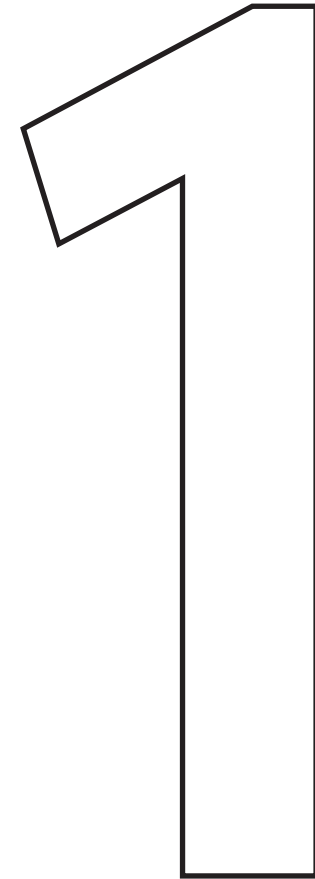
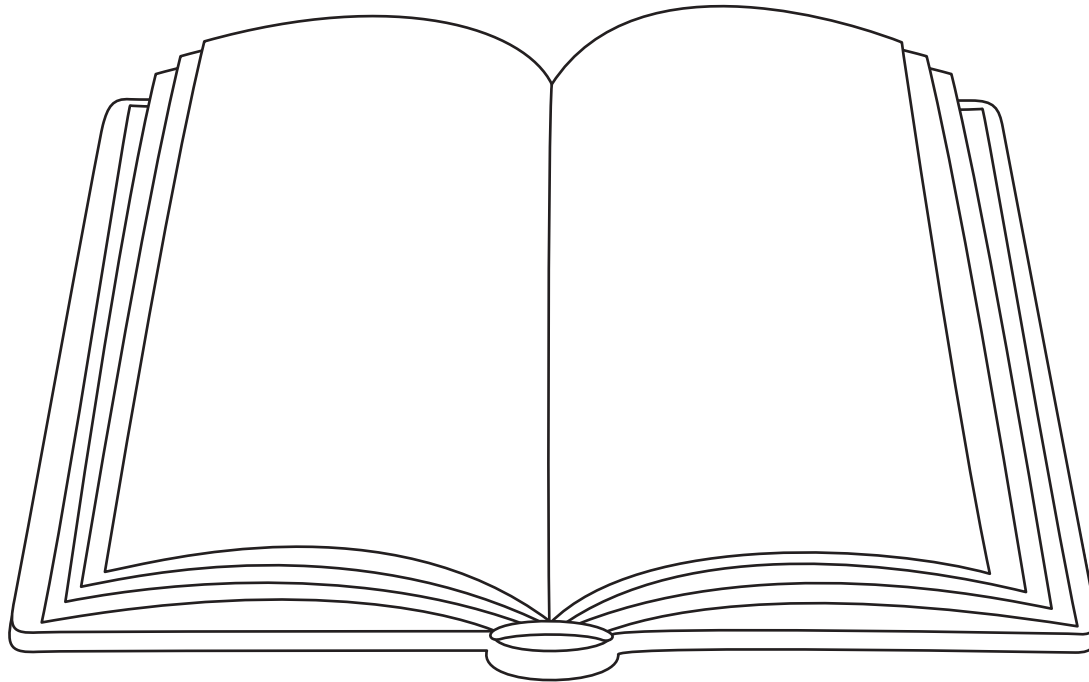


