

Week 1 Overview

This Week:

You and your students will explore numbers to 10 using the pairs arrangement of counters. We will use just one ten frame in the horizontal layout, to help students see numbers which make pairs, and those which don't (even and odd numbers).

Toolbox: Use buttons to select settings:

- Single ten frame
- Horizontal layout
- Pairs arrangement (red counters)

The screenshot shows the 'TEN FRAMES' application interface. It features a green background with a grassy field and a ladybug. The interface includes a toolbox on the left with various icons, a central ten frame grid, and several control panels at the bottom. Red arrows point from descriptive text boxes to specific elements in the interface.

Ten Frame: single frame

EQUATION: hide it (close it)

+ - buttons: add or take one counter

Dice: randomly generates numbers 0-10

zero

NUMERAL: hide or show the symbol form of the number

COUNTERS: hide or show the counters

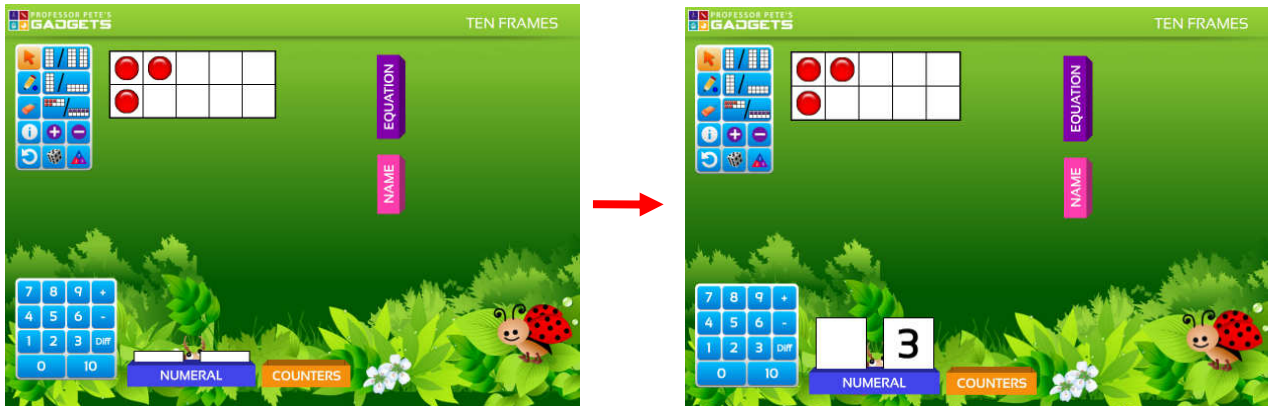
NAME: hide or show the spelling of the number

Key Pad: for entering numbers

Lesson 1A (Week 1 Day A): Numbers 1-5

Preparation: Close all boxes, keep the counters on screen.

1. Enter a number from 1 to 5 in the keypad.
2. Ask students to say how many counters are on screen. If students cannot subitize the number, ask them to count it. Show the NUMERAL by opening to check response.



3. Discuss features of the number such as:
 - * Does the number make pairs? Is it nice and even? Or is there one on its own without a pair?
 - * See that 3 is one more than 2 (count them).
 - * What happens if we put one more on there (count on one)?
 - * Have students trace the numeral in the air.
 - * Ask students to show you the number using counters on their ten frame.
4. Repeat with the different numbers to 5.
5. Close the NUMERAL box. Select numbers 1-5 in random order, students have to call out each number quickly. Subitizing these numbers is crucial before progressing.
6. Hide the COUNTERS and open the NUMERAL box. Show students a numeral 1-5, students show the number on their ten frames and say the number.

Extension Activities:

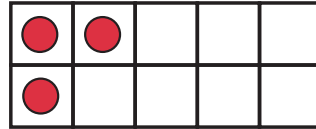
- *If students are ready for this step:* Open the NAME box and show how the word is written and have them write the name on the worksheet.
- Complete selected worksheet activities. Remember you do not need to do all the activities but choose the most suitable ones for your students. Alternatively you could use the extra worksheets for early finishers.

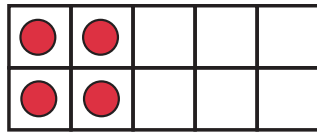


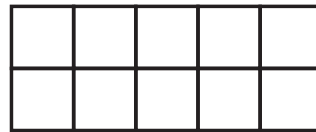
Write the number.

Draw the dots.

