



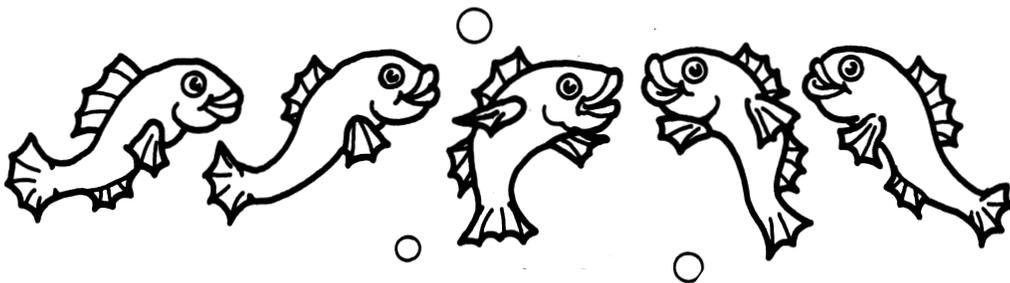
## FUN WITH NUMBERS TEACHER'S MANUAL

The *Fun with Numbers* 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 page 2, the *Fun with Numbers* 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 3 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 4 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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# FUN WITH NUMBERS TEACHER'S MANUAL LESSONS

**CCSS**

## Common Core State Standards

<p><b>Reading Literature or Informational Text</b></p>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.</p>
<p><b>Foundational Skills</b></p>	<p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p>
<p><b>Writing</b></p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>Language</b></p>	<p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

# FUN WITH NUMBERS

## Summary

The book uses pictures and text to introduce the concepts of counting, addition, and subtraction to children.

<b>Learning Activities</b>	<b>Introduce the Book</b> <ul style="list-style-type: none"><li>• Display the front cover of the book. Read the title aloud. Then display page spreads at random and ask children to identify what the illustrations show. Have children share what they think this book is about. (RL.K.1, RL.K.3, SL.K.2)</li><li>• Have volunteers identify the numbers on several pages. Then point out to children that on many pages, the word form of each number is shown beside the symbol (numeral) for the number. (SL.K.1, SL.K.1.a)</li><li>• Read the Note at the beginning of the selection to children. Ask children why each illustration on pages 3 through 22 shows a different number of people, animals, or objects. Then explain to children that the pictures are used to represent numbers. The number of things in the illustrations matches the numeral shown on that page. (RL.K.7, RL.K.10, SL.K.2)</li></ul>
	<b>Present a Reading Routine</b> <ul style="list-style-type: none"><li>• Model the left-to-right progression of print by running your hand beneath the text as you read it aloud. Have children repeat the procedure to track the print as they follow along. (RF.K.1, RF.K.1.a)</li><li>• Explain to children that words that rhyme have final parts that sound alike. Provide an example, such as <i>cat/pat</i>. Read page 3 aloud as children follow along. Have them identify the rhyming words. (<i>one/sun/fun</i>) Continue the procedure for the remaining pages. (RF.K.2, RF.K.2.a, RF.K.4, SL.K.1)</li></ul>
	<b>Provide Activities for Reading</b> <ul style="list-style-type: none"><li>• Write random numerals between 1 and 22 on the board. Have children identify each number and locate it in their book. Repeat using the word form of each number. (RL.K.1, SL.K.1)</li><li>• Display page 30 and read the sentences with children. Ask them to count the frogs. Then have them suggest names. Write children's suggestions for frog names on the board. (RL.K.1, RL.K.10, RF.K.4, SL.K.1, SL.K.3)</li></ul>
	<b>Focus on Language Arts</b> <ul style="list-style-type: none"><li>• <b>Speaking/Listening:</b> Show page 8. Tell children you will say many words and that they should clap their hands if the word rhymes with the number on the page. Say: sit, fax, fix, mit, mix, picks. Challenge children to provide rhyming number phrases such as <i>mix six eggs</i>. Repeat using the other number pages. (RF.K.2.a, L.K.6)</li><li>• <b>Language Skills:</b> Have children help you create a short rhyming song about a number of your choosing to the tune of a familiar nursery rhyme such as "Row, Row, Row Your Boat." Write the song on the board and lead a class sing-along. (RF.K.2.a, SL.K.6, L.K.6)</li></ul>

# FUN WITH NUMBERS

<b>Vocabulary</b>	
<b>Summary</b> Have children use the following strategy to identify the meanings of unknown words in a reading selection.	
<b>Vocabulary Activities</b>	<p><b>Word Structure</b> Tell children that <i>-ful</i> is a word part that often means “full of ____” or “showing ____.” It is added to the end of a word to create a new word. Explain to children that they can use this information to discover the meanings of unknown words. Read page 4 aloud and write the word <i>useful</i> on the board. Help children identify the base word <i>use</i>. Explain to children that thinking about the word part <i>-ful</i> will help them discover that <i>useful</i> means “full of use” or “has a lot of use.” Have children identify the meaning of <i>careful</i> on page 21. (“showing care”) Then have children use <i>careful</i> in a complete sentence. (L.K.4, L.K.4.b, L.K.6)</p>
<b>Writing</b>	
<b>Summary</b> Have children develop their writing skills by completing the following activities.	
<b>Writing Activities</b>	<p><b>Narrative Writing</b> Direct children to page 20 and read aloud the text as children follow along. Have children study the illustration and identify what is happening to Ben. Then explain to children that a story has a beginning, middle, and end. Write: <i>The balloons lifted Ben high up. All of the balloons popped. Ben landed in a tree.</i> Read the story aloud to children and have them identify the beginning, middle, and end. Group children and have them work together to write or dictate another story about Ben. Have children draw pictures to accompany their story. (RL.K.1, RL.K.7, W.K.3, SL.K.2, SL.K.4)</p> <p><b>Informative/Explanatory Writing</b> Read aloud the label below the illustration on page 8 with children. Write the sentence <i>The word for 6 is six.</i> Explain to children that this sentence gives information. Have children scan the illustration labels on pages 3 to 22. Have children select a number other than 6 and write or dictate a sentence about the number using this frame: <i>The word for ____ is ____.</i> Then prompt children to draw a quantity of objects of their choosing to depict the number, such as three apples for the number 3. (W.K.2, L.K.1.f)</p> <p><b>Opinion Writing</b> Read aloud the text on pages 13 and 29 as children follow along. Have them study the pictures. Pair children and ask them to discuss which gathering would be more fun to visit and why. Have children draw a picture of themselves at the gathering of their choice. Help children write or dictate a sentence that tells why they chose that gathering. (W.K.1, W.K.8, SL.K.1)</p>

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