1

Number 1

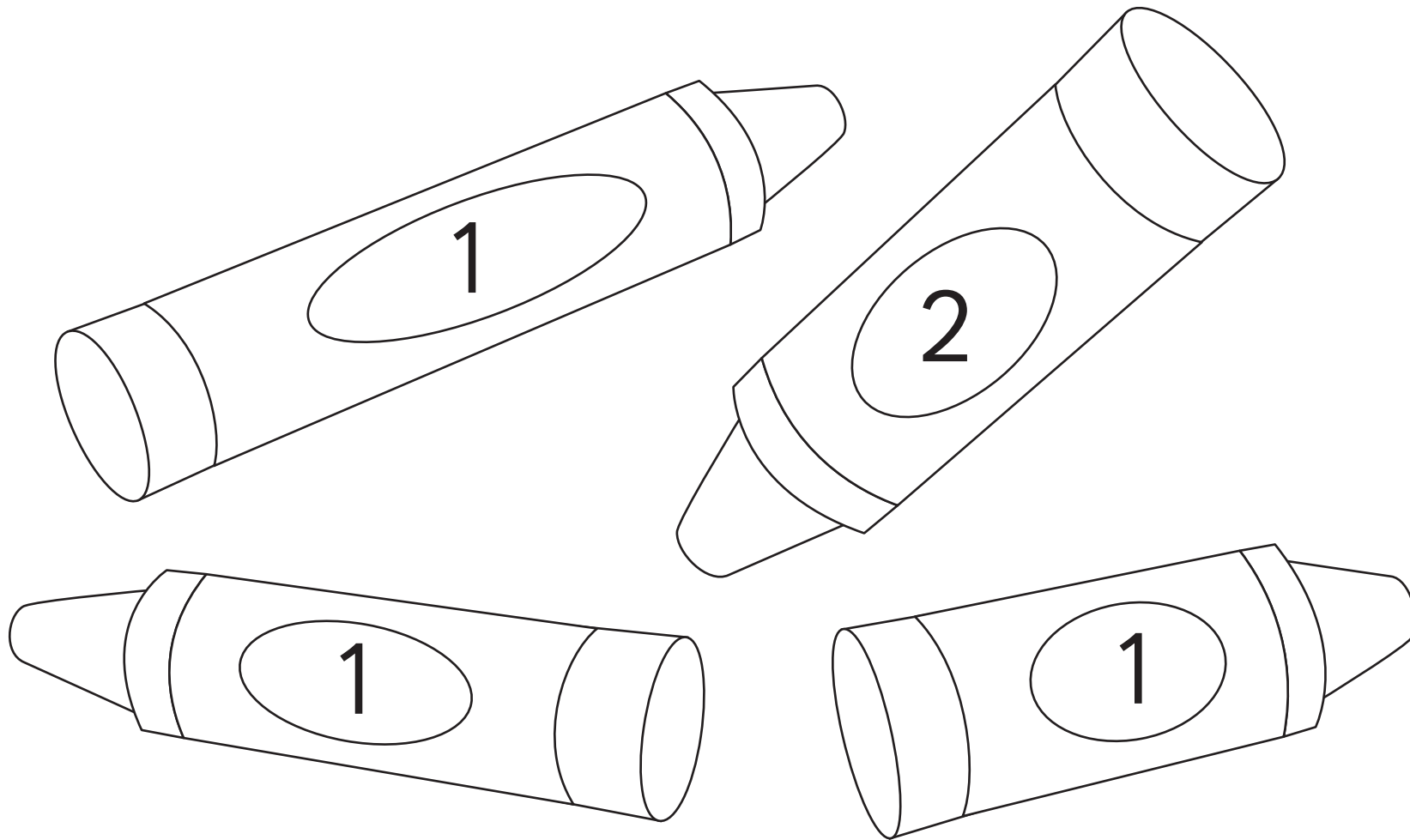
1 2 3 Count. / Color.



Presentation: Children open their books. Point to the picture of the book. Say: *This is a book. Book.* Children repeat: *Book.* Ask: *How many books can you see? Let's count! One. One book.* Children count along with you. Write a large number 1 on the board. Then, point to it and say: *One.* Children repeat. Finally, children color the number 1 and the book.

