MATHEMATICS

Infant One

STRAND: Number

OUTCOME: Develop number sense 1 to 10

Elaborations:

1. Count objects to demonstrate one-to-one correspondence (up to 10)
2. Count objects in different arrangements to demonstrate conservation of number
3. Match the number names and numerals to the quantities they represent up to 10 (concrete and pictorial)
4. Read and write number names and numerals
5. Use 5 as a reference or benchmark in the formation of numbers from 6 to 10 e.g. 'seven is two more than five'

TEACHING POINTS:

- Use a story to develop the understanding of numbers 1 to 5
- Count objects to develop understanding of numbers up to 10
- Relate the number 5 to the numbers 6, 7, 8 9 and 10
- Teach the numerals and number names for numbers 1 to 10
- Focus on other lessons derived from the story: -
    - Days of the Week
    - Healthy Eating Choices
    - Managing change

Pre-skills:

- Rote counting to 10

For Teacher/Parent/Guardian: Read the story "The Very Hungry Caterpillar' by Eric Carle to the student. This story is an example of Literature with mathematical content. Ask the student questions based on the story to support them as they begin their understanding of the numbers 1 to 5. Some examples of questions that you may ask, are given below. You may ask other questions about the story. Remember a child at this age enjoys storytelling so allow him/her to talk about the story. You may read the story a few times until the student is ready to focus on the mathematical content.

Some questions that you can ask during the telling of the story are:

1. How many fruits did the caterpillar eat through on Monday? Let us count. Repeat for each day up to Friday.
2. How many foods did the caterpillar eat on Saturday? Let us count.
3. What did the caterpillar eat on the last day?
4. Count the holes in the leaf that the caterpillar ate on Sunday.

Look for other suitable stories with Mathematical content and use similarly.

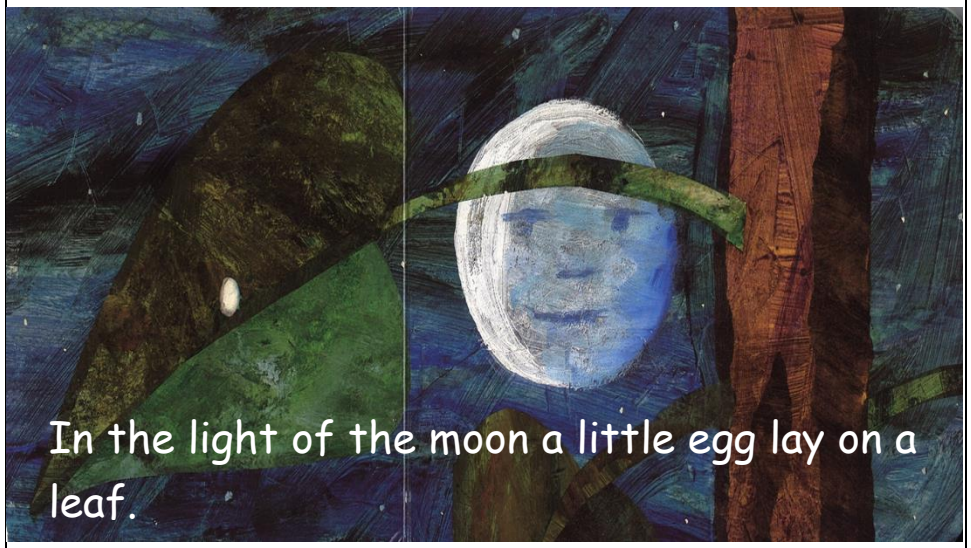
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The Very Hungry Caterpillar

