

## Numbers Class Curriculum

1. Do PRE-TEST – just have them write 1 – 10 on a sheet of paper
2. Evaluate how they do number 5.

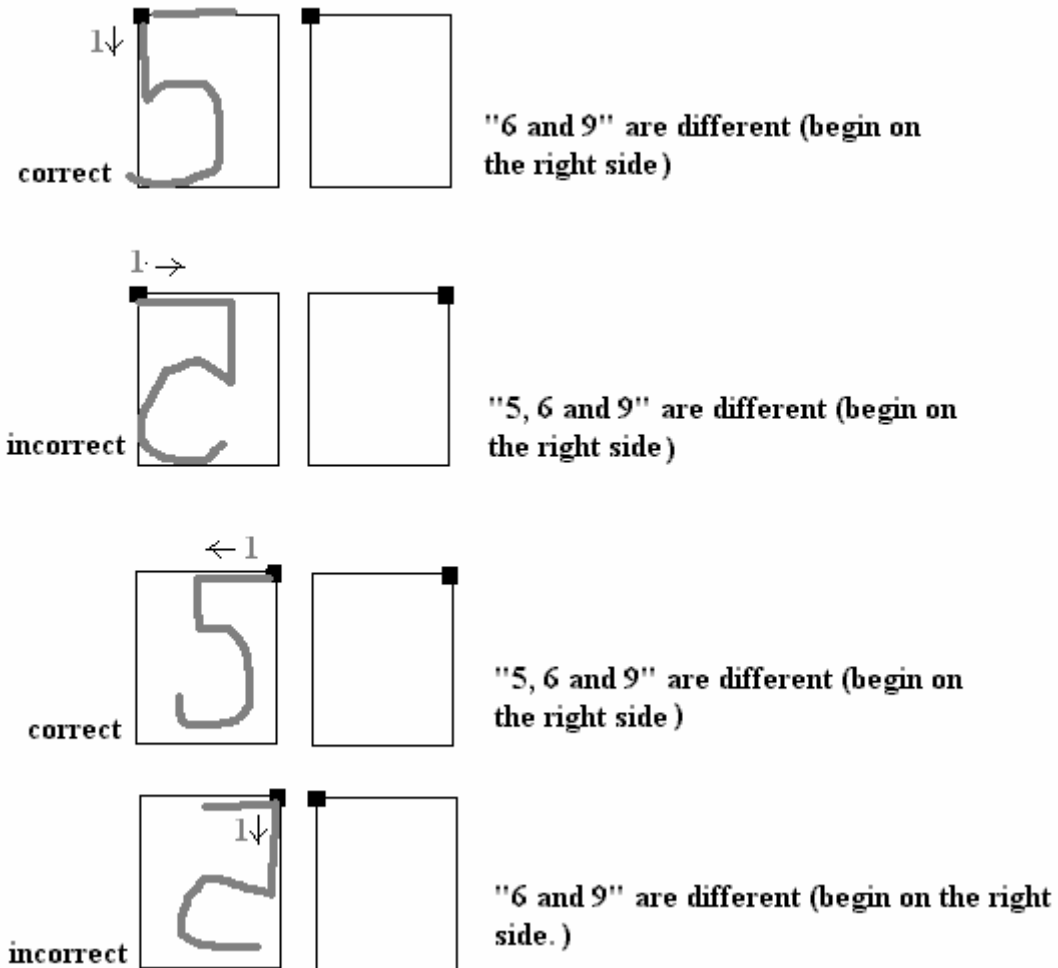
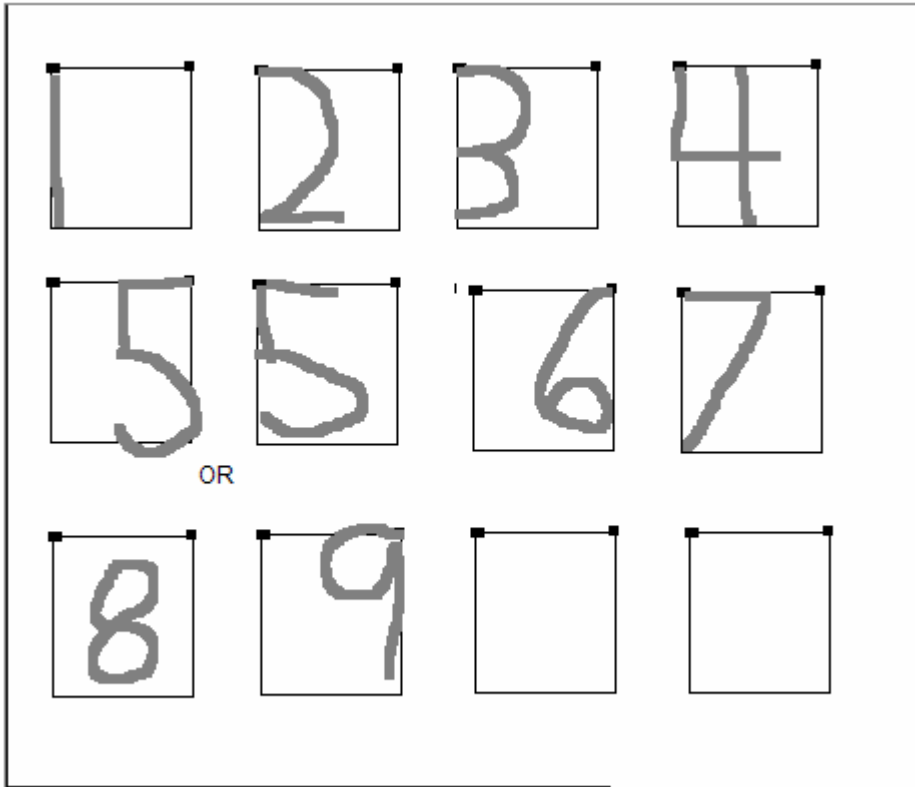