Practice: Play music. Children stand up and dance. Stop the music and show children one crayon. Ask: *How many crayons can you see? Let's count! One.* Children hold up one finger and say: *One.* Then, play the music again, pausing to show children a school object to count: *One.*

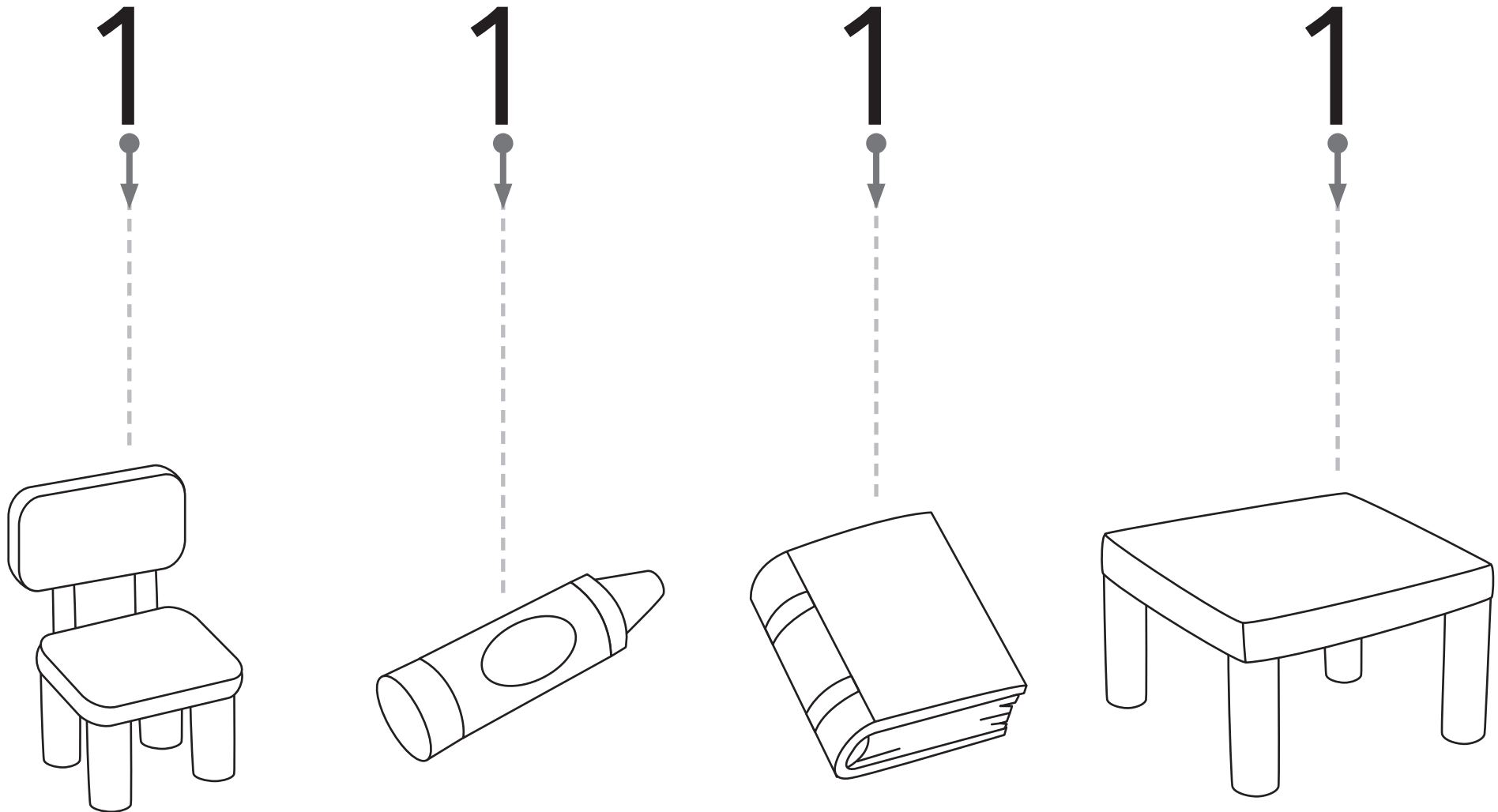
 Look.  Color.



Presentation: Make cards with the numbers 1 and 2. Show children a card with the number 1. Children identify the number: *One*. Then, show a card with the number 2. Ask: *Is it number 1?* (*No.*) Finally, children open their books. They look for and color only the crayons with the number 1 on them.

