

Kindergarten Module 4

Building Towards the Hundreds Chart

Teacher Guide

Prerequisite Skills

- Ability to use rote counting number words in order to 20
- Ability to tactually identify the numbers 1-20
- Ability to tactually identify the general omission symbol
- Ability to write the numbers 1-20
- Ability to read and write the numbering of math problems from 1-20, including the punctuation indicator and period

Symbols and Concepts

- Count aloud to 50 beginning with 1
- Count aloud to 50 beginning with different numbers
- Skip count by 10s beginning with 10
- Skip count by 10s beginning with different numbers
- Numbers 21-50
- Numerical order
- "One more" and "one less"

Objectives

The student will be able to:

- Count aloud to 50 beginning with 1
- Count aloud to 50 beginning with different numbers
- Using a braille chart, skip count by 10s to 50, beginning with 10
- Using a braille chart, skip count by 10s through the last row in the chart, beginning with different numbers
- Tactually identify and read the numbers from 21-50
- Place numbers 1-50 in order on a grid board
- Locate numbers 1-50 on a braille chart
- Identify a number that is "one more" or "one less" than a given number, ranging from 1-50

Other ECC Skills Addressed

Note: ECC stands for Expanded Core Curriculum.

- Listening skills
- Concept development
- Following directions
- Organization
- Tactual discrimination
- Left-to-right tracking
- Scan and interpret tactile graphics used in math
- Hand positioning
- Light touch (as opposed to scrubbing)
- Recreation and leisure

Required Materials

- Braillewriter
- Braille paper
- Work and/or sorting trays
- Student braille document
- Grid board (either the Grid Board and Numbers Set from the American Printing House for the Blind [APH] or one that you create)
- Number cards from 1-50 that fit onto the grid board (either the Numbers Set from the APH Hundreds Board and Manipulatives Kit or a set of number cards that you create)
- Index cards to make flashcards of numbers 20-50
- Timer

Optional Materials

- Nonslip surface such as rubber shelf liner
- Writing answers braille document
- Construction paper and graphic art tape (or other materials needed to create a grid board)
- APH Number Board
- APH Consumable Hundreds Chart
- Grease marker or crayon to circle or underline answers
- Small stickers

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.
- This module should be completed across multiple sessions.
- If the student stops counting before reaching 50, practice counting. There are multiple counting songs available online if you would like to incorporate music into the review of counting. Please note that by the end of kindergarten, a student should be able to count aloud to 100.
- If you do not have a Grid Board from the American Printing House for the Blind, you can use 1-inch graph paper to create a Grid Board. Another option is to use graphic art tape and braille paper to create a Grid Board. If preferred, you can use flashcards, Velcro, and a large piece of construction paper to create a braille chart.
- You can use a braillewriter and 1-inch pieces of index cards to create the number cards. Another option is to use the APH Feel 'n Peel Stickers: Nemeth Braille-Print Numbers to create the number cards.
- If a student reads the numbers 21-50 incorrectly, tell the student the correct way to read the number.
- Sorting trays often define the workspace. If you do not have sorting trays, you can use cafeteria type trays, cookie sheets, small cake pans, and/or small storage boxes.
- Using small storage boxes with labels can make it easier for a child to independently locate stored items such as number cards, etc.
- It may also help to place the number cards and hard copy braille on a nonslip surface such as rubber shelf liner so they will not move as the student is reading.
- If you are using hard copy braille, the student can also do the following:
 - Stomp a foot
 - 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.
- We maintain a list of [commercially available materials](#) that can be used to supplement instruction.

