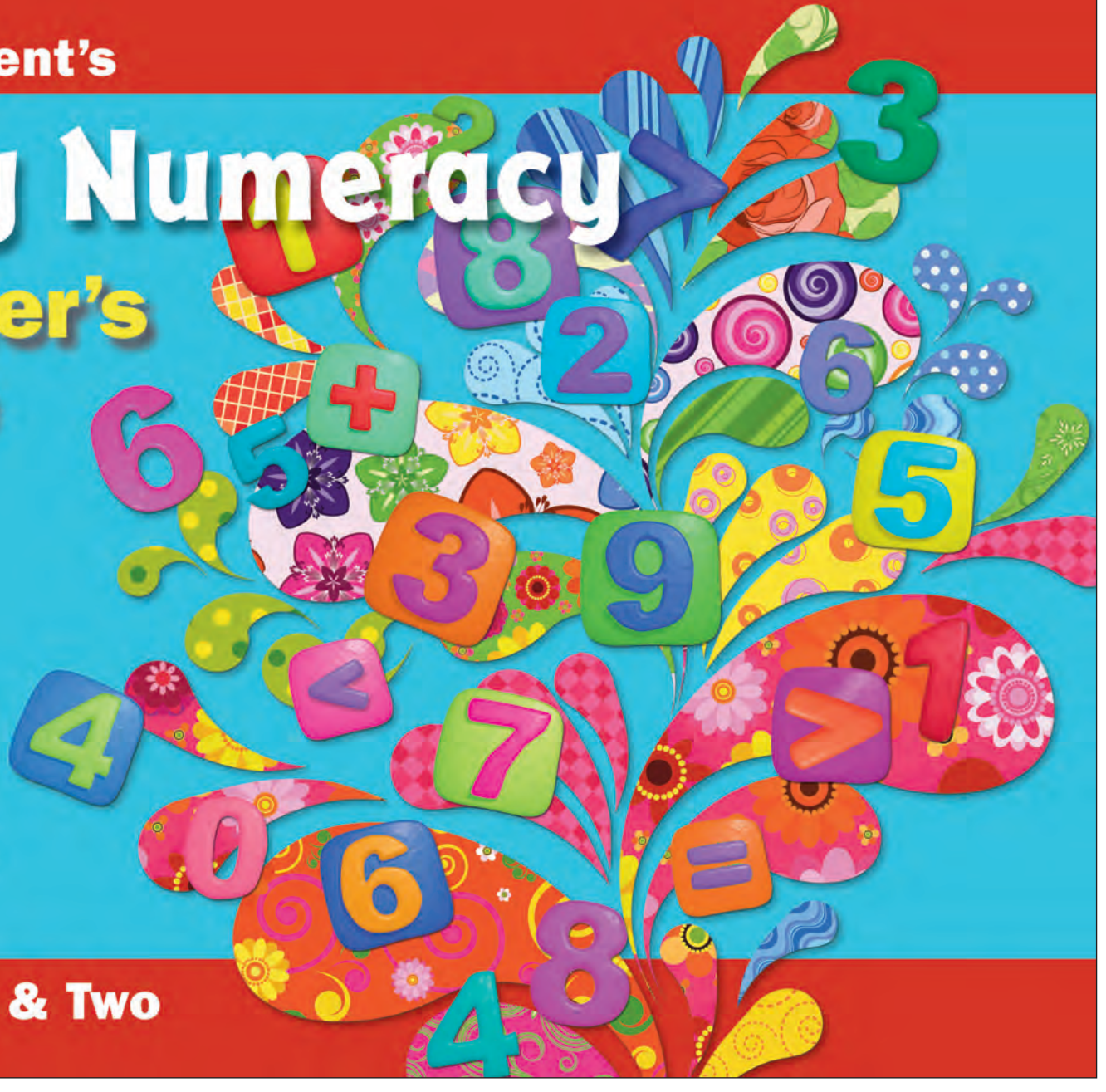
Attainment's

Early Numeracy

Teacher's Guide

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Units One & Two

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HOW TO USE

The **Early Numeracy** curriculum is designed to be used with small groups of two to four students. The lessons are repeated over 4–5 days to allow students to build fluency. Lessons should be taught at a brisk pace with rapid opportunities for student responses.

