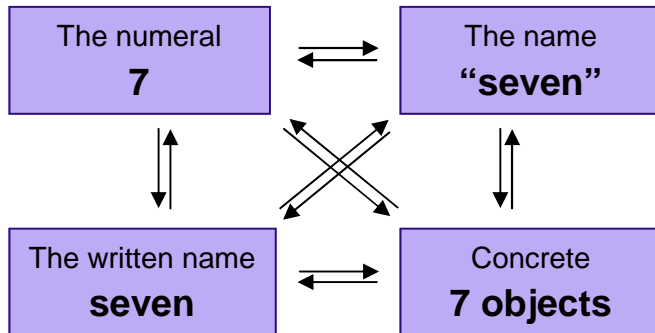


Teaching Strategies - Numbers 0 to 10

Steps 1, 2 and 3 focus on the recognition of the numbers 0 to 10.

There are four ways to recognise a number:



- The numeral 7 is the written digit
- The spoken word "seven"
- Concrete objects or counters
- The written word "seven"

It is important to understand the different ways to represent a number. E.g. the spoken word "seven" is different from the written word "seven". N.B. Write the number in the box. Later, especially for the Ten Frame, write the number in the box. There are four ways to recognize a number:



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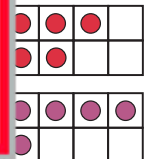
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ad the given a until numbers



understanding of number.

The different layouts of the numbers show different aspects of the same number. For instance the pairs layout shows 7 is odd, one more than 6, 3 less than 10 etc; the rows layout shows 7 as 2 more than 5, 3 less than ten, 4 and 3 more etc. By showing different arrangements of the same number, a student becomes more flexible in thinking about numbers. This will help with problem solving skills which are necessary for competency with mathematics.

Activities to help your student subitize numbers:

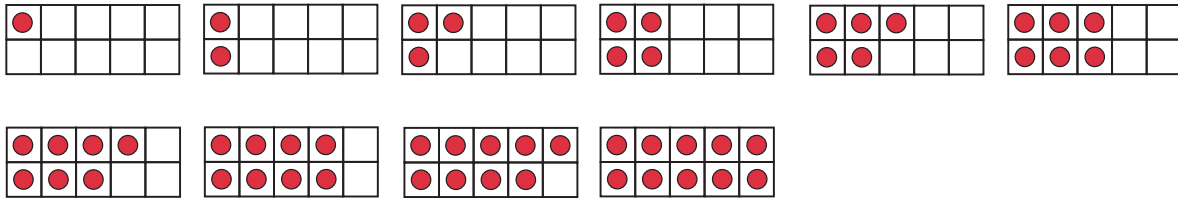
- Say the number "seven" and have your student show it on blank ten frames with counters. Use the double ten frame.
- Flash the card with a number (numeral) 7 and have your student show it on a blank ten frame with counters and then say and/or write the number.
- Flash a card with a ten frames

●	●	●	
●	●		

 on it and ask the students to name the number, and/or write the number.
- Flash the card with the number name (written) and ask the students to show it on a ten frame or to say it or write the number (numeral).

Initially focus on the pairs layout only.

The pairs layout follows this pattern:



Step 1—recognition of numbers 1-5 use the flash cards and place counters on a ten frame to make the numbers. When confident, have your student write the numbers and draw the counters on the blank ten frames.

Step 2—recognition of numbers 1-7 include 0

Step 3—

Then on

The rows





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Step 4—

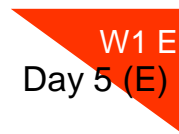
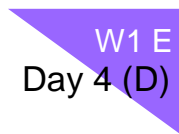
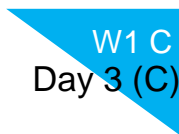
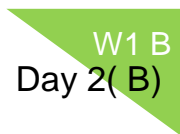
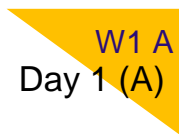
Step 5—number that go together to make up a number (put together/ take away)

Step 6—patterns inside numbers to 10 (odd and even numbers identified, numbers greater than and less than 5, doubling/halving)

Information regarding use of these worksheets

Remember: Use the worksheets **AFTER** you have used the Flash Cards as per the Teaching Strategies.

FOCUS worksheets: There are multiple daily **focus** worksheets that are recommended be completed; one set for each of the weekdays. W1 stands for Week 1.



W1— week 1
E— Day 5

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W1,2 3
Week 1 & 2
Template 3

It is recommended that only the focus worksheet/s and one other worksheet is completed each day. **Do not** do all the worksheets. That would be very stressful for your child; rather, choose the best worksheet to suit your child's needs. If it takes two or more days to succeed at the focus activity for the day, then use the extra worksheets on those days. It is better to achieve, than push ahead and have your child fall behind later. Remember success is an important reward!

Use unused worksheets at a later date to revise In the weeks ahead.