

Table of Contents

Introduction	2
Organization of Student Lessons	3
Organization of Teacher Lessons	4
Scope & Sequence	6
Where to Use Mathematics Worksheets	8
Appearance of Concepts	9
Daily Lesson Planner	14
Development of Concepts Chart	28
Teacher Lessons	32



Daily Lesson Planner

<p>Lesson 1</p> <ul style="list-style-type: none"> • Count to 10 by counting the children • Identify <i>top</i> & <i>bottom</i> • Count to 5 by counting objects • Trace and write 1 	<p>Lesson 2</p> <ul style="list-style-type: none"> • Circle the correct number 1–3 • Identify <i>first, middle</i> & <i>last</i> • Count 1–10 by counting objects • Trace and write 2 	<p>Lesson 3</p> <ul style="list-style-type: none"> • Identify <i>left</i> & <i>right</i> • Circle the correct number 1–3 • Count the steps to 10 • Identify <i>top</i> & <i>bottom</i> • Trace and write 1
<p>Lesson 4</p> <ul style="list-style-type: none"> • Identify <i>same</i> & <i>different</i> • Identify <i>left, right</i> & <i>middle</i> • Circle the correct number 1–3 • Count to 10 • Trace and write 2 	<p>Lesson 5</p> <ul style="list-style-type: none"> • Identify green color & square shapes • Identify <i>same</i> & <i>different</i> • Identify <i>left, right</i> & <i>middle</i> • Circle the correct number of objects 2–4 • Trace 2 • Trace and count 1–2 	<p>Lesson 6</p> <ul style="list-style-type: none"> • Identify blue color & circle shapes • Identify circle, square & green • Identify <i>first, same</i> & <i>different</i> • Circle the correct number 1–3 • Trace and write 1 & 2
<p>Lesson 7</p> <ul style="list-style-type: none"> • Teach 3 • Identify circle, square, blue, green & X • Trace and write 3 • Circle the correct number of objects 3–6 • Identify <i>top, middle</i> & <i>bottom</i> • Count to 10 	<p>Lesson 8</p> <ul style="list-style-type: none"> • Identify yellow color & triangle shape • Trace 1–3 • Identify <i>first</i> & <i>last</i> • Identify green & blue • Circle the correct number of objects 3–5 	<p>Lesson 9</p> <ul style="list-style-type: none"> • Teach 4 • Circle the correct number 4–6 • Count to 10 • Trace and write 4
<p>Lesson 10</p> <ul style="list-style-type: none"> • Tally marks • Trace 1–4 • Identify <i>top, bottom</i> & <i>middle</i> • Circle the correct number 1–6 	<p>Lesson 11</p> <ul style="list-style-type: none"> • Teach 5 • Match tally marks to the number • Identify <i>right, left, first</i> & <i>last</i> • Trace 5 	<p>Lesson 12</p> <ul style="list-style-type: none"> • Identify red color & star shape • Read a bar graph, identify colors & square • Choose <i>right, left, first</i> & <i>last</i> • Trace 1–5

Lesson 1 - Counting

Overview:

- Count to 10 by counting the children
- Identify *top* & *bottom*
- Count to 5 by counting objects
- Trace and write 1

Materials and Supplies:

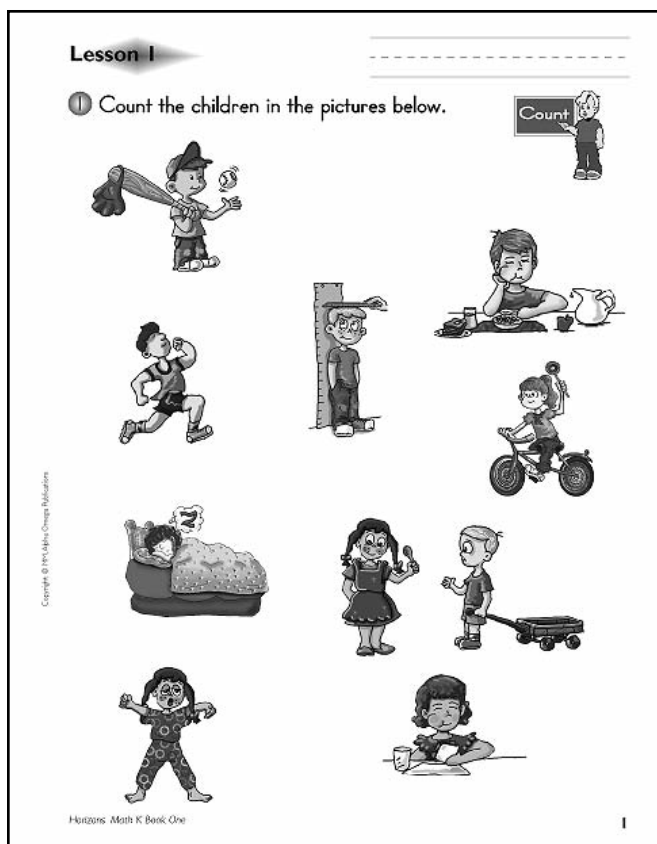
- Teacher's Guide & Student Workbook
- White board
- Objects for counters
- Number flash cards 1–10
- Dominos
- Worksheet 2

Teaching Tips:

During this school year it is important that you begin to count everything that you see and do with your class. Count the number of steps that are walked going from one place to another. Point out objects such as utility poles, trees, plants, birds, cats, dogs, etc., and have the class count them. Count items in the classroom. If you count 13 items, ask them how many there would be if there were 1 or 2 more or 1 or 2 less if they have started doing subtraction. Make math an important part of their everyday lives. Help them start to understand how many times numbers are used.