For some students, the lessons alone may not provide enough exposure to master the content, so additional practice during one-on-one instruction with you or a paraprofessional will be required. For more information on grouping students and how to teach the lessons, refer to the **Implementation Guide.**

Lesson Materials

All lessons list the materials you need to begin teaching. It is important to gather all materials needed for a lesson before teaching, so the lesson remains fast paced. The materials provided with this curriculum are pictured in the **Implementation Guide.** In addition, manipulatives that support the theme of the lesson are included, and an inventory of these materials is provided in Appendix B for your reference. Note that some colors of materials may vary from the script; adjust the script accordingly.

Note that for ease in locating and organizing items related to a unit, a color-coding system is used. The code is as follows:

Unit One **Unit Two** **Unit Three** **Unit Four**

The Early Numeracy curriculum also includes a CD containing PDFs of **Math Stories, Math Fun,** and the **Student Response Book.** These PDFs can be projected onto a SMARTBoard™ for full group viewing, or can be used for printing individual pages for students. These files are also provided so adaptations can be made for individual students who may need materials enlarged or cut apart for eye gazing, etc.

Lesson Format

Each lesson is scripted to make it easier to teach and to minimize lesson preparation. The scripts are provided in color. In the scripts, S refers to student. The following steps are embedded in each lesson:

1. **Anticipatory Set.** Introduce the day's theme with an anticipatory set. Show students the manipulatives for the lesson. Give students time to touch and view the materials before moving on in the lesson.
2. **Rote Counting Warm-up.** Review rote counting for the unit. Count with the students in chorus and then choose a student to count individually. Do this step quickly to encourage rote learning.
3. **Time Delay for Numeral Recognition.** Use the time-delay procedure to teach numeral identification (1–10). Students use their Work Boards with their number lines and number tiles. Refer to the Implementation Guide for a full description of this procedure. A script for time delay is provided in Appendix A. Print and laminate for easy reference while you are teaching.
4. **Math Story.** Read the Math Story for the lesson aloud and with interest and animation. Numeric text in the story can be changed to focus on different numbers (e.g., any numbers from 1 to 5 for Unit One). This text is presented with a **red font** as a reminder to substitute other numbers you wish to focus on when repeating lessons. Refer to the Implementation Guide for more information on the Math Stories.

5 **Application of Numeracy Objective to the Math Story.** After the story is read, read parts of it again but pause to integrate and teach the numeracy objective. The story parts are provided in the teaching guide and are **highlighted with a colored background.** Teach these objectives using a system of least intrusive prompts. Wait for the student to respond independently, and then provide praise if correct. If the student responds incorrectly or doesn't respond, model the correct response and give the student another opportunity. Some students may need additional physical guidance to make the correct response. To fade prompting, provide enthusiastic praise when a student makes the response with less prompting than had occurred on the prior day. Also, interrupt errors and move to a more intrusive prompt if the student begins to respond incorrectly. Procedures for using the system of least intrusive prompts are listed in charts within the lessons. Text in **red font** is a reminder to substitute other numbers/text you wish to focus on when repeating lessons. For more information on the prompting hierarchy, see the Implementation Guide.

Prompts can be modified for students with sensory impairments. For students who are deaf, use a gesture instead of a verbal prompt. For students who have visual impairments, use additional verbal prompting prior to physical guidance (omitting the model). Modify your wording (e.g., point to, find, look at, grasp) as needed for individual students.

6 **Math Fun.** At the end of each lesson, students practice the specific objectives of the lesson using a math activity page found in their Math Fun books. Because lessons are repeated up to five times, three activity pages are provided for each lesson, but additional activity pages can be printed from the CD if you want students to have additional activity pages for the 4th and 5th day of teaching a lesson. Some students may be able to do these activity pages independently. Other students may need you to prompt each response on the activity page. Use the system of least prompts to help students complete the activity. Note that when students are asked to draw dots, carrots, etc., any form of drawing is acceptable (e.g., carrots can be simple lines).

7 **Embedded Instruction.** This curriculum is intended to help students become fluent in early numeracy skills to better prepare them for participation in the general education math curriculum. How to embed instruction and monitor student progress in the general education math class is discussed in more detail in the Implementation Guide. Forms are provided in Appendixes E, F, and G to plan for and record student responses during embedded instruction in a general education math class.

