

Attainment's

# HANDS-ON MATH

for Early Numeracy Skills

Teacher's Guide

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Attainment's  
**HANDS-ON MATH**  
for Early Numeracy Skills  
Teacher's Guide

**This flash drive contains printable PDF files of the Student Book, Number Lines, Peg Cutouts, Button Cutouts, Symbol Cards, and Progress Monitoring Forms.**

PDF reader software is required to view the PDFs. Acrobat® Readers® Software is included on the flashdrive.



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## Overview

Hands-On Math (HOM) for Early Numeracy Skills is a curriculum for teaching early childhood students foundational numeracy skills using number lines. It is primarily for preschool students with an intellectual disability or autism. HOM for Early Numeracy Skills is based on two premises: (a) students learn well when their hands are purposefully engaged, and (b) math manipulatives help students understand abstract concepts. HOM for Early Numeracy Skills is an introduction to concepts included within school math standards. It is a skills-based program focused on early numeracy concepts. The **Teacher's Guide** provides direction for teaching concepts with the hands-on manipulatives and the **Student Book** provides additional and extension practice with symbolic representation. Each student may use their own

consumable Student Workbook to document answers. All activities are designed to accommodate a wide variety of fine motor skills and are organized by lessons in the Teacher's Guide. Teachers may encourage students to share their answers by using the pegs or peg cards on top of the worksheet activities, or writing, circling, marking, or dotting onto the page. Sets of peg and button cards have been included at the end of each workbook that may be cut out to help generalize skills for Student Workbook activities or to provide an accommodation to the lessons in the Teacher's Guide.

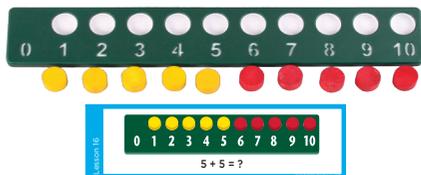


The lessons are organized into three Skill Areas (Counting, Sets, and Categories, Symbols, and Patterns) which are then divided into three teaching directive types. The teaching directives progress in difficulty from concrete to representational to abstract understanding. Concrete learners are exposed to the math concepts incidentally and may participate in the lesson without a complete understanding. Representational learners are provided picture cues or other hints to help them complete the lesson. Abstract learners who successfully complete the lesson attain its objective by demonstrating

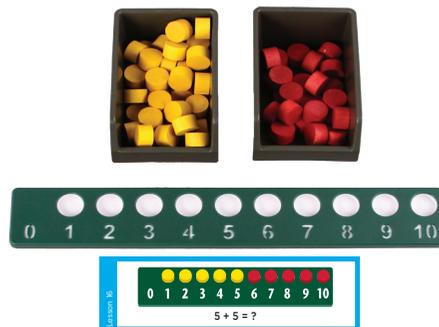
understanding of the underlying math concept. For further practice, students will complete worksheet activities in their own Student Workbook.

HOM for Early Numeracy Skills has been designed to support students' progression from concrete to representational to abstract understanding with supplemental and extension workbook activities for those individuals who have demonstrated proficiency with concepts or who may benefit from variety in skill practice.

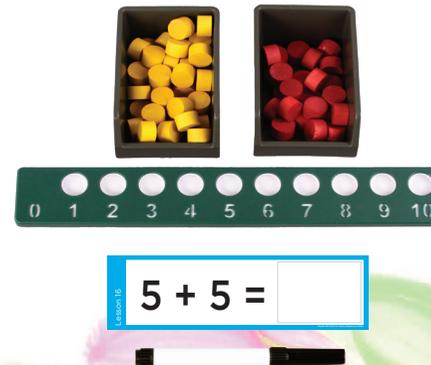
### Concrete



### Representational



### Abstract



# Materials

## Teacher's Guide

Provides step-by-step instructions for the 34 early numeracy lessons in three skills areas and supplemental resources.

## Flash drive

Provides a classroom license for printouts.

