Week 1
Objectives: Writing, Counting and Spelling: Numbers 1 - 5

Overview:
• **Monday:** Learning numbers, word names, practicing numerals. Pg. 1-4. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.
• **Tuesday:** Learning numbers, word names, practicing numerals. Pg. 5-7. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.
• **Wednesday:** Learning numbers, word names, practicing numerals. Pg. 8-10. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.
• **Thursday:** Learning numbers, word names, practicing numerals. Pg. 11-13. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.

Materials:
• Math 1 Textbook, Pg. 1-13
• Choose a worksheet from Math 1 Review Bucket to practice simple problems to break up spelling activities
• Foam blocks and other manipulatives, as needed

Key Vocabulary
• Number
• Math
• Count
• “How many?”

Lesson

Warm-Up (15 min)
Suggested Activities:
• Name introductions. Start by introducing yourself (My name is....) and then ask each student: “What is your name?”.
• Pre-teach some of the key vocabulary using examples on the board.

Instruction: (15-30 min)

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, matching numerals to words). Use props as needed.
   • Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the numeral 5, repeat “five” as much as possible, and give students a chance to repeat after you.
2) **Group Work**: Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

**Suggested Group Activities:**

- Do matching games on the board: write a column of number words one side ("one, two, three,") and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them.
- Fill out a simple addition table together (you can create one on the board).
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class.
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- ....your own activity!

Make sure to write what you taught in the **teacher’s notes**.

**Individual Practice: (15-30 min)**

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words.
Week 2
Objectives: Writing, Counting and Spelling: Numbers 6 - 10

Overview:
- **Monday:** Learning numbers, word names, practicing numerals. Pg. 14-16. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.
- **Tuesday:** Learning numbers, word names, practicing numerals. Pg. 17-18. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.
- **Wednesday:** Learning numbers, word names, practicing numerals. Pg. 19-20. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.
- **Thursday:** Learning numbers, word names, practicing numerals. Pg. 21-22. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.

Materials:
- Math 1 Textbook, Pg. 14-22
- Choose a worksheet from Math 1 Review Bucket to practice simple problems to break up spelling activities
- Foam blocks and other manipulatives, as needed

Key Vocabulary
- Number
- Math
- Count
- “How many?”

Lesson

Warm-Up (15 min)
Suggested Activities:
- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually). See previous week’s lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, matching numerals to words). Use props as needed.
Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the numeral 5, repeat “five” as much as possible, and give students a chance to repeat after you.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.

**Suggested Group Activities:**
- Do matching games on the board: write a column of number words one side (“one, two, three,”) and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them.
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class.
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- ....your own activity!

Make sure to write what you taught in the **teacher’s notes**.

**Individual Practice: (15-30 min)**

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words.
Week 3
Objectives: Writing, Counting and Spelling: Numbers 1-10

Overview:
- **Monday:** Learning numbers, word names, practicing numerals. Pg. 23-24. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.
- **Tuesday:** Learning numbers, word names, practicing numerals. Pg. 25-26. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.
- **Wednesday:** Learning numbers, word names, practicing numerals. Pg. 27-28. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.
- **Thursday:** Learning numbers, word names, practicing numerals. Pg. 29-30. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.

Materials:
- Math 1 Textbook, Pg. 23-30
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up spelling activities
- Foam blocks and other manipulatives, as needed

Key Vocabulary
- Number
- Math
- Count
- “How many?”