Activities

Activity 1

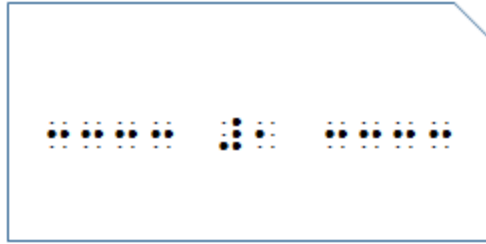
- The student will listen carefully and then use their number chart to answer the math problem about "One More" or "One Less" that they hear.
- Before beginning the activity, review or teach the meaning of the phrases "One More" and "One Less".
- This activity will be completed using the braillewriter and braille paper. Remind the student to include a space after the period when numbering each problem.
- Also remind the student to press their line spacing key twice to move to the next line before numbering the problem each time.
- Repeat saying each problem if needed. Remind the student to move their fingers across the braille and check their work. An answer key in braille is provided in the braille document entitled "GK-M4-Writing-Answers.brf".

Activity 2

- This activity is called "Guess My Special Number". The only thing the student will need is their number chart to complete this activity. Tell the student to listen carefully to the clues so that they can guess the special number. Ask the student if they know what a clue is. Explain that it is information that gives them a hint about a special number.
- In the second section of the module, the special numbers are limited to 1-20, and clues are initially limited to the concepts of row, one more, and one less.
- After you give a series of clues about several special numbers, have the student give you clues so that you can figure out their special number. Offer assistance if the student has difficulty developing clues about their special number. If desired, the student can develop clues for additional special numbers.

Activity 3

- Create flashcards for the numbers 21-50 with index cards. For this activity, flashcards with numbers 21-30 will be used.
- Cut out the upper right corner for easy identification of orientation. Make two flashcards for each number. 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.



- 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 4

All information is provided in the teacher script.

Activity 5

Activity 5 is similar to Activity 3. However, the numbers will range from 31-50.

Activity 6

All information is provided in the teacher script.

Activity 7

Activity 7 is similar to Activity 2. However, the special numbers are expanded to 1-50.

Activity 8

- Materials for the activity include the Grid Board and Number Set. Begin by having the student use the Grid Board to create a chart to 50. If needed, provide a hard copy of numbers in order or the APH Number Board to use as a model. You may also use an APH Consumable Hundreds Chart. It may also help to place the numbers on a nonslip surface such as a rubber shelf liner or a work tray so they will not move as much.
- Model a multi-step process to locate a number on the Grid Board initially. Begin by having the student place their hands on top of your hands as you find the number 6. Then tell the student that you are moving down two rows. Then read the number that is down two rows. The number is 26.

- Work to find the next number together. Begin by having the student find the number 50. Then ask them to move up three rows. Assist them to move up three rows if needed. Then ask them to move four to the left. Assist them to move four to the left if needed. Then ask, "What is my number?" The number is 16.
- It will be important to pause at the end of each sentence to allow the student time to complete each step in the process. If the student seems to struggle, continue to model the process and/or create additional 2-step directions to different numbers.
- Once the student is able to complete 2-step directions to locate numbers, have the student find several numbers by themselves using multi-step directions. Here are the directions to give to the student:
 - Begin by finding number 25. Move up one row. Now move to the right three numbers. Next move down three rows. What number are you on?
 - Excellent work with the 50s chart. My special number was 48.
 - Let's see if you can follow the directions to another special number.
 - Begin by finding number 38. Move up two rows. Now move to the left one number. Next move down one row. Finally move to the right two numbers. What is my special number?
 - You got it. My special number is 29.
 - Follow the directions to find my last special number.
 - Begin by finding number 43. Move up four rows. Now move to the left two numbers. Next move down two rows. Finally move to the right five numbers. What is my special number?
 - You got it. My special number is 26. Now it is your turn to give me directions to a special number.
- Offer assistance if the student has difficulty developing directions to their number. If desired, the student can develop directions for additional numbers.
- The activity can easily be completed with peers as long as each student has a chart to 50.

Fun Facts

Hartman, H. (2017, February 21). *Scooter mania*. Fact monster. Retrieved

June 4, 2020, from <http://www.factmonster.com/spot/scooter1.html>

Scooter. (n.d.). KidzSearch. Retrieved June 4, 2020, from

<http://wiki.kidzsearch.com/wiki/Scooter>