1 Module 1

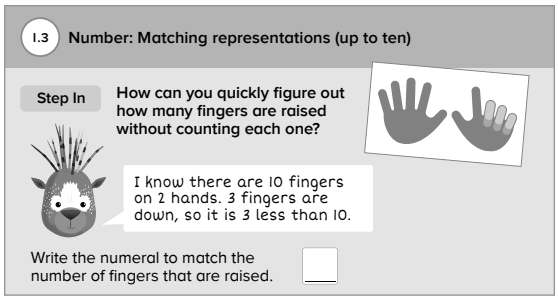
ORIGO STEPPING STONES 2.0

Core Focus

- Number: Representing numbers up to 20
- Number: Working with position up to 10

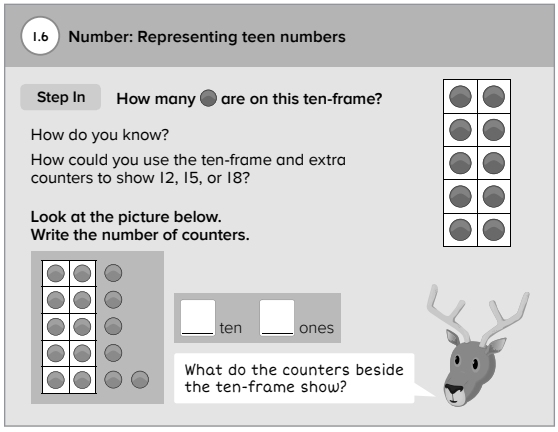
Numbers 1–20

- In Kindergarten, students worked with concepts and skills to develop confidence with numbers to 20. In Grade 1, students review and build on those concepts and use new models to represent numbers and numerals.
- Students identify quantities of 1 to 10, recognize quantities by sight, write numerals 0 to 9, and match representations of the numbers 1 to 10.



In this lesson, ten fingers are used as a model to help students see the parts that can make a total of ten.

- While students may be able to write numbers, they may not recognize that every number between 10 and 20 shows *a group of ten and ones left over*.
- The **ten-frame** helps students recognize quantities using the base of 10. The frame is always 10 so students can visually recognize 10 without counting. To further review teen numbers, students circle a group of ten and write the number of tens and ones; and use a ten-frame to show a group of ten.



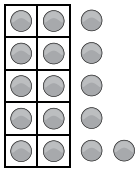
In this lesson, students represent teen numbers with fingers and ten-frames.

Ideas for Home

- Count small sets of objects, e.g. toys, blocks, or cookies.
- Show ten fingers in different combinations. Ask, "How many fingers are up?" Then ask, "How many more to make ten?" (Hint: "We can count fingers that are down.")
- Use pennies to build teen numbers shown with one group of ten and some ones.
- Set out random numbers of pennies and ask, "How many are there? How do you know?" Listen for strategies other than, "I counted." (E.g. "I see 2 and 2 and that is 4.")

Glossary

- A **ten-frame** is used to recognize the parts of 10 and teen numbers. This shows 16 as *10 and 6 more*.



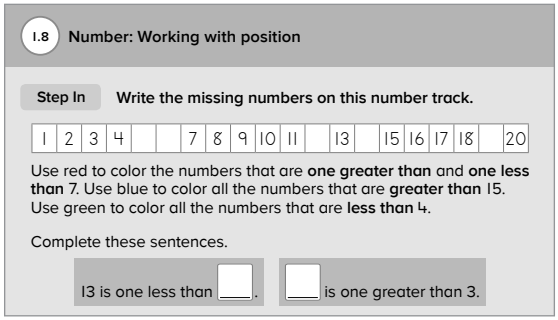
Helpful videos

View these short one-minute videos to see these ideas in action.

http://www.bit.ly/O1_10
http://www.bit.ly/O1_13

1 Module 1

- Students compare teen numbers using the language *greater than* and *less than*. A number track is a visual model showing what is greater or less than a given number.

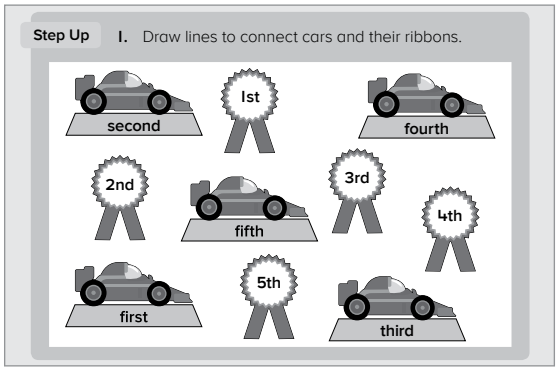


In this lesson, students write the missing numbers on a number track.

- It is important to note that numbers between 10 and 20 are difficult because we write them the reverse of how we say them. (E.g. We write 1 then 4, and say "fourteen"). But for 20 through to 99, we say the numbers in the same way they are written. (E.g. We write 2 then 1, and say "twenty-one").

Ordinal Numbers Up to 10

- Using their new understanding of position, students identify and match order from 1st to 10th.



In this lesson, students read and work with ordinal number names and symbols.

- Students are introduced to the symbols used for indicating ordinal positions and match them to their respective ordinal number names: for example, second with 2nd.

Ideas for Home

- Compare two teen quantities and ask which is more and which is less. (E.g. "Is 15 cents more or less than 18 cents? How do you know?")
- Practice ordinal numbers (e.g. first, second, third) by using numeric order. E.g. say, "First, put out the plates. Second, put out the cups, then third, put out the napkins," or ask questions such as, "Which book is sixth on the shelf?"