Lesson

Warm-Up (15 min)
Suggested Activities:
- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually). See previous week’s lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board. Use props as needed.
   - Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the numeral 5, repeat “five” as much as possible, and give students a chance to repeat after you.
2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

**Suggested Group Activities:**

- Do matching games on the board: write a column of number words one side ("one, two, three," ) and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- **Flyswatting:** write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- **...your own activity!**

Make sure to write what you taught in the **teacher’s notes.**

**Individual Practice: (15-30 min)**

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.
Week 4
Objectives: Understanding Numbers in a Sequence / Review: Weeks 1 – 3

Overview:
- **Monday:** Practice sequencing numbers. Pg. 31-32. Practice filling in sequence of numbers on the board together. Review writing numbers using any page from textbook (Pg. 1-30). Or choose a worksheet from the Review Bucket for variety.
- **Tuesday:** Practice sequencing numbers. Pg. 33-35. Practice filling in sequence of numbers on the board together. Review writing numbers using any page from textbook (Pg. 1-30). Or choose a worksheet from the Review Bucket for variety.
- **Wednesday:** Learning numbers, word names, practicing numerals. Pg. 36-37. Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.
- **Thursday:** Learning numbers, word names, practicing numerals. Review any materials from Pg. 1-37 (stick with one or two worksheets). Choose a worksheet from the Review Bucket to practice simple math problems and/or counting to break up spelling.

Materials:
- Math 1 Textbook, Pg. 31-37, previous pages for review from Pg. 1-30.
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up other activities.
- Foam blocks and other manipulatives, as needed.

Key Vocabulary
- Number
- Math
- Count
- “How many?”

Lesson

**Warm-Up (15 min)**
Suggested Activities:
- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually). See previous week’s lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.
**Instruction: (15-30 min)**

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, writing in missing numbers for a sequence). Use props as needed.
   - Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the numeral 5, repeat “five” as much as possible, and give students a chance to repeat after you.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.

**Suggested Group Activities:**
- Do matching games on the board: write a column of number words one side (“one, two, three,”) and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them.
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class.
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- ....your own activity!

Make sure to write what you taught in the **teacher’s notes**.

**Individual Practice: (15-30 min)**

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.
Week 5
Objectives: Making Comparisons: "More" and "Less"

Overview:
- **Monday**: Teach “More” and “Less”. Pg. 38-40. Review writing numbers using any page from textbook (Pg. 1-37). Or choose a worksheet from the Review Bucket for variety.
- **Wednesday**: Review “More” and “Less”. Pg. 41. Review writing numbers using any page from textbook (Pg. 1-37). Or choose a worksheet from the Review Bucket for variety.
- **Thursday**: Review “More” and “Less”. Pg. 42. Review writing numbers using any page from textbook (Pg. 1-37). Or choose a worksheet from the Review Bucket for variety.

Materials:
- Math 1 Textbook, Pg. 38-42
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up other activities
- Foam blocks and other manipulatives, as needed

Key Vocabulary
- Number
- Math
- Count
- Which is more?
- Which is less?

Lesson

Warm-Up (15 min)
Suggested Activities:
- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually). See previous week’s lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)

1) **Demonstrate**: Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, saying “more” or “less”). Use props as needed.
   - Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the numeral 5, repeat “five” as much as possible, and give students a chance to repeat after you.
• Give students opportunities to practice saying “This is more” or “This is less”.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.

**Suggested Group Activities:**

- Do matching games on the board: write a column of number words one side (“one, two, three,”) and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- …your own activity!

Make sure to write what you taught in the teacher’s notes.

**Individual Practice: (15-30 min)**

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.
Week 6
Objectives: Making Comparisons: "Before" and "After"

Overview:
- **Monday:** Have students practice writing out words for numbers and also writing out numbers 1-100 Pg. 43-44. Teach “Before” and “After”, using Pg. 45 and other props. Review writing numbers using any page from textbook (Pg. 1-37). Or choose a worksheet from the Review Bucket for variety.
- **Tuesday:** Review “Before” and “After”, Pg. 46-48. Review writing numbers using any page from textbook (Pg. 1-37). Or choose a worksheet from the Review Bucket for variety.
- **Wednesday:** Review “Before” and “After”, Pg. 46-48. Review writing numbers using any page from textbook (Pg. 1-37). Or choose a worksheet from the Review Bucket for variety.
- **Thursday:** Review “Before” and “After”, Pg. 46-48. Review writing numbers using any page from textbook (Pg. 1-37). Or choose a worksheet from the Review Bucket for variety.

