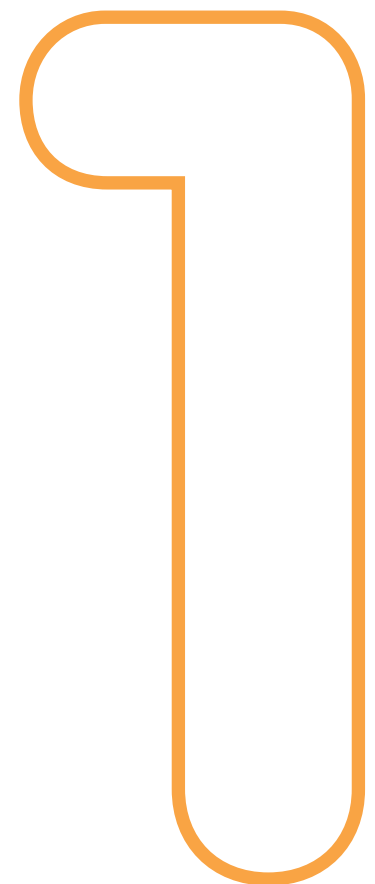


**Present**  
Number 1



**Number 1**

 **Look.**  **Count.**  **Color.**

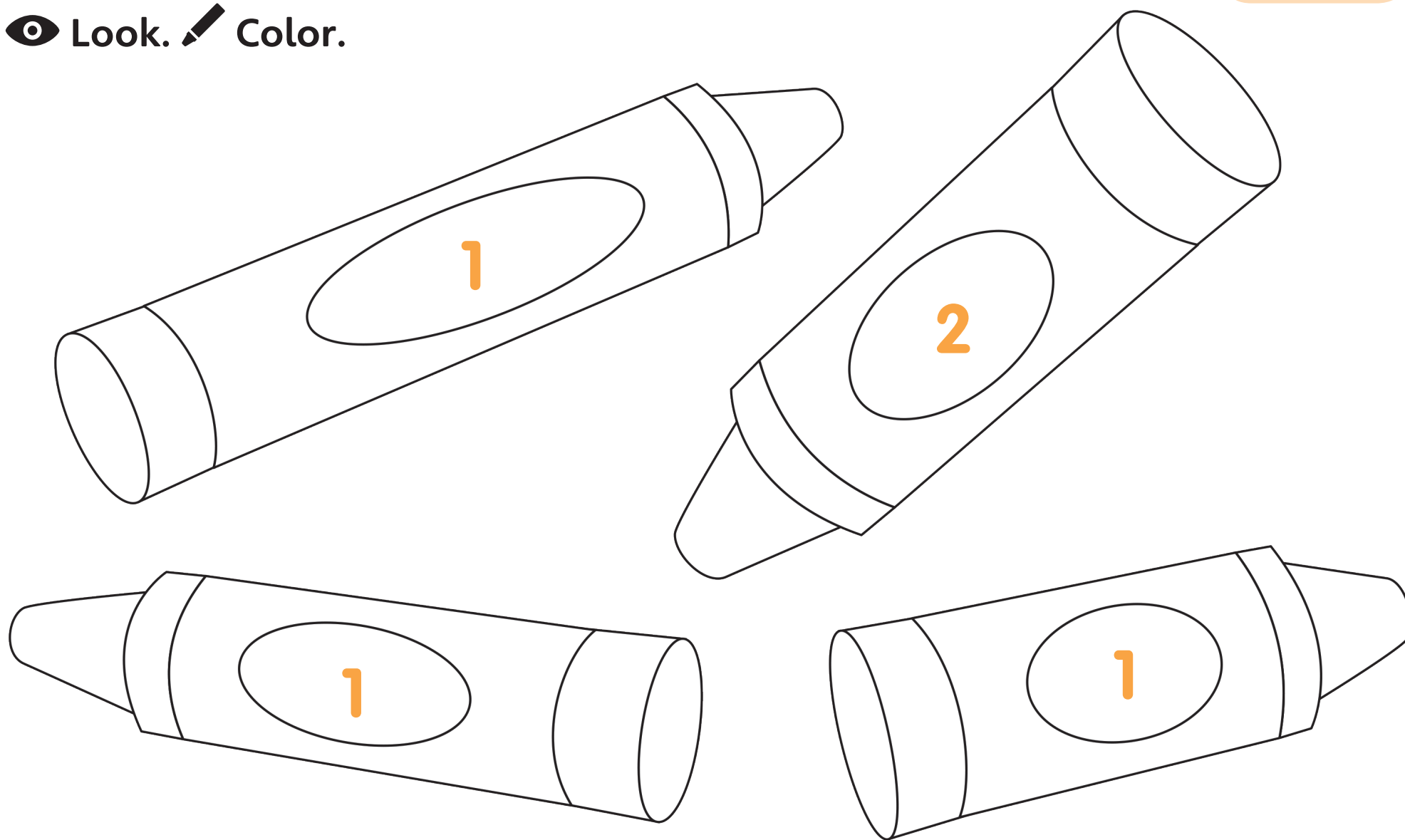


**Presentation:** Children open their books. Point to the picture of the school. Say: *This is a school. School.* Children repeat: *School.* Ask: *How many schools can you see? Let's count! One. One school.* Children count along with you. Write a large number 1 on the board. Then point to it and say: *One.* Children repeat. Finally, children color the number 1 and the school.

**Practice:** Play music. Children stand up and dance. Stop the music and show children one crayon. Ask: *How many crayons can you see? Let's count! One.