## Student Book

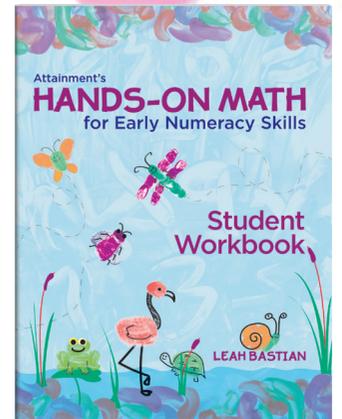
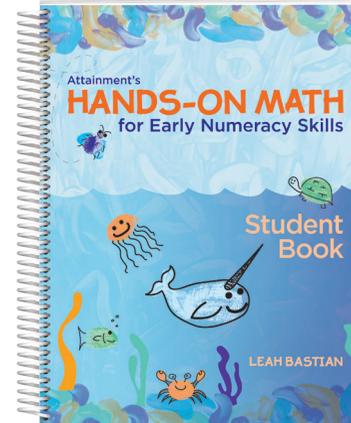
Provides supplemental activities for generalization and extension practice.

## 10 Student Workbooks

Each student may have their own, consumable workbook version of the Student Book.

## 4 bins with pegs

Includes 20 small yellow pegs, 10 small red pegs, 10 large yellow pegs, and 10 large red pegs.



### Number Line 0-10

The most commonly used number line.

### Number Line 11-20

Combines with the 0-10 number line for counting, operational, and pattern lessons.

### Activity Cards

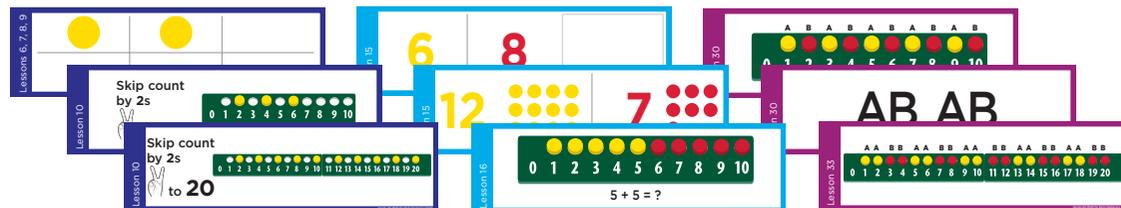
Laminated for writing with a dry-erase marker. Activity Cards have been labeled with corresponding lesson numbers from the Teacher's Guide for ease of reference.

### Number Book

Illustrated book that includes numbers 0-20 with pegs and number line.

### Cardboard Shield

White blocker for covering illustrated cues on Activity Cards or Number Book.



### Symbol Cards

Nine, two-sided cards with symbols and describing words on the back.

### Peg Cards

Four cards with images of each size and color peg.

### 3 foam number dice

Large format foam dice showing numerals 0-5.

### 3 standard dice

Standard dot pattern commonly used in games.

### Dry-erase marker

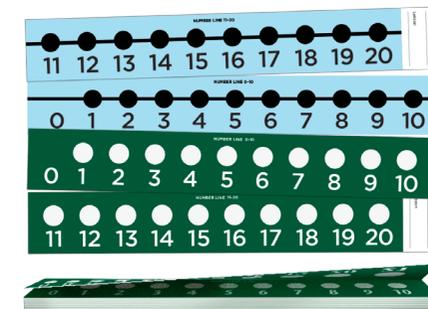
Use to write answers on the Activity Cards.

### Yellow and red dauber

Use these with a Student Workbook and Number Line Tear-off sheets for students who may benefit from a supported answer format.

### Number Line Tear-off Pad

Use these for additional practice with problems.