Review Lesson

The final lesson—Lesson 6—is a review lesson. Instead of a math story, students receive quick trials for each math objective in a game format. They keep score of their correct answers using a game board and game cards. Correct independent responses earn more points than correct prompted responses. These review lessons help students gain the level of independence in responding that will be needed to show mastery when assessed at the end of the unit.

Monitoring Progress

It is important to monitor each student's progress in each unit to see if the curriculum is promoting learning and mastery for the students. A Progress Monitoring Form for each unit is provided so you can collect data on student responses during the lesson for each objective. These forms are provided in Appendix C and on the CD for convenient printing. Because the form is broken down objective by objective, it is easy to see on which skills students may need extra practice or one-on-one instruction.

The Early Numeracy Assessment can be used to determine if students have reached mastery on unit objectives before moving on to the next unit of instruction. For more information on assessment and monitoring progress, see the Implementation Guide.

Adapting Materials

The materials for the Early Numeracy curriculum can be adapted for any student's individual response mode. The Student Response Book, Math Fun, and Math Stories are provided on the CD for convenient printing. Pages from these items can be enlarged, laminated, Brailled, cut apart and attached to eye gaze boards (e.g., Plexiglas® boards), or used with augmentative/alternative devices.

See the Implementation Guide for a full description of how to adapt materials for students who are nonverbal or those who have physical challenges or sensory impairments, etc.

When any changes are made to the instructional cues to fit a student's response mode, they need to be made consistently throughout the scripted lessons, during assessment procedures, and during inclusionary lessons in general education math classes.

UNIT ONE: Math Is Everywhere









LESSON 1
Math at the Speedway

Objectives

1. Count 1–5 movable objects in a line.
2. Count 1–5 nonmovable objects in a line.
3. Rote count from 1–5.
4. Make sets of 1–3.
5. Add premade sets with sums to 5.
6. Compare sets for same/equal.
7. Identify the symbol for equals (=).
8. Identify an ABAB pattern.
9. Use a nonstandard unit of measurement to measure 1–5.
10. Identify dates from 1st to 5th on a calendar.
11. Identify 1–5 days later in a week using a calendar.
12. Identify numerals 1–5.

Incidental learning: Recognizing shapes, understanding ordinal numbers, subitizing

Materials

- Work Board (1 per S)
- Number line (1 per S)
- Number tiles 1–5 (1 set per S and T)
- **Math Stories,** Built for Speed, pp. 6–9
- 10 dollar bills
- Set Maker poster
- Symbol tiles: +, =, > (1 set per S and T)
- **Student Response Book,** pp. 6–14
- Set Maker overlay (1 per S)
- Counting cubes (6 per S in a mix of yellow and green)
- Pattern Maker poster
- 5 miniature race cars
- Paperclips (or other nonstandard unit of measurement)
- Calendar 1 overlay (1 per S)
- Green magnetic stars
- **Math Fun,** pp. 7–12
- Embedded Instruction Planning Form (Appendix E)
- Optional: AAC device
- Optional: Water-based marker

Prepare Ahead

- Preprogram an AAC device to help nonverbal Ss count 1–5 aloud.
- Add the word *September* to the calendar overlays.

Repeated Lessons

- When teaching this lesson the first time, model each objective before requesting Ss to perform it. Fade use of your model across days 2–4 of instruction, so by the 5th day you have taught the lesson, no model is provided, and Ss respond independently.
- To build generalization, vary the numbers (1–5) you focus on when you repeat the lesson.

Lesson Plan

1 **Provide an anticipatory set.** Say, **Today we're going to be going to the speedway to do some racing.** Present the small race cars.

2 **Provide a warm-up with rote counting.** Say, **Before we race, we have to warm up our numbers. They were sleeping last night while we were at home. We need to wake them up! Let's count to 10 to let them know it's time to wake up. Ready?** Hold up one finger as you say each number 1–10. (Optional: Use the manual sign for each number.) Count again to 10; this time quickly. Then choose a S to count to 5, **Melika, it's your turn. You count to 5 to get us ready for the race.** Then have everyone say, **Wake up numbers! It's time for math!**

3 **Use the time-delay procedure to review numeral recognition.** Give each S a Work Board, number line, and number tiles 1–5. Have Ss place the number line and the number tiles on their Work Boards. **Great! For our next warm-up you will need your Work Board, your number line, and your number tiles. I want to see how many numbers you can remember.**

Round 1 (0-second delay). **Now when I say a number, wake up that number by touching it. If you are not sure, look at the number I am holding. Ready?** Hold up a number tile while saying the number. Have Ss point to the number on their number line at the same time. Repeat for numerals 1–5 in random order.

