

Table of Contents

Introduction	3
How to Use This Book	4
Revisiting 0–20	5
<i>(Counting by 1s—Counting by 2s—Counting by 5s—Counting by 10s—Class Book 0–20—Bunch Up—Reviewing Tally Marks—10 Things to Do With 20 Counters—8 Things to Do With Number Word and Tally Cards for 0–20—10 Things to Do With Digit Cards 0–9—Possum Storehouses—0–20 Number Charts—Odd or Even?—Join the Dots 0–20—0–20 Number Line-Up—Tricky Questions—Counting On—Mental Mind Munchers 0–20—Tens and Ones—What a Lot of Beans—0–20 Check-Up)</i>	
Revisiting Groups of 10	31
<i>(Call and Catch—Silent 10s—Build a 10s Tower—Draw a Ten—How Many 10s?—Bundle a 10—10 Things to Do With Number Word Cards for 10–90—Mental Mind Munchers 10–90—What a Lot of Legs—What’s My Number?—10–90 Check-Up)</i>	
Exploring 0–99	43
<i>(Find a Pattern—Adding 10—Counting by 10s—Make Your Own Number Chart—Make It My Way—Draw It My Way—Whisper It—Number Scramble—In Between—Grab the Lion—Number Caterpillars—Digit Eyes—Digit Card Game—Catch the Ants—Place Value Bingo—What’s On My Forehead?—Roll Away—Say My Number—What Number Am I?—Mental Mind Munchers 0–99—0–99 Check-Up)</i>	
Exploring 100	75
<i>(Trade Up—Trade Down—Three Digits At Last—Let’s Celebrate—Interesting Facts—All About 100—Win-a-Shark—Lose-a-T-Rex—How Many Tens?—Pattern Search—Mix It Up—Desk Charts—100 Check-Up)</i>	
Skills Record Sheet	94
Sample Weekly Program	95
Blank Weekly Program	96

Activities

Tens and Ones



Resources

two students, standing at the front of the class

Activity

- One student is the “tens” and holds up 10 fingers. The other student is “ones.” On a given signal, the “ones” student holds up 0–10 fingers. The rest of the class states the number formed. (e.g., 17 is ten and seven)

Variation

- The class asks the two students to model a given number with their fingers. (e.g., “Show us 11.”)

What a Lot of Beans



Resources

small dried beans (e.g., brown beans), craft sticks, hobby glue, three dice, newspaper for desks (to protect table tops), small counters for each group

Activity

- Review how to make beansticks. Have students throw the dice, add the numbers, and take that many beans. Every time they collect a total of 10 beans, they can make a beanstick or a 10s stick by gluing 10 beans to a craft stick. The person who collects the most beans each turn wins a counter. At the end of the time limit, have students count up to see who has the most beans.

- When you have plenty of beansticks for the group to use, use the pre-prepared sticks rather than gluing new ones. (Note: Use these beansticks later when exploring numbers 0–99.)

Variation

- Have students shuffle the “zero” to “twenty,” “tally,” or “one ten and one” word cards. Then place them face down in the center of the group. Have them take turns turning over a card. The first person to match that number with the beansticks and loose beans wins a counter.

