

Let's Learn to Know

Numbers and Sets



Nursery

Numbers and Sets

