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## 1-1 Numbers 1 and 2

pages 1-2

## 1 Getting Started

## Objectives

- To identify groups of 1 and 2 objects
- To write the numbers 1 and 2

## Vocabulary

one, two, 1, 2

## Materials

Number cards 1 and 2; Number-name cards one and two

## Warm Up • Mental Math

Which is larger?

- a horse or an ant (*horse*)
- a mouse or you (*you*)
- a dog or a whale (*whale*)
- a cat or a bee (*cat*)
- a horse or a house (*house*)









## Warm Up • Pencil and Paper

Hold up a pencil and ask a student to hand you another one. Have students count the pencils with you aloud and then write these numbers. Repeat with an eraser, book, chalk, etc.

## Numbers 0 Through 10

## Lesson 1-1

## Circle the number.

|  |  |
|--|--|
| <p>1</p>  <p>one</p> <p>1 2</p> | <p>2</p>  <p>two</p> <p>1 2</p> |
| <p>3</p>  <p>1 2</p>            | <p>4</p>  <p>1 2</p>            |
| <p>5</p>  <p>1 2</p>            | <p>6</p>  <p>1 2</p>            |
| <p>7</p>  <p>1 2</p>            | <p>8</p>  <p>1 2</p>            |

Lesson 1-1 • Numbers 1 and 2

one 1

## 2 Teach

**Develop Skills and Concepts** Hold up one object and ask students how many objects you are holding. (1) Have students tell how many as you show other single objects. Write 1 and one on the board. Repeat for the number 2. Tell students that 2 is one more than 1.

Show students one or two objects and ask them to hold up the correct number and number-name cards.

## 3 Practice

**Using page 1** Have students look at Exercise 1 and tell how many birds are shown. (1) Tell students to trace the circle around the 1. Repeat for the sheep in Exercise 2. Have students complete the page independently.

**Using page 2** Have students write a 1 and a 2 in the air to the tune of *Mulberry Bush*:

1 We start at the top and go straight down,  
Start at the top and go straight down,  
We start at the top and go straight down,  
To write the number 1.

2 We curve around, then straight across,  
We curve around, then straight across,  
We curve around, then straight across,  
To write the number 2.

- Ask students how many dogs are shown in Exercise 1. (1) Have students trace the 1s and then write 1s to the end of the row. Repeat for Exercise 2. Have students complete the remaining exercises. First, students should count the animals in each exercise and then write that number at least six or seven times to the end of the row.

Write the number.

1



2



3



4



5



6



2 two

Lesson 1-1 • Numbers 1 and 2

#### 4 Assess

Have students work in pairs. Each partner should draw a group of 1 or 2 objects on a sheet of paper. Then, have partners switch papers, count the objects, and write the number 1 or 2 on the paper. Partners should then check each other's work.

## For Mixed Abilities

### Common Errors • Intervention

Watch for students who have difficulty writing 1 and 2. Write a large 1 and 2 on the board. Hold up either one or two objects, have students say either "one" or "two" to tell how many, and then have them trace the numeral 1 or 2 in the air using those written on the board as a guide. Encourage them to also model each number using the correct number of fingers.

### Enrichment

1. Identify groups of 1 and 2 objects in the room.
2. Work in pairs to build a person with felt or magnetic body pieces. Have partners position 1 trunk, 2 arms, 1 head, 2 legs, etc., as you name and count the parts.

### More to Explore • Geometry

Hold up a ball and ask students to describe it. (Possible answers: It is round, it is a sphere, it rolls, it is red.) Ask if there is any relationship between the fact that the ball is round and the fact that it rolls. (Yes, it rolls because it is round.) Explain that you want the class to find pictures of objects that roll. Students may use magazines, newspapers, or the Internet. You can make this an assignment to be done in class or at home. Point out that there are many things that are not made to be rolled but that will roll, such as a soup can. When each student has assembled the pictures, have them paste the pictures onto construction paper and label the collage **Things That Roll**. Put all the collages on a bulletin board so that students can see what others have found.

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