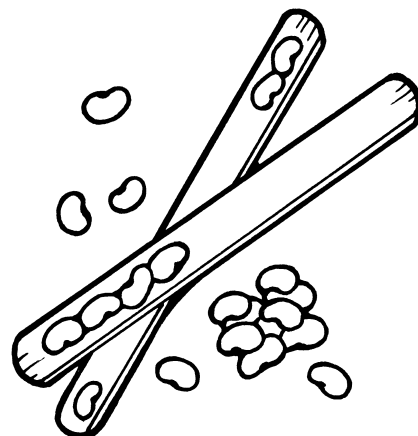
0–20 Check-Up

Resources

pages 27–30

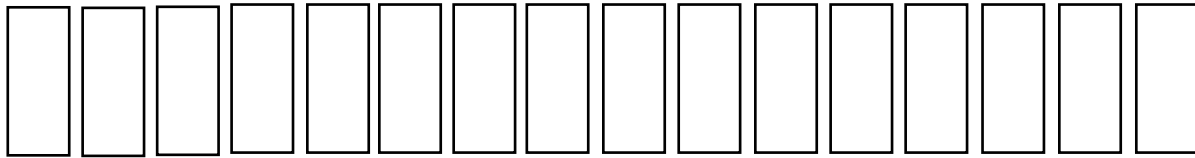
Activity

- Use these towards the end of this unit to check students’ written understanding. Use the Skills Record Sheet (page 94) to record individual details.

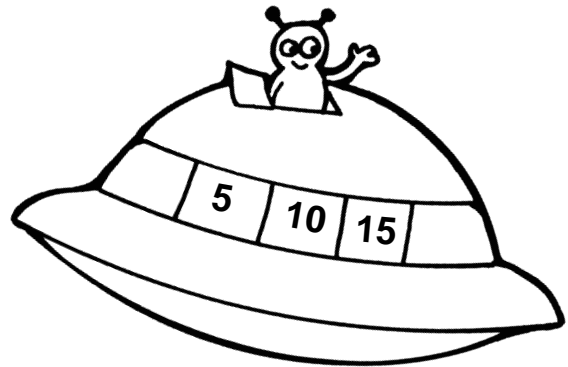
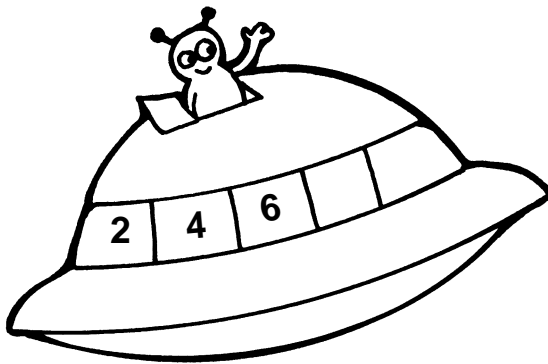


0-20 Check-Up

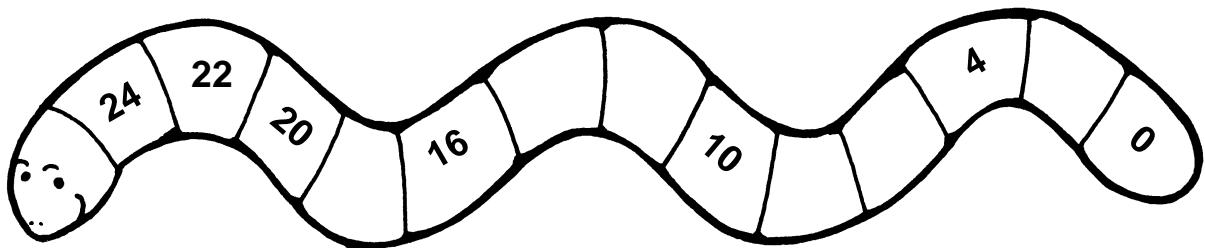
Color the rectangles to make a twos pattern.



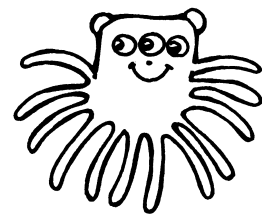
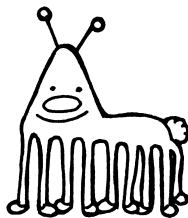
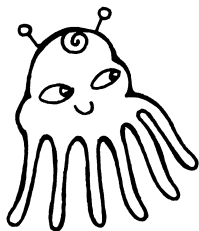
Continue the number patterns.



Fill in the missing numbers.



Circle the aliens with an odd number of legs.



Put a box around the even numbers.

1

4

13

8

12

17

16