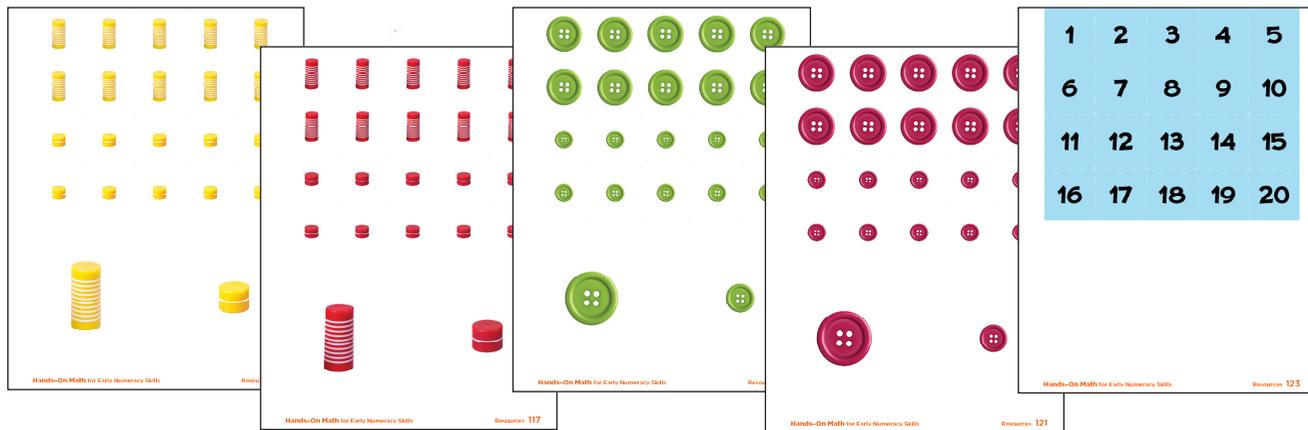
### Peg and button cutouts

Use the Student Workbook pages or print additional copies from the flash drive and cut apart for sorting activities and generalization of skills.

### Number square cutouts

Use the Student Workbook pages or print additional copies from the flash drive and cut apart for sorting activities. These have the numeral on one side.

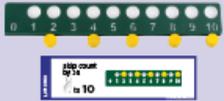
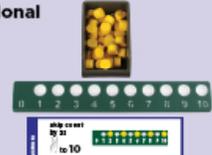
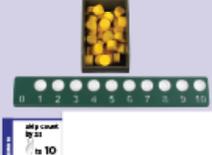
\*Replacement and additional parts are available.



## Lesson Structure

All lesson descriptions in this guide have the same structure. They are divided into two sections. The top, color-coded by Skill Area, includes the lesson title, lesson number, materials needed, Lesson Objective, and an overview titled Narrative.

The bottom section is divided into Concrete, Representational, and Abstract lesson options. Each has a photo and instructions for teacher setup. HOM for Early Numeracy Skills follows the “two-minute rule” – your prep time is always under two minutes. Accordingly, you may teach multiple lessons, cycle through lesson options, and incorporate Student Workbook activities in a single math period. The student procedure may be read to the student as it is written, or as a guide to create your own script. Use the Teaching Scripts at the start of this guide to teach the pre-lesson concepts of rote counting and numeral recognition.

Lesson 10: Skip count by 2s within 20		Counting and Numbers
<p><b>Lesson objective</b> Skip count by 2s within 20 by placing pegs in a number line.</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• 0–10 and 11–20 number lines</li> <li>• Bin with small yellow pegs</li> <li>• Lesson Activity Cards</li> </ul>	<p>• Student Workbook pages 30–32</p> <p><b>Narrative</b> Introduces skip counting, beginning with 2s, and the use of Activity Cards. Use the cardboard shield to cover the pictorial representation for Abstract learners.</p>
<p><b>Concrete</b></p>  <p><b>Teacher setup</b> Place small yellow pegs in a row in front of the 0–10 number line (and the 11–20 if the end number is greater than 10). Place an Activity Card in front of the pegs.</p>	<p><b>Representational</b></p>  <p><b>Teacher setup</b> Place a bin with small yellow pegs behind the 0–10 number line (and the 11–20 number line if the end number is greater than 10). Place an Activity Card for skip counting by 2s in front of the number line.</p>	<p><b>Abstract</b></p>  <p><b>Teacher setup</b> Place a bin with small yellow pegs behind the 0–10 number line (and the 11–20 if the end number is greater than 10). Place an Activity Card for skip counting by 2s in front of the number line and cover the picture with the cardboard shield.</p>
<p><b>Student procedure</b> Skip count by 2s up to the number shown. Place the pegs in the number line, beginning with 2, in sequence as you count, saying the number of each peg as it's placed. Compare the completed number line with the picture.</p>	<p><b>Student procedure</b> Skip count by 2s up to the number shown. Place pegs from the bin in the number line, beginning with 2, in sequence as you count, saying the number of each peg as it's placed. Compare the completed number line with the picture.</p>	<p><b>Student procedure</b> Skip count by 2s up to the number shown. Place pegs from the bin in the number line, beginning with 2, in sequence as you count, saying the number of each peg as it's placed. Cover the picture with the cardboard shield.</p>