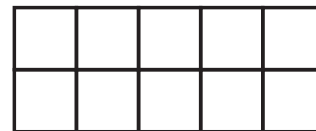


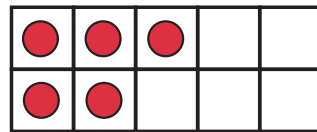


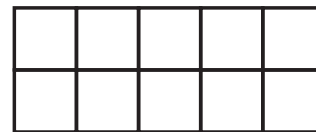


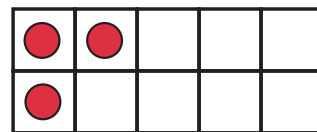




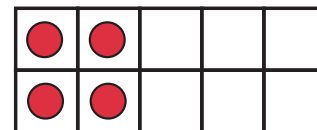


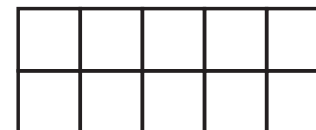














1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4

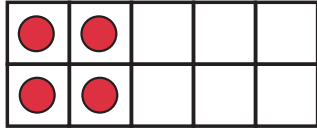
5 5 5 5 5 5 5 5 5 5

1 2 3 4 5 1 2 3 4 5

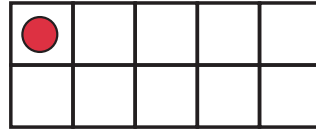


Write the number.

Draw the dots.



4

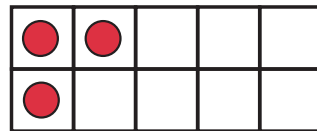


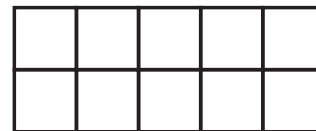
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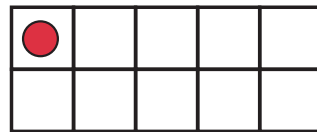


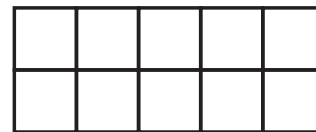
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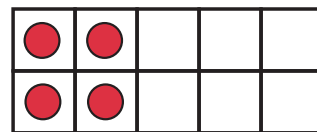


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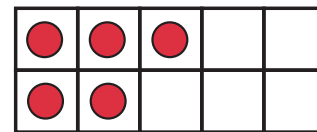


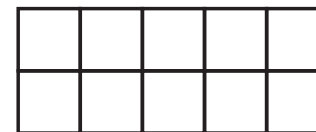
1





5



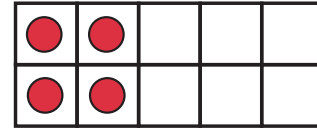


2



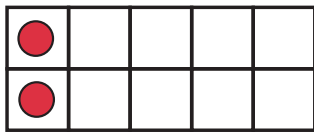
Fill in the missing numbers, dots or words to make them match.

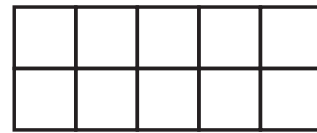
Don't forget to say the number as well.



four

4

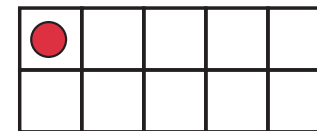


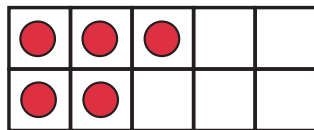


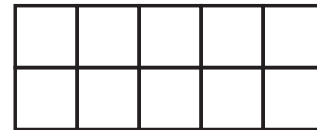
5



four







three



one

one

one

two

two

two

three

three

three

four

four

four

five

five

five

three

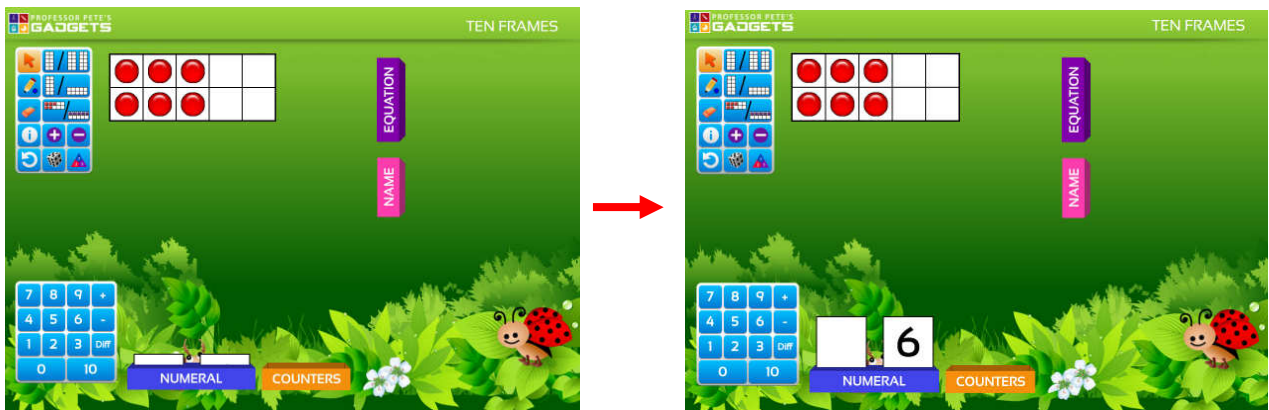
four

five

Lesson 1B (Week 1 Day B): Numbers 0-7

Preparation: Close all boxes, keep the counters on screen.

1. Revise numbers 1-5 from previous day.
2. Enter a number 6 in the keypad.
3. Ask students to say how many counters are on screen. If students cannot subitize the number, ask them to count it. Refer to 5 and show them it is one more. Show the NUMERAL to check response.