by Eric Carle

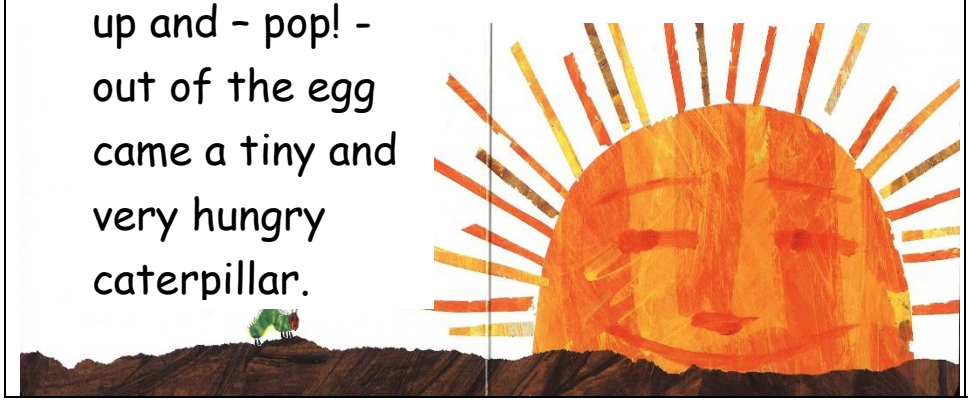


2



3

One Sunday morning the warm sun came up and – pop! - out of the egg came a tiny and very hungry caterpillar.



4



He started to look for some food.

5



On Monday he ate through one apple.

But he was still very hungry.

6



On Tuesday he ate through two pears.

But he was still very hungry.

7



On Wednesday he ate through three plums.

But he was still very hungry.

8



On Thursday he ate through four strawberries.

But he was still very hungry.

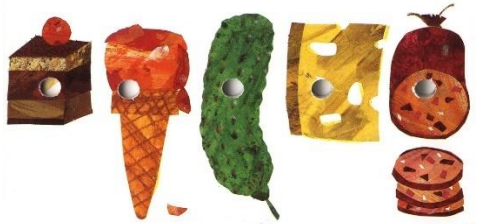
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On Friday he ate through five oranges.

But he was still very hungry.

10





On Saturday he ate through one piece of chocolate cake, one ice cream cone, one pickle, one slice of Swiss cheese, one slice of salami, one lollipop, one piece of cherry pie, one sausage, one cupcake and one slice of watermelon.

That night he had a stomach-ache!

11



The next day was Sunday again. The caterpillar ate through one nice green leaf, and after that he felt much better.

12

Now he wasn't hungry anymore – and he wasn't a little caterpillar any more.



He was a big, fat caterpillar.

13

He built a small house called a cocoon around himself. He stayed inside for more than two weeks.



Then he nibbled a hole in the cocoon, pushed his way out and……

14



…he was a beautiful butterfly!

Questions on Story

Read the questions to the student.

Let student count to get answers.

Allow student to give answer both orally and in writing, using both numerals and number names

1. How many fruits did the caterpillar eat through on Monday?

   _____

2. How many fruits did the caterpillar eat through on Tuesday?

   _____

3. How many fruits did the caterpillar eat through on Wednesday?

   _____

4. How many fruits did the caterpillar eat through on Thursday?

   _____

5. How many fruits did the caterpillar eat through on Friday?

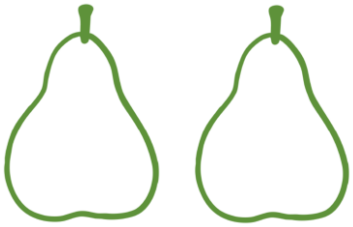
   _____

6. How many foods did the caterpillar eat on Saturday?

   _____

Activity 1: Draw a line from the numeral to the number of fruits.