Materials:
- Math 1 Textbook, Pg. 43-48
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up other activities
- Foam blocks and other manipulatives, as needed

Key Vocabulary
- Number
- Math
- Count
- What comes before?
- What comes after?

Lesson
Warm-Up (15 min)
Suggested Activities:
- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually). See previous week’s lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)
1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, saying “before” or “after”). Use props as needed.
• Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the numeral 5, repeat “five” as much as possible, and give students a chance to repeat after you.
• Give students opportunities to practice saying “This is more” or “This is less”.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

**Suggested Group Activities:**
• Do matching games on the board: write a column of number words one side (“one, two, three,”) and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
• Have everyone use manipulatives at the same time and walk around to check that they are correct.
• Have students come practice writing numerals or words on the board.
• Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
• Have a student try to teach you and the class what you just taught them.
• Fill out a simple addition table together (you can create one on the board).
• Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class.
• Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
• ...your own activity!

Make sure to write what you taught in the **teacher’s notes.**

**Individual Practice: (15-30 min)**

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.
Week 7
Objectives: Money: "What?" and "How Much?"

Overview:
- **Monday:** Introduce money using props. Pg. 49-50. Practice asking and answering, “How much is it?” Practice counting out money together.
- **Tuesday:** Review money using props. Pg. 52. Practice asking and answering, “How much is it?” Practice counting out money together.
- **Wednesday:** Review money using props. Pg. 53. Practice asking and answering, “How much is it?” Practice counting out money together.
- **Thursday:** Review money using props. Pg. 54-55. Practice asking and answering, “How much is it?” Practice counting out money together.

Materials:
- Math 1 Textbook, Pg. 49-55
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up other activities
- Fake or real money. See ELC staff for real money.

Key Vocabulary
- Number
- Math
- Count
- How much is it?

Lesson

Warm-Up (15 min)
Suggested Activities:
- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually). See previous week’s lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)
During this time, demonstrate concepts and then work on problems together as a class.

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, saying “before” or “after”). Use props as needed.
   - Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the word “dollar”, repeat it several times and write it on the board.
   - Give students opportunities to practice saying “How much is it?”

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.
Suggested Group Activities:

- Do matching games on the board: write a column of number words one side ("one, two, three,")) and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- ...your own activity!

Make sure to write what you taught in the teacher's notes.

Individual Practice: (15-30 min)

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.
Week 8
Objectives: Money: "What?" and "How Much?" and Review Quiz 1

Overview:
- **Monday**: Review, Pg. 56. **Pass out Quiz 1**.
- **Tuesday**: Review money using props. Practice writing money amounts together. Work on Pg. 57. **Pass out Quiz 1 to those who still need to take it**.
- **Wednesday**: Review spelling numbers, Pg. 58. Practice asking and answering, “How much is it?” Practice counting out money together, Pg. 50. **Pass out Quiz 1 to those who still need to take it**.
- **Thursday**: Review spelling numbers, Pg. 58. Practice asking and answering, “How much is it?” Practice counting out money together, Pg. 51. Pass out Quiz 1 to those who still need to take it. **Correct quizzes in class**.

Materials:
- Math 1 Textbook, Pg. 56-58, Pg. 50-51
- Quiz 1 – make copies for class
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up other activities
- Fake or real money. See ELC staff for real money.

Key Vocabulary
- Number
- Math
- Count
- How much is it?

Lesson

**Warm-Up (15 min)**
Suggested Activities:
- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually). See previous week’s lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

**Instruction: (15-30 min)**

1) **Demonstrate**: Highlight one or two math concepts pertaining to this week's objectives on the board (for example, saying “before” or “after”). Use props as needed.
   - Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the word “dollar”, repeat it several times and write it on the board.
   - Give students opportunities to practice saying “How much is it?”
2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

**Suggested Group Activities:**
- Do matching games on the board: write a column of number words one side ("one, two, three,") and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them.
- Fill out a simple addition table together (you can create one on the board).
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class.
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- ....your own activity!