Give praise to Ss who touch the correct number quickly and without help. For example, **Yes. Juan remembers the number 5.** Go through numbers 1–5 as a very rapid drill. Be sure to name the number and hold it up at the same time to use 0-second delay prompting. OPTION: Skip Round 1 when Ss begin to recognize the numerals.

Prompt: If the S does not point, or points to an incorrect number, provide a prompt (see Appendix A).

Round 2 (4-second delay). **Do you think these numbers are really awake? Well, let's get them out of bed. When I say a number, pick up the number tile and show it to me. If you are not sure which number to hold up, wait and I will show you. Ready?** Say numbers 1–5 in random order and have each S hold up the number tile. Give praise to the Ss who find the number with no help by saying, for example, **Joe's number 4 is awake.**

Prompt: If the S does not hold up the correct number tile, or holds up an incorrect number tile, provide a prompt (see Appendix A).

4 **Read the math story.** On the first day of this lesson, determine a name for the speedway. You might choose the name of your school or the name of a S. Also, before reading the story, decide which numbers (1–5) you will focus on for the lesson and insert the numbers where the red text occurs in the story. When reading the story, also substitute the name of the racetrack, the race item (e.g., horse), and the shape of the ticket. Be sure to vary items and the numbers (1–5) in repeated lessons to build generalization.

Say, **Now that we have our numbers warmed up, it's time to read our math story.** Read the story, Built for Speed. While reading, model counting out the money to buy the tickets using the line counter on your Set Maker poster.

5 **Apply numeracy objectives to the math story.** Say, **That was a great story: Built for Speed. Now let's give our numbers a chance to be part of the story. I'll read the story again and this time we'll use our numbers to follow along.** Read parts of the story and practice the numeracy skill.

Objective 12

Identify numerals 1–5.

Welcome to the Elm Street Speedway! This is a place that's built for speed. Everything moves fast. Get in line to buy a ticket. My ticket costs $3. Show me 3 on your number line.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Show me ____ on your number line. *Note: Choose numbers 1–5 for each blank and vary them in repeated lessons.*	■ For each S: Work Board, number line	S finds the number. If correct, give praise, **Wow! You found 3 by yourself!** If no response or an error, provide a model.	Point to the number on the number line and say it. Then say, **Your turn. Show me 3.** If correct, give praise, **Terrific finding the number with some help!** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** **This is 3. Point with me to number 3.**

Objective 6

Compare sets for same/equal.

My ticket costs $3. Watch me count out my money. Using the dollar bills, lay out the dollar amount of your ticket on the line on your Set Maker poster.

Your ticket also costs $3. That's the same price.

Open the Student Response Book and choose one page with ticket options for the S to choose from. **Show me the ticket that is the same amount as my ticket. Which one equals mine?**

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Show me the ticket that is the same amount as my ticket. Which one equals mine? *Note: Vary the numbers (1–5) you use for the blanks each time you teach the lesson.*	■ Set Maker poster, dollar bills ■ Student Response Book, pp. 6–9 *Note: The Student Response Book varies the shape of the ticket and the number of dollars on the ticket (1–5) on pp. 6–9, so choose a different page each time you teach the lesson.*	S chooses the ticket with the same amount. If correct, give praise, **Wow! That is the same amount as my ticket. They are both $____. They are equal amounts.** If no response or an error, provide a model.	**My ticket costs $3.** Point to the dollar bills on the ticket, then point to the ticket with the same number of dollar bills on it in the Student Response Book. **This ticket is the same amount, $3.** **They are equal.** **Your turn. Show me the ticket that is the same amount.** If correct, give praise, **Terrific finding the same amount with some help!** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** Point to the ticket with the same dollar amount. **This is the same amount, $3. Point with me. These two tickets are the same amounts. They are equal.**

Objective 7

Identify the symbol for equals (=).