Practice: Display the number 1 and 2 cards face down on the board. Individual children go to the board and turn over a card. Ask: *Is it number 1?* If it is, the child says: Yes and claps once. If it isn't, the child says: *No* and sits down. Repeat this procedure several times.

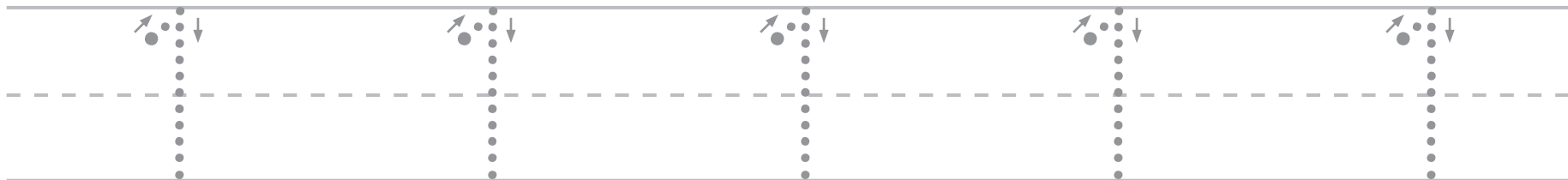
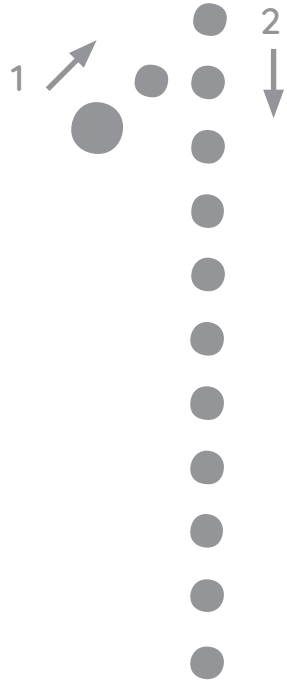
1²₃ Count. ✨ Match. ✎ Color.



Presentation: Make cards with the number 1 in different fonts, and cards with drawings of one school object. Show children the number 1 cards and display them on the board. Children say: *One* and jump once. Then, show the school object cards. Children name the items. Display the object cards under the number 1 cards and say: *One (chair)* as you draw a line from each number 1 to each object. Children repeat. Then, they open their books. They look at each number 1 and count the corresponding object. Then, they use a crayon to trace the lines to match the numbers to the objects. Finally, they color the objects.

Practice: Put the number 1 cards in one bag and the school object cards in another bag. Children sit in a circle. Play music and have children pass the two bags around together. Stop the music. The child with the bags takes a card from each bag and says: *One (table)*. Repeat.

1 2 3 Count.  Trace.



