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Cambridge University Press
978-1-108-70675-9 — Cambridge Little Steps Level 2 Numeracy Book
Lorena Peimbert
Excerpt
More Information

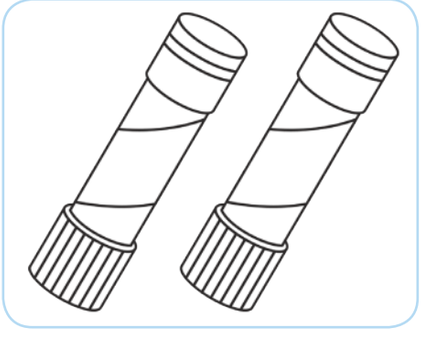
Review:
Numbers 1 & 2

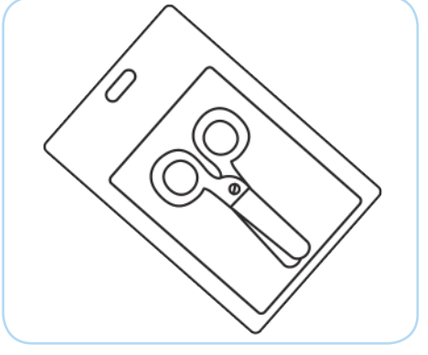
1 Numbers 1 to 5

Trace. 2 1 3 Count. Draw.

1 1 1 1 1

2 2 2 2 2





Presentation: Make a set of cards with one or two drawings of the same school object on each card. Show children a card. Ask: *What's this? (A paintbrush.) How many (paintbrushes) can you see?* Children count and say. Finally, children open their books and trace the numbers. Then they draw lines from each set of numbers to the corresponding number of school objects.

Practice: Give children a white sheet of paper and different colored pencils. Put the cards you made inside a bag. Play some music and have children pass around the bag. Stop the music. The child with the bag pulls out a card, shows it to the class, and counts the school objects on it. Each child writes the number (1 or 2) on their sheet of paper using the colored pencil of their choice. Repeat as many times as you wish.

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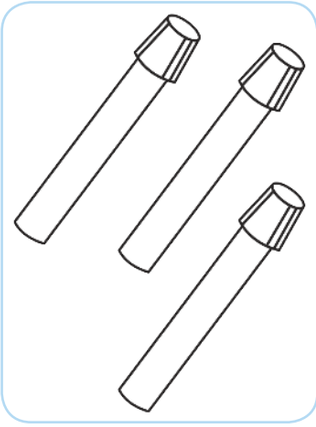
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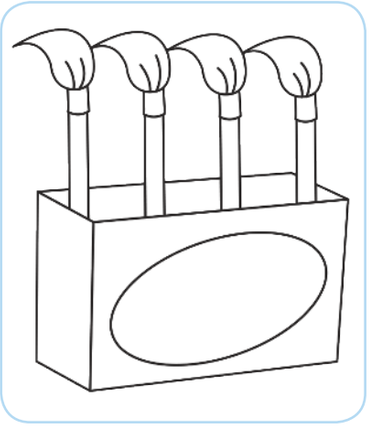
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Review:
Numbers 3 & 4

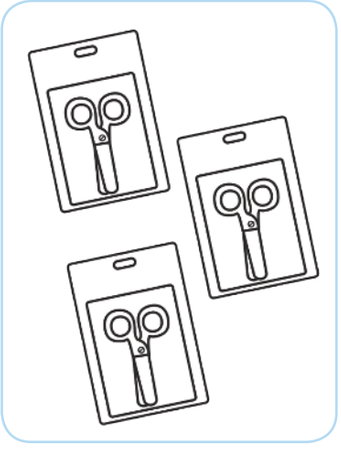
Trace. Count. Color.

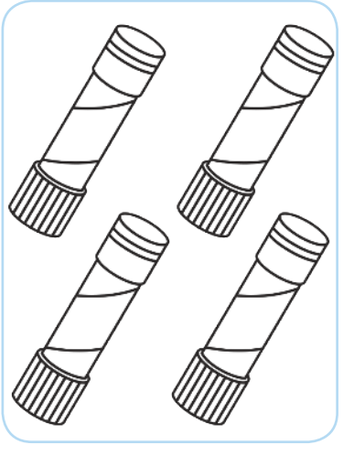
3 3 3 3 3





4 4 4 4 4





Presentation: Make a set of cards with three or four drawings of the same school object on each card (pencil, marker, scissors, glue stick, paintbrush). Show children a card. Ask: *What's this? (A marker.) How many (markers) can you see?* Children count and say. Finally, children open their books and trace the numbers. Then they count and color the corresponding number of school objects.

