Train the “sign” cue for sixty by positioning the thumb on the little finger on the same hand horizontally in front of body and moving up and down. Visually cue the students with signs for 60-69. Have the students practice.<li data-bbox="803 709 1385 865">3. Continue with: 70 – thumb on the ring finger. 80 – thumb on the middle finger. 90 – thumb on pointer finger. 100 – 2 hands with 5 fingers each.

RESOURCES/MATERIALS

T.E.K.S. 111.15 (2.13)

The student communicates about grade 2 mathematics, using informal language.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
7. Student will read numerals (0-100).	<ol style="list-style-type: none">1. Review 0-50.2. Present number cue cards sequenced 50-59, one at a time and cue: "Five says fifty." Point to the second numeral and read. Continue 52-59. Have the students practice.3. Introduce the cue cards 60-69. Point to the 6 and cue: "Six says sixty." Point to the second numeral and read.4. Continue 70-79. Have the students practice.5. Introduce the rule: "One, two, three. One, two, three, it takes three. Three numbers say hundred." (while pointing to the numerals in 100). Point to numeral one and say: "This number tells how many hundreds. One hundred, no tens, no ones. One hundred."

RESOURCES/MATERIALS

Refer to Teaching Aids:

Number Cue Cards

T.E.K.S. 111.15 (3.1)

The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
8. Student will sequence numerals (0-100).	<ol style="list-style-type: none">1. Provide students with the number cue cards 50-59. Position to the left side of each student's work area and cue: "Five tens and none." Point to the empty space to the right and cue: "Where's fifty-one?" Continue training, check by touching the second numeral, counting, "Zero, one, two...five". Lower the voice for "six...nine".2. Provide number cue cards 60-69, 70-79, 80-89, and 90-99. Have students practice.

RESOURCES/MATERIALS

Refer to Teaching Aids:
Number Cue Cards

T.E.K.S. 111.15 (3.1)

The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
9. Student will read numerals (11-19).	<ol style="list-style-type: none"><li data-bbox="803 472 1380 556">1. Introduce words, one at a time, using Number Word Cue Cards and/or Edmark format.<li data-bbox="803 556 1380 621">2. Provide students with Number Cue Cards to match with the Number Word Cue cards.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Number Cue Cards

Number Word Cue Cards

T.E.K.S. 111.15 (3.1)

The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
10. Student will spell number words (11-19).	Refer to Middle School Money (Writing number words 11-19).

RESOURCES/MATERIALS

T.E.K.S. 111.15 (3.1)

The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
11. Student will read number words (20-99).	<ol style="list-style-type: none"><li data-bbox="812 470 1380 590">1. Introduce “twenty” and cue: “two-tens”. Present twenty-one through twenty-nine. Point to the first word, then the second word to provide the cue.<li data-bbox="812 590 1380 653">2. Introduce thirty; then thirty-one through thirty-nine, etc.<li data-bbox="812 653 1380 737">3. Instruct students to match Number Word Cue Cards with corresponding Number Cue Cards.<li data-bbox="812 737 1380 806">4. Have students look for number words in newspaper articles.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Number Word Cue Cards

T.E.K.S. 111.15 (3.1)

The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
12. Student will spell number words (20-99).	Refer to Middle School Money (Writing number words 20-99).

RESOURCES/MATERIALS

T.E.K.S. 111.15 (3.1)

The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
13. Student will write numerals (50-100).	<ol style="list-style-type: none">1. Demonstrate on the chalkboard: “Make a fifty. Fifty says make a five. Fifty, five tens and none, make a zero.” Have students copy. Erase the number and cue again. Continue with 51-59. Have students add 50-59 to the Numeration Worksheet A.2. Demonstrate on the chalkboard: “Make a sixty. Sixty says make a six. Sixty, six tens, and none, make a zero.” Have students copy. Erase the number and cue again. Continue with 61-69. Have students add 60-69 to the Numeration Worksheet A.3. Continue, 70-79, 80-89, 90-99.4. Utilize the following procedure to teach 100.<ol style="list-style-type: none">a. Cue: “When I say hundred, you do this.” Demonstrate twisting wrist into rest position or laying down the pencil.b. Say the word “hundred” and have students practice the resting wrist position.c. Cue: “Get ready to write. One hundred. What did I say? One, make a one. Hundred, rest your pencil, just one hundred, no tens, no ones.” Add zeros to the students’ work.d. Cue: “Check it. One, two, three, it takes three. One, two, three, one, two, three, ONE, TWO, THREE. It takes three numbers to say hundred.”