4. Discuss features of the number such as:
 - * Does the number make pairs? Is it nice and even? Or is there one on its own without a pair?
 - * See that 6 is one more than 5 (count them)
 - * What happens if we put one more on there (count on one)?
 - * How many cells are empty? How many more counters will fit on the ten frame to make it full (count them)?
 - * Have students trace the numeral on a friend's back.
 - * Ask students to show 6 counters on their ten frame.
5. Repeat with 7, then 0 (this is when there is nothing at all!).
6. Close the NUMERAL box. Select numbers 0-7 in random order, students have to call out each number quickly.
7. Hide the COUNTERS and open the NUMERAL box. Show students a numeral 0-7, students show the number on their ten frames and say the number.

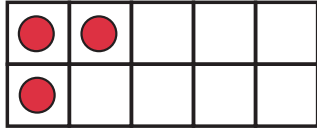
Extension Activity:

- *If students are ready for this step:* Open the NAME box and show how the word is written and have them write the name on the worksheet.



Write the number.

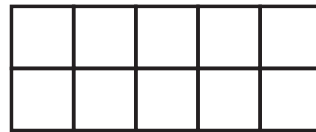
Draw the dots.



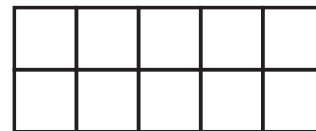
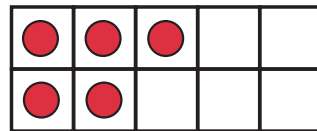
3



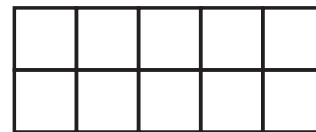
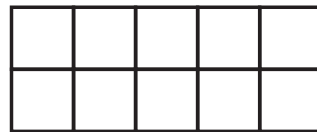
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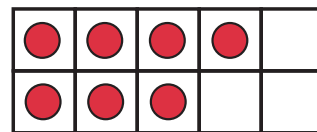
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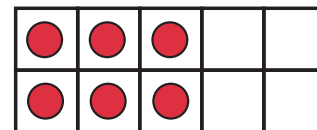
7



5



0



6



Start at red dot

0 0 0 0 0 0 0 0 0

7 7 7 7 7 7 7 7 7

6 6 6 6 6 6 6 6 6

5 5 5 5 5 5 5 5 5

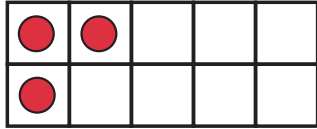
4 4 4 4 4 4 4 4 4

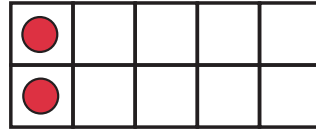
0 1 2 3 4 5 6 7

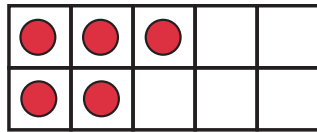


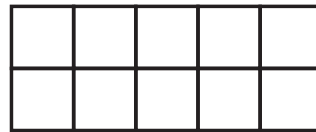
Write the number.

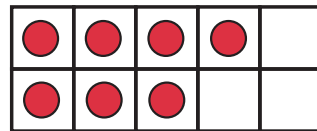
Draw the dots.

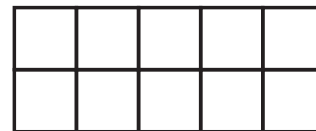


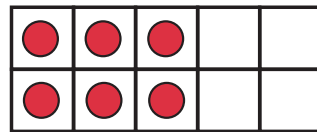


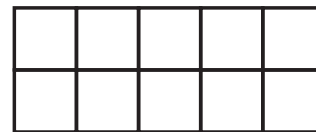


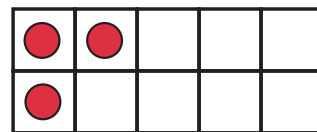




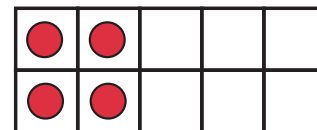


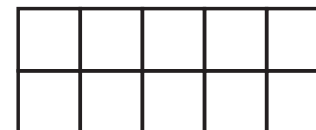














six six six

seven seven seven

zero zero zero

four four four

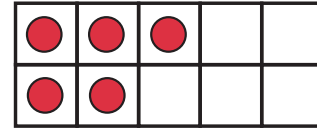
five five five

zero six seven



Fill in the missing numbers, dots or words to make them match.

Don't forget to say the number as well.