1



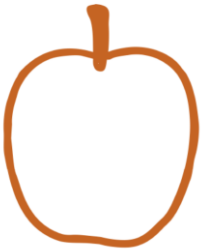
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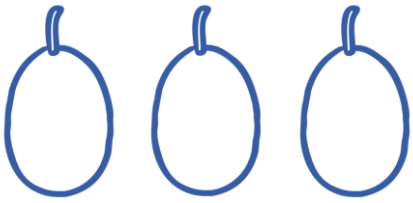
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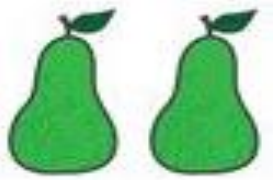
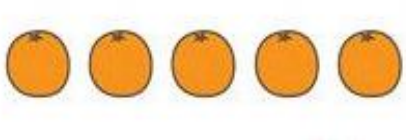
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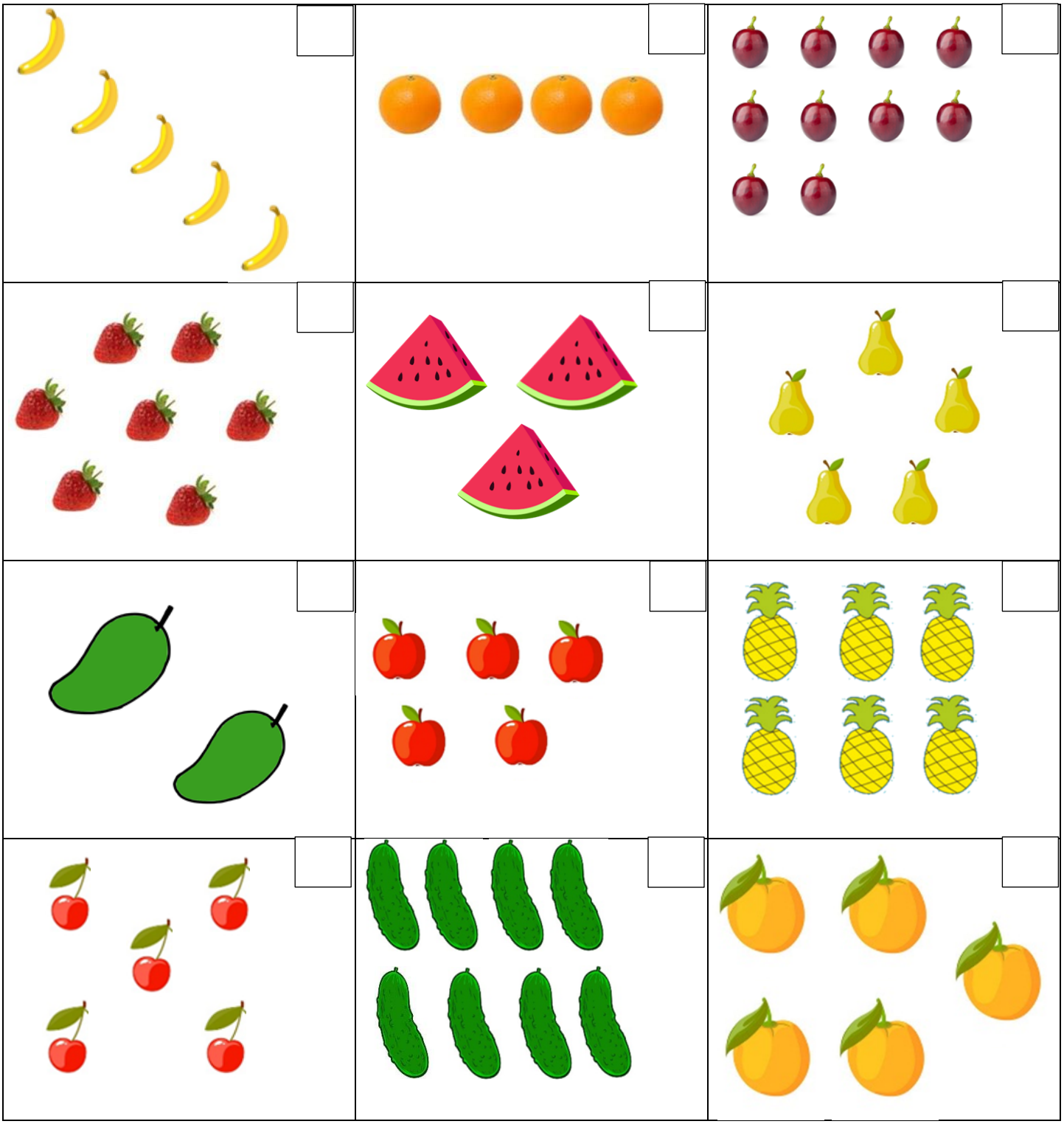
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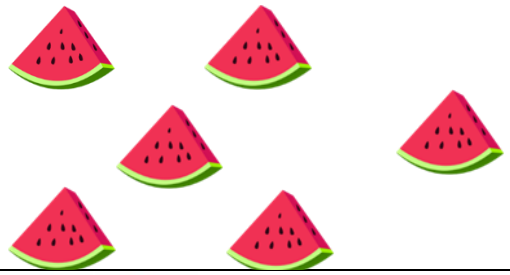
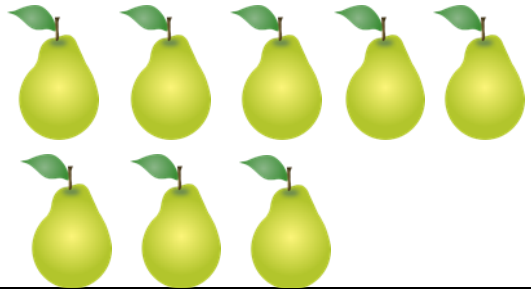
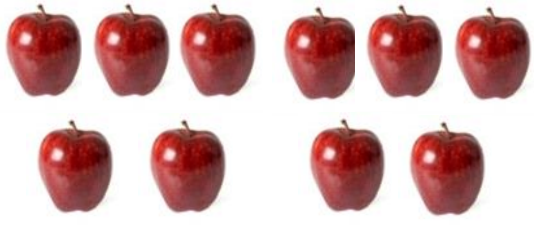
Activity 2: Underline the number name for each set of fruits.

