

Kindergarten Module 1

Review of Numbers 0-10 and Tally Marks

Teacher Guide

Prerequisite Skills

- Ability to use rote counting number words in order
- Ability to verbally count objects
- Ability to tactually identify the numbers 0-10
- Ability to write the numbers 0-10

Symbols and Concepts

- Counting to answer "how many"
- Numeric indicator
- Numbers 0-10
- Tally marks

Objectives

The student will be able to:

- Tactually identify and read the numbers from 0-10
- Tactually identify the tally mark
- Use the braillewriter to write the numbers 0-10
- Use the braillewriter to write the tally mark
- Represent a given number ranging from 1-10 by making a set of tally marks
- Count to answer "how many" questions about as many as 10 tally marks (in groups of 5) arranged in a line or rectangular array

Other ECC Skills Addressed

Note: ECC stands for Expanded Core Curriculum.

- Listening skills
- Concept development
- Following directions
- Tactual discrimination
- Left-to-right tracking
- Taking turns

- Hand positioning
- Light touch (as opposed to scrubbing)
- Career exploration
- Recreation and leisure

Required Materials

- Braillewriter
- Braille paper
- Student braille document
- Index cards
- Timer
- Six bowls
- Assortment of small objects
- Unifix or snap cubes (or other cubes that can be snapped together)
- Sorting tray with a two-section divider
- Empty container
- Scented stickers, foam stickers, Wikki Stix®, buttons, and/or textured paper

Optional Materials

- Nonslip surface such as rubber shelf liner
- MegaBlocks, Legos, or teddy bear manipulatives designed for young students
- Grease marker or crayon to circle or underline answers
- Popsicle sticks, straws, sticks, stick pretzel, etc. when practicing tally marks
- Writing answers braille document

Teaching Tips

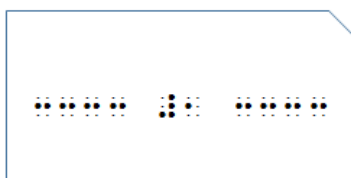
- Before opening any BRF files in Duxbury,
 - Go into the Global menu.
 - Select "**Formatted Braille Importer.**"
 - Select the box for "**Read formatted braille without interpretation**" at the top of the window. This will ensure that nothing is changed when opening the BRF files.
- All braille files in the curriculum are formatted with a 32-cell width by default.
- If the student has not been exposed to the Nemeth numbers 0-10 yet, use the Pre-Kindergarten curriculum in order to teach the numbers 0-10 before beginning the Kindergarten unit.

- If the student has completed the Pre-Kindergarten curriculum yet continues to experience difficulty reading and writing any of the numbers, you may use activities from the Pre-Kindergarten curriculum to teach and/or reinforce the numbers 0-10.
- Students are introduced to two Nemeth Code switch indicators in this module: the opening Nemeth Code indicator and the Nemeth Code terminator.
- This module should be completed across multiple sessions.
- It may also help to place the flashcards and hard copy braille on a nonslip surface such as rubber shelf liner so they will not move as the student is reading.
- When you initially introduce the number 0 in this module, explain that it means no objects in this activity.
- If you would prefer, the student can stomp a foot whenever they find a number. This option will allow the student to keep their fingers on the line of braille.
- If you are using hard copy braille, the student can also do the following:
 - Underline or circle the number with a grease marker or crayon
 - Place a small sticker on top of the number
- Using the braillewriter for some of the writing activities is encouraged as it facilitates the development of motor memory.
- It is very important to use the correct finger on each key when learning new Nemeth symbols. This will help the student become accurate in their writing.
- We maintain a list of [commercially available materials](#) that can be used to supplement instruction.

Activities

Activity 1

- Create flashcards with the index cards. Cut out the upper right corner for easy identification of orientation. Make three flashcards for each number 0 – 5. Use lines of dots 2-5 before and after the number. For example, for numeral 1, type dots 2-5, dots 2-5, dots 2-5, dots 2-5, space, dots 3-4-5-6, dot 2, space, dots 2-5, dots 2-5, dots 2-5, dots 2-5.



- If you have number cards from the Pre-Kindergarten curriculum, they can be used instead of creating new flashcards.
- The flashcards will be used to practice reading numbers at first. Give the student one number card at a time. Make sure that it is oriented with the cut-out corner at the upper right.

Activity 2

- Your student will listen carefully and then write the numbers ranging from 0-2 that they hear. This activity can be completed using the braillewriter and braille paper.
- Remind the student to space one time between the numbers and check their work. An answer key has been provided for this activity in the braille document entitled "GK-M1-Writing-Answers.brf".
- If your student is using a refreshable braille display for this activity, explain about the additional keys on the far right and far left.

Activity 3

Students will practice writing numbers 0-4.

Activity 4

Students will practice writing numbers 0-5.

Activity 5

- The student will create sets of objects to match numbers from 0-5. The student will need 6 bowls, number cards from 0-5, and an assortment of small objects. Before beginning the activity, explain that 0 means no objects in this activity. Also explain that when they draw the number 0, they will not place any objects in the bowl. It will remain empty.
- This activity can easily be completed with the student and one of their friends (or you, if no other students are present). Begin the activity by having the student shuffle the number cards. Have the student draw a number card and place that many objects in the bowl. Continue the same process until all of the number cards have been used.
- Afterwards have the student arrange the bowls in a straight line and shuffle the number cards again. Then have the student place each number card in front of the bowl that contains that many objects. If needed, remind the student to place the number card 0 in front of the bowl that is empty.