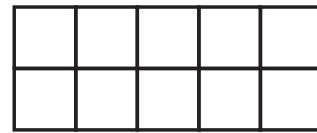


five

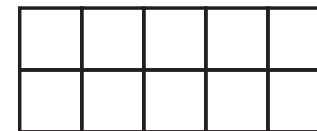
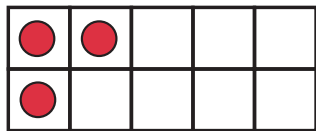
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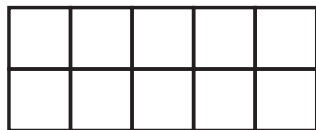
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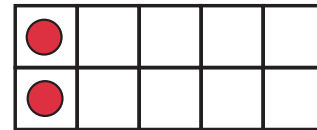
seven



six



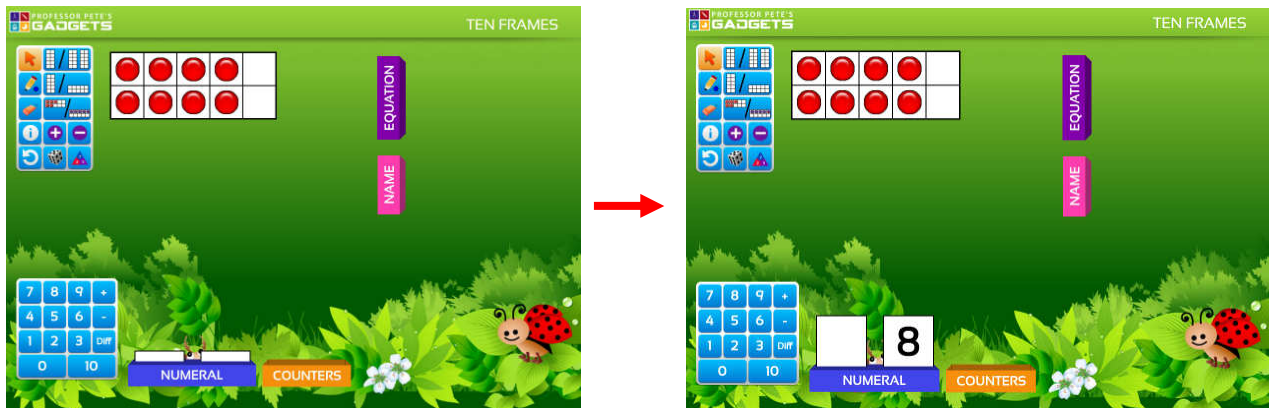
zero



Lesson 1C (Week 1 Day C): Numbers 0-10

Preparation: Close all boxes, keep the counters on screen.

1. Revise numbers 0-7 from previous day.
2. Enter the number 8 in the keypad.
3. Ask students to say how many counters are on screen. If students cannot subitize the number, ask them to count it. Refer to 7 and show them it is one more. Show the NUMERAL by opening to check response.



4. Discuss features of the number such as:
 - * Does the number make pairs? Is it nice and even? Or is there one on its own without a pair?
 - * See that 8 is one more than 7 (count them)
 - * What happens if we put one more on there (count on one)?
 - * How many cells are empty? How many more counters will fit on the ten frame to make it full (count them)?
 - * Have students complete the worksheets. Allow students to use the ten frames if necessary.
5. Repeat with 9 and 10 (a full ten frame!) .
6. Close the NUMERAL box. Select numbers 0-10 in random order, students have to call out each number quickly.
7. Hide the COUNTERS and open the NUMERAL box. Show students a numeral 0-10, students show the number on their ten frames and say the number.

Extension Activity:

- *If students are ready for this step:* Open the NAME box and show how the word is written and have them write the name on the worksheet.

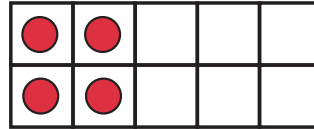


Write the number.

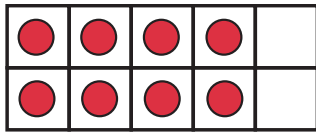
Draw the dots.



2

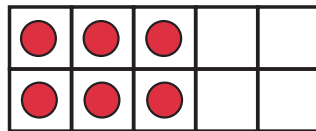


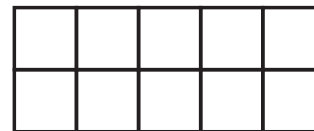
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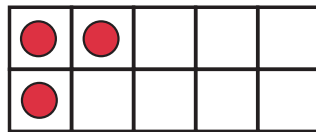


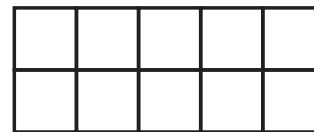
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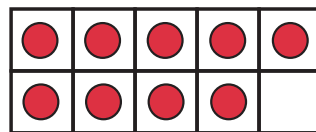


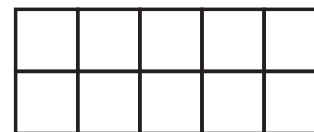
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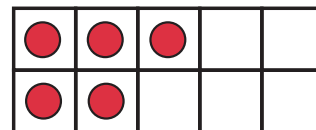


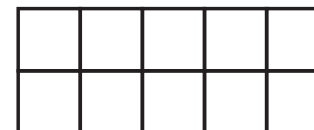
7





0





10



9 9 9 9 9 9 9 9 9

7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8

5 5 5 5 5 5 5 5 5

3 3 3 3 3 3 3 3 3

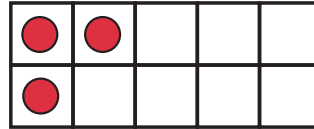
10 10 10 10 10 10

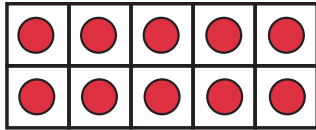


Write the number.