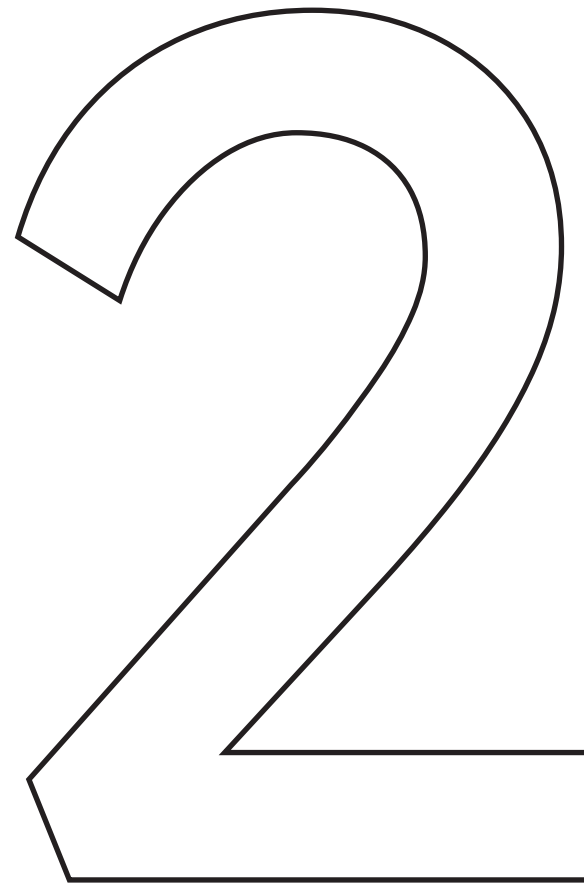
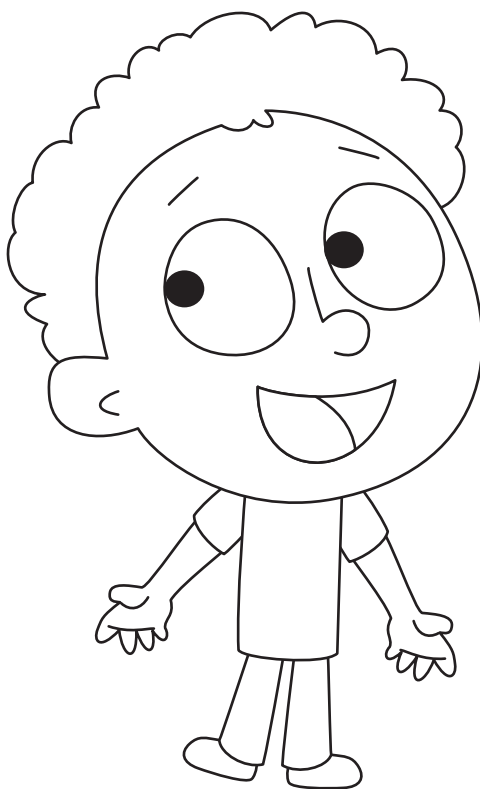
Presentation: Draw a large number 1 on the board. Point to it and say: *One*. Children repeat. Trace a number 1 in the air as you say: *One*. Children do the same. Then, point to yourself and say: *One teacher*. Children repeat after you. Show school objects (one of each). Children count and name the objects. Finally, they open their books, count the teacher, and trace the numbers.

Practice: Give each child a sheet of construction paper with a large number 1 on the left side. Children use finger paint to paint the number. Then, they paint or draw one school object of their choice on the right side. Children can take their artwork home.

