

One-to-One Correspondence

TEACHER INSTRUCTIONS

In this unit, students will learn numbers 1–10 and how to visually represent these numbers.

Objectives

- Students will identify numbers.
- Students will correspond numbers with visual representations.

Definitions

numbers – symbols that represent quantities

one-to-one correspondence – the skill of seeing objects and assigning each object a number until every object is numbered

Getting Students Motivated

- Introduce numbers to students. Start with the number one. Write the number on the board, and ask students to identify it. Write the word “one” under the number. Ask students what “one” means. Have them find one object and place it on their desks. By physically touching an object and corresponding it to a number, the students will understand what the number one means. Repeat these steps with the numbers 2–10.
- Have students work in pairs to identify numbers. Make a set of number cards by writing the numbers 1–10 on ten index cards. Write only one number on each card. Make additional sets so that each student will have his or her own set of number cards. Then, give each student a set of number cards and a set of dominoes with one to ten dots on them. Have one student in the pair show the other student a number card. Once the student identifies the number on the card, he or she will find the domino with the matching number of dots. Have both students in the pair draw a picture of the domino. Above the domino drawing, both students will write the number that corresponds with the number of dots on the domino. Then, the students will change roles. Each student in the pair must identify and draw all ten dominoes.
- Divide students into two groups. Have one member from each group come to the board. Call out a number from one to ten. Have both participants write the number on the board and find that many objects in the room. For example, call the number “five.” The two students will each write “5” on the board and then collect five erasers. Continue this process until most students can write the numbers 1–10 and have found objects to represent each number.

One-to-One Correspondence

TEACHER
INSTRUCTIONS

continued

- Divide students into groups. Give each group ten index cards. Have the students in each group write their names on the front of each index card and one number between one and ten on the back. Then, set up stations with cups full of candy. Each cup should contain one to ten pieces. Have each group travel to each station, count the pieces of candy in the cup, and place the card with the number that matches the number of candies face down. After each group has gone to each station, review the number of candies in each cup. Check to see that each group placed the correct number card with each cup. Reinforce the one-to-one correspondence of candy in each cup to the matching number with those groups of students who placed the wrong number card next to a cup of candy.

Any of the activities included in this unit can be used as take-home components, but pages 10 and 18 are the best activities to use.

A parent letter follows this page. Send this letter home to students' parents to inform them of the purpose of the one-to-one correspondence unit and how they can help reinforce the skill with their children.

Dear Parent/Guardian,

We are beginning a unit in math on counting. In this unit, students will learn numbers 1–100 and their sequence. Be sure to ask your child questions about what he or she learned at school each day.

Definitions

numbers – symbols that represent quantities

number sequence – the order that numbers are in

Suggested Activities

- Play a game with your child as you both walk around your neighborhood or drive through your town. Play the counting game by finding numbers in the correct order on various things. Start by finding the number 1 on something. Say “one.” Then, look for the number 2 on something else. Count with your child up to 100, and then start over. Be creative by looking for numbers on anything. This game can be played anywhere at anytime.
- Look through the newspaper, and cut out numbers 1–20. Have your child place the numbers in the correct order. Then, help your child glue the numbers in the correct order on a sheet of paper.
- Place a large amount of shaving cream on a tabletop, baking sheet, or place mat. Spread the shaving cream out. Have your child watch as you write three numbers between 1 and 100 in order. For example, you might write “46, 47, 48” or “89, 90, 91.” Then, have your child write the number that comes next in the sequence. Erase the numbers, and write a new series of numbers. When your child successfully completes the sequence, have him or her also write the number that comes before the first number in the series. You can vary the activity by leaving a number out of the series and having your child fill it in. For example, you might write “12, __, 14, 15,” and your child would write in “13.”

To reinforce the math skill of counting, I will send home several worksheets for you to help your child complete. Please review these worksheets and discuss the skills covered with your child.