Activity 6

- The student will count the number of tally marks on several lines of braille. They will write the number of tally marks on each line using their braillewriter. The number of tally marks will range from 1 to 5.
- Remind the student to space one time between the numbers and check their work. An answer key has been provided for this activity in the braille document entitled "GK-M1-Writing-Answers.brf".

Activity 7

- Your student will represent a number from 1-5 by making a set of tally marks. The student will need a braillewriter, braille paper, and flashcards for numbers 1-5. Have the student begin by shuffling the flashcards and then drawing a flashcard. They will read the number on the flashcard and then braille that many tally marks before pressing the line spacing key twice.
- If you would like, the student and a friend (or you, if no other students are present) can take turns drawing cards and brailing that many tally marks.
- If you would like, students can use popsicle sticks, straws, stick pretzels etc. when practicing tally marks.

Activity 8

Activity 8 is the same as Activity 1, but use numbers 0-10 when creating the flashcards.

Activity 9

- The student will need flashcards from 1-10 and Unifix cubes or other cubes that can be snapped together. If you do not have the Unifix or snap cubes, you can also use MegaBlocks, Legos, or teddy bear manipulatives designed for young students.
- The student will draw a card and then read the number. Afterwards they will build an object using that number of Unifix cubes or other cubes that can be snapped together. This activity can easily be completed with the student and one of their friends (or you, if no other students are present). The students should take turns drawing a flashcard and building an object.

Activity 10

- The game BANG will be played again in this review module. Your student will need a braillewriter, index cards cut into halves, and an empty container. First, have the student braille each number from 0-10 three times on different index cards that have been cut into halves. Second, braille the word BANG on several index cards. Third, have the student feel the word BANG and ask them what they noticed about the word.
- Fourth, have the student shuffle the cards and place them into the empty container. If you would like, the student can “decorate” the BANG container with foam stickers, Wikki Stix®, buttons, or textured paper. Feel 'n Peel Sheets: Carousel of Textures (catalog number 1-08863-00) from American Printing House for the Blind has a variety of adhesive backed and non-adhesive backed textured paper.
- In order to save time, you may elect to use number flashcards you have already created instead of having the student create new number flashcards. The length of time you play and ratio of BANG cards to number flashcards can be altered.
- Instructions for playing BANG:
 - You will need 2 or more players for this game. Take turns reaching into the container and pulling out a flashcard. If you read the number correctly, you get to keep the card. If you do not read the number correctly, the card goes back into the container.
 - Continue taking turns. If you pull out a BANG card, you must put your whole pile of cards back into the container.
 - At the end of 10 minutes, whoever has the most cards is the winner.

Activity 11

Activity 11 is the same as Activity 6. However, the number of tally marks will range from 1 to 10.

Activity 12

Activity 12 is the same as Activity 7, but the student will represent a number from 6-10 by making a set of tally marks.

Activity 13

Activity 13 is the same as Activity 7, but the student will represent a number from 1-10 by making a set of tally marks.

Activity 14

Students will practice writing numbers 0-8.

Activity 15

Activity 15 is the same as Activity 6. However, the number of tally marks will range from 1 to 10.

Activity 16

- This is a new game called FEED THE MONSTER. Your student will need a braillewriter, index cards cut into halves, braille paper, a sorting tray, a timer, and an empty container. First, have the student braille each number from 0-10 three times on different index cards so there is a single number on each card for a total of 33 cards. Second, have the student decorate the empty container that will be the “monster”. If you would like, the student is welcome to name the monster. They can also “decorate” the monster with scented stickers, Wikki Stix®, buttons, or textured paper. Next have the student shuffle the cards.
- Based on the child’s preference, they can feed a dog, cat, or other animal instead of a monster.
- Instructions for playing FEED THE MONSTER:
 - You will need 2 or more players for this game. Shuffle the deck of cards and pass out an equal number of cards to each player. You can pass out all of the cards or some of the cards based on whether you want to work on all of the numbers or select numbers based on need for additional practice.
 - Begin by telling the student that you will call out a number the monster is hungry for, and the students will race to feed the number card to the monster before the timer goes off. The monster can only eat the first correct number it is given. It is then ready for the next number. You can set the timer or the student can set the timer. This would provide an opportunity to show a student how to use a variety of timers, including timer apps, braille timers, etc.
 - As the student reads each number card, encourage them to use a sorting tray to separate which cards have been read and which cards have not been read. As soon as the student finds the correct number, they should try to be the first one to feed the monster. All of the students are reading their own number cards at the same time. The students are not taking turns.

- Every time your student is the first to feed the monster, have them write a tally mark on a piece of braille paper to help them keep up with how many times they have fed the monster. Remind the student to write the tally marks in sets of five and leave a space between the sets.
- At the end of the game, whoever has fed the monster the most cards is the winner. A game could last 10 minutes or how long it takes for the winner to feed the monster a certain number of times.
- This game can easily be played with students who read print or braille. If one of the players reads print, add print to each of the number flashcards. The length of time you play and the length of time to locate numbers is up to you.

Fun Facts

Bicycle facts for kids. (n.d.). Science kids. Retrieved June 4, 2020, from

<http://www.sciencekids.co.nz/sciencefacts/vehicles/bicycles.html>