2

Number 2

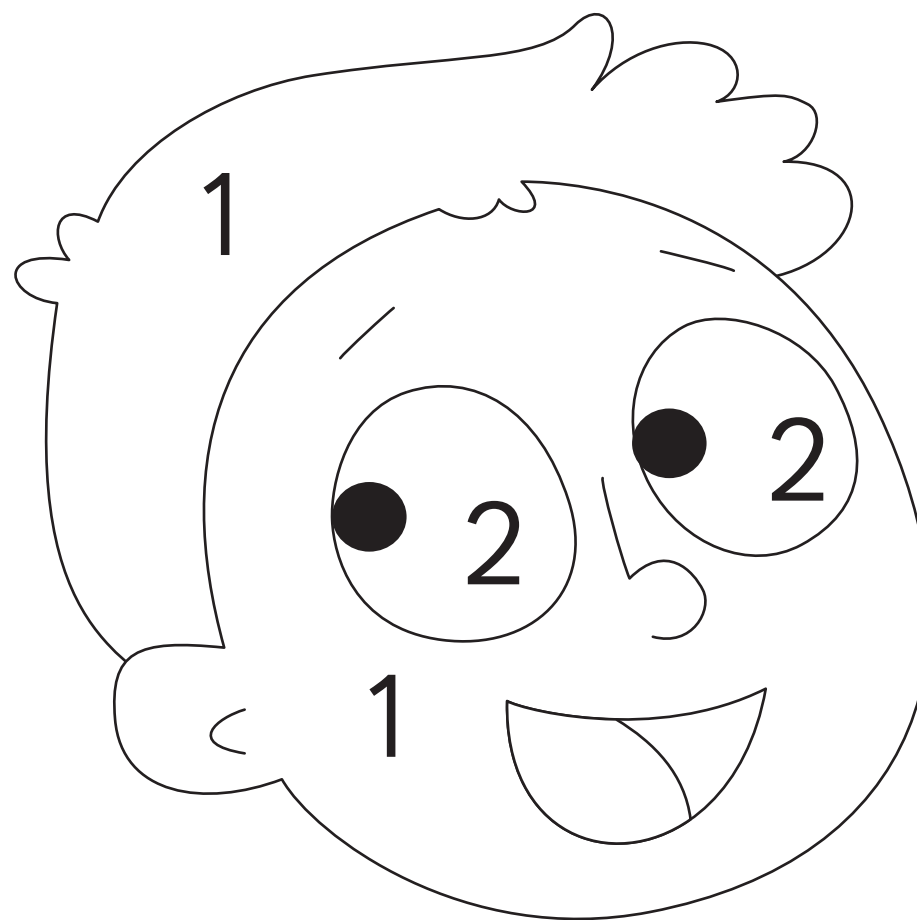
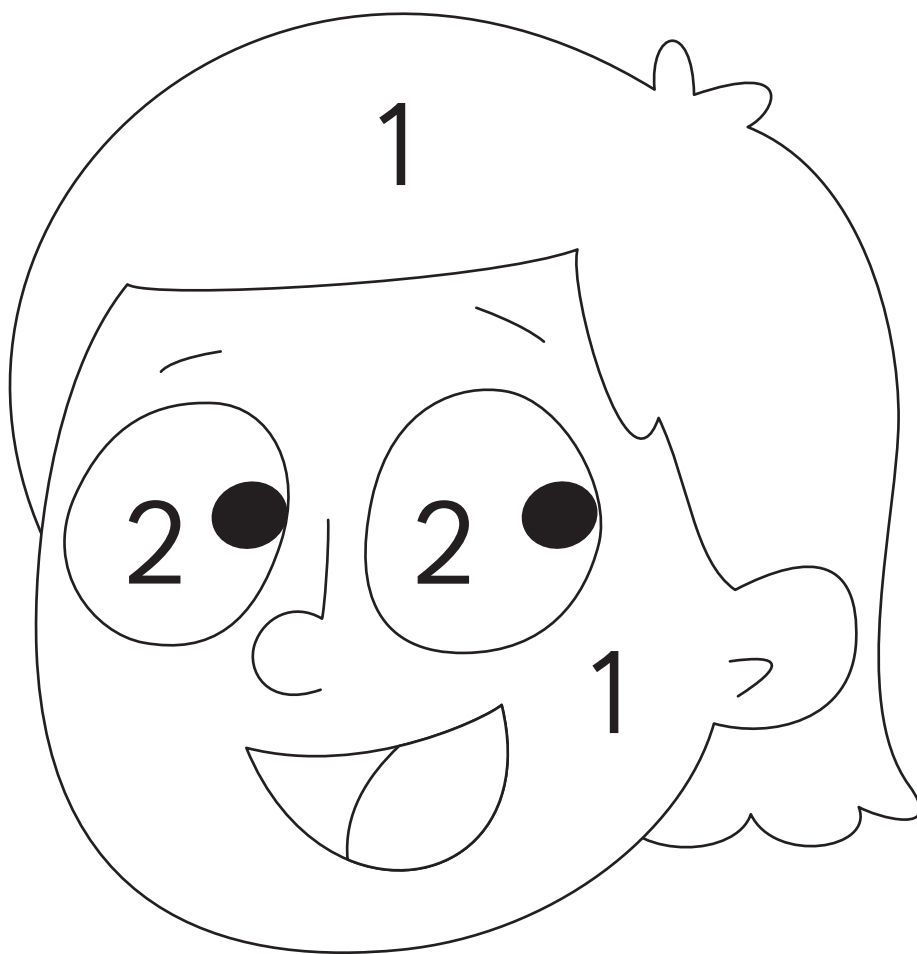
1 2 3 Count. / Color.



Presentation: Have two children go to the front of the classroom. Ask: *How many children can you see? Let's count! One, two. Two children.* Children count along with you. Write a large number 2 on the board. Point to it and say: *Two.* Children repeat. Finally, they open their books, count the children, and color the number 2 and the children.