Figure 1 The student is evaluated (left box) to determine the starting point for where the student first begins the number 5. The examiner determines the best starting point for where to teach the child to draw the number 5 (right box). The student then learns which numbers are “different” and have a starting point on the right side of the box.

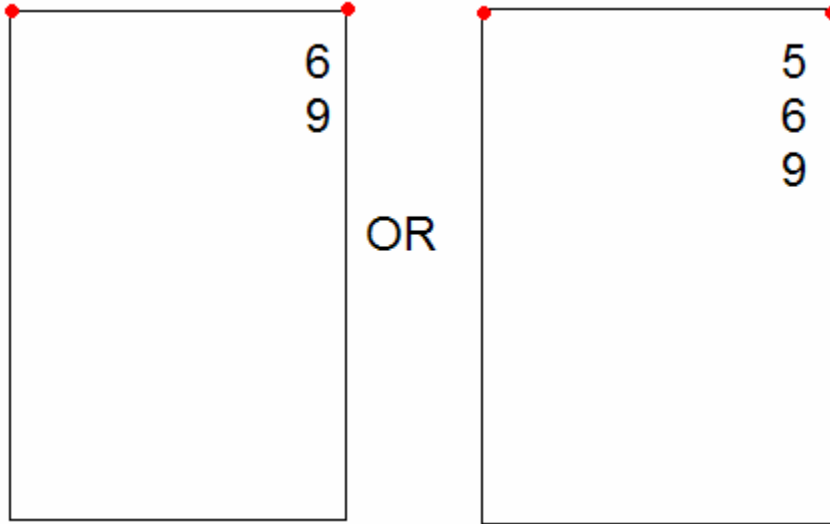
Figure 2 A visualization of a file folder activity to learn where to start the **First Stroke**.

3. Using the wipe off sheets, have the students TRACE the numbers, teaching them to start on the LEFT or RIGHT SIDE OF THE BOX. Fill in the bottom portion of the wipe off sheet so the student sees that “5,6, and 9 are different” or “6 and 9 are different”.