* Children say *one* as they hold up one finger. Then play the music again, pausing to show children a school object, such as a book, a table, or a chair, and have them count it: *One.*

Identify  
Number 1

Look. Color.



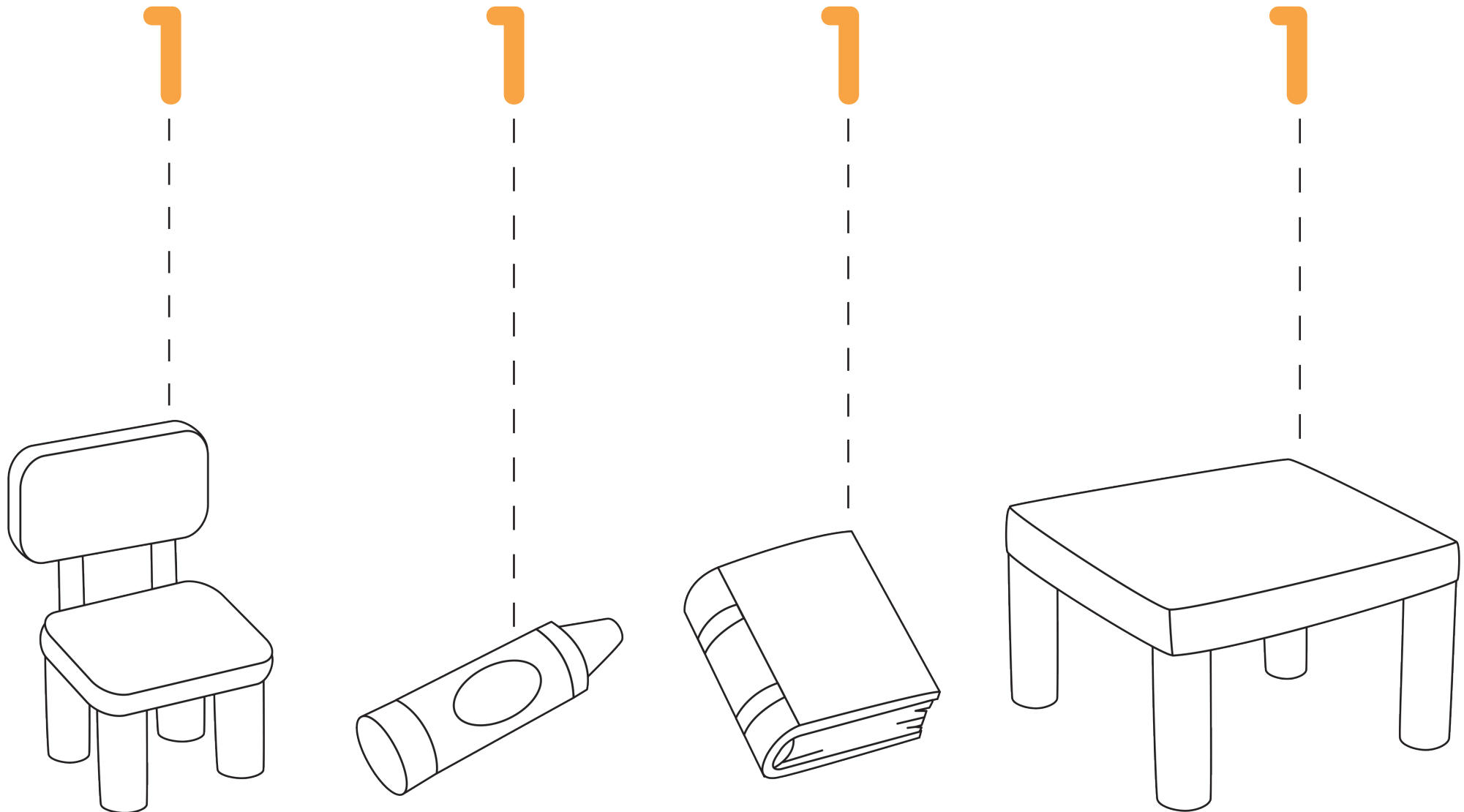
**Presentation:** Make cards with the numbers 1 and 2. Show children a card with the number 1. Children identify the number: *One*. Then show a card with the number 2. Ask: *Is it number one? (No.)* Repeat with the remaining cards. Finally, children open their books and look for and color only the crayons with the number 1 on them.