Practice: Play music. Children stand up and walk around the classroom. Say: *Make groups of two!* Children find a partner. Then, they count as they point to themselves and their partner: *One, two!*

Look. Color.

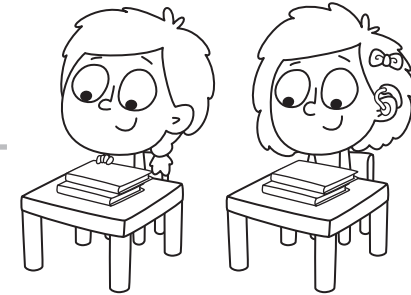


Presentation: Show children a card with the number 2. Children identify the number: *Two*. Then, show a card with the number 1. Ask: *Is it number 2?* (No.) Finally, children open their books and look for and color only the parts of the faces with a number 2 on them.

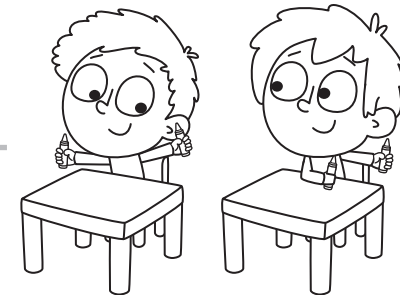
Practice: Put several cards with the numbers 1 and 2 around the classroom. Play a tambourine or other percussion instrument as children walk to the rhythm (fast or slow). Stop playing and say: *Go to number 2!* Children go quickly to a number 2 card and touch it.

1 2 3 Count.  Match.

