

## Chapter 1 : PreK Early Childhood Numbers Theme Printable Activities page 1 | abcteach

*Fall Number Tracing to 20 - Apples Trace the numbers to 20 on the apples. Great for the fall and your apple unit. More Fall Worksheets and Activities Fall Math & Literacy Unit for Kindergarten ( pages).*

Look for and make use of structure. You will also need the Domino Dot Pattern Posters - they can be printed on any printer. I like to laminate mine for durability and reuse. I gather the students by my big chair and show them the cover of the book. I say to them, I see a number on this book. Do you know what the number is? I see something on the number. Do you know what those are called? The title of this book is Ten Black Dots. Do you think this is a good name for the book? I see that there is only one name on the cover of the book. Usually I see two names, one for the author and one for the illustrator? Why do you think there is only one name? Donald Crews is both the author and the illustrator. What does that mean? It means he wrote the words and he drew the pictures. I begin reading the story to the students. After each page, we count the number of dots together. I very purposefully touch each dot as I say the number to help build one-to-one correspondence. After we finish the book, I say to the students, you did a great job of counting the dots in the story. I like to play a game that has pieces that have dots on them. Do you know what the game is called. I hold up a domino for the students to see. We have these in our math center and they are a great way to practice numbers. Every number always has the same pattern on the dominoes. I have some posters that have the dot patterns that are found on dominoes. I have mixed up the patterns, putting a few of the easier ones on top. I hold them up and ask the students to say the number. Many students will be able to say the number without counting because they have a firm understanding of the visual representation of the number. Some students will need to count. We double check by counting the dots together. I always start on the upper left side of the pattern when pointing, to build left-right, top-to bottom progression. I quickly tape the patterns to the wall right next to the Smartboard. If you are not comfortable with having the students wait, a second set could be taped to the wall, ready for the direct instruction part of the lesson. If you another type of interactive whiteboard, you can open the file using Smart Notebook Express. If you do not have an interactive whiteboard, you can recreate this lesson by printing the numbers individually on pieces of paper. You will also need a Kooshball. The slide has a number of fish. The slide has a number printed on it If you do not have a SMART Board, you could tape the individual numbers on the wall and have students throw the Kooshball at the numbers. I ask the students what the number is. I then step over to the wall and look for that number. I demonstrate counting the dots for the students, starting at the left side and moving from the top to the bottom. I do not immediately pick the correct dot pattern. I need to find one that has 7. I need to look for a pattern that has how many more dots? I see one here. It looks the same as the one that had 6, but there is an extra dot. I think we should count this one. I have the students count with me. I then invite a student to come up to the Smartboard and do the same thing, walking them through the process. The students who are not involved could become very restless during this process. In the next section I discuss how to keep them engaged during the review. Print only the first page with the dot patterns. The number cards will be discussed later. You will need one dot pattern page for each student. I like to laminate mine to use for further use in the classroom and then I keep them to use with this lesson in future years Once students understand how to throw the Kooshball at the SMART Board and open and find the number, I tell the rest of the students how they can become engaged in the lesson, even if they are not the one throwing the Kooshballs. I give each student a copy of the individual student domino dot patterns. When the student throws the Kooshball and is looking for the domino dot pattern that is on the wall, I have the students look for the same pattern on their individual cards. They then place the marker on the correct dot pattern. This keeps all students engaged during the lesson. It also gives me a chance to circulate among the students, so I can quickly glance and see who has the correct answer marked. It also gives me the opportunity to see how well the students are doing with one-to-one correspondence. I make note of students who are having difficulties so I can work with them during small group instructional time. After everyone has had a chance to throw the Kooshball, I collect the cards and markers from the students and have them return to their seats for further directions. You will also need one sided die for every two students. If you would like to reuse

the activity sheets, they can be laminated or the students can use crayons to color in the apples and there is no need for lamination. I gather the students around a table where my student teacher and I are sitting. I like to model playing the game for the students as many of my students do not play games at their homes and do not have a sense of turn taking or fair play. I model how to play games multiple time during the school year. If you do not have a student teacher, it could be modeled with another adult or a student. My student teacher and I sit close to each other. We both have the activity sheet and a color crayon. We have one sided die. This is the conversation: We are going to play a game together. I will roll the die and then find that number on my activity sheet. When I do, I will color it in. I think we should put our names on our papers first. Write names on our papers ST: How do we decide who goes first? We can each roll the die and whoever has the bigger number can go first. I got a three. I got a two. Boys and girls who goes first? She models counting the dots for the class until she find the correct apple. She then colors it in. I also model counting the dots. We continue in this fashion, demonstrating a few rolls ST: Do you remember what it is? The word is "pass". How do we know who is the winner? Whoever gets all the apples colored in or whoever has the most when the teacher says time is up. What do we do when someone wins? We shake hands and say, "Good game. The students are then divided into groups of two and assigned areas throughout the classroom to work. While the students are playing the game, I circulate throughout the classroom, recording names of students who are having difficulty. I will work with these students on these concepts during small group time. Roll and Cover Apple Domino Dot.