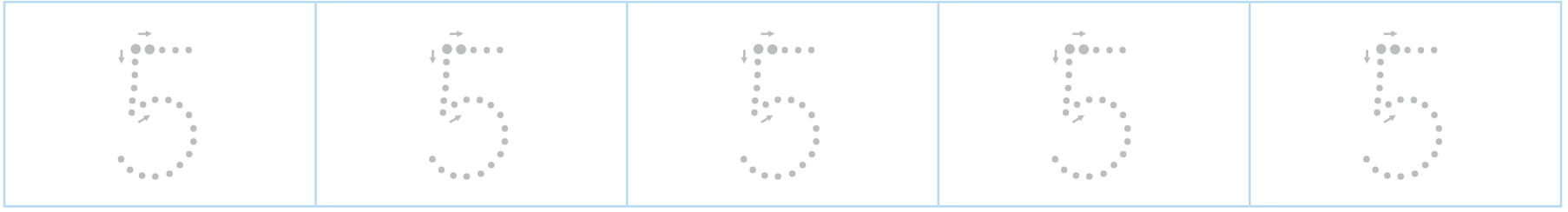
Practice: Display the cards facing the board at a height children can reach. Children go to the board and turn over a card. Then they count the pictures and write the correct number on the board. Repeat as many times as you wish.

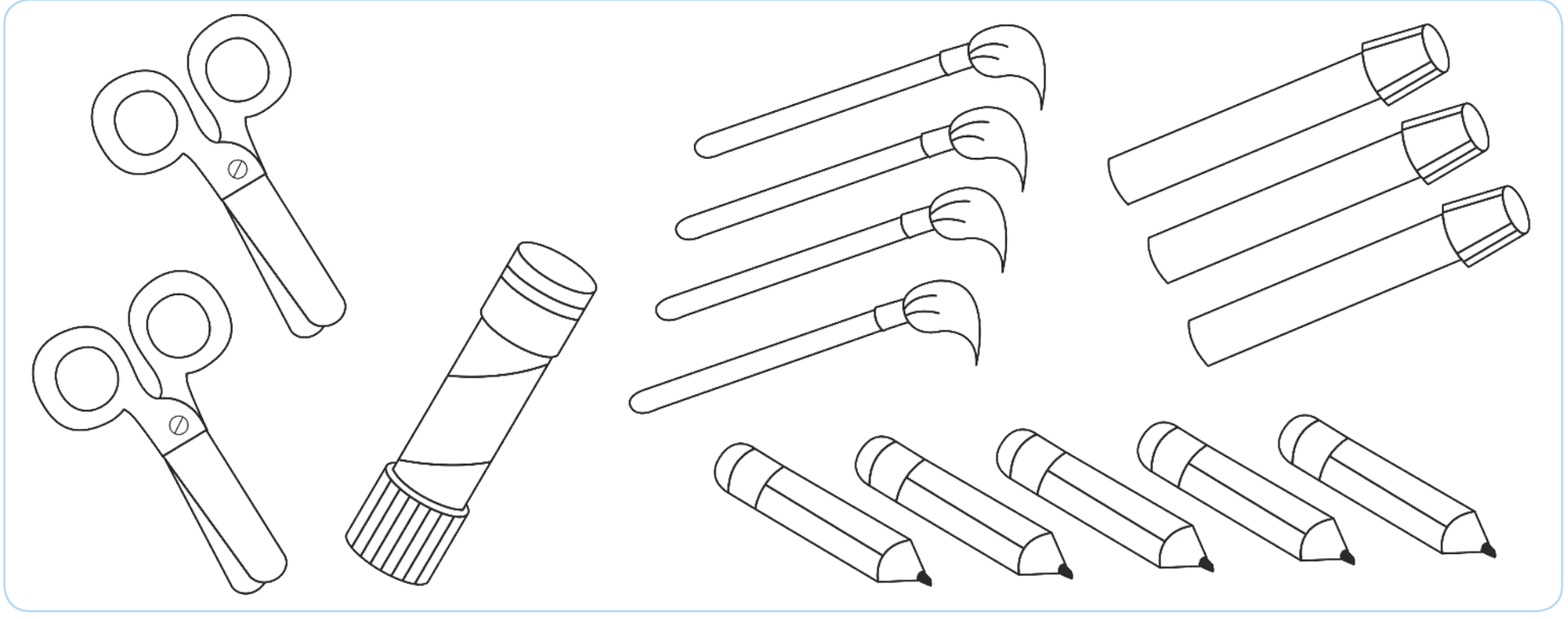
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Trace. 2 1/3 Count. Circle.





Presentation: Make a set of cards with five drawings of the same school object on each card (pencil, marker, scissors, glue stick, paintbrush). Show children a card: Ask: *What's this? (A pencil.) How many [pencils] can you see?* Children count and say. Finally, children open their books and trace the numbers. Then they count to find the five objects that are the same and circle them.