## How to Use

Hands-On Math (HOM) for Early Numeracy Skills makes math concepts more explicit by representing them with pegs placed in number lines or into bins. These materials help students count, create sets and patterns, compare numbers, and sort and categorize. Not all math skills, however, are easily demonstrated with number lines; some HOM lessons may use different materials.

Two fundamental skills are the reach-grasp-retrieve-place sequence performed by taking a peg from the table or bin and placing it in the appropriate spot in a number line or group. This sequence can be difficult for some students with physical or attentional challenges. Consider using the Student Workbook, the Number Line Tear-off

Pad, or physical support to accommodate a variety of student needs. The second is the ability to consistently distinguish the color and size differences among the pegs. Students will need to recognize that the color and size of the pegs can represent different values.

The Concrete, Representational, and Abstract (CRA) options provide a high-to-low sequence of instructional support. You may follow the CRA sequence to introduce a lesson or select the option that best fits the student. When in doubt, start with Representational. Move to Concrete if the lesson is too challenging, and Abstract if it seems too easy. Your goal is for all students to become Abstract learners and progress to the Student Workbook activities.



Complete the Teacher Setup before introducing a lesson. Then, follow the explain-model-guide-observe-adjust process.

1. Explain by reading or paraphrasing the Student Procedure in the lesson description.
2. Model the procedure for the student slowly.
3. Guide the student through the lesson, giving prompts as needed.
4. Observe the student completing the task independently.
5. Adjust the lesson to present a unique problem to solve.

Lessons may be presented individually or in small groups of up to four students. You can teach multiple trials of a lesson by quickly adjusting the materials presented. For example, try using a variety of Activity Cards with a given lesson.

When a teacher determines a student is ready for practice generalizing or extending concepts, Student Workbook activities may be incorporated into math lessons. A student's fine and gross motor skills should be considered for activity setup. Workbook activities lend to a variety of student response modes as well as

concrete, representational, and abstract concept understanding. Pegs may be used on top of worksheets for Concrete learners and peg card cutouts may be used for Representational learners. If a student needs additional support, reference the Teaching Script examples at the front of the Teacher's Guide.

Hands-On Math for Early Numeracy Skills addresses a variety of conceptual understandings and ability levels so that all students may participate and increase awareness of fundamental math skills.

Lesson 9 Identify numerals within 18 by rolling dice			Counting and Numbers
<b>Lesson objective</b> Identify the numerals shown on the dot patterns of 3 dice.	<b>Materials</b> • 0-10 and 11-20 number lines • Bin with small yellow pegs • Lesson Activity Cards • 3 standard dice	<b>Student Workbook</b> pages 27-30	<b>Narrative</b> Similar to the previous lesson but uses 3 dice instead of 2. As a preview to addition lessons, students calculate the total of the 3 dice by placing all the pegs in the number line. Abstract students independently roll and read the dice.
<b>Concrete</b> 	<b>Representational</b> 	<b>Abstract</b> 	
<b>Teacher setup</b> Put 3 dice on the table. Place small yellow pegs behind each die to match the number. Place the 0-10 and 11-20 number lines behind the pegs.	<b>Teacher setup</b> Put 3 dice on the table. Place Activity Cards face up behind each die to match the number. Place the 0-10 and 11-20 number lines behind the pegs, and a bin with small yellow pegs in the back.	<b>Teacher setup</b> Put 3 dice on the table. Place the 0-10 and 11-20 number lines behind the dice and a bin with small yellow pegs in the back. Leave enough room on the table in front of the number lines to roll dice and place pegs.	
<b>Student procedure</b> Identify the number on the first die, and count the pegs to check your answer. Do the same for the other 2 dice. Place all the pegs in the number line to calculate the total of the 3 dice.	<b>Student procedure</b> Identify the number on the first die, and place pegs from the bin on the Card to check your answer. Do the same for the other dice. Place all the pegs in the number line to calculate the total of the 3 dice.	<b>Student procedure</b> Roll 1 die and place pegs in a group next to it to match the number. Do the same for the other dice. Place all the pegs in the number line to calculate the total of the 3 dice.	