Distribute the symbol tiles to each S to place on their Work Boards. **Show me the symbol on your Work Board that means the same amount or equals.**

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Show me the symbol that means the same amount or equals.	■ For each S: Work Board, 3 symbol tiles (+, =, >)	S points to = symbol. If correct, give praise, **Wow! You found the equals symbol by yourself!** If no response or an error, provide a model.	Point to the = symbol and say, **Equals. This means equals.** **Now you show me equals.** If correct, give praise, **Terrific finding the equals symbol with some help!** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** Point to the = symbol and say, **Equals. This means equals. Point with me.**

Objective 1

Count 1–5 movable objects in a line.

Watch me count out my money again! Place the exact number of dollars on the line counter of your Set Maker poster. As you count aloud, push each dollar above the line. Have all Ss count aloud with you, use an AAC device to count, or tap as you count the dollars on the line.

Have the Ss place the Set Maker overlay on their Work Boards. Line up dollar bills on the line counter on each S's Set Maker. Vary the number for each S. Say, **Now you count the dollar bills on this line counter.**

Have each S count his or her dollar bills, pushing each dollar above the line while counting. If a S is nonverbal, say the number aloud as the S moves the dollar bill.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Count the dollar bills on your line counter. *Note: Vary the number (1–5) of dollar bills you put on each S's line counter to prevent Ss from repeating answers from other Ss and to promote generalization across repeated lessons.*	■ For each S: Work Board, Set Maker overlay ■ T: Dollar bills ■ Optional: AAC device preprogrammed for counting	S counts and moves each dollar bill (or points as you count). If correct, give praise, **Awesome counting by yourself.** If no response or an error, provide a model.	**Count like this: 1, 2, 3.** Touch and move each item as you count. Count them all and then say, **Your turn to count.** *Note: Don't prompt dollar by dollar. Instead, if the S does not respond or begins to make an error, model counting and moving all 5 dollars and then have the S try again.* If correct, give praise, **Good counting with some help! You counted $3.** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** Guide the S's hand, **This is how you count: 1, 2, 3.**

Objective 8

Identify an ABAB pattern.

Here's my ticket! Look, today my ticket is a circle shape. Present tickets of varying shapes if you want to emphasize shape.

I need to hurry to my seat. The race is about to begin. What color is your seat? My seat is red. The seats are in an ABAB pattern. See? Blue, red, blue, red, blue, red.

Set up an ABAB pattern and a non-ABAB pattern on your Pattern Maker poster using the green and yellow cubes. Point to the 2 rows of patterns and say, **Pretend these are seats. Here are some seats and here are some seats. Which seats are in an ABAB pattern? Point to the ABAB pattern.**

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Point to the ABAB pattern. *Note: Alternate colors for the ABAB pattern in repeated lessons.*	■ Pattern Maker poster ■ Yellow and green counting cubes	S points to the ABAB pattern. If correct, give praise, **That's it! You found the ABAB pattern.** If no response or an error, provide a model.	Point to the ABAB pattern. **This is an ABAB pattern. See? Yellow, green, yellow, green.** **Your turn. Show me the ABAB pattern.** If correct, give praise, **You found the ABAB pattern with some help.** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** Guide the S's hand, **This is an ABAB pattern. See? Yellow, green, yellow, green.**

Objective 4

Make sets of 1–3.

The race is about to begin. It looks like there are 2 cars in the race today.

Let's use my Set Maker to make a set of 2 cars. The first day teaching this lesson, model putting 2 cars in the first circle of your Set Maker poster. For repeated lessons, let a S place the cars in your Set Maker.

Say, **Now you make a set of 2 in the first circle of your Set Maker. Pretend your counters are cars.** Have each S put 2 counting cubes in the first circle of his or her Set Maker.

Note: Do not remove counting cubes from the Set Makers.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Make a set of ____ in the first circle of your Set Maker. *Note: Vary the number (1–3) you use for the blank each time you teach the lesson.*	■ T: Set Maker poster, cars ■ For each S: Work Board, Set Maker overlay, 6 counting cubes	S puts the correct number of counting cubes in the first circle. If correct, give praise, **That's it! You made a set of ____ in the first circle!** If no response or an error, provide a model.	**Put 2 counters in the circle like this: 1, 2. Now you try.** If correct, give praise, **You got it with some help!** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** Guide the S's hand, **Let's put 2 counters in the first circle: 1, 2.**

Objective 4

Make sets of 1–3.