1 	over one ten
2 	the ten two
3 	three the tree
4 	five for four
5 	fire five fine

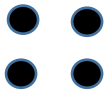
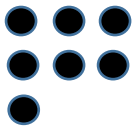
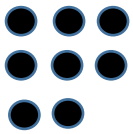
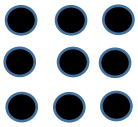
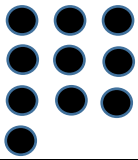
Activity 3: Put a tick in the boxes that show a set of five objects.



Activity 4: Count each set of objects and complete the sentence.

6	six		Six is _____ more than five.
7	seven		Seven is _____ more than five.
8	eight		Eight is _____ more than five.
9	nine		Nine is _____ more than five.
10	ten		Ten is _____ more than five.

Activity 5: Write the numerals.

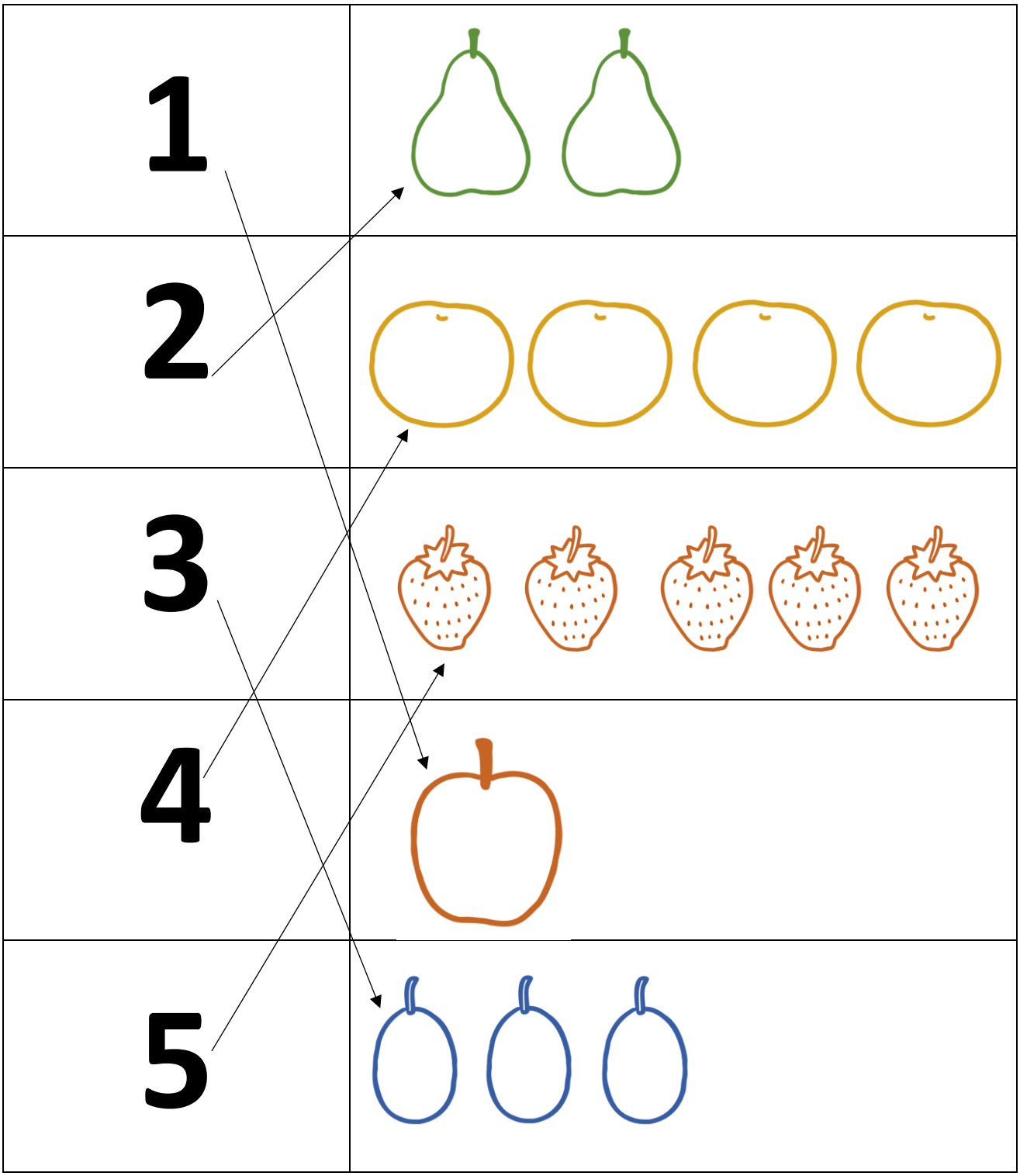
1 					
2 					
3 					
4 					
5 					
6 					
7 					
8 					
9 					
10 					

Activity 6: Write the number names.

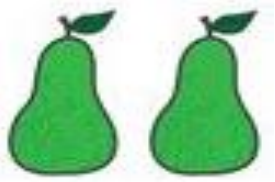
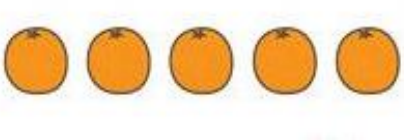
1 one					
2 two					
3 three					
4 four					
5 five					
6 six					
7 seven					
8 eight					
9 nine					
10 ten					