Lesson 9

**Identify numerals within 18 on dice**

Place pegs on the number line to match the dots on the dice. Calculate the total and write the number on the line.

What is the total?

What is the total?

What is the total?

What is the total?

Hands-On Math for Early Numeracy Skills

## Progress Monitoring Forms

Use the **Assessment Form** to determine if students understand the concepts of HOM for Early Numeracy Skills. Assess with everyday classroom materials, like whiteboard and counters, or use the provided materials and cut-out cards.



## Assessment Form

Student: *Eleanore L.*

Teacher: *Mrs. Kind*

Date: *Dec. 17*

Counting and Numbers			
	Skill Assessed	Y	N
Count with one-to-one correspondence	1. Within 5	X	
	2. Within 10	X	
	3. Within 20	X	
Identify numerals	4. Within 10		X
	5. Within 20		X
Subitize	6. Within 3	X	
	7. Within 6		X
	8. Within 12 rolling dice	X	
	9. Within 18 rolling dice	X	
Skip count	10. By 2s within 20		X
	11. By 5s within 20		X

Sets			
	Skill Assessed	Y	N
Create sets	12. Within 5		X
	13. Within 10		X
	14. Within 20		X
	15. Create two sets then add	X	
Add 0-20	16. Within 10		X
	17. Within 20	X	
	18. Add with three addends	X	
Subtract 0-20	19. Within 10	X	
	20. Within 20		X
	21. Subtract two numbers within 20	X	

Categories, Symbols, and Patterns			
	Skill Assessed	Y	N
Categorize	22. Sort two items with a cue redundancy	X	
	23. Sort two items with a cue constant	X	
	24. Sort two items with an irrelevant cue	X	
	25. Sort four items		
	26. Identify the equals symbol		
Identify comparison symbols	27. Identify the less than symbol		
	28. Identify the greater than symbol		
	29. Identify numbers as less than, equal to, or greater than		
Make ABAB patterns	30. Duplicate an ABAB Pattern		
	31. Extend an ABAB Pattern		
	32. Complete an ABAB Pattern		
	33. Duplicate an AABB (or AABAAB) pattern		
	34. Extend an AABB (or AABAAB) pattern		

### Key:

Y = Able to perform

N = Not able to perform

Track student participation and progress in lessons with the **Student Performance Data Sheet**. It monitors the lesson option (Concrete, Representational, Abstract), individual or group instruction, and successful completion – plus a plan for future instruction. If a student is practicing the skill with a Student Workbook activity, make a note in the Notes column with the Student Workbook page number. Each lesson’s corresponding Student Workbook pages are included with each lesson description in the Teacher’s Guide.

