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Activating Prior Knowledge



Show students Math Card 9. Ask them to look at the picture and describe what they see. Talk with students about where a person could find the pictured objects. Tell them that the number on the card is a number 9 and talk about the number. Tell them that there are nine items in the picture and that they are butterflies. Have students count the butterflies while you point to them. Ask students to hold up nine fingers. Ask students to look around the room so they can see what nine fingers look like. Tell students that you would like them to learn how to make a number 9. Model how to write a number 9. Ask students to practice making the number 9 in the air with their pointer fingers. Give students an opportunity to practice making the number 9 by providing a number-making center in the classroom. For example, have students practice making the number 9 in shaving cream.

Language Development



Ask students to sit in a circle near you. Direct students' attention to the number 9 at the top of the card. Ask them to make a number 9 in the air using their pointer fingers. Talk about how to spell *nine* and what letter it begins with. Talk with students about the different ways to make nine. Using a manipulative, model for students different ways to make nine. Use language like, "two and seven make nine," or, "four plus five equals nine." Ask students to quietly get nine objects from somewhere in the classroom and bring them back to share with the group. Model this first. Give each student a chance to tell about the objects he or she chose. To conclude, put nine objects in the middle of your circle, talk about the number 9, and ask students to practice making the number 9 in the air.

Building Knowledge and Comprehension



Before this activity, print on the bottom of a large sheet of construction paper the phrase, "There are nine _____." Make and distribute a copy for each student. Share Math Card 9 with students and ask them to make a number 9 in the air with their pointer fingers. Give each student stickers. Tell students to arrange nine stickers on the construction paper. Direct their attention to the sentence at the bottom of the construction paper. Ask students to point to the words while you read the sentence to them. Ask students to read the sentence with you. Help them write the names of the objects they cut out in the blank at the end of the sentence. If using Math Cards 1–20, save each student's "nine" page in a folder so that he or she can make a book of the numbers 1–20. Keep the completed books in a class library for students to read.

Time to Differentiate!



For English language learners, scaffold the Language Development lesson by providing oral models for the discussion. Model how to tell about the objects you chose from the room. Then prompt students to follow your model. For example, say, "I have nine yellow pencils. I picked them from the math center." Then guide students in using your model.

For below-level students, scaffold the Language Development lesson. Provide students with two groups of objects—one with the correct quantity and one with an incorrect quantity. Help students count each group of objects and identify which group matches the number for this lesson. Then discuss the objects as a group.

9
nine



Unit 1 ^{1 2 3} Numbers

Focus Lesson

Objectives

Pre-K Standard 5.13: Students use visual and verbal cues, including pictures, to comprehend new words and stories.

K–2 Standard 5.1: Students use mental images based on pictures and print to aid in comprehension of text.

Skills

- visualizing information
- filling in missing information
- predicting information

Materials

- Math Cards 1–10
- chart paper
- marker

Word Study

- number
- see
- visualize

Comprehension and Skills

Part 1: Lesson Length: approx. 20 minutes

1. Show students Math Card 1. Review the word *one*. Point to the picture of the wooden train. In order for students to fill in “missing information” about a complete picture, you will need to ask questions to help them visualize additional information.
2. Following are examples of questions for Math Card 1:
 - Have you ever played with a similar kind of toy?
 - If this toy came with other toys, what else might the set include?
 - Would you like to have this toy? Why or why not?
 - Can you think of other toys that are similar to this one?
3. Review the word and number at the top of each card. Spend a few minutes discussing each card.
4. Each time you show each card, ask students questions that might elicit additional information about the picture. These questions should prompt them to think about the math card in a new and different way. Examples of questions for Math Card 2 include the following:
 - How does a pineapple feel when you touch it?
 - Have you ever eaten a pineapple?
 - What does it taste like?
 - What shape is a pineapple?

Focus Lesson *(cont.)*

Comprehension and Skills

Part 2: Lesson Length: approx. 15 minutes

1. Show students Math Card 3. Some examples of questions for Math Card 3 include the following:
 - What kind of dog do you see?
 - What might its bark sound like?
 - Do you think this dog can run fast?
 - Would you like this dog as a pet? Why or why not?
2. Show students Math Card 4. Some examples of questions for Math Card 4 include the following:
 - Have you ever eaten a strawberry?
 - How can you describe its taste?
 - How does a strawberry feel when you touch it?
3. Show students Math Card 5. Some examples of questions for Math Card 5 include the following:
 - How big do you think these stuffed teddy bears are?
 - What would its fur feel like?
 - Would you like these for toys? Why or why not?

Comprehension and Skills

Part 3: Lesson Length: approx. 20 minutes

1. Continue the same process with Math Cards 6–10.
2. Ask questions similar to those in Parts 1 and 2 of the lesson.

Comprehension and Skills

Part 4: Lesson Length: approx. 15 minutes

1. Display Math Cards 1–10 in order somewhere in the room. Ask, “What card will come next in this series?” Students should understand that “eleven” would be the next card.
2. Ask, “What kinds of objects might be pictured on Math Card 11?” Make a list of student predictions on chart paper.

Time to Differentiate!

For above-level students, have each one create a short story about one of the cards. Remind students to think about the questions you discussed as a class.

Assessment

The discussions of each math card serve as an ongoing assessment in this lesson. You should see students gradually strengthen their skills in visualizing and filling in missing information as they participate in class discussions.

Introduction to Unit 2: Operations

This unit on operations is a great theme to introduce after the previous unit on numbers. Once students understand the basic concept of counting and are familiar with numbers 1–20, they can begin to understand how to set up and solve math problems. This unit focuses on understanding addition and subtraction. However, students will also learn to identify their purpose for reading different reading materials.

Skills Taught in This Unit

- brainstorming reasons that typeface is used
- recognizing typeface in texts
- locating typeface in texts
- understanding mathematical concepts
- understanding mathematical symbols
- distinguishing between various reading materials
- understanding that reading has a purpose
- understanding the connection between reading materials and a purpose for reading

Directions for the Teacher

You have many different options when teaching this unit. You can use the nonfiction text pages (Math Cards) and teach the content using the strategies that precede each card. Or, you can teach nonfiction skills and strategies by teaching the whole unit, starting with the introductory lesson, then teaching the focus lesson, and then following up with the center activities. This format repeats for the second lesson in the unit. Conclude the unit by teaching the wrap-up activity to tie all the nonfiction text and skills together.