RESOURCES/MATERIALS

Refer to Teaching Aids:

Numeration Worksheet A
Example attached

NUMERATION SHEET A-3 (example)

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

1. _____

2. _____

3. _____

T.E.K.S. 111.15 (3.3)

The student adds and subtracts to solve meaningful problems involving whole numbers.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
14. Student will complete numeration worksheet (0-99).	Provide students with a Numeration Worksheet A. Have them practice first with cues and then without cues. Demonstrate checking their method by counting down the left column "1, 2, 3, 4...yes, there's the tens' twenties..." and cross each line "zero, One...five." Lower voice, "six...nine."

RESOURCES/MATERIALS

Refer to Teaching Aids:

Numeration Worksheet A

T.E.K.S. 111.15 (3.3)

The student adds and subtract to solve meaningful problems involving whole numbers.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
15. Student will complete numeration worksheet (:00-:59).	<ol style="list-style-type: none"><li data-bbox="779 430 1385 766">1. Introduce the “Every little dot, every little dot” concept on a clock. Say: “We know :00, :05, but every dot has a name.” Demonstrate writing :00, :01, :02, :03, :04, :05. “There’s our friend.” :06, :07, :08, :09 on an enlarged Numeration Sheet on the chalkboard. Point to and read: “dot-dot o’clock, dot-dot O-one, dot-dot O-two...”, etc. Have students copy on the Numeration Worksheet A.<li data-bbox="779 766 1385 924">2. Write :10 on the board and say: “Not dot-dot O ten” and continue :11, :12, :13...; etc. “Where do we stop? We stop at :59.” Draw a square on the board and write :59 <u>stop</u>. Have students practice.

RESOURCES/MATERIALS

Refer to Teaching Aids:

- Numeration Worksheet A
- Chalkboard
- Example attached

NUMERATION SHEET A (example)

:00	:01	:02	:03	:04	:05	:06	:07	:08	:09
:10	:11	:12	:13	:14	:15	:16	:17	:18	:19
:20	:21	:22	:23	:24	:25	:26	:27	:28	:29
:30	:31	:32	:33	:34	:35	:36	:37	:38	:39
:40	:41	:42	:43	:44	:45	:46	:47	:48	:49
:50	:51	:52	:53	:54	:55	:56	:57	:58	:59
:60	:61	:62	:63	:64	:65	:66	:67	:68	:69
:70	:71	:72	:73	:74	:75	:76	:77	:78	:79
:80	:81	:82	:83	:84	:85	:86	:87	:88	:89
:90	:91	:92	:93	:94	:95	:96	:97	:98	:99

1. _____

2. _____

3. _____

T.E.K.S. 111.13 (1.2)

The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
16. Student will recognize, read, and write the fraction "1/3".	<ol style="list-style-type: none"><li data-bbox="812 470 1380 737">1. Demonstrate the concept of one-third by cueing. "One for him/her, one for you, one for me, we need three", while cutting a desired object (i.e., candy bar) in thirds. Point to one portion and say: "There is a number for this, it's not one, it's only one-third." Hand out the portions and say, "You take the first, you take the second, and I'll take the third." Label each portion 1/3. Repeat the cue: "One for you...", writing 1/3, "we need three", add the three. Present a fraction cue card 1/3 and ask, "What fraction is this?" Cue the students' responses.<li data-bbox="812 867 1380 1010">2. Provide a graduated measuring cup and instruct the students to locate the 1/3 line. Demonstrate measuring colored water to the line and cue: "It's not one cup, it's only 1/3."<li data-bbox="812 1020 1380 1163">3. Pattern, "Write one-third. Make a one up in the air. Top-over, across-down. Make a three." Have students copy the pattern. Remove the pattern and require the students to continue practicing.<li data-bbox="812 1173 1380 1316">4. Present a picture of an enlarged measuring cup and color in 1/3 or 1/2. Ask the students: "Is it one-third?" Students should respond "one-half" and "one-third", when appropriate.<li data-bbox="812 1327 1380 1472">5. Provide a worksheet containing various size circles. Demonstrate dividing the circles in thirds. Cue: "Make a dot in the middle. Line down to the dot. Give it legs, go out, go out." Have students copy the pattern.