## Student Performance Data Sheet

Student: *Eleanore L.*      Teacher: *Mrs. Kind*

**Key:**  
C = Concrete   R = Representational   A = Abstract

Date	Lesson #	Option			Setting		Completion		Notes	Plan		
		C	R	A	Individual	Group	Yes	No		Repeat Lesson	Move to Lesson # __	Change Option to C R A
12/10	2	C				x	x		Well done!		3	R
12/11	3		R		x			x	Repeated demonstration needed.	x		
12/16	3		R		x		x		Perfect. Repeat next month.	next month	4	A
12/16	4			A	x			x		x		
12/22	4			A	x		x		Needed verbal instruction repeated.		5	A
12/23	5			A		x	x		Good. One to one next time.	x		

## Hands-On Math for Early Numeracy: Teaching Script

### Model-Lead-Test Procedure: Rote Counting

Introduction	Model	Lead	Test
<p>Place the 0-10 number line on the table.</p> <p>Say, <b>Today we are going to practice counting from 0 to 10. First, I will say each number and point to it on the number line. Then it will be your turn to practice.</b></p>	<p>Say, <b>It is my turn to count from 0 to 10. Here is 1.</b> Point to the number 1 on the number line and wait for the student to attend to the number. Once the student is attending, count aloud from 1 to 10, and point to the appropriate numeral on the line as you count.</p>	<p>Say, <b>Now let's count together.</b> Point to the number 1 on the number line and wait for the student to attend to the number. Once the student is attending, say, <b>This is the number 1.</b> The student should say "one" after you say "one."</p> <p>Point to the number 2 and say, <b>This is the number 2.</b> The student should say "two" after you say "two."</p> <p>Point to the number 3 and say, <b>This is the number 3.</b> The student should say "three" after you say "three."</p> <p>Continue with this script for numbers 4-10. Feel free to use this script to extend the lesson to numbers 11-100 when appropriate.</p>	<p>Say, <b>Now it is your turn to count from 1 to 10. Point to the numbers as you count.</b></p> <p>If the student identifies the numbers from 1 to 10, give specific praise. For example, <b>Great job! You counted from 1 to 10.</b></p> <p>If the student provides an incorrect response, say, <b>Let me show you.</b> Count aloud from 1 to 10 and point to each number on the number line as you progress. Say, <b>Now it's your turn to count.</b> Allow the student 5 seconds to begin their counting. If they do not, then provide a physical prompt to guide the student to point to each number as you count aloud.</p>



## Hands-On Math for Early Numeracy: Teaching Script

## Time-Delay Procedure: Numeral Recognition

### First Teaching Set: 0-Second Time Delay

Give the student a 0-10 number line and gather the number circles from 1-10. Say, **For this activity, we will be checking to see how many numbers you can remember.**

Round 1 (0-second delay): Say, **When I hold up a number and say the number, touch that number on your number line.** Write a number on a whiteboard while saying, **This is the number \_\_\_\_.** Find the number \_\_\_\_\_. Point to the number on the student's number line immediately as a prompt.

Give praise to the student if they touch the correct number without help. Make the praise specific to the action they completed.

If an incorrect response is given, correct the student with a physical prompt. Support the student's hand to locate the correct number. Then praise the student if they touch the correct number.

Repeat these steps for the numbers 1-10 in a random order. Repeat this process with the student three times for each number. Once the student provides consistently correct responses, progress to the Second Teaching Set.

### Second Teaching Set: 5-Second Time Delay

During this teaching set, the student has the chance to identify numerals independently within a 5-second time frame. If a student does not respond within 5 seconds, then return to using a 0-second time delay.

Give the student a 0-10 number line. Say, **For this activity, we will be checking to see how many numbers you can remember.** Write a number on the whiteboard while saying, **This is the number \_\_\_\_.** Find the number \_\_\_\_\_. Wait 5 seconds for the student to respond independently. Instruct the student to wait if she or he is not sure of the answer. Say, **If you do not know the answer, wait, and I will show you.**

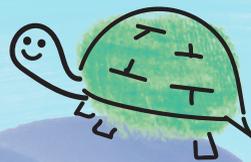
Praise the student if they touch the correct number without help. Make the praise specific to the action they completed.

If the student does not correctly respond, provide a physical prompt by supporting the student's hand to locate the correct number. Then praise the student. For example, **Great job. This is the number 4.** Then, provide the direction again, **Find the number 4.**

Repeat for the numbers 1-10 in a random order. Please note, 5 seconds is recommended, but you may adjust the length of time. This procedure may be used to extend the lesson to numbers 11-100 when appropriate.