Answers

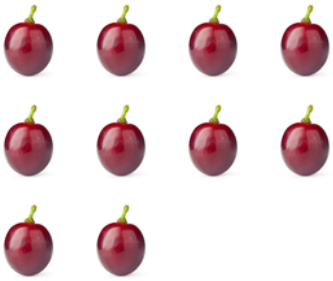
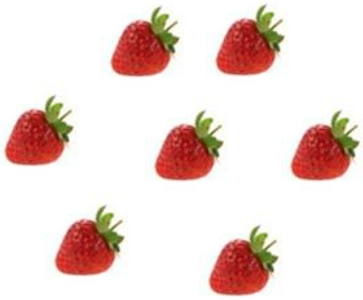
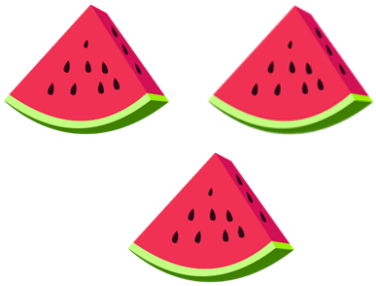
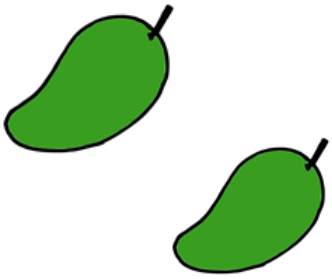
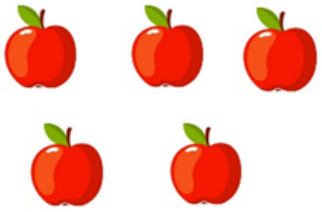
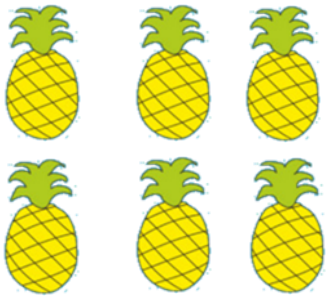
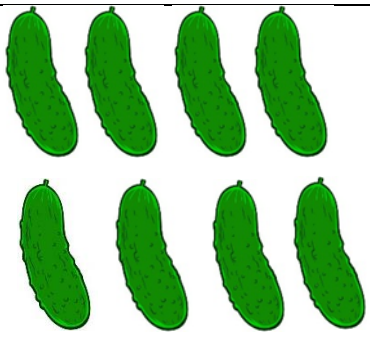
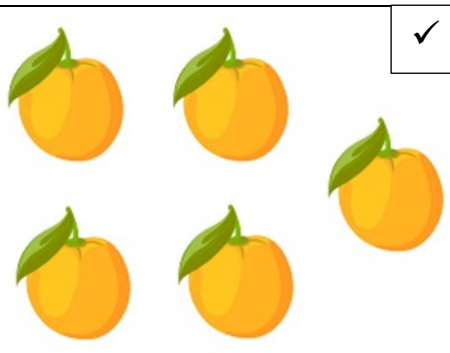
Activity 1



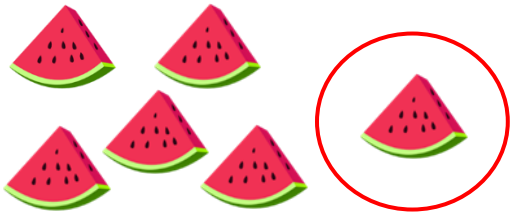
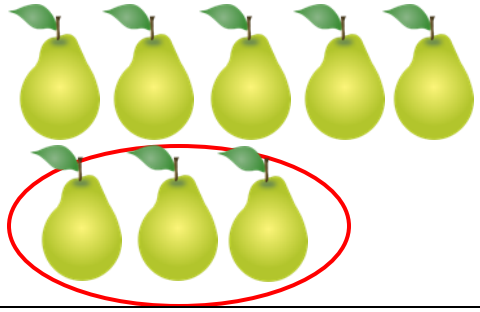
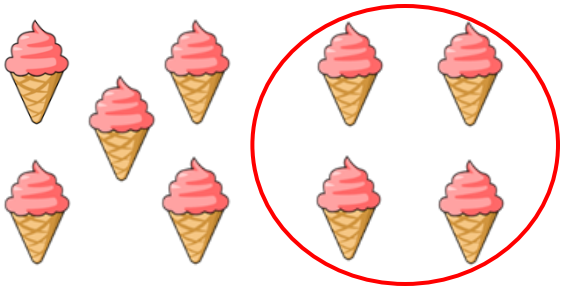
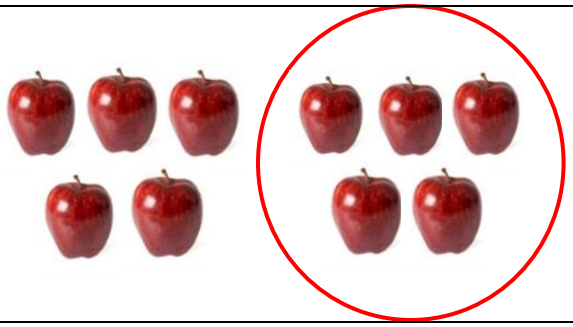
Activity 2

1 	over **one** ten
2 	the ten **two**
3 	**three** the tree
4 	five for **four**
5 	fire **five** fine

Activity 3

✓ 		
		✓ 
	✓ 	
✓ 		✓ 

Activity 4

6	six		Six is one more than five.
7	seven		Seven is two more than five.
8	eight		Eight is three more than five.
9	nine		Nine is four more than five.
10	ten		Ten is five more than five.