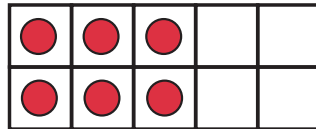
Draw the dots.

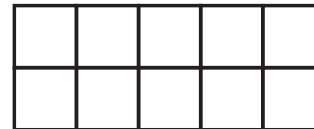


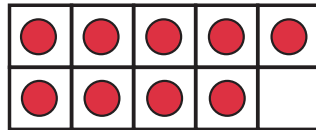


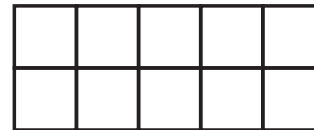


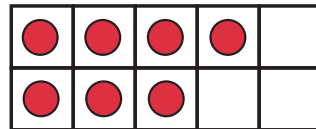


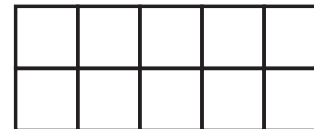


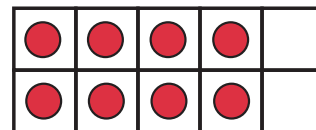


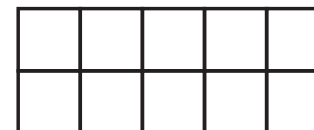














eight eight eight

nine nine nine

ten ten ten

seven seven seven

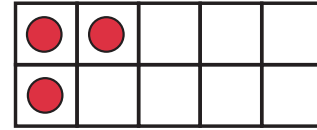
six six six

zero five four



Fill in the missing numbers, dots or words to make them match.

Don't forget to say the number as well.

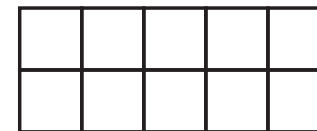
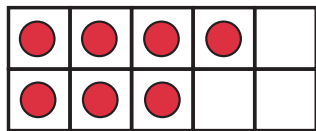
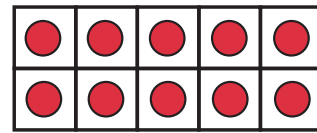


three

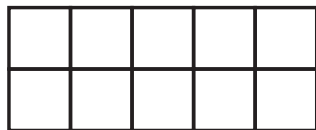
3



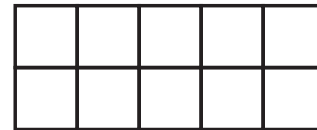
eight



9




5

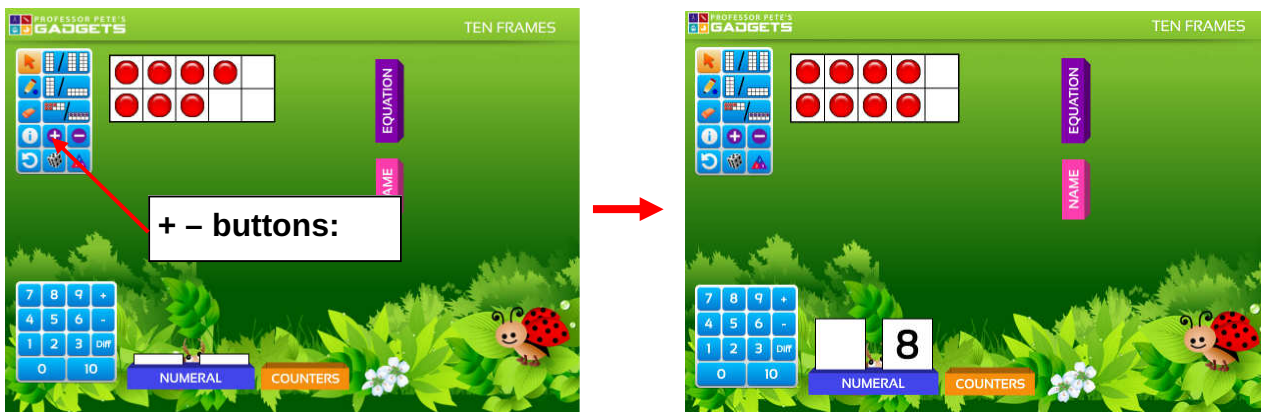


four

Lesson 1D (Week 1 Day D): One more, one less

Preparation: Close all boxes, keep the counters on screen.

1. Revise numbers 0-10 from previous day.
2. Enter number 7 in the keypad.
3. Ask students to say how many counters are on screen. Confirm there are 7 counters.
4. Add one more counter.  Ask how many counters on the screen now. Show the NUMERAL by opening it to check their response.