# Counting and Numbers



## Skill Area One: Counting and Numbers

**Counting and Numbers** lessons progress in difficulty from counting with one-to-one correspondence to skip counting. Each group of lessons follow a similar setup and procedure.

### Count with One-to-One Correspondence

For Concrete teaching instruction option, pegs begin in the number line. For the Representational instruction, the teacher lines up the pegs to be counted in front of the number line(s). With Abstract instruction, students respond to a verbal prompt from the teacher (“Count to 5”) or roll a number die.

### Identify Numerals

Lessons 4, 5, 8, and 9 use the **Activity Cards** for all students. For Concrete learners, pegs matching the numeral are placed in front of the number line(s). Representational learners follow the pictures, while Abstract learners focus on the numeral (with the picture covered). A hand-written numeral can be substituted for the Activity Cards in the Abstract option.

### Subitize

In Lessons 6 and 7, pegs are prearranged on the Activity Cards in the Concrete option. Representational learners identify the number of yellow dots printed on the back of an Activity Card when it’s turned over briefly by the teacher or a student, and Abstract students identify the number of pegs under a bin when it’s lifted momentarily by the teacher. Students identify dot patterns on dice in the remaining two lessons.

### Skip Count

Pegs matching the picture are placed in front of the number line(s) for Concrete learners, Representational learners can follow the picture, and Abstract learners follow verbal instructions (“Skip count by 2s to 10”), since the picture is covered.

### Challenge Lessons

- Write numerals on small sticky notes, and have students place them over the matching words on the Activity Cards.
- Place a peg in any number line slot, and have students count backwards from that number. This activity prepares them for subtraction.
- Extend practice and challenge Abstract learners with Student Workbook activity pages.

## Lesson 1: One-to-one correspondence within 5

Counting and Numbers

### Lesson objective

Count up to 5 by placing pegs in the number line in sequence, beginning with the first slot.

### Materials

- 0-10 number line
- Bin with small yellow pegs
- Student Workbook pages 3-5

### Narrative

Introduces one-to-one correspondence. Students place small pegs in number line slots in sequence, beginning with the first slot. The last occupied slot shows the number of pegs counted.

### Concrete



### Teacher setup

Place up to 5 small yellow pegs in the 0-10 number line.

### Student procedure

Count the pegs placed in the number line. Begin with the first peg, and touch and say the number of each peg as it's counted.

### Representational



### Teacher setup

Place up to 5 small yellow pegs in a row in front of the 0-10 number line.

### Student procedure

Place the pegs in the number line in sequence, beginning with the first slot. Count and say the number of each peg as it's placed.

### Abstract



### Teacher setup

Place the bin with small yellow pegs behind the 0-10 number line.

### Student procedure

Follow the teacher's prompt to count to a number up to 5. Take the pegs from the bin, and place them in the number line in sequence, beginning with the first slot. Say the number of each peg as it's placed.

## Lesson 2: One-to-one correspondence within 10

Counting and Numbers

### Lesson objective

Count up to 10 by placing pegs in the number line in sequence, beginning with the first slot.

### Materials

- 0–10 number line
- Bin with small yellow pegs
- Student Workbook pages 6–8

### Narrative

Expands one-to-one correspondence counting to 10. Students place small pegs in number line slots in sequence, beginning with the first slot. The last occupied slot shows the number of pegs counted.

### Concrete



### Teacher setup

Place up to 10 small yellow pegs in the 0–10 number line.

### Student procedure

Count the pegs placed in the number line. Begin with the first peg, and touch and say the number of each peg as it's counted.

### Representational



### Teacher setup

Place up to 10 small yellow pegs in a row in front of the 0–10 number line.

### Student procedure

Place the pegs in the number line in sequence, beginning with the first slot. Count and say the number of each peg as it's placed.

### Abstract



### Teacher setup

Place the bin with small yellow pegs behind the 0–10 number line.

### Student procedure

Follow the teacher's prompt to count to a number up to 10. Take the pegs from the bin, and place them in the number line in sequence, beginning with the first slot. Say the number of each peg as it's placed.