Wait! Here comes 1 more car. Let's use my Set Maker to show 1 more car. On the first day, model putting 1 car in the second circle of your Set Maker. For repeated lessons, let a S try first.

Now make a set of 1 in the second circle of your Set Maker.
Have Ss put 1 counting cube in the second circle.

Note: Do not remove counting cubes from the Set Makers.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Make a set of ____ in the second circle. *Note: Vary the number (1–3) you use for the blank each time you teach the lesson. Make certain the sum of the 2 sets is 5 or less.*	■ T: Set Maker poster, cars ■ For each S: Work Board, Set Maker overlay, 6 counting cubes	S puts the correct number of counting cubes in the second circle. If correct, give praise, **Awesome! You made a set of ____ in the circle!** If no response or an error, provide a model.	**Put 1 counter in the circle like this: 1. Now you try.** If correct, give praise, **You got it with some help!** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** Guide the S's hand, **Let's put 1 counter in the second circle: 1.**

Objective 5

Add premade sets with sums to 5.

Now how many are there? **How many cars are in the race altogether? Let's use our Set Maker to add!**

Move the cars from the first and second circles into the last circle on your Set Maker. Place them in a line in the last circle. Demonstrate counting the cars: **Ready? 1, 2, 3. Your turn.**

Have Ss move all counters into the last circle on their Set Maker and count them. (As an easier alternative, have Ss move their counting pieces to the line counter to count, but fade this support over time.)

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
How many cars altogether?	■ T: Set Maker poster, cars ■ For each S: Work Board, Set Maker overlay, 6 counting cubes ■ Optional: AAC device preprogrammed with numbers 1–5 ■ Optional: Water-based marker	S moves counting cubes to the last circle and counts them (or points as you say the numbers to count). If correct, give praise, **That's it! There are 3 altogether. You added 2 + 1 = 3.** If no response or an error, provide a model.	Push all the counting cubes into the last circle (or to the line counter). **Let's count to add like this: 1, 2, 3.** *Note: Don't say plus. Just count the items.* **Now you try.** *Note: As the S counts, do not prompt between numbers. If a S makes a mistake, stop the counting, and demonstrate fluent counting. Have the S try again.* If correct, give praise, **You added sets with some help!** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** Push the counting cubes into the last circle. **We count to add like this, 1, 2.**

So altogether, there were 3 cars in the race. Let's put our math facts on my Set Maker.

Write an addition sentence under the first two circles on your Set Maker (e.g., 2 + 1). Then ask, **What is the answer? 2 + 1 = ?** See if a S will answer 3. If not, count the cars on your Set Maker again. If still incorrect, say 3 and move on. If correct, give praise, **You got it! It's 3.**

Objective 3

Rote count from 1–5.

Say, **The race is going to begin in 5 seconds. Let's count. 1, 2, 3, 4, 5.** Count with the Ss and then choose one S to count to 5, **Marie, count to 5.**

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Count to 5.	■ Optional: AAC device preprogrammed for counting	S says the numbers in order, without skipping a number. If correct, give praise, **Wow! You counted to 5 by yourself!** If no response or an error, provide a model.	Model counting: **1, 2, 3, 4, 5. Now you say it.** *Note: If a S starts counting and stops in the middle of the sequence, or skips a number, have him or her start over from the beginning.* If correct, give praise, **Terrific counting to 5!** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** Help the S activate an AAC device if needed. Count like this: **1, 2, 3, 4, 5.**

Objective 2

Count 1–5 nonmovable objects in a line.

Open the Student Response Book. On the first day of teaching this lesson, model counting and have Ss count aloud or tap as you count the cars in a line. For repeated lessons, let Ss try first. Have nonverbal Ss use an AAC device preprogrammed for counting while you point.

Now it's your turn. How many cars are in the race? Let's count.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
How many cars are in the race?	■ Student Response Book, pp. 10–14 *Note: The Student Response Book varies the number of cars (1–5) on pp. 10–14, so choose a different page each time you teach the lesson.* ■ Optional: AAC device preprogrammed for counting	S counts each item. If correct, give praise, **Awesome counting by yourself! There are 3 cars in the race.** If no response or an error, provide a model.	**Count like this: 1, 2, 3.** Count each car aloud while pointing to it. Count them all and then say, **Your turn to count.** If correct, give praise, **Good counting with some help!** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** Guide the S's hand, **This is how you count: 1, 2, 3.**

Objective 9

Use a nonstandard unit of measurement to measure 1–5.