5. Discuss relationship between 7 and 8:
 - * Have students repeat statements such as “One more than 7 is 8”, “8 is one more than 7”
 - * Count the counters if students cannot see this clearly.
 - * This activity is to establish the concept only; do not use the “+” symbol at this stage.
 - * When I add one more, the counters go from having one spare to having a partner (a pair).
 - * Have students trace the numeral on the floor.
 - * Ask students to show you 7 counters on their ten frame, then add one more counter.
6. Repeat using the random dice button and then ask “What is one more than this number?”

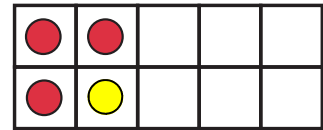
Extension Activities:

- Repeat above with “one less than” questions.
- Continue asking students for the number “one more than”, “one less than” the numbers shown until students can say quickly and confidently “7 is one more than 6” etc.
- Close the COUNTERS and open the NUMERAL and ask them to tell you what one more than / one less than that number.

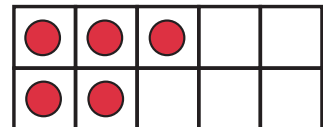


Use the ten frame to help you find one more than this number.
Draw one more dot and write the number.

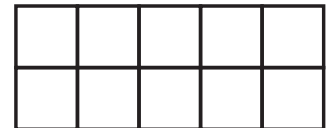
One more than 3 is



One more than 5 is



One more than 8 is



One more than 4 is



One more than 9 is



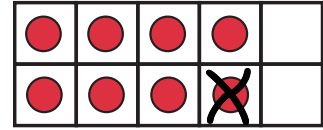
One more than 2 is



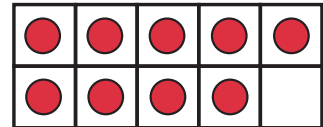


Use the ten frame to help you find one less than this number.
Cross off one dot and write the number.

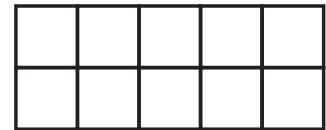
One less than 8 is



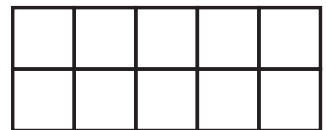
One less than 9 is



One less than 3 is



One less than 10 is



One less than 7 is



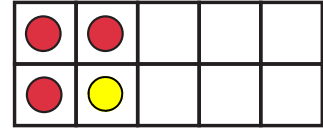
One less than 1 is



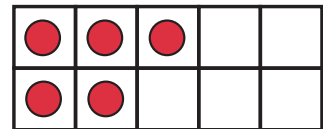


Use the ten frame to help you find one more than this number.
Draw one more dot and write the number.

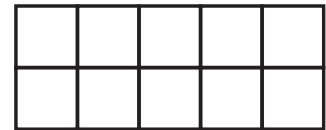
One more than 3 is



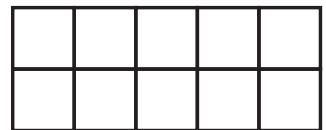
One more than 5 is



One more than 7 is



One more than 0 is



One more than 6 is



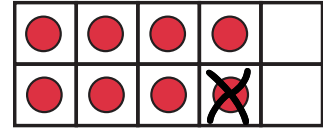
One more than 8 is



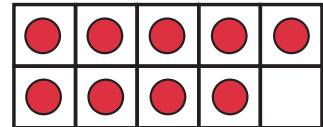


Use the ten frame to help you find one less than this number.
Cross off one dot and write the number.

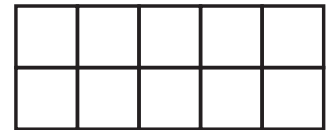
One less than 8 is



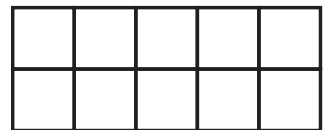
One less than 9 is



One less than 4 is



One less than 6 is



One less than 5 is

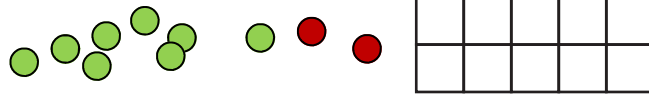


One less than 3 is





Use your ten frame and counters to help you find one more or one less than each of the numbers.