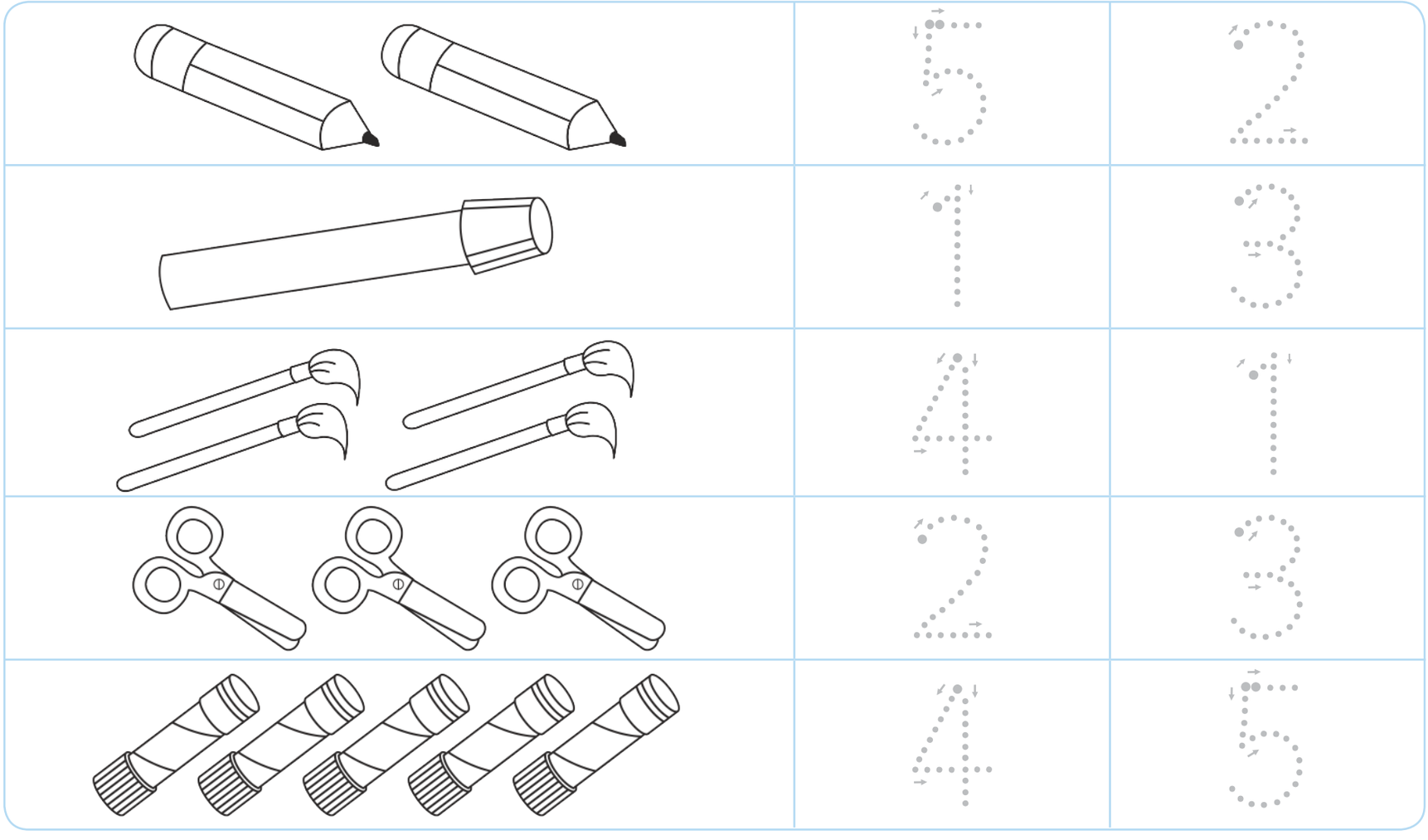
Practice: Toss a ball to a child. The child says *one* and tosses the ball to another child, who says *two*. Continue until a child says *five*. That child goes to the board and writes the number 5. Repeat as many times as you wish.

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2 1/3 Count. ◌ Trace.



Presentation: Make a set of cards with one to five drawings of the same school object on each card (pencil, marker, scissors, glue stick, paintbrush). Show children a card. Ask: *What's this? How many [glue sticks] can you see?* Children count and say. Finally, children open their books, count each set of school objects, and trace the correct number.

Practice: Display the cards on the board. Two children go to the back of the classroom. Say: *Touch three!* Children walk fast to the board and touch a card with three school objects. Repeat as many times as you wish.

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