### Chapter 2 : Apples Printables and Worksheets | A to Z Teacher Stuff Printable Pages and Worksheets

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Visual, tactile, and oral presentation of numbers Goals: Rote count ; write numerals ; identify numerals Objectives: The learner will identify, write, and model numbers Materials: Sandpaper number cards , connecting counting cubes, number-line, computer, pencil, lined paper, CBA in number identification, missing numbers, and quantity discrimination using numbers Introduction: Explain to students that they are going to participate in some fun activities to help them learn the numbers Hand out number-line and demonstrate rote counting from while pointing to each numeral as you say it. Hand out the sandpaper number cards and demonstrate how to trace a number with your finger, then trace the number on the desk, then write the number using pencil on lined paper. During all three steps, say the number orally. Hand out connectable counting cubes and demonstrate to the students how to first put the sandpaper number cards in order Next, place the correct number of cubes under each number on the number 10, connect the cubes to make a ten block and explain that the number 10 is special because all the cubes like to stick together making a special 10 block. Have the students point to their number-line and everyone rote count and pointing at each number as they say it aloud. Have the students trace the sandpaper numbers, trace the number on their desk, and then write the number using pencil on lined paper while orally saying the numbers through each step. Help the students with any numbers they get stuck on, and praise all correct responses. Have the students repeat teacher demonstrated process of placing cards in sequence , then placing the correct number of cubes under each number card. This lesson contains visual, tactile, and oral presentation of the numbers. Manipulatives and computers are used to enhance learning. Have students independently read from their number-lines and Have students write out numbers , referencing their number lines if they need to. Ask students questions during closure: How many numbers did we learn about today? What is special when we have 10 of something? Answer 10 likes to stick together. What two digits make the number 10? Answer 1 and 0. What number comes after 3, 5, 7, and 9? This lesson works best in a small group environment. The students enjoyed working with the textured number cards and liked their independent practice on the computer.

### Chapter 3 : Templates for Numbers on the App Store

*This is simply the best resource I've found for teaching my preschooler his numbers. The pages in other workbooks seem to be too cluttered once you get past the number 3. Your preschooler will move through 9 simple pages on each number before moving to the next.*

Sarah Stone 2 comments Gloria N. Why is the stereotype to give apples to teachers? Widespread publicly funded, mandatory education has only been around since about the 19th century. Before then, the responsibility of providing schooling to children fell primarily on their families. Upper- and middle-class families tended to hire tutors or send their children to a private school run by a schoolmaster. They often learned this at home, through apprenticeships, or at church-funded schools. In addition, some poor families scraped together enough money to pay for their children to receive an education. Some even worked out a barter arrangement with teachers where they paid with surplus produce from the family farm. For instance, poor students from farming families in Denmark and Sweden often brought baskets of potatoes or apples to school as payment, among other staples the potato being used for food, and the apple generally used for making drinks at the time. In the United States, things changed when various social reforms came about in the s. The reforms addressed issues ranging from food sanitation, treatment of the mentally ill, and even education. Schools became publicly funded and subject to regulations in order to ensure that all students were more or less getting the same educational opportunity. By , a majority of the states in the United States of America required that schools be paid for by the government. However towns on the sparsely settled western frontier still often bore the responsibility for paying for a teacher in the town. As before, they recruited teachers, and they provided a schoolhouse where classes could be held, a place for the teachers to live, fuel for heating, and often food. In these sorts of arrangements, students were also often tasked with helping the teacher maintain the schoolhouse, such as gathering on Saturdays to give it a thorough cleaning. That tradition of bringing food to teachers continued even as the United States government took over the responsibility for funding public education in the West. But why do schoolchildren traditionally give apples to their teachers? There are two generally accepted answers, one or both of which possibly contributing to this tradition over other food items like the potato. For the first theory, teachers were often seen as a moral influence into the lives of children. This is partially thanks to Aquila Ponticus, who was a second century translator translating the Old Testament from Hebrew to Greek. On to the second popular theory for the continuance of giving apples- apples arrived in North America shortly after the Jamestown Colony was founded in the early s. These apples, unlike the ones found in supermarkets today, tasted bitter, but they could be used to make hard apple cider. Many people, whether rightly or wrongly, considered hard cider a safer beverage than water because widespread sanitation of drinking water did not yet exist. Apple trees also flourished in a variety of climates, contributing to the popularity of the fruit. The sweeping social reforms that allowed schools and education to become regulated also posed a major problem for apples. The temperance movement that spanned from the midth century to the early 20th century sought to eliminate the drinking of alcohol in the United States. Apple growers scrambled to re-brand the fruit in order to remove themselves from the controversy. Careful cultivation caused the fruit to lose its bitter taste and to become sweeter and sweeter with each new generation of apples. Thus, they chose to keep giving this food item, rather than something like the potato.

### Chapter 4 : Counting Lesson Plans

*This is simply the best resource I've found for teaching my preschooler his numbers. The pages in other workbooks seem to be too cluttered once you get past the number 3.*

### Chapter 5 : [www.nxgvision.com](http://www.nxgvision.com): Customer reviews: Numbers (Apples for Teachers)

*Apples Write the Room (Missing Numbers ) Back to School - Autumn This resource includes five pages of numbered*

## DOWNLOAD PDF NUMBERS 0-10 (APPLES FOR TEACHERS)

*cards in color with a total of 30 cards. Each numbered card has a sequence of three numbers () with one of the numbers in the sequence missing.*

### Chapter 6 : Kindergarten Lesson A Great Catch! Reviewing Numbers

*Description. Free Numbers Worksheet - Editable Apples Theme. This worksheet has traceable numbers to 20 for your students to practice writing.*

### Chapter 7 : Free Numbers Worksheet - Editable Apples Theme - Madebyteachers

*3 activities to use with the book from Dr. Seuss - 10 Apples on Top. Craft Sequencing Counting PLEASE NOTE All designs are the property of 1 - 2 - 3 Learn Curriculum are strictly for personal use only in your child care or preschool.*

### Chapter 8 : Apples Theme Units page 1 | abcteach

*Harvest Pumpkin Numbers , Harvest Apples: Phase 2 Phonics, Autumn Leaves: Phase 3 Phonics.*

### Chapter 9 : Numbers Worksheets | [www.nxgvision.com](http://www.nxgvision.com)

*Students will be able to identify the numbers and their representations with dot patterns. Big Idea The students have worked hard to learn the numbers*