Make sure to write what you taught in the teacher’s notes.

**Individual Practice: (15-30 min)**

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.

Pass out quizzes this week during this time. Correct together on Thursday.
Week 9
Objectives: Math Words and Symbols: Adding Numbers 1 - 10

Overview:
- **Monday:** Preteach English terms “add” and “equals”. Pg. 60-61. Practice easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”
- **Tuesday:** Review Pg. 60-61. Pg. 62-63. If students need more practice, work on easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”
- **Wednesday:** Review Pg. 60-61. Pg. 64-65. If students need more practice, work on easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”
- **Thursday:** Review Pg. 60-61. Pg. 66. If students need more practice, work on easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”

Materials:
- Math 1 Textbook, Pg. 60-66
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up other activities
- Fake or real money. See ELC staff for real money.

Key Vocabulary
- Number
- Math
- Count
- Add
- Equals
- + symbol (“plus”)

Lesson

Warm-Up (15 min)
Suggested Activities:
- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually). See previous week’s lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, saying “before” or “after”). Use props as needed.
• Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the word “dollar”, repeat it several times and write it on the board.
• Teach students how to “read” math problems: 5+5=10 (“five plus five equals ten”). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work**: Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.

**Suggested Group Activities:**
- Do matching games on the board: write a column of number words one side (“one, two, three,”) and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- ....your own activity!

Make sure to write what you taught in the **teacher’s notes**.

**Individual Practice: (15-30 min)**

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.
**Week 10**  
Objectives: Writing, Counting and Spelling: Numbers 11 - 20

**Overview:**
- **Tuesday:** Review spelling any number between 1-10. Now practice 11-20. Pg. 68-70. Take time to practice memorizing the spelling of numbers 14-17.
- **Wednesday:** Review spelling any number between 1-10. Now practice 11-20. Pg. 71-73. Take time to practice memorizing the spelling of numbers 18-20.
- **Thursday:** Continue practice with writing and spelling words of number 11-20. Pg. 74-78.

**Materials:**
- Math 1 Textbook, Pg. 67-78
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up other activities
- Number flashcards (use for demonstrating more or less)

**Key Vocabulary**
- Words for number 11-20
- Number
- Math
- Count

**Lesson**

**Warm-Up (15 min)**
Suggested Activities:
- Review pages/concepts from previous week (write a problem on the board from last week's lesson and do together as a class or individually). See previous week's lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

**Instruction: (15-30 min)**
1) **Demonstrate:** Highlight one or two math concepts pertaining to this week's objectives on the board (for example, saying “before” or “after”). Use props as needed.
   - Teach as much language as possible while demonstrating concepts. For instance, while demonstrating the word “dollar”, repeat it several times and write it on the board.
   - Teach students how to “read” math problems: 5+5=10 (“five plus five equals ten”). Give them a chance to try reading the problems with minimal assistance—allow wait time.
2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at a time—or none at all if doing group work on the board together.

**Suggested Group Activities:**
- Do matching games on the board: write a column of number words on one side ("one, two, three,") and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- ....your own activity!

Make sure to write what you taught in the teacher’s notes.

**Individual Practice: (15-30 min)**

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.
Week 11
Objectives: Writing, Counting and Spelling: Numbers 11 – 20, continued

Overview:
- **Monday:** Review spelling numbers 1-10. Now practice 11-20. Pg. 67-69. Take time to practice memorizing the spelling of numbers 11-13. For review and diversity: Practice easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”
- **Tuesday:** Review spelling any number between 1-10. Now practice 11-20. Pg. 68-70. Take time to practice memorizing the spelling of numbers 14-17. For review and diversity: Practice easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”
- **Wednesday:** Review spelling any number between 1-10. Now practice 11-20. Pg. 71-73. Take time to practice memorizing the spelling of numbers 18-20. For review and diversity: Practice easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”
- **Thursday:** Continue practice with writing and spelling words of number 11-20. Pg. 74-78. For review and diversity: Practice easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”