One more than 5 is

One more than 7 is

One more than 4 is

One more than 9 is

One less than 5 is

One less than 7 is

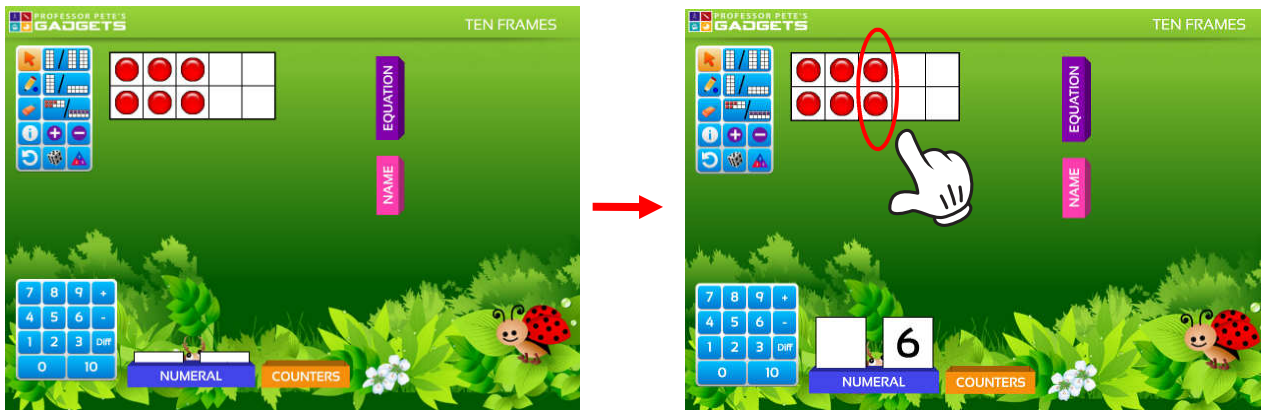
One less than 4 is

One less than 9 is

Lesson 1E (Week 1 Day E): Even and odd numbers

Preparation: Close all boxes, keep the counters on screen.

1. Enter the number 6 via the keypad.
2. Ask students to say how many counters are on screen. Open the NUMERAL box to confirm response.
3. Draw students' attention to the last counters in the number 6. Do they have a partner? Yes! So this number is even. Even numbers always have a partner / make pairs.



4. Discuss features of odd and even numbers such as:
 - * Does the number make pairs? Does it have a nice even end? Or is there one on its own without a pair?
 - * What happens if we put one more on there? (it goes from even to odd)
 - * Repeat using the random dice button and then ask "Is this number odd or even?"
 - * Have students complete the worksheets. Allow students to use the ten frames if necessary.

Extension Activities:

- Close the COUNTERS and open the NUMERAL box and ask the students to tell you whether the number is odd or even. Show it by displaying the counters on the ten frame.
- **Worksheet activities:** Complete only some of them. Remember you do not need to do all the activities but choose the best ones most suitable for your students. Alternatively you could use the extra worksheets for early finishers.



Cut and sort the numbers into odd and even.

Paste the **even** numbers here.

Paste the **odd** numbers here.

●				
●				



●	●	●	●	●
●	●	●	●	●

●	●	●		
●	●			

●	●			
●	●			

●	●	●	●	●
●	●	●	●	

●	●	●		
●	●	●		

●	●			
●				

●	●	●	●	
●	●	●	●	

●				

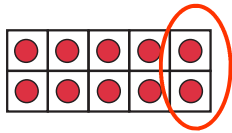
●	●	●	●	
●	●	●		



Write whether the number is **odd** or **even**.

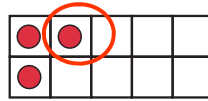
Fill in the dots or numbers to help you.

Circle the last dot or dots. Check if they are pair or one on its own.



10

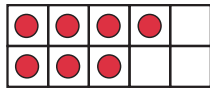
even

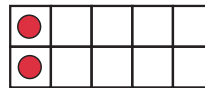


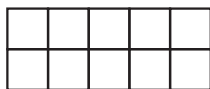
3

odd

Circle the last dots. Write whether the number is **odd** or **even**.



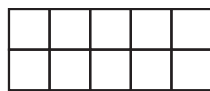




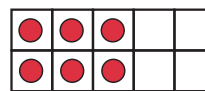
5



9

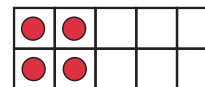


1



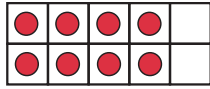


10



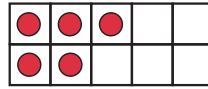


Write whether the number is **odd** or **even**.
 Fill in the dots or numbers to help you.



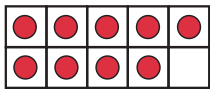
8

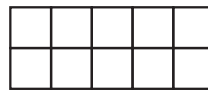
even



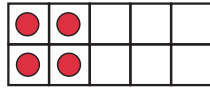
5

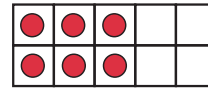
odd





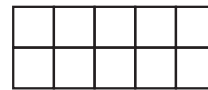
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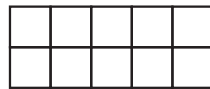




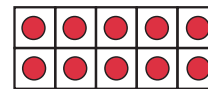
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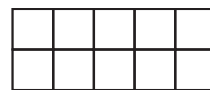


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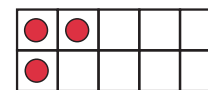


5





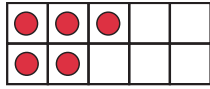
8





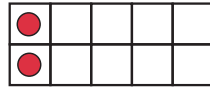
Write whether the number is **odd** or **even**.

Fill in the dots or numbers to help you.



