











Today we are going to look at how we count and use numbers. When we **count**, we are saying **how many** of something we have.

Take an item from the pile given to you and move it in front of you. You now have ONE item. Look at the picture below. Find the row that has the same amount of items. Point to the balls in that row and count them. Look at the word name and the mark or numeral in that row that stands for that many.

We use special marks or symbols called **numerals** to show how many we have. The symbols stand for the words that say how many we have. The numerals are short-cuts we use to tell someone else how many we have. The number 1 is a symbol that stands for ONE item, such as one ball. The picture shows the symbols and words we use to count up to ten items.

Move another item over next to the one you have. Find the matching row and count again. Keep moving one item at a time until your row looks like the last row pictured on the next page.

	one	1
	two	2
	three	3
	four	4
	five	5

	six	6
<hr/>		
	seven	7
<hr/>		
	eight	8
<hr/>		
	nine	9
<hr/>		
	ten	10

You can see what ten items look like. From now on, we will call these items **counters**. You can use all sorts of items to help you count. Here you used counters and you used pictures of balls to count up to ten.

Now you are going to start building a model of the numbers from 1 to 10 using wooden craft sticks. Each stick will count ONE MORE, and it will have the word name for that number as well as the numeral that shows that amount.

Every time you learn more numbers you will add to this model. In the next few lessons you will make a model of the numbers that show up to 100 items. You will learn the word name and the numeral we use to show that many.

Take the stick your teacher gives you and put it in front of you. Count how many sticks you have. Your teacher will print the numeral at the left end of the stick and the word name in the middle. Take the next stick your teacher gives you and lay it on the table just above the other stick. Count how many sticks you have now. Your teacher will write the numeral and word name on each stick. Keep laying sticks above the others and counting them until you have ten sticks.

Now count the sticks again, this time putting the next numbered stick on top of the other, stacking them in a pile. When you have counted the ten sticks and stacked them together, put a rubber band around the bundle. Keep the bundle of sticks in a box. You will need to use them again and again.

DEFINITION:

Counting is finding out how many there are. We count a single thing or unit at a time.

Numbers count how many we have. They tell us the amount.

PRINCIPLE: Each number is one more than the number before it. Each number counts one more.

 **Practice**

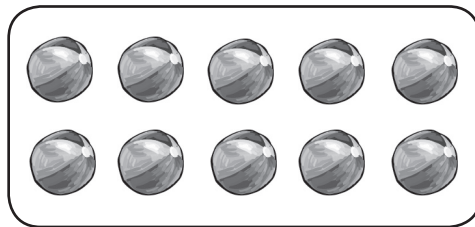
Count how many. Draw a line to the numeral that tells how many.

(1)



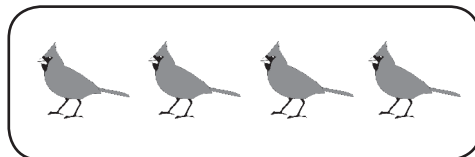
4

(2)



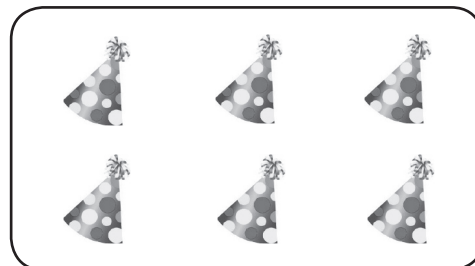
6

(3)



10

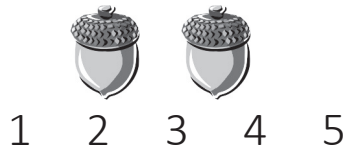
(4)



2

Circle the number that tells how many.

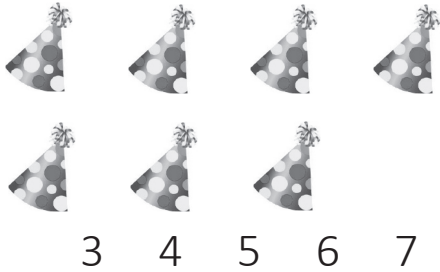
(5) How many acorns are there?



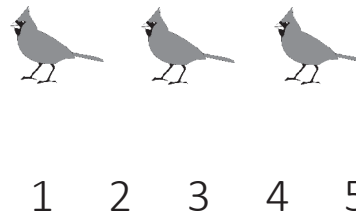
(6) How many squirrels are there?



(7) How many hats are there?

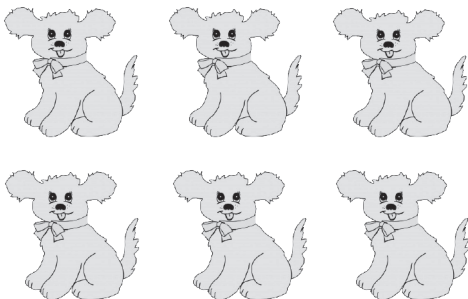


(8) How many birds are there?



How many are there?

(9) Print the number.



(10) Print the number.

