

My name is \_\_\_\_\_

I am learning what  
numbers stand for.



# Dear Family

Your child is learning **how much each number from 0–10 stands for**. For example, four items stand for the number 4. Use the activities on pages 2–5 to help your child learn what numbers stand for.

Here are some other daily activities to try:

- ☺ **Make a set of number cards**, using index cards or pieces of cardboard. Write a number from 0–10 in large print on each card. Hold up a number card, and ask your child to draw that many objects. You might also ask your child to clap or jump that many times.
- ☺ **Prepare a short shopping list for your child**. Draw a picture of each item on the list. Write a number next to each item to tell how many of that item are needed. When grocery shopping, give your child the list. Look at the list with your child. Have your child help you find the correct number of items on the list.

- ☺ Have your child **make a counting book**. Staple together thirteen sheets of paper. The first and thirteenth pages will be the front and back covers. Beginning on the second page, write a large 0. Continue writing the numbers from 1–10 on the following pages. Have your child draw a picture that shows the correct amount for each number. Let your child draw a picture on the front cover.

- ☺ **Read books with your child** about numbers. Count objects together and have your child read the numbers. Here are some books about numbers that you might find at your local library:

*Ten, Nine, Eight*, by Molly Bang.

*Fish Eyes: A Book You Can Count On*, by Lois Ehlert.

*Numbears: A Counting Book*, by Kathleen Hague,  
Illus. by Michael Hague.

Cover photo: Diamond\_Images/Shutterstock.com  
Illustrations: Michelle Dorenkamp

ISBN 978-0-7609-5380-8  
©2009—Curriculum Associates, LLC  
North Billerica, MA 01862

No part of this book may be reproduced by any means  
without written permission from the publisher.

All Rights Reserved. Printed in USA.  
15 14 13 12 11 10 9 8 7 6 5 4

# Helpful Hints

## **1. Use Fun, Interesting Objects**

When you begin, use objects your child can see and touch. Have your child associate familiar objects with a number. Provide interesting objects. For example, if your child enjoys toy cars, use toy cars when you need small objects for an activity.

## **2. Use Pictures**

Look at a picture showing items that can be counted. Have your child connect the picture with the number it shows.

## **3. Have Your Child Collect the Materials**

Allow your child to collect any materials needed to complete an activity.

## **4. Have Fun!**

Let your child know that you are happy to help him do the activities.

# Activities

## Activity 1 Count, Then Find the Matching Number

### WHAT YOU'LL NEED:

- Eleven paper plates
- Fifty-five small objects (beans, buttons, blocks, beads, pegs)
- A set of number cards for 0–10

Place the paper plates on a table. Put the correct number of objects on each plate to show increasing numbers from zero through ten.

Count the objects on each plate, say the name of the number that tells how many, and place the correct number card above each plate.

Next, remove the number cards and rearrange the plates. Repeat the activity.



## Activity 2 Read the Number, Then Show How Many

### WHAT YOU'LL NEED:

- A set of number cards for 0–10
- A collection of at least fifty-five small objects (shells, buttons, acorns, bottle caps)

Have your child sit at a table. Show your child the number cards. Then, give your child a number card.

Place the collection of objects on the table. Ask your child to show the number card to you, to say the number, and to count out the same number of objects from the collection of objects. Then have your child place the number card with the same number of objects on the table. Do this with each of the number cards.

### **Activity 3 Show How Many Fingers**

**WHAT YOU'LL NEED:** A set of number cards for 0–10

Have your child sit so that he can see the number cards when you hold them up. Tell your child to show you the correct number of fingers when you hold up a number card. For example, if you hold up the number card 7, your child should hold up seven fingers. Your child should show no fingers when the number card 0 is shown.

### **Activity 4 Fill It Up**

**WHAT YOU'LL NEED:**

- An egg carton
- A marker
- Fifty-five small objects (seeds, beans, corn kernels)
- A box large enough to hold the objects

Using the marker, write one number (0–10) in the bottom of each of eleven egg-carton sections. Place the small objects in the box.

Ask your child to read the number in a section, to count out the same number of objects from the box, and to place them in the section. Have your child do this for each section.

### **Activity 5 Grocery Shopping**

**WHAT YOU'LL NEED:**

- Eleven paper grocery bags
- A marker
- Fifty-five food boxes and cans, play food, or pictures from a magazine

Using the marker, write a large number (0–10) on each grocery bag. Place the items on a table.

Tell your child to shop for items to fill the bags. Have your child read the numbers on the bags. Then, one at a time, have your child fill the bags with the correct number of items.

After all the bags are filled, have your child take the items out of each bag and count them.

### **Activity 6 Number Bounce**

**WHAT YOU'LL NEED:**

- A ball
- A set of number cards for 0–10

Hand the ball to your child and hold up a number card. Ask your child to read the number on the card and to bounce the ball the number of times that the card shows. For example, if you hold up the number card 7, your child will bounce the ball seven times.

You could also have your child clap hands the number of times that the number card shows.

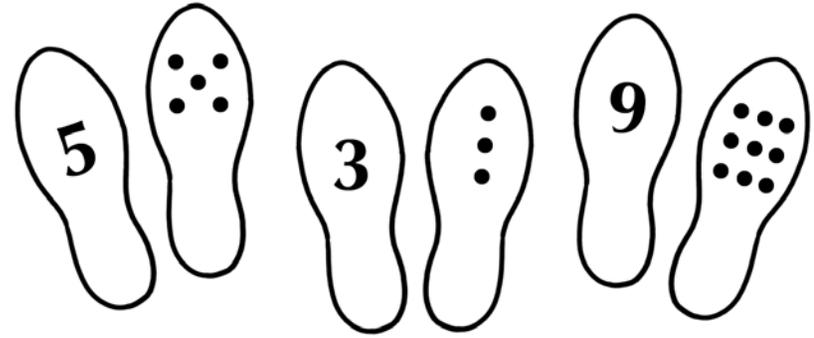
## Activity 7 Match the Footprints

### WHAT YOU'LL NEED:

- Sheets of paper
- A marker
- Scissors

Trace eleven left footprints and eleven right footprints on paper. Cut out the twenty-two footprints. With the marker, write a number (0–10) on each of the left footprints. On each right footprint, draw a number of dots to show the numbers one through ten. Leave one footprint blank to show zero.

Have your child place the footprints face up on a table. Have your child match each number footprint with the footprint that has the same number of dots.





11378.1

**UNDERSTANDS NUMBERS**  
**Use with**  
**BRIGANCE® Prescriptive Readiness**  
**Section 23**

BRIGANCE®—a trademark of CURRICULUM ASSOCIATES®, LLC



**Curriculum Associates**

800 225-0248 CurriculumAssociates.com

Reorder No. CA11378—10-Pack