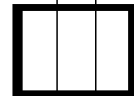


Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

6. Provide students with a worksheet with various size squares. Demonstrate dividing the squares in thirds. Cue: "Make an imaginary middle. Line down on the side. Line down on the side." Example:



7. Provide students with unlabeled half and third sections of circles and fraction cue cards $\frac{1}{2}$ and $\frac{1}{3}$. Instruct students to match the appropriate cue card to the fractional portions.
8. Have students sort measuring cups and spoons according to $\frac{1}{3}$ and $\frac{1}{2}$ portions.
9. Present students with several graduated measuring cups containing colored water, measuring $\frac{1}{2}$, $\frac{1}{3}$, etc. and fraction cue cards. The students should label the cups containing $\frac{1}{2}$ and $\frac{1}{3}$ cup.
10. Have students practice measuring $\frac{1}{3}$ cup.
11. Have students fold a sheet of 8" x 11" paper in half with the fold on the left side. Instruct them to fold down $\frac{1}{3}$ and fold up $\frac{1}{3}$ so that the paper will then fit in a small envelope.


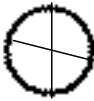
RESOURCES/MATERIALS

Candy bar
 $\frac{1}{3}$ Fraction Cue Card
Graduated measuring cup
Picture of enlarged measuring cup
Worksheet with various size circles, squares
Unlabeled half and third sections of circles
Sets of measuring cups and spoons
8" x 11" sheet of paper
Small envelope

T.E.K.S. 111.13 (1.2)

The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
17. Student will recognize, read and write the fraction "1/4".	<ol style="list-style-type: none"><li data-bbox="813 470 1380 800">1. Demonstrate the concept of one-fourth by cueing: "One for you, one for me, oh no two more, we need four", while cutting a desired object in fourths. Point to a portion and say: "There's a number for this, it's not one, it's only one-fourth", while writing the fraction. Repeat the cue: "One for you..." writing 1/4, "we need four", add the four. Present a fraction cue card _ and ask, "What fraction is this?" Cue the student's responses as needed.<li data-bbox="813 806 1380 953">2. Pattern, "Write one-fourth. Make a one up in the air. Top-over, across-down. Make a four." Instruct the students to copy the pattern. Remove the pattern and have them continue to practice.<li data-bbox="813 959 1380 1136">3. Provide students with a worksheet of geometric shapes and instruct them to "divide in fourths". Demonstrate and cue: "Go down, go across, make a plus sign." Have the students copy and label pieces. Cue: "Color one-fourth". <li data-bbox="813 1331 1380 1356">4. Add one-fourth to pre-trained activities.<li data-bbox="813 1362 1380 1415">5. Have students practice folding towels in increments of 1/4, 1/3, and/or 1/2.

RESOURCES/MATERIALS

- 1/4 Fraction Cue Card
- Worksheet of geometric shapes
- Towels

T.E.K.S. 111.13 (1.2)

The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
18. Student will recognize, read and write the fraction "3/4".	<ol style="list-style-type: none"><li data-bbox="779 430 1385 735">1. Demonstrate the concept of three-fourths. Cue: "More than half, but not all", while removing the fourth from a pre-divided object. Circle point to _ and then say: "There's a number for this portion, it's not one, it's just three-fourths", while writing the fraction. Present a fraction cue card _ and ask the students, "What fraction is this?" Cue student responses.<li data-bbox="779 735 1385 892">2. Pattern, "Write three-fourths. Make a three up in the air. Top-over, across-down. Make a four." Students should copy the pattern. Remove the pattern and have students continue practicing.<li data-bbox="779 892 1385 926">3. Add three-fourths to pre-trained activities.