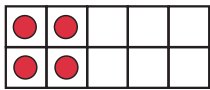
5

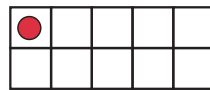
odd



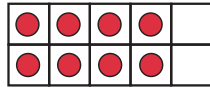
2

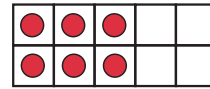
even





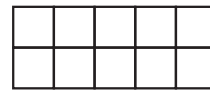
2



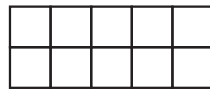




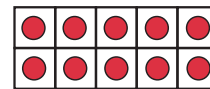
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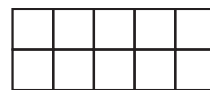


7

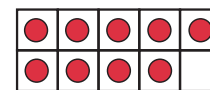


3




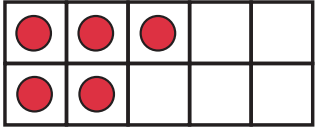



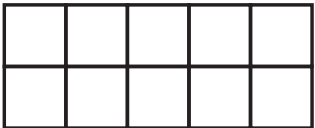

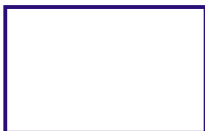


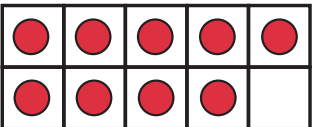





5

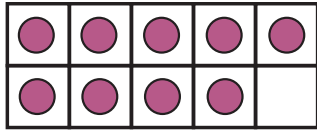




 <u>three</u> 3 <u>odd</u>	 <u>ten</u>  <u>even</u>
 <u> </u>  <u> </u>	 <u>zero</u>  <u> </u>
 <u> </u> 7 <u> </u>	 <u> </u>  <u> </u>
 <u>four</u>  <u> </u>	 <u> </u>  <u> </u>

Template Instructions: : Draw in the dots or write in a number, then have students complete the rest to match.

Write the number.

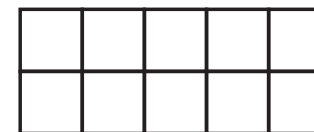
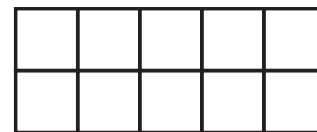
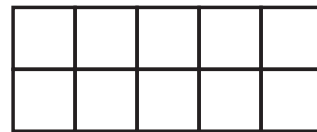
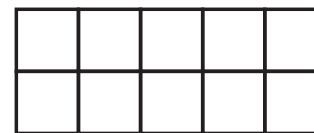
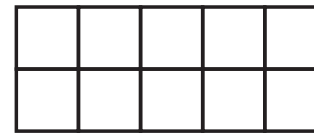
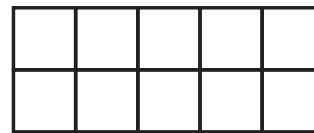


9











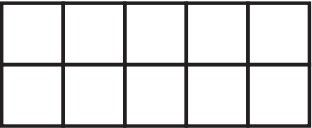



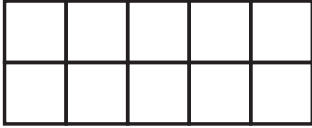

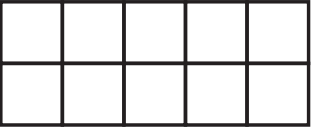



Draw the dots.



8



Template Instructions: Draw dots, write the number or write the number name on the line and have students complete the rest.

  _____	  _____
  _____	  _____
  _____	  _____
  _____	  _____
  _____	  _____

Template Instructions: Write 1 or 2 “more than” or “less than” and have students draw the dots then add more dots or cross off the dots to complete it.

_____ than _____ is

--

_____ than _____ is

--

_____ than _____ is

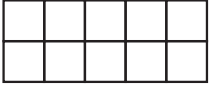

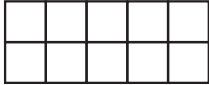

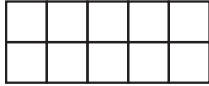



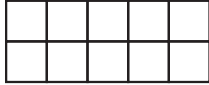

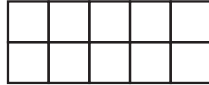

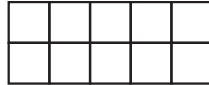

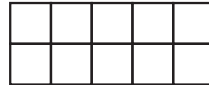

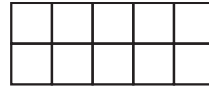

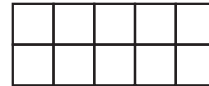

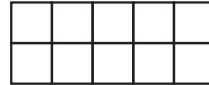

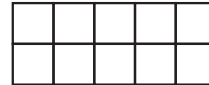
--

_____ than _____ is

--

Template Instructions: Draw or write in one section and have students complete it.

Write whether the number is **odd** or **even**.

 _____ 	 _____ 
 _____ 	 _____ 
 _____ 	 _____ 
 _____ 	 _____ 
 _____ 	 _____ 
 _____ 	 _____ 