Materials:
- Math 1 Textbook, Pg. 67-78
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up other activities
- Number flashcards (use for demonstrating more or less)

Key Vocabulary
- Words for number 11-20
- Number
- Math
- Count

Lesson

Warm-Up (15 min)
Suggested Activities:
- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually). See previous week’s lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)
During this time, demonstrate concepts and then work on problems together as a class.
1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, saying “before” or “after”). Use props as needed.
   - Teach as much language as possible while demonstrating concepts.
   - Teach students how to “read” math problems: 5+5=10 (“five plus five equals ten”). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.

   **Suggested Group Activities:**
   - Do matching games on the board: write a column of number words on one side (“one, two, three,”) and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
   - Have everyone use manipulatives at the same time and walk around to check that they are correct.
   - Have students come practice writing numerals or words on the board.
   - Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
   - Have a student try to teach you and the class what you just taught them.
   - Fill out a simple addition table together (you can create one on the board)
   - Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
   - Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
   - …your own activity!

Make sure to write what you taught in the teacher’s notes.

**Individual Practice: (15-30 min)**

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.
Week 12
Objectives: Individualized Review: Weeks 9 - 11

Overview:
- **Monday:** Review spelling numbers 1-10. Now practice 11-20. Pg. 79. Take time to practice memorizing the spelling of numbers 11-13. For review and diversity: Practice easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”
- **Tuesday:** Review spelling any number between 1-10. Now practice 11-20. Pg. 80. Take time to practice memorizing the spelling of numbers 14-17. For review and diversity: Practice easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”
- **Wednesday:** Review spelling any number between 1-10. Now practice 11-20. Pg. 81. Take time to practice memorizing the spelling of numbers 18-20. For review and diversity: Practice easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”
- **Thursday:** Continue to practice writing and spelling words of number 11-20. Pg. 79-82. For review and diversity: Practice easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Addition Problems.”

Materials:
- Math 1 Textbook. Pg. 79-82
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up other activities
- Foam blocks and other manipulatives, as needed.
- Number flashcards (use for demonstrating more or less)

Key Vocabulary
- Words for number 11-20
- Add, equals, plus

Lesson

Warm-Up (15 min)
Suggested Activities:
- Review pages/concepts from previous week (write a problem on the board from last week’s lesson and do together as a class or individually). See previous week’s lesson for ideas. Have students come up to the board to do problems together.
- Review/Preteach Key vocabulary by demonstration and example.

Instruction: (15-30 min)

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board (for example, saying “before” or “after”). Use props as needed.
   - Teach as much language as possible while demonstrating concepts.
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- Teach students how to “read” math problems: 5+5=10 (“five plus five equals ten”). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.

**Suggested Group Activities:**
- Do matching games on the board: write a column of number words on one side (“one, two, three,”) and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them
- Fill out a simple addition table together (you can create one on the board)
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- ...your own activity!

Make sure to write what you taught in the **teacher’s notes**.

**Individual Practice: (15-30 min)**

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.
Week 13
Objectives: Individualized Review: Weeks 9 – 11
Quiz 2

Overview:
- **Monday:** Introduce simple subtraction. Pg. 83. Review writing out numbers 1-20. **Pass out Quiz 2.**
- **Tuesday:** Review simple subtraction. Pg. 83-84. For review and diversity: Practice easy problems using a worksheet from Review Bucket, folder labeled “Easy Subtraction Problems.” **Pass out Quiz 2 to those who still need to take it.**
- **Wednesday:** Review simple subtraction. Pg. 83-84. For review and diversity: Practice easy problems using a worksheet from Review Bucket, folder labeled “Easy Subtraction Problems.” **Pass out Quiz 2 to those who still need to take it.**
- **Thursday:** Review simple subtraction; continue to practice writing words for 11-20. For review and diversity: Practice easy addition problems using a worksheet from Review Bucket, folder labeled “Easy Subtraction Problems.” **Correct Quiz 2 in class.**

