

# **Numeral Recognition, Matching, and Writing**

## **Mathematics by Veronica Guzman**

### **Introduction**

The following math activity is designed to reinforce the numbers they already know and to teach or re-teach numeral recognition, matching, and the writing of numerals from 1 to 20.

With this activity, the teacher will be able to assess number mastery in a fun and enjoyable way.

### **Outcomes**

Upon completion of this lesson...

1. Count aloud sequentially from 1 to 20.
2. Identify numerals (1-20) in isolation.
3. Write numerals from 1-20
4. Match numerals to objects from 1-20

### **Standards**

- Mathematics 1
  - 1MR2 Demonstrate one to one correspondence between elements and collections.
  - 1MR4 Recognize relationships between concrete representation, number names, and symbolic representation of numbers

### **Resources And Materials**

- “*Anno's Counting Book*” (Mitsumasa, 1997)
- Other counting books
- Crayons or markers
- Pencils
- Laminator or clear contact paper
- Stapler
- A collection of Christmas stickers
- A collection of Christmas stamps
- A collection of small Christmas punch-outs
- Glue
- Manilla folders, 6 for each child or tag board

### **Process**

1. Read “*Anno's Counting Book*” aloud.
2. Explore the pages of the book asking the children to tell you what they have seen. Allow them to find the printed numeral, the correct number of colored blocks, the one-to-one relationships to the picture and the numeral, and the introduction of correspondence of months and seasons to numerals.
3. Allow time for each student to explore the book with others or alone.

4. Reread “*Anno's Counting Book*” and allow the students additional discoveries.
5. Give each student a piece of one paper folder imprinted with \_\_\_\_\_'s Counting Book.
6. Have the child write his/her name in the blank and draw a picture to illustrate their cover page. Laminate the cover, add five more folders, cut on the fold and staple.
7. Have each child write numbers 1-20 on each page. As you are writing the numbers, repeat them aloud. Example: one, two, what is next? Write what comes next until you get to 20 (number charts can be displayed on the board).
8. Have each child complete the book by adding the corresponding number of stickers, stamps, or punch-outs for each number.
9. Have the child read aloud his/her book to:
  - \*Other students or classrooms
  - \*The classroom teacher for assessment and/or paraprofessional

### **Tips:**

- Allow several activity periods to complete this project. Give extra supervision and encouragement to complete this book. Help those who work slowly or who are not task oriented. Also permit students to draw in place of stickers or stamps.
- Read other counting books prior to activity times.

### **Assessment**

Using the finish product will be an instrument that can be evaluated.

1. Students will be coming to me one-by-one and counting aloud sequentially from 1-20.
  2. Using number cards students will identify numerals (1-20) in isolation.
  3. By looking at their books, I will see if they wrote numbers 1-20 and if they matched the correct numbers of objects for each number.
- \*The Counting book can be used during conferences and for their report cards.

### **Extensions / Modifications**

- Have students read their books to a younger or older student.
- Have each student read his/her book to a parent.
- Make a big book to have in the classroom library.

For students with special needs or students who need additional help

- One-on-one assistance can be arranged.
- Count aloud until the number matches the sticker, stamp, etc.
- Have a model already done for them to follow.
- Do each page together as a class.
- Sing a counting song or nursery rhyme.
- Have a math game in the computer or show a counting movie (e.g., counting Elmo).