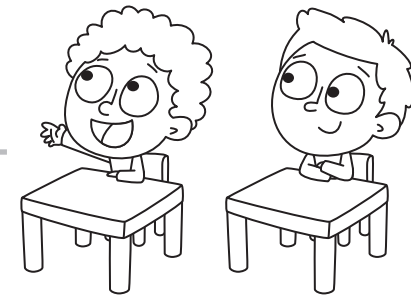
2



2



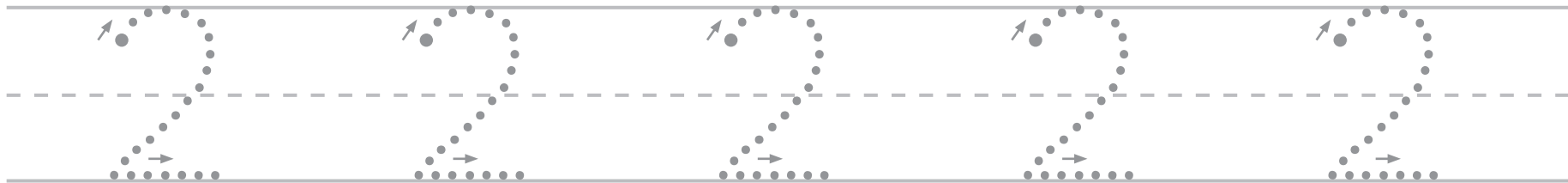
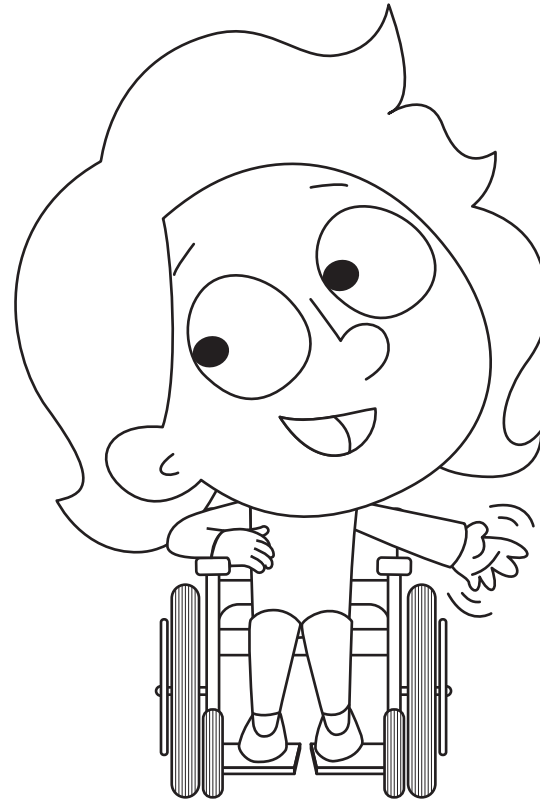
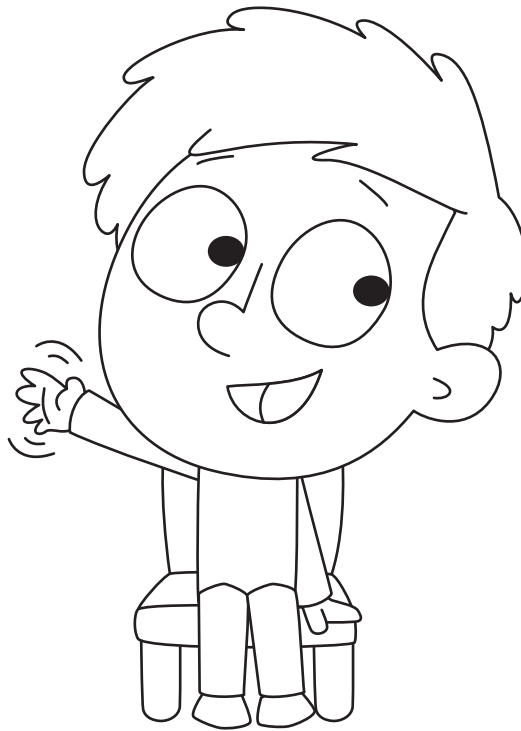
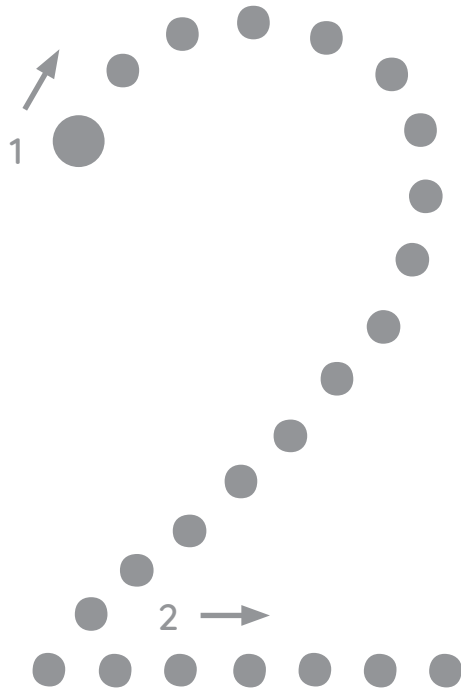
2



Presentation: Invite two children to the front. Ask: *How many children can you see? Let's count! One, two. Two children.* Write the number 2 on the board. Say: *Two.* Children repeat. Finally, they open their books. They count and trace the lines to match each number 2 to the corresponding pair of children.

Practice: Write the number 2 eight times on the board. Place picture cards around the classroom: one child, two children, one crayon, two crayons, one table, two tables, one book, two books. Say to a child: *Find two (children).* The child finds the correct card, counts the objects in the picture, and puts the card below a number 2 on the board. Repeat.

1 2 3 Count.  Trace.



Presentation: Draw a large number 2 on the board. Point to it and say: *Two*. Children repeat. Trace a number 2 in the air as you say: *Two*. Children do the same. Then, display two objects. Point to the objects and ask: *How many can you see?* Children count, hold up two fingers, and say: *Two*. Finally, they open their books, count the children, and trace the numbers.

Practice: Give each child a sheet of construction paper with a large number 2 on the left side. Distribute balls of crumpled-up tissue paper. Children glue the balls onto the number. Then, they draw two body parts (eyes, arms, hands, legs, or feet) on the right side. Children can take their artwork home.