Introduce directions to the children by playing a game with them. Explain *right* and *left*. Ask them to hold up their *right* hands, put out their *left* legs, touch their *right* ears. Ask them to put their *right* hands on top of their heads. Ask them to put their *left* hands behind their backs. Continue this game using *right*, *left*, *up*, *down*, *high*, *low*, *top*, *bottom*, *middle*, *inside*, *outside*, *first*, *last*.

Teach counting orally to 10.



Activities:

If they are able to, have the student(s) write their name on the top of the paper. Make this the first thing they always do when they start their lesson. If they are unable to write their own names you need to write the student's names on the top of the paper before passing it out. Draw the student's attention to the name you have written. If you wish, you can have them trace over the letters. Make this an important activity and encourage the student(s) to be proud of their work.


- ① Point out the number 1 in the circle before the first instruction. Every new activity will have a number before the instruction. Count the children on this page out loud with the class to 10. Learning to count quickly and accurately is one of the most important objectives your student(s) can accomplish in this program. Demonstrate how you would count the children by moving from left to right and top to bottom on the page.

Associate the baseball boy with (1). The jogging boy with (2). The measuring boy with (3) and etc. Show them how easy it is to get confused if they start counting randomly on the page.


- ② Point out the number 2 in the circle before the second instruction. Talk about *top* and *bottom*. Demonstrate the concept by pointing to a table, desk or chair. Demonstrate making a circle on the white board. Read the first instruction to the class. Check to see that they are doing the activity correctly. Read the second instruction and pick a student to show the class their work.
- ③ Point out the number 3 in the circle before the third instruction. Read the instruction to the class. Have them point to the number and then count the number of objects after the number. Have several student(s) do this individually for the class.
- ④ Point out the number 4 in the circle before the fourth instruction. Read the instruction to the class. Demonstrate writing the number (1) on the white board. Have them trace the first (1) with their pencil. Then have them trace the next two dotted 1's. Discuss the spacing between the numbers. Instruct them to write (1) five more times. Point out the objects on the bottom of the page. Ask the class for other examples of where they can find the number 1.


Lesson 1


② Circle the top of the ladder. Circle the bottom of the cup.





③ Count to 5.

1 

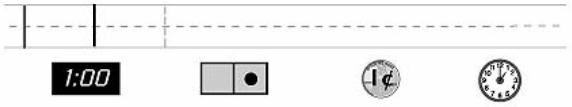
2 

3 

4 

5 

④ Trace and write 1.



Copyright © 2010 by The McGraw-Hill Companies

Horizons Math K Book One

Lesson 2 - Counting

Overview:

- Circle the correct number 1–3
- Identify *first*, *middle* & *last*
- Count 1–10 by counting objects
- Trace and write 2

Materials and Supplies:

- Teacher’s Guide & Student Workbook
- White board
- Objects for counters
- Red, yellow, green and blue crayons
- Color flash cards
- Number flash cards 1–10
- Dominos

Teaching Tips:

Place a card with the number showing (any number 1 through 10) in front of the children and ask them to pull the same number of objects from a group of 10 objects. Do this in random order until you have used all nine cards.

Introduce the red, yellow, green, and blue crayons to the children. Construct or purchase flash cards for the colors. Use them for drill and review as the colors are introduced and practiced.

Review counting orally to 10.

Activities:

If they are able to, have the student(s) write their name on the top of the paper. Make this the first thing they always do when they start their lesson. If they are unable to write their own names you need to write each student’s name on the top of the paper before passing it out. Draw the student’s attention to the name you have written. If you wish, you can have them trace over the letters. Make this an important activity and

Lesson 2

① Circle the correct number.

② Circle the first one.

Circle the last one.

Circle the middle one.

③ Trace and write 1.

Horizons Math K Bank One

3

encourage the student(s) to be proud of their work.

- ① Point out the number 1 in the circle before the first instruction. Every new activity will have a number before the instruction. Read the instruction. Point out the dotted divider line. These lines and boxes are used to separate the problems. Count the elephants. Point out the numbers 1, 2 and 3. Demonstrate on the white board how the student(s) should circle the number that they choose. Point to the giraffe. Point out the numbers 1, 2 and 3. Have them circle the number that they choose.
- ② Point out the number 2 in the circle before the second instruction. Talk about *first*, *middle* and *last*. Demonstrate the concept by pointing to objects in the room or have 3 students line up at the front of the room. Demonstrate making a circle on the white board. Read the first


instruction to the class. Tell them to circle the *first* butterfly. Check to see that they are doing the activity correctly. Read the second instruction and tell them to circle the *last* penguin. Read the third instruction and have them circle the monkey in the *middle*.


③ Point out the number 3 in the circle before the third instruction. Read the instruction to the class. Demonstrate writing the number (1) on the white board. Have them trace the first (1) with their pencil. Then have them trace the next two dotted 1's. Discuss the spacing between the numbers. Instruct them to write (1) five more times. Point out the objects on the bottom of the page. Ask the class for other examples of where they can find the number 1.


④ Point out the number 4 in the circle before the fourth instruction. Read the instruction to the class. Have them point to the number and then count the number of objects after the number. Have several student(s) do this individually for the class or have a different student do each row.


Lesson 2


④ Count to 10.


1 


2 


3 


4 


5 

6 

7 

8 

9 

10 

Copyright © 2014, Open Up Resources
Horizons Math K, Book One