It's time to start! The announcer says, "Ready, set, go! They're off!" One car comes in 1st! Another comes in 2nd! Let's clap and cheer. Wow, that was sure a close race!

Let the Ss race cars on the table while you say, **This one came in 1st. This one came in 2nd. Let's clap and cheer!** Place 1 car on the finish line and another a few inches behind. Vary the distance each day. Point to the area between the cars. **Let's measure to see how far behind the 2nd car was. Measure the distance between the 2 cars using paperclips. How many paperclips apart are they?**

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
How many paperclips apart are they? *Note: Vary the distance and the unit of measure each time you teach the lesson.*	■ 2 cars ■ 5 paperclips (large or small) ■ Optional: AAC device preprogrammed with numbers 1–5	S places paperclips from one end of the distance between the cars to the other and counts them. If correct, give praise, **Awesome job measuring! They were ____ paperclips apart.** If no response or an error, provide a model.	Model measuring, **When we measure, we line the paperclips between the 2 cars like this. Then we count the paperclips. This 2nd car was 3 paperclips behind the 1st car.** **Your turn to try.** If correct, give praise, **Awesome job measuring the distance with help! They were ____ paperclips apart.** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** **This is how you measure. Line the paperclips up between the cars. Then count the paperclips. See 1, 2, 3. The cars are 3 paperclips apart.**

Objective 10

Identify dates from 1st to 5th on a calendar.

Objective 11

Identify 1–5 days later in a week using a calendar.

That was so much fun. When's the next race? Today is September 1st. The next race is in 2 days. Let's find that on the calendar.

Distribute the stars and the calendar overlay. **Let's pretend today is September 1st. Let's put a star on September 1 on the calendar; that's September 1st. This star marks the day. September 1 means September 1st.** Have a S mark the day.

Great work, you found September 1, the 1st. The next race is in 2 days. Let's count 1, 2. Move the star 2 days forward as you count, then put it back on the **1. Now it's your turn. Show me 2 days later.**

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Put a star on September ____. Show me ____ days later. *Note: Choose numbers 1–5 for each blank. Do not have Ss move across weeks. Vary the numbers (1–5) you use each time you teach the lesson.*	■ For each S: Work Board, September calendar overlay, 1 or 2 magnetic stars *Note: S can use fingers to count, or if needed, a S can use a star to mark the starting point and move another star forward as S counts the number of days.*	S puts a star on the correct date and counts forward for the designated number of days. If correct, give praise, **Wow! You found the date and counted forward by yourself!** If no response or an error, provide a model.	**Here's September 1.** Place the star. **Now count 2 days like this: 1, 2.** Move the star forward 2 days. **Now you do it.** If correct, give praise, **Terrific finding the date and counting forward with some help!** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** **Here's September 1.** Place the star on the 1. Guide the S's hand, **Now count 2 days like this: 1, 2.** Move the star forward 2 days. **This is 2 days later.**

Objective 12

Identify numerals 1–5.

Review all the numbers used in the lesson. **We sure did give our numbers a work out! What numbers did we use today? Point to the number on your number line as I say it.**

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Point to number ____. *Note: Vary the numbers (1–5).*	■ For each S: Work Board, number line	S finds the number. If correct, give praise, **Wow! Terrific finding the number by yourself!** If no response or an error, provide a model.	Point to the number on the number line and say the number. **Your turn. Show me ____.** If correct, give praise, **Terrific finding the number with some help!** If no response or an error, assist and correct.	If an error, say, **Next time, wait, and I will help if you are not sure. Don't guess.** Guide the S's hand, **This is ____. Point with me to number ____.**

Review Concepts

Have Ss practice their new skills by completing one math activity page for this lesson in their Math Fun workbooks. Say, **It's time to do our math activity page. Open your Math Fun workbook. Follow the directions as I read the math page with you.**

Read the directions on the activity page as needed to help Ss complete it. Complete a new activity page for repeated lessons. (Print additional pages from the CD as needed.)

Embed Instruction

Use the Embedded Instruction Planning Form to plan for the skills that will be embedded in a general education math lesson for each S.