RESOURCES/MATERIALS

3/4 Fraction Cue Card

T.E.K.S. 111.13 (1.1)

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
19. Student will complete numeration worksheet (.00-.99).	<ol style="list-style-type: none"><li data-bbox="779 388 1372 682">1. Introduce “Money Numeration Sheet (“Penny counter”)” and demonstrate .00. Cue: “No dollars, no dimes, no leftovers.” Write .01 and cue: “No dollars, no dimes, just one.” Continue training to .09. Write .10 and cue: “No dollars, one dime, no more.” Continue to .99. Have students practice.<li data-bbox="779 682 1372 804">2. Draw an additional box on the Numeration Worksheet A to the right of .99 and write 1.00. Have students practice and cue: “After .99 comes next dollar.”

RESOURCES/MATERIALS

Refer to Teaching Aids:

Money Numeration Sheet
Example attached

NUMERATION SHEET A (example)

.00	.01	.02	.03	.04	.05	.06	.07	.08	.09
.10	.11	.12	.13	.14	.15	.16	.17	.18	.19
.20	.21	.22	.23	.24	.25	.26	.27	.28	.29
.30	.31	.32	.33	.34	.35	.36	.37	.38	.39
.40	.41	.42	.43	.44	.45	.46	.47	.48	.49
.50	.51	.52	.53	.54	.55	.56	.57	.58	.59
.60	.61	.62	.63	.64	.65	.66	.67	.68	.69
.70	.71	.72	.73	.74	.75	.76	.77	.78	.79
.80	.81	.82	.83	.84	.85	.86	.87	.88	.89
.90	.91	.92	.93	.94	.95	.96	.97	.98	.99

1. _____

2. _____

3. _____

T.E.K.S.

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
20. Student will count 2's by rote to 10.	<ol style="list-style-type: none"><li data-bbox="808 436 1383 499">1. Have students touch laminated number line as they count with teacher.<li data-bbox="808 499 1383 562">2. Point out that you have to skip every other number.<li data-bbox="808 562 1383 625">3. Have students use erasable markers to cross out odd numbers as teacher guides.<li data-bbox="808 625 1383 657">4. Practice to independence.<li data-bbox="808 657 1383 714">5. Generalize to counting manipulative objects in groups of two.

RESOURCES/MATERIALS

T.E.K.S.

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
21. Student will count 2's by rote to 20.	<ol style="list-style-type: none"><li data-bbox="808 436 1380 499">1. Have students touch laminated number line as they count with teacher.<li data-bbox="808 499 1380 562">2. Point out that you have to skip every other number.<li data-bbox="808 562 1380 625">3. Have students use erasable markers to cross out odd numbers as teacher guides.<li data-bbox="808 625 1380 657">4. Practice to independence.<li data-bbox="808 657 1380 714">5. Generalize to counting manipulative objects in groups of two.

RESOURCES/MATERIALS

T.E.K.S.

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
22. Student will count by 5's to 60.	<ol style="list-style-type: none"><li data-bbox="779 394 1372 546">1. Use charts, students will circle every 5th number. 5 10 15<li data-bbox="779 546 1372 588">2. Orally count by rote 5 to 60.<li data-bbox="779 588 1372 651">3. Group manipulative objects by groups of 5 and count.<li data-bbox="779 651 1372 684">4. Count nickels by 5's to 60.

RESOURCES/MATERIALS

- Number chart
- Manipulatives
- Counters
- Nickels

T.E.K.S.

The student uses whole numbers to describe and compare quantities.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
23. Student will count by 10's to 100.	<ol style="list-style-type: none"><li data-bbox="812 438 1372 527">1. Using charts, students will circle every 10th number. 10 20 30 etc.<li data-bbox="812 562 1284 592">2. Orally count by rote by 10's to 100.<li data-bbox="812 594 1349 648">3. Group manipulatives by groups of 10 and count.<li data-bbox="812 651 1133 680">4. Count dimes by 10's.

RESOURCES/MATERIALS

Manipulatives
Number chart
Dimes

MATHEMATICS:

NUMERATION

(0,1,2,3,4)

(5,6,7,8,9)

T.E.K.S. 111.12 (K.6)

The student uses patterns to make predictions.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
1. Student will read numerals (100-999).	1. Present number cue cards in the hundreds and demonstrate counting the digits: “one-two-three, one-two-three, one-two-three.” Point to the first numeral and say: “This number says hundred, ___ hundred.” Circle point around the second and third numerals, touch pointer finger on tens (second numeral) and say the number. Point to the third numeral and say the number. If there is a zero in the ten’s place, students should either state “no tens, just number ___”, or remain silent.