**Practice:** Display the number 1 and 2 cards on the board so the numbers aren't visible. Individual children go to the board and turn over a card. Ask: *Is it number one?* If it is, the child says yes and claps once. If it isn't, the child says *no* and sits down. Repeat this procedure until all cards have been turned over.

## One-to-One Correspondence Number 1

1

Look.  $2\frac{1}{3}$  Count. ○ Trace.



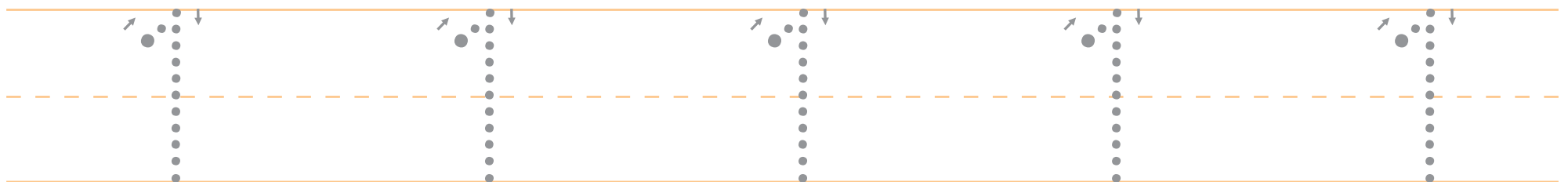
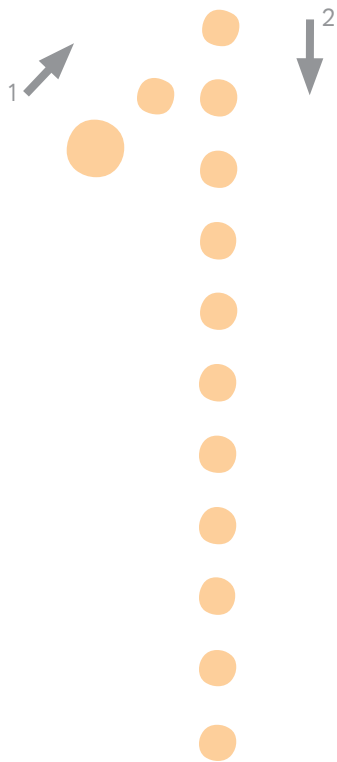
**Presentation:** Make cards with the number 1 in different fonts and various cards with drawings of one school object. Show children the number 1 cards and display them on the board. Children say *one* and jump once. Then show the school object cards. Children name the items. Display the object cards under the number 1 cards and say *One [chair]* as you draw a line from each number 1 to each object. Children repeat. Finally, they open their books. They look at each number 1 and count the corresponding object. Then they use a crayon to trace the line.

**Practice:** Put the number 1 cards in one bag and the school object cards in another bag. Children sit in a circle. Play music and have children pass the two bags around together. Stop the music. The child with the bags pulls out a card from each bag, looks at them, and says: *One [chair]*. Repeat until all children have had a chance to participate.

5

## Count and Trace Number 1

 Look. **1** Count.  Trace.



**Presentation:** Draw a large number 1 on the board. Point to it and say: *One*. Children repeat. Trace a number 1 in the air as you say *one*. Children do the same. Then point to yourself and say: *One teacher*. Children repeat after you. Show other school objects (one of each). Children count and name the objects. Finally, they open their books, count the teacher, and trace the numbers.

**Practice:** Give each child a sheet of construction paper with a big number 1 on the left side. Children use finger paint to paint the number 1 with their fingers. Then they paint or draw one school object of their choice. Children can take their artwork home.