Materials:
- Math 1 Textbook. Practice 83-86.
- Quiz 2 – make copies for class
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up other activities, if needed
- Foam blocks and other manipulatives, as needed
- Number flashcards (use for demonstrating more or less)

Key Vocabulary
- number
- subtract
- equals

Lesson

Warm-Up (15 min)
Suggested Activities:
- Review simple addition, and writing numbers 1-20.

Instruction: (15-30 min)

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board. Use props as needed.
   - Teach students how to “read” math problems: 10-5= (“ten minus ten equals”). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.
Suggested Group Activities:

- Do matching games on the board: write a column of number words on one side (“one, two, three,”) and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them.
- Fill out a simple addition table together (you can create one on the board).
- Drill students using flashcards OR have students try quizzing each other OR have a student come up front and quiz the class.
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- ...your own activity!

Make sure to write what you taught in the teacher’s notes.

Individual Practice: (15-30 min)

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.

Pass out Quiz 2 during this time (Tuesday-Thursday). Correct quizzes in class on Thursday.
Week 14
Objectives: Final Review: Weeks 1 - 13

Overview:
- **Monday:** Drill students on writing out numbers and number names (for more advanced students). Work on Pg. 87. Practice additional addition or subtraction problems using a worksheet from Review Bucket.
- **Tuesday:** Work on Pg. 88. Practice additional addition or subtraction problems using a worksheet from Review Bucket.
- **Wednesday:** Work on Pg. 88. Practice additional addition or subtraction problems using a worksheet from Review Bucket.
- **Thursday:** Work on Pg. 89-90. Practice additional addition or subtraction problems using a worksheet from Review Bucket.

Materials:
- Math 1 Textbook. Review pages 87-90
- Choose a worksheet from Math 1 Review Bucket to practice simple addition or counting problems to break up other activities, if needed
- Foam blocks and other manipulatives, as needed
- Number flashcards (use for demonstrating more or less)
- Money (see ELC staff) – use real along with worksheets to clarify

Key Vocabulary
- Cents, dollars
- Addition, plus
- Subtraction, minus

Lesson
Warm-Up (15 min)
Suggested Activities:
- Review simple addition, subtraction and/or writing numbers 1-20.

Instruction: (15-30 min)

1) **Demonstrate:** Highlight one or two math concepts pertaining to this week’s objectives on the board. Use props as needed.
   - Teach students how to “read” math problems: 10-5= (“ten minus ten equals”). Give them a chance to try reading the problems with minimal assistance—allow wait time.

2) **Group Work:** Lead group work on targeted concepts. Pass out one page of a worksheet at time—or none at all if doing group work on the board together.
Suggested Group Activities:

- Do matching games on the board: write a column of number words on one side ("one, two, three,") and the numerals on the other. Students draw lines between the columns to match the numeral to the word name.
- Have everyone use manipulatives at the same time and walk around to check that they are correct.
- Have students come practice writing numerals or words on the board.
- Pass out objects for students to count out loud with a partner. They should write the number down on a piece of paper so you can check.
- Have a student try to teach you and the class what you just taught them.
- Fill out a simple addition table together (you can create one on the board).
- Drill students using flashcards OR have students try quizning each other OR have a student come up front and quiz the class.
- Flyswatting: write numbers (numerals or words). Call out a number and students swat the number on the board. Variation: Write simple problems on the board. (1+2; 2+2; more complex problems for higher levels). Say only the solution and students have to find the problem that matches and swat.
- ….your own activity!

Make sure to write what you taught in the teacher’s notes.

Individual Practice: (15-30 min)

Give students a chance to fill out questions on worksheets or practice counting and writing down numbers and words. Give extra worksheets with simple addition or other problems as a break from spelling and writing numerals.