ADAPTATION:

Have non-verbal students look at the number cue cards and point to the one requested.

RESOURCES/MATERIALS

Number Cue Cards 100-999

T.E.K.S. 111.12 (K.6)

The student uses patterns to make predictions.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
2. Student will write numerals (100-999).	<ol style="list-style-type: none">1. Have students rote practice 100-109. Cue: "One hundred, no tens, no one's. One hundred, no tens, just one. One hundred, no tens, just two...", etc. Check work and provide verbal cue: "One-two-three. One-two-three, it takes three" to demonstrate place value of hundreds.2. Have students practice 100-199 on Numeration Worksheet A.3. Continue training 200-299, 300-399... 900-999.4. Cue: "Get ready to write."<ol style="list-style-type: none">a. State the number in the hundreds.b. Review "wrist rest" cue: "When I say hundred, you do this."c. Re-state the number and ask: "How many hundreds?" Demonstrate on the board.d. Cue: "One-two-three. One-two-three, it takes three."e. Underline the numeral written and draw two more lines. Example: <u>3</u> _ _.f. State the number again, point to the hundreds number, "wrist rest" on the word hundred and then write in the tens and ones.5. Introduce 101-109, 201-209,...901-909, using the above technique. Point to the second line and ask, "Did I say any ten's? No ten's, just number ____." Write number _____.

RESOURCES/MATERIALS

Refer to Teaching Aids:

Numeration Worksheet A

T.E.K.S. 111.12 (K.6)

The student uses patterns to make predictions.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify the one that is “just before” or “just after” a specified number.	1. Provide the students with Numeration Worksheet A (0-99), or have them make their own. Introduce the “just before” concept by providing demonstration. Have students practice using the worksheet. 2. Introduce the “just after, one more” concept. This skill is important for rounding up numbers displayed on calculators (refer to Money, Figuring Sales Tax).

RESOURCES/MATERIALS

Refer to Teaching Aids:

Numeration Worksheet A

T.E.K.S. 111.12 (K.6)

The student uses patterns to make predictions.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
4. Student will read numerals (1,000-9,999).	Cue students: "Comma says thousand." Point to the first numeral, point to the comma, point to the hundred's numeral, demonstrate "wrist rests" while saying the word hundred and circle point over the last two numerals and cue: ___ ten's and number ____.

RESOURCES/MATERIALS

T.E.K.S. 111.12 (K.6)

The student uses patterns to make predictions.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
5. Student will write numerals. (1,000-9,999).	<ol style="list-style-type: none">1. Demonstrate making a comma and cue: "When I say thousand, you do this."<ol style="list-style-type: none">a. Chant: "Thousand, Thousand, Thousand", while students make commas.b. Say: "One thousand, make a one. I said thousand", demonstrate writing the comma on the board. Have students practice following verbal cues with two thousand, three thousand, etc.c. Cue: "Comma, one-two-three", demonstrating _ _ . Have the students practice. Cue: "Seven thousand" and demonstrate 7, _ _ , saying "comma, one-two-three".d. Say: "Seven thousand, three hundred forty five" and demonstrate filling in the spaces.e. Continue practice by providing verbal cues using numbers without zeros.2. Introduce numbers with zeros in the hundreds place and cue: "Did I say any hundred's? No hundreds, number ____."3. Introduce numbers with zeros in the ten's place and cue: "No ten's, just number ____."4. Provide mixed practice.

RESOURCES/MATERIALS

T.E.K.S. 111.12 (K.6)

The student uses patterns to make predictions.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
6. Student will read number words. (100-999).	Introduce the word “hundred” and verbally emphasize that “... red ” each time a number is said. Provide practice.

RESOURCES/MATERIALS

T.E.K.S. 110.3 (D.1)

The student spells proficiently.

Area: Numeration

OBJECTIVE	TEACHING ACTIVITIES
7. Student will spell number words. (100-999).	Refer to High School Money (Writing number words 100-999).

RESOURCES/MATERIALS