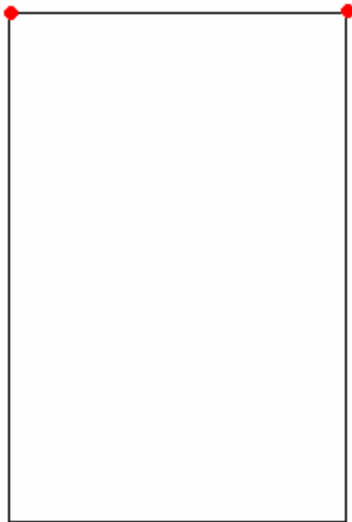
4. ALL NUMBERS START ON THE LEFT SIDE OF THE BOX, except for “6 and 9 are different” or “5, 6 and 9 are different” (depending on the evaluation of how a student writes number 5 – see above)



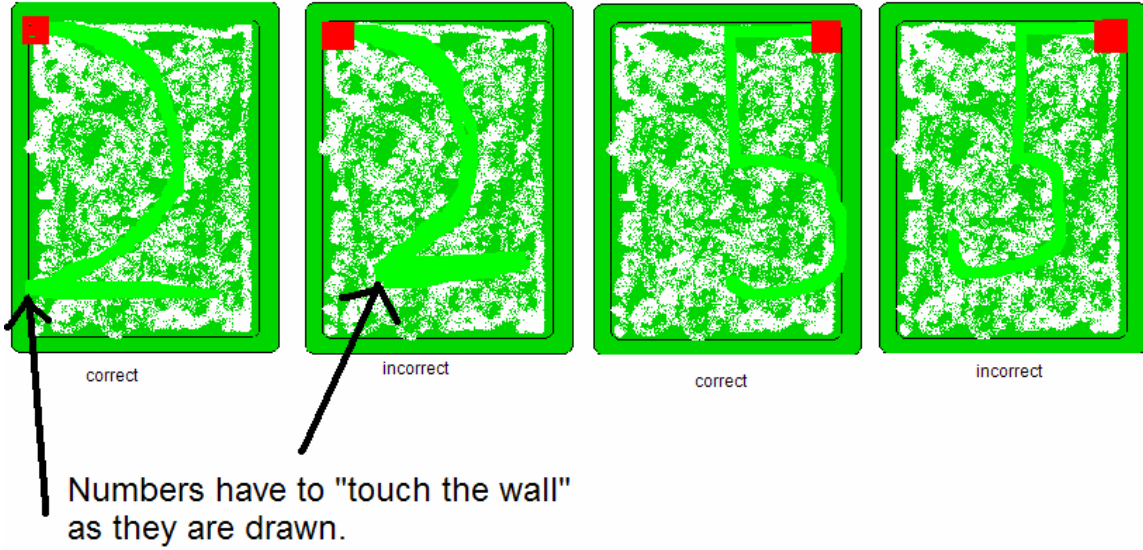
5. Next give the students the wipe off sheet with the GIANT box, with 2 red dots on top. Give the students a red  $\frac{1}{2}$  inch block and play the BOX GAME. You call out a number 1 – 9 and the student has to place the box on the LEFT or RIGHT side of the box. (Remember – some students will be putting the box on different sides of the box for number 5).
- Game one – they can use a THINKING CARD to look at while they play the game. A THINKING CARD is a index card with 2 red dots on top. THINKING CARD NUMBER 1 has the numbers that are on the right side WRITTEN on the card.



- b. Game two – Play the box game **WITHOUT THE NUMBER CUES** on another index card that only has red dots on the top. The students may look at the card, but have to **THINK** which number to write.



6. Put shaving cream in a rectangular tray (use the green and blue shoebox lids). Give the student a chubby paintbrush. Call out numbers and have them put the block on the corner of the box where the number starts. Then they have to draw the number in the shaving cream. It is important that the student draws the numbers where the numbers “touch the wall”:

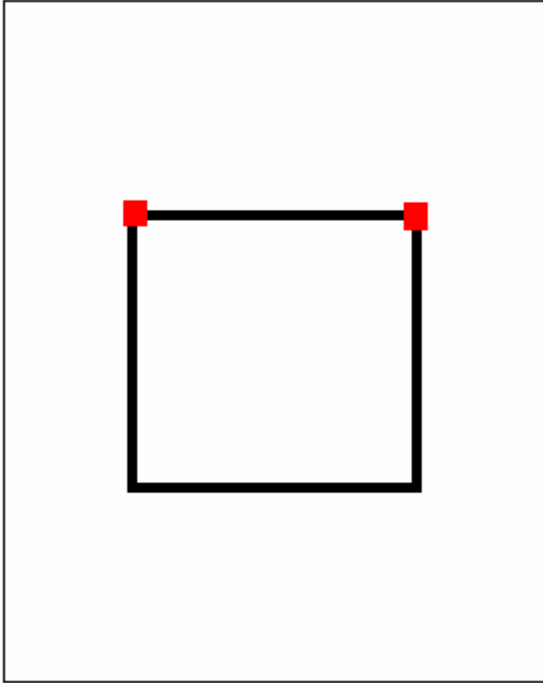


Alternate activity – put shaving cream and paint inside pipe cleaners. See the THINKING CARD (no numbers) for the student to use during this activity. Notice the block at the left corner.

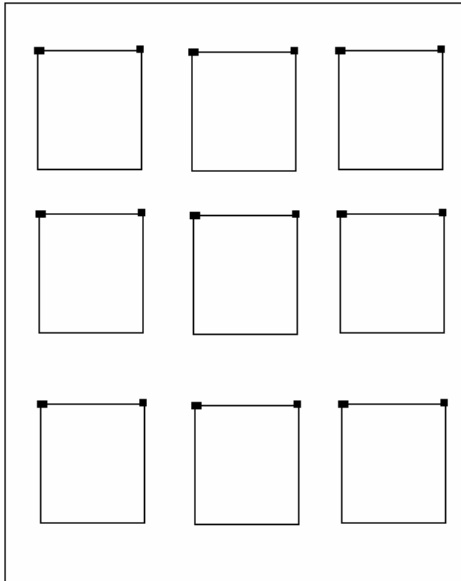


Figure 3 A "box" is made with pipe cleaners. An index card with red dots on the left and write sides is placed above the activity. A number is called out, and the student has to put a red block on the left or right side to denote the starting point. The student then draws the number in shaving cream and paint.

7. Using the wipe off sheet with the giant box, have the students practice placing the block and drawing numbers as you call numbers 1 – 9 out.



8. Using the wipe off sheet with the blank boxes, have the students practice drawing numbers 1 – 9.



9. Do some FUN multi-sensory “drill and kill” exercises
- Use large white paper, and scribble the clear color changeable marker on top. Draw lines, and then have students practice writing 1 – 10. The markers will be multi-colored and fun to draw.

- ❑ Use window markers and draw 1 – 10 on the windows
- ❑ Draw 1 – 10 with alphabet writers
- ❑ Make insta –snow (be conservative – 1 baggie/1 scoop for every 2 kids). Pour into giant multi-sensory tray and use as a center.
- ❑ Color wonder paper
- ❑ Write with chalk outside
- ❑ Put giant paper at the easels and have them paint 1 – 10 with BioColor tempera paint
- ❑ Have them write 1 – 10 on each others back and see if the student can guess the number (impt to pair kids that write number 5 the same though)

10. Extension exercises if time:

- ❑ Have the students trace 1 – 100 sheets starting on the red dot (Be careful – some sheets are made for students who write 5 on the LEFT and there are different sheets for students who write 5 on the RIGHT).
- ❑ Shaving cream math facts – pair into groups and do simple facts. Older kids can be paired with younger kids, but younger kids get  $2 + 1$  type problems, older kids might get multiplication problems, etc). Compete for prizes.

11. DO A POST TEST!!!!

12. Remember to do parent training the last 15 minutes of class. GIVE PARENTS THE WIPE OFF SHEETS TO TAKE HOME. The parent should go over each wipe off sheet and then practice with the child every day for a week, then 3 times a week for the next few weeks, and then review once a week for awhile. Tell parents that the kids have mastered the material today, but those kids who do not practice, do not retain the information. Those that do, seem to retain and rarely reverse numbers anymore.