

Ten

Counting and Numbers

- Know number names and the counting sequence
- Count to tell the number of objects
- Demonstrate a knowledge of “one less” and “one more”

Key Vocabulary

zero, one, two, three, four, five, six, seven, eight, nine, ten, add, more, makes, altogether, more, less

Level B

Read and Talk Math

- Read aloud *Ten* with the class. Encourage the children to name, describe, and count the bugs that are illustrated on each page. Ask questions, such as: *How can you be sure you have counted all the bees? Why do we have to say the number names in the same order when we count?*



- Focus on one of the pictures in the book, such as the ladybugs. Ask: *How many ladybugs are there altogether? Imagine that one ladybug flies away. How many ladybugs will be left on the leaf? How do you know? How many ladybugs will there be if another one flies away? If you are using the eBook, cross out the ladybugs one by one to reinforce the concept of “one less than.” Alternatively, if the children are reading their own copies of the book, let them use cubes or counters to conceal the ladybugs one by one.*
- Explore how to find the number that is one less than a number by using a number line.

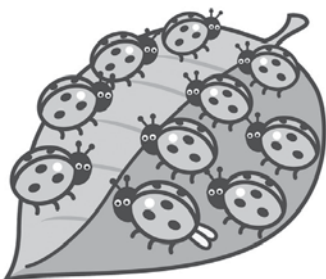
Read and Do Math

- Share songs and rhymes involving counting back in ones. For example, “Five Little Ducks” or “Ten in a Bed.” Use pictures or objects (or the children themselves) to act out the rhymes. Ask the children to count how many items remain each time one is taken away.
- Slowly, drop some pennies one by one into a money box. *How many are inside? Ask the children to place the corresponding number beside the money box. Remove one of the pennies. Ask: Is the number on the box still correct? Why not? What should it say now?* Repeat the same activity in different contexts (e.g., using cars in the garage, crackers on a plate, toys under a blanket).
- Spread out a large unordered set of 0–10 number cards on the floor. Place a toy animal on the number 10. Tell children that the numbers are stepping stones in a shark-infested pool and the stranded toy animal needs their help to get back to the shore, the number 0. It must go on the stepping stones in the correct order by moving to the number that is one less each time. Invite different children to move the animal to the next stone. Encourage them to use the number line to help them figure out which stepping stone the animal moves to next.

Practice Math

- Give each pair of children a copy of the reproducible page *In the Garden*, two sets of different-colored counters, and a six-sided die. Teach them how to play the game. Provide number lines to help them figure out the number that is “one less.”

Note: In this book, “bug” is used to refer to a variety of “creepy crawlies” including spiders and snails as well as different insects.



Name _____

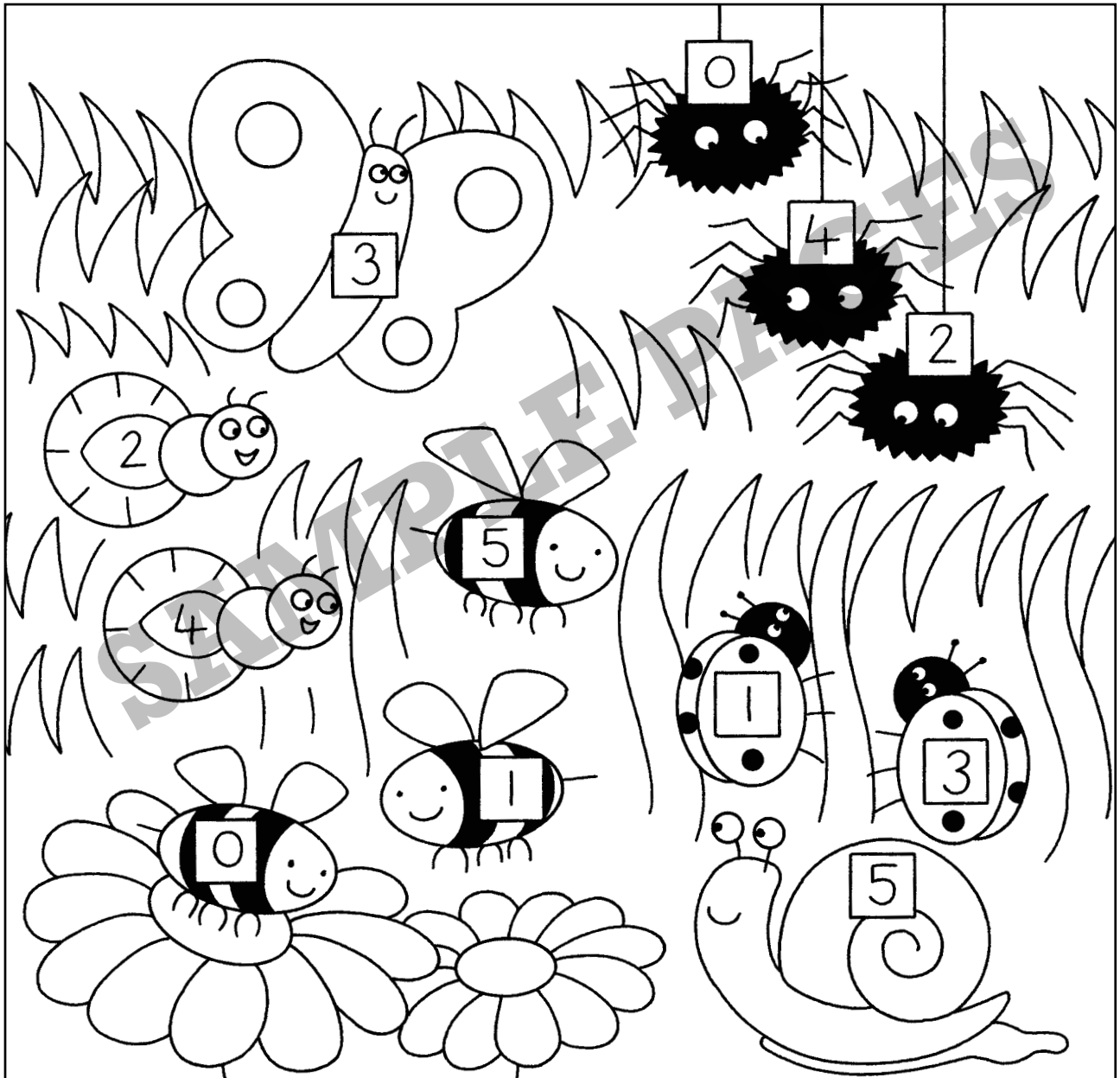
Date _____

In the Garden

Take turns rolling the die.

Look for a picture that is labeled one less than the number on the die.
Cover it with one of your colored counters.

The player who has the most counters on the board at the end of the game is the winner.



Dear Family

Your child is learning to find the number that is one less than any number from 1-10. You might find it useful to let him or her use a number line to help figure out the number that is *one less* when you are playing the game.