

Writing Numerals to Five

As students construct groups of a given size, recognize the number in the group, and record that number in numerals, they learn the number words through 5 in order (namely, to rote count), and develop the ability to count rationally.

Learning Objectives

Students will:

- Construct groups of zero to five objects
- Identify and write the numerals 0 through 5
- Record groups of zero through five

Materials

Box cover and rice or play sand

Connecting cubes

Crayons

[Numeral Cards](#)

[10 Frame Activity Sheet](#)

[Steps to 10 Activity Sheet](#)

[Showing Sets of 5 Activity Sheet](#)

Instructional Plan

Display the [Numeral Card](#) for 5, and ask students to look at the numeral card you have displayed. Review with the students how to make the numeral by turning your back to the class (so you will be writing in the same orientation as the students) and tracing the figure in the air with large strokes. Then encourage the students to do it with you.



[Numeral Cards](#)

To make the number 0, the following verse can be sung to the tune of *Here We Go 'Round the Mulberry Bush*:

*Start at the top and go around,
go around,
go around.*

*Start at the top and go around,
to make the number 0.*

You might wish to play the [Numerals Jam](#) for your students. The *Numerals Jam*, created by Johnette "Ms. Sunshine" Roberts, Baton Rouge, LA, is a funky student version of this song.



[Numerals Jam MP3](#) (created by Johnette Roberts)

The lyrics for all ten verses of this song can be used to foster the ability to make the numerals up to 10.

0

Start at the top and go around [repeat two more times]
to make the number 0.

- 1 Start at the top and go straight down [repeat two more times] to make the number 1.
- 2 Halfway round and then straight out [repeat two more times] to make the number 2.
- 3 Halfway round and halfway round [repeat two more times] to make the number 3.
- 4 Down and out and then straight down [repeat two more times] to make the number 4.
- 5 Down, around, then make a hat [repeat two more times] to make the number 5.
- 6 Down, around, then close the loop [repeat two more times] to make the number 6.
- 7 Go across and then slant down [repeat two more times] to make the number 7.
- 8 Make an "S," then go right back [repeat two more times] to make the number 8.
- 9 Go around and then go down [repeat two more times] to make the number 9.

The following are suggested activities that you may wish to do with students to help them practice writing numerals.

Suggestions for Numeral Writing Practice

Here are a few suggestions of fun and different ways to practice numeral writing with you students.

1. Allow students to write the numerals on a friend's back.
2. Encourage students to draw the numerals at the easel using a large brush with paint or water.
3. Provide giant markers and newsprint so students can make large copies of the model numerals.
4. Invite students to mold the numerals with clay, cookie dough, or pipe cleaners.
5. Encourage students to draw the numerals in chocolate pudding or shaving cream.
6. Suggest that students write the numeral with roll-on cologne on a friend's arm.
7. Ask students to form the numerals with yarn.
8. Have them glue popcorn kernels or small pieces of pasta on a tracing of the numeral.
9. Have them sing the song above to help them remember the numbers.

Now show the students a box cover in which you have placed some rice or play sand. Put the numeral card for "5" next to the container. Ask them to watch you as you draw a 5 in the sand tray. Then encourage several other students to draw a 5. (Throughout this unit, each new numeral should be written in this way. To facilitate practice, you may wish to make the sand or rice tray available in the classroom throughout the week.)



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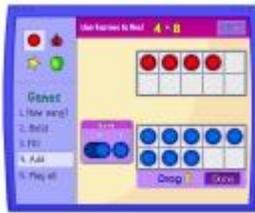
To help students develop an understanding of rational counting, give each student a copy of the [10 Frame](#) activity sheet and a supply of connecting cubes. Ask the students to model the number you show by placing one cube in each section in the 10 Frame, beginning at the smiley face and moving in the direction the arrow is pointing, until the top row is full.



[10 Frame Activity Sheet](#)

Display a numeral card, and observe the students as they place the connecting cubes. Ask them to remove the cubes before they model the next number. You may wish to have the students write on a separate piece of paper each number they model in the "10" Frame.

Students may also use the [Ten Frame](#) tool to explore numbers up to 10.



[Ten Frame Tool](#)

Next, distribute the [Steps to 10](#) activity sheet. This activity sheet will help the students see the relationship between the numbers in a different way.



[Steps to 10 Activity Sheet](#)

Invite those who are able to write their names to do so at the top of the sheet. When the whole class is ready, ask the students to choose one crayon and put a finger on the column with "2" at the top. Then tell them to color in two boxes in that column, starting with the bottom row. Demonstrate this and circulate as they work, encouraging them to count aloud softly as they color the boxes. Then ask them to show the meaning of the other numbers from 0 through 5 in the same way. Collect the charts so they will be available for the next six lessons.

1. Use the teacher resource sheet, [Class Notes](#), to document your observations about the students' abilities to do the following:
 - Construct groups of zero to five objects
 - Identify and write the numerals 0 through 5
2. Have students write numerals and represent the corresponding quantities in pictorial form on the [Show That Number](#) activity sheet.

Teacher Reflection

- Which students were able to stay on task when they worked independently? What experiences do they need to help them do this?
- Which students could count by rote to five? What additional experiences are necessary for those who could not?
- Which students are able to count rationally to five?
- Which students could identify the numerals to 5?
- What adjustments will I make the next time that I teach this lesson?