Enjoy the time you spend working with your child as he or she learns about numbers and counting.



Sincerely,

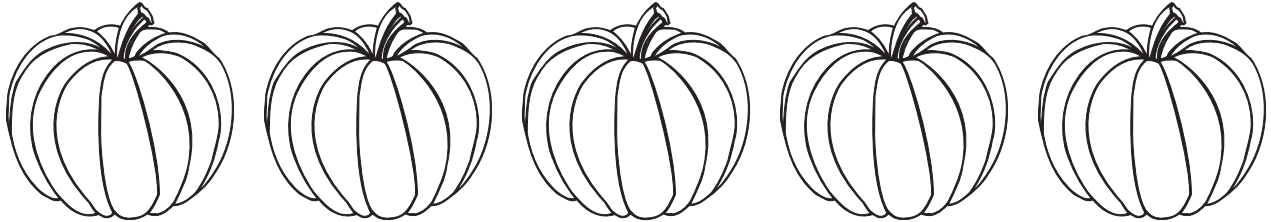
Name: _____

Date: _____

Ordinal Numbers

WARM-UP 1

Directions: Color the first  yellow. Then, color the fourth  orange.






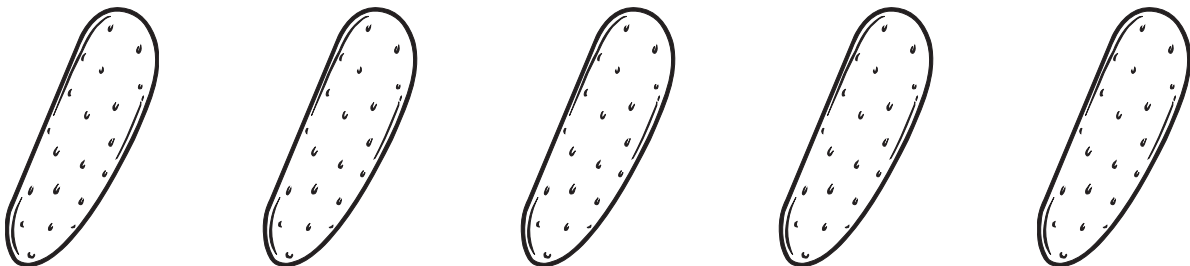
Name: _____

Date: _____

Ordinal Numbers

WARM-UP 2

Directions: Color the second  red. Color the third  yellow. Color the fifth  green.


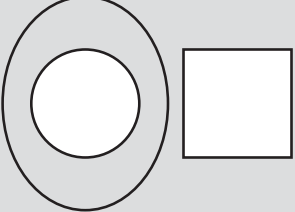
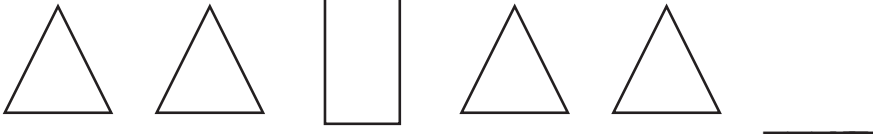
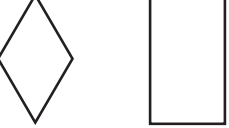
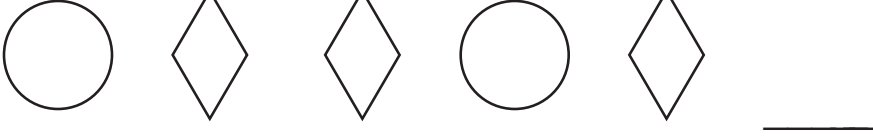
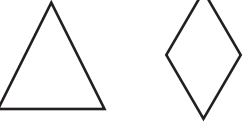


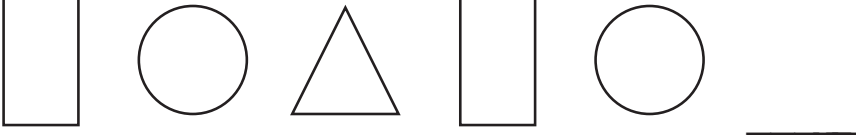
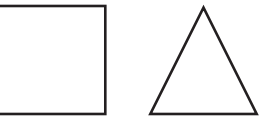
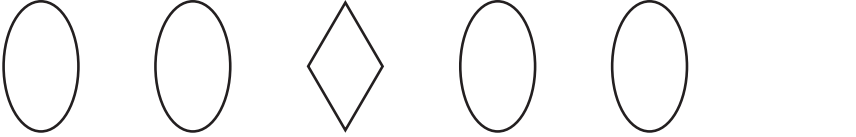
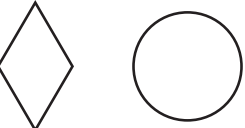


Name: _____

Date: _____

<h1>Patterns</h1>	<i>REFLECT & REVIEW</i>
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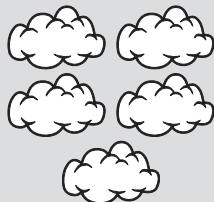


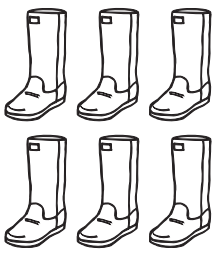



Directions: Look at the items in each row, and find the pattern. Then, circle the next item in the pattern.

<div style="background-color: #cccccc; padding: 5px;">A</div> <div style="text-align: center; padding: 10px;">  </div>	<div style="text-align: center; padding: 10px;">  </div>
<div style="background-color: #cccccc; padding: 5px;">1</div> <div style="text-align: center; padding: 10px;">  </div>	<div style="text-align: center; padding: 10px;">  </div>
<div style="background-color: #cccccc; padding: 5px;">2</div> <div style="text-align: center; padding: 10px;">  </div>	<div style="text-align: center; padding: 10px;">  </div>
<div style="background-color: #cccccc; padding: 5px;">3</div> <div style="text-align: center; padding: 10px;">  </div>	<div style="text-align: center; padding: 10px;">  </div>
<div style="background-color: #cccccc; padding: 5px;">4</div> <div style="text-align: center; padding: 10px;">  </div>	<div style="text-align: center; padding: 10px;">  </div>
<div style="background-color: #cccccc; padding: 5px;">5</div> <div style="text-align: center; padding: 10px;">  </div>	<div style="text-align: center; padding: 10px;">  </div>

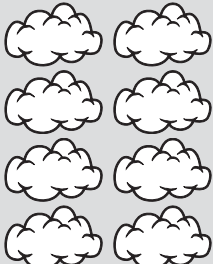
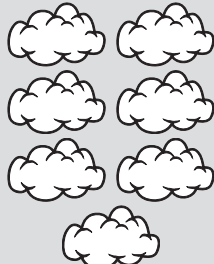



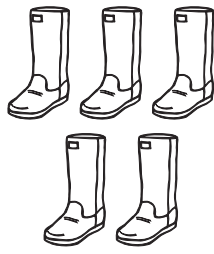

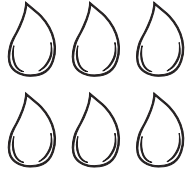
Greater Than or Less Than

ASSESSMENT 1

Directions: Fill in the circle below the group that has more items than the other group.

<p>A</p>   <p><input type="radio"/> <input checked="" type="radio"/></p>	<p>1</p>   <p><input type="radio"/> <input type="radio"/></p>
<p>2</p>   <p><input type="radio"/> <input type="radio"/></p>	<p>3</p>   <p><input type="radio"/> <input type="radio"/></p>

Directions: Fill in the circle below the group that has less items than the other group.

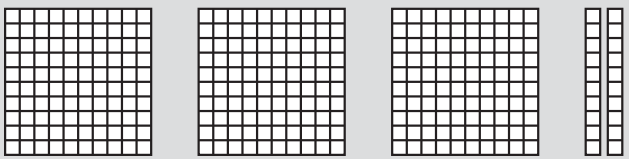
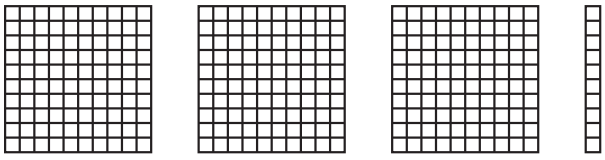
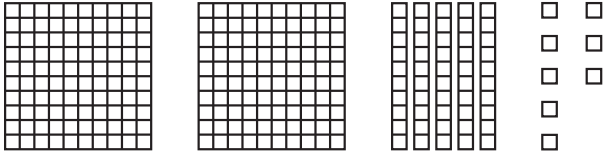
<p>B</p>   <p><input type="radio"/> <input checked="" type="radio"/></p>	<p>4</p>   <p><input type="radio"/> <input type="radio"/></p>
<p>5</p>   <p><input type="radio"/> <input type="radio"/></p>	<p>6</p>   <p><input type="radio"/> <input type="radio"/></p>

Name: _____

Date: _____

<h1 style="margin: 0;">Final Assessment</h1>	<i>PLACE VALUE</i>
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Directions: Look at the items in each box. Then, fill in the circle next to the matching number.

A		<input type="radio"/> 312 <input type="radio"/> 123 <input checked="" type="radio"/> 321
1		<input type="radio"/> 13 <input type="radio"/> 310 <input type="radio"/> 31
2		<input type="radio"/> 258 <input type="radio"/> 285 <input type="radio"/> 852

Directions: Look at each number. Then, fill in the circle next to the place values that match the number.

B	153	<input checked="" type="radio"/> 1 hundreds 5 tens 3 ones <input type="radio"/> 3 hundreds 5 tens 1 ones
3	154	<input type="radio"/> 4 hundreds 5 tens 1 ones <input type="radio"/> 1 hundreds 5 tens 4 ones
4	94	<input type="radio"/> 9 hundreds 4 tens 0 ones <input type="radio"/> 0 hundreds 9 tens 4 ones
5	687	<input type="radio"/> 6 hundreds 8 tens 7 ones <input type="radio"/> 8 hundreds 7 tens 6 ones

Answer Key

BASIC MATH PRACTICE

Name: _____ Date: _____

Place Value ASSESSMENT 1

Directions: Look at the items in each box. Then, fill in the circle next to the matching number.

<p>A</p> <p><input type="radio"/> 312 <input type="radio"/> 123 <input type="radio"/> 231</p>	<p>1</p> <p><input type="radio"/> 43 <input type="radio"/> 430 <input type="radio"/> 403</p>
<p>2</p> <p><input type="radio"/> 850 <input type="radio"/> 85 <input type="radio"/> 58</p>	<p>3</p> <p><input type="radio"/> 146 <input type="radio"/> 461 <input type="radio"/> 641</p>
<p>4</p> <p><input type="radio"/> 291 <input type="radio"/> 219 <input type="radio"/> 129</p>	<p>5</p> <p><input type="radio"/> 351 <input type="radio"/> 513 <input type="radio"/> 315</p>

NUMBER CONCEPTS 161

Place Value, Page 161

Name: _____ Date: _____

Place Value ASSESSMENT 2

Directions: Look at each number. Then, fill in the circle next to the place values that match the number.

<p>A</p> <p>153</p> <p><input type="radio"/> 1 hundreds 5 tens 3 ones <input type="radio"/> 3 hundreds 5 tens 1 ones</p>
<p>1</p> <p>894</p> <p><input type="radio"/> 4 hundreds 8 tens 9 ones <input type="radio"/> 8 hundreds 9 tens 4 ones</p>
<p>2</p> <p>64</p> <p><input type="radio"/> 6 hundreds 4 tens 0 ones <input type="radio"/> 0 hundreds 6 tens 4 ones</p>
<p>3</p> <p>313</p> <p><input type="radio"/> 3 hundreds 1 tens 3 ones <input type="radio"/> 1 hundreds 3 tens 3 ones</p>
<p>4</p> <p>572</p> <p><input type="radio"/> 5 hundreds 7 tens 2 ones <input type="radio"/> 2 hundreds 7 tens 2 ones</p>
<p>5</p> <p>467</p> <p><input type="radio"/> 6 hundreds 7 tens 4 ones <input type="radio"/> 4 hundreds 6 tens 7 ones</p>

NUMBER CONCEPTS 162

Place Value, Page 162

Name: _____ Date: _____

Final Assessment ONE-TO-ONE CORRESPONDENCE

Directions: Count the items in each box. Then, fill in the circle next to the matching number.

<p>A</p> <p><input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4</p>	<p>1</p> <p><input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7</p>
<p>2</p> <p><input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p>3</p> <p><input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4</p>
<p>4</p> <p><input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9</p>	<p>5</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3</p>
<p>6</p> <p><input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10</p>	<p>7</p> <p><input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4</p>

NUMBER CONCEPTS 163

Final Assessment, Page 163

Name: _____ Date: _____

Final Assessment COUNTING

Directions: Look at the order of the numbers. Then, fill in the circle next to the missing number.

<p>A</p> <p>34, 35, 36, _____</p> <p><input type="radio"/> 33 <input type="radio"/> 37 <input type="radio"/> 39</p>	<p>1</p> <p>9, 10, _____, 12</p> <p><input type="radio"/> 7 <input type="radio"/> 11 <input type="radio"/> 13</p>
<p>2</p> <p>35, _____, 37, 38</p> <p><input type="radio"/> 33 <input type="radio"/> 34 <input type="radio"/> 36</p>	<p>3</p> <p>48, 49, _____, 51</p> <p><input type="radio"/> 47 <input type="radio"/> 50 <input type="radio"/> 52</p>
<p>4</p> <p>87, 89, 90, 91</p> <p><input type="radio"/> 87, 88, 89, 90 <input type="radio"/> 90, 89, 86, 87</p>	<p>5</p> <p>17, 19, 18, 20</p> <p><input type="radio"/> 18, 19, 17, 20 <input type="radio"/> 17, 18, 19, 20</p>
<p>6</p> <p>24, 23, 22, 21</p> <p><input type="radio"/> 21, 22, 23, 24 <input type="radio"/> 20, 22, 23, 21</p>	<p>7</p> <p>62, 63, 64, 65</p> <p><input type="radio"/> 61, 64, 62, 63 <input type="radio"/> 60, 63, 62, 64</p>

Directions: Look at the order of the numbers. Then, fill in the circle next to the row of numbers that is in the correct order.

NUMBER CONCEPTS 164

Final Assessment, Page 164

Name: _____ Date: _____

Final Assessment ORDINAL NUMBERS

Directions: Read the ordinal number word in each row. Then, fill in the circle below the item in the matching position.

<p>A</p> <p>second</p>
<p>1</p> <p>fourth</p>
<p>2</p> <p>third</p>
<p>3</p> <p>fifth</p>

Directions: Look at the position of the circled item. Then, fill in the circle next to the ordinal number that matches its position.

<p>A</p> <p><input type="radio"/> 1st <input type="radio"/> 2nd <input type="radio"/> 3rd</p>
<p>1</p> <p><input type="radio"/> 6th <input type="radio"/> 7th <input type="radio"/> 8th</p>
<p>2</p> <p><input type="radio"/> 8th <input type="radio"/> 9th <input type="radio"/> 10th</p>
<p>3</p> <p><input type="radio"/> 3rd <input type="radio"/> 5th <input type="radio"/> 7th</p>

NUMBER CONCEPTS 165

Final Assessment, Page 165

Name: _____ Date: _____

Final Assessment SHAPES

Directions: Look at the first shape in each row, and read the shape's name. Then, fill in the circle below the matching shape.

<p>A</p> <p>oval</p>			
<p>1</p> <p>triangle</p>			
<p>2</p> <p>diamond</p>			
<p>3</p> <p>circle</p>			
<p>4</p> <p>square</p>			
<p>5</p> <p>rectangle</p>			

NUMBER CONCEPTS 166

Final Assessment, Page 166

Name: _____ Date: _____

Final Assessment PATTERNS

Directions: Look at each number pattern. Then, fill in the circle next to the missing number in the pattern. Look at the number line if you need help.

<p>A</p> <p>1, 2, 3, _____</p> <p><input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6</p>	<p>1</p> <p>6, 7, _____, 9</p> <p><input type="radio"/> 4 <input type="radio"/> 8 <input type="radio"/> 10</p>
<p>2</p> <p>5, 7, 9, _____</p> <p><input type="radio"/> 1 <input type="radio"/> 10 <input type="radio"/> 11</p>	<p>3</p> <p>8, 10, 12, _____</p> <p><input type="radio"/> 9 <input type="radio"/> 14 <input type="radio"/> 18</p>
<p>4</p> <p>5, 10, 15, _____</p> <p><input type="radio"/> 14 <input type="radio"/> 16 <input type="radio"/> 20</p>	<p>5</p> <p>1, 3, 5, _____</p> <p><input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8</p>
<p>6</p> <p>4, _____, 8, 10</p> <p><input type="radio"/> 6 <input type="radio"/> 8 <input type="radio"/> 12</p>	<p>7</p> <p>3, 6, _____, 12</p> <p><input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11</p>

Number Line

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

NUMBER CONCEPTS 167

Final Assessment, Page 167

Name: _____ Date: _____

Final Assessment GREATER THAN OR LESS THAN

Directions: Fill in the circle below the group that has more items than the other group.

<p>A</p>	<p>1</p>
<p>2</p>	<p>3</p>

Directions: Fill in the circle below the number sentence with the correct sign.

<p>A</p> <p>4 < 1 7 > 3 9 < 4</p>
<p>1</p> <p>8 < 10 2 > 5 3 > 7</p>
<p>2</p> <p>6 < 3 1 < 7 2 > 9</p>
<p>3</p> <p>10 < 3 4 > 7 1 < 5</p>

NUMBER CONCEPTS 168

Final Assessment, Page 168

Name: _____ Date: _____

Final Assessment PLACE VALUE

Directions: Look at the items in each box. Then, fill in the circle next to the matching number.

<p>A</p> <p><input type="radio"/> 312 <input type="radio"/> 123 <input type="radio"/> 321</p>
<p>1</p> <p><input type="radio"/> 13 <input type="radio"/> 310 <input type="radio"/> 31</p>
<p>2</p> <p><input type="radio"/> 258 <input type="radio"/> 285 <input type="radio"/> 852</p>

Directions: Look at each number. Then, fill in the circle next to the place values that match the number.

<p>A</p> <p>153</p> <p><input type="radio"/> 1 hundreds 5 tens 3 ones <input type="radio"/> 3 hundreds 5 tens 1 ones</p>
<p>1</p> <p>154</p> <p><input type="radio"/> 4 hundreds 5 tens 1 ones <input type="radio"/> 1 hundreds 5 tens 4 ones</p>
<p>2</p> <p>94</p> <p><input type="radio"/> 9 hundreds 4 tens 0 ones <input type="radio"/> 0 hundreds 9 tens 4 ones</p>
<p>3</p> <p>687</p> <p><input type="radio"/> 6 hundreds 8 tens 7 ones <input type="radio"/> 8 hundreds 7 tens 6 ones</p>

NUMBER CONCEPTS 169

Final Assessment, Page 169