



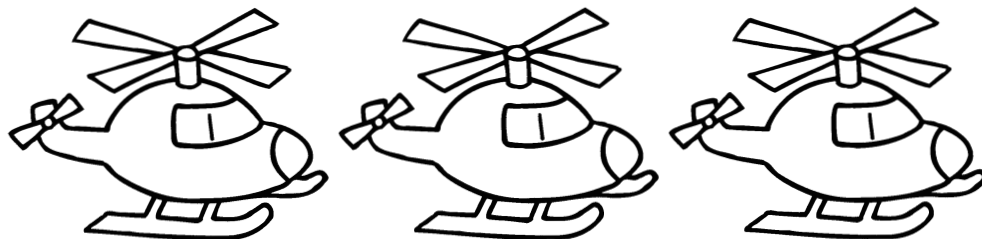
MY FIRST BOOK OF NUMBER FUN TEACHER'S MANUAL

The *My First Book of Number Fun* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On pages 2–3, the *My First Book of Number Fun* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10 By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Foundational Skills</p>	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p>
<p>Writing</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>

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<p>Speaking and Listening</p>	<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Language</p>	<p>L.1.1, L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.4, L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 (grade 2) reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

MY FIRST BOOK OF NUMBER FUN

Summary

This book uses pictures to introduce numbers. Children will count, add, subtract, learn the names of shapes, tell time, measure with inches and centimeters, and compare things.

Learning Activities

Introduce the Book

- Read the title as you point to the words on the front cover. Walk through the book and ask children to predict what they think the book will be about. Have them provide reasons for their predictions. (RI.1.1, RI.1.3, RI.2.1, RI.2.3)
- Read the Note at the beginning of the book to children. Ask them why many of the pages show a different number of animals or objects. Explain to children that the pictures are used to represent numbers. They will count the objects to find the number that is shown on the page. Explain that counting the number of objects will also help them as they work with addition and subtraction problems. (RI.1.6, RI.1.7, RI.2.7)

Present a Reading Routine

- Display page 3 of the book and read the directions. Reread the directions as children track the print. Have them study each group of objects and count the number in each group. Have them trace the number “6” and continue to write the number on the line provided. Complete this exercise for the four other numbers. Follow this routine for other pages. (RI.1.7, RI.2.7)
- Have children look at the picture on page 5. Read the directions as children track the print. Ask a volunteer to describe how they would do this exercise. As children count the ducks, show them where to write the number in the small box. Continue this procedure with other pages. (RI.1.7, SL.1.2, RI.2.7, SL.2.2)

Provide Activities for Reading

- Turn to page 18. Have children listen as you read the directions. Ask a child to explain what he or she sees in the first row. How do they know that the middle picture happened first? Have them continue with their ideas about what is next and what is last. Ask other volunteers to explain their choices about the sequence of rows 2 and 3. (RI.1.3, RI.1.7, RI.2.3, RI.2.7)
- Display page 30. Read the questions with children as they track the words. After they have answered the questions, have them make a list of the days of the week in order. Then write *January* on the board. Ask children to tell you the names of the months in order. Add them to your list. Review the lists with children. (RI.1.10, L.1.5.c, RI.2.10, L.2.5.a)

Focus on Language Arts

- **Speaking/Listening:** Have children turn to page 38. After they have completed the exercise, ask them to pick a clock and think of what they do at that time of day. Have them draw a picture of their activity and include a drawing of the clock. Ask them to share their picture and story with the class. (SL.1.4, SL.1.5, SL.2.4, SL.2.5)
- **Language Skills:** Turn to page 17. Have children complete the exercise. Explain that *largest* and *smallest* are adjectives that describe the noun in a sentence. Say: *The largest hat is between the small hats. Hat is the noun and largest is the adjective.* Ask children to look around the room to find an item and write a sentence describing the item. Remind them to write a complete sentence. Ask volunteers to share their sentences. (RF.1.1.a, L.1.1.b, L.1.1.f, L.1.2.b, L.2.1.e)

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Vocabulary	
Summary Have children use the following activity to learn the suffixes <i>-est</i> and <i>-er</i> .	
Vocabulary Activities	Word Structure On page 17, children learn the terms <i>largest</i> and <i>smallest</i> . Explain that <i>-est</i> is a suffix that has been added to the base words <i>large</i> and <i>small</i> to make <i>largest</i> and <i>smallest</i> . Tell children that the <i>-est</i> suffix was added to make the words compare more than two things. Point out that if there were only two things to compare, the <i>-er</i> suffix would be added to make the words <i>larger</i> and <i>smaller</i> . Have children make new words by adding <i>-er</i> and <i>-est</i> to these base words: few, long, great, hard, soft, tall, short. Then have them use some of the words in sentences. (L.1.4.b, L.2.4.c)
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	Narrative Writing Have children look at page 5. Write the following example on the board: <i>I went to the farm. I saw the cows. Then I saw the sheep. They were eating grass. Finally, I saw the ducks in the pond.</i> Read the story aloud and have children identify what happened at the beginning, in the middle, and at the end. Have them work in groups to write a short story about visiting the Busy Barnyard. Explain that their stories must also have a beginning, middle, and end telling what they do when they visit the farm. After they complete their stories, have children draw a picture of their visit to the barnyard. Allow time for the groups to share their stories. (W.1.3, W.1.8, W.2.3, W.2.8)
	Informative/Explanatory Writing Have children turn to pages 4 and 5 and choose one of the animals. Have them write a report about the animal. Provide reference material or online sources as needed for children to gather factual information about their animal. Suggest that they write about characteristics of the animal such as size, color, shape, and other features. Point out that they may want to illustrate their report and add labels to the animal to identify information. Have children share their reports. (W.1.2, L.1.6, W.2.2, L.2.6)
	Opinion Writing Have children look at the calendar on page 30 and think of their favorite month. Ask them to write a few sentences telling what their favorite month is and why they enjoy it. Remind children that when they write an opinion, they need to include the reason why they have that opinion. Have them draw a picture of an activity they do in their favorite month. Ask volunteers to share their stories with the group. (W.1.1, W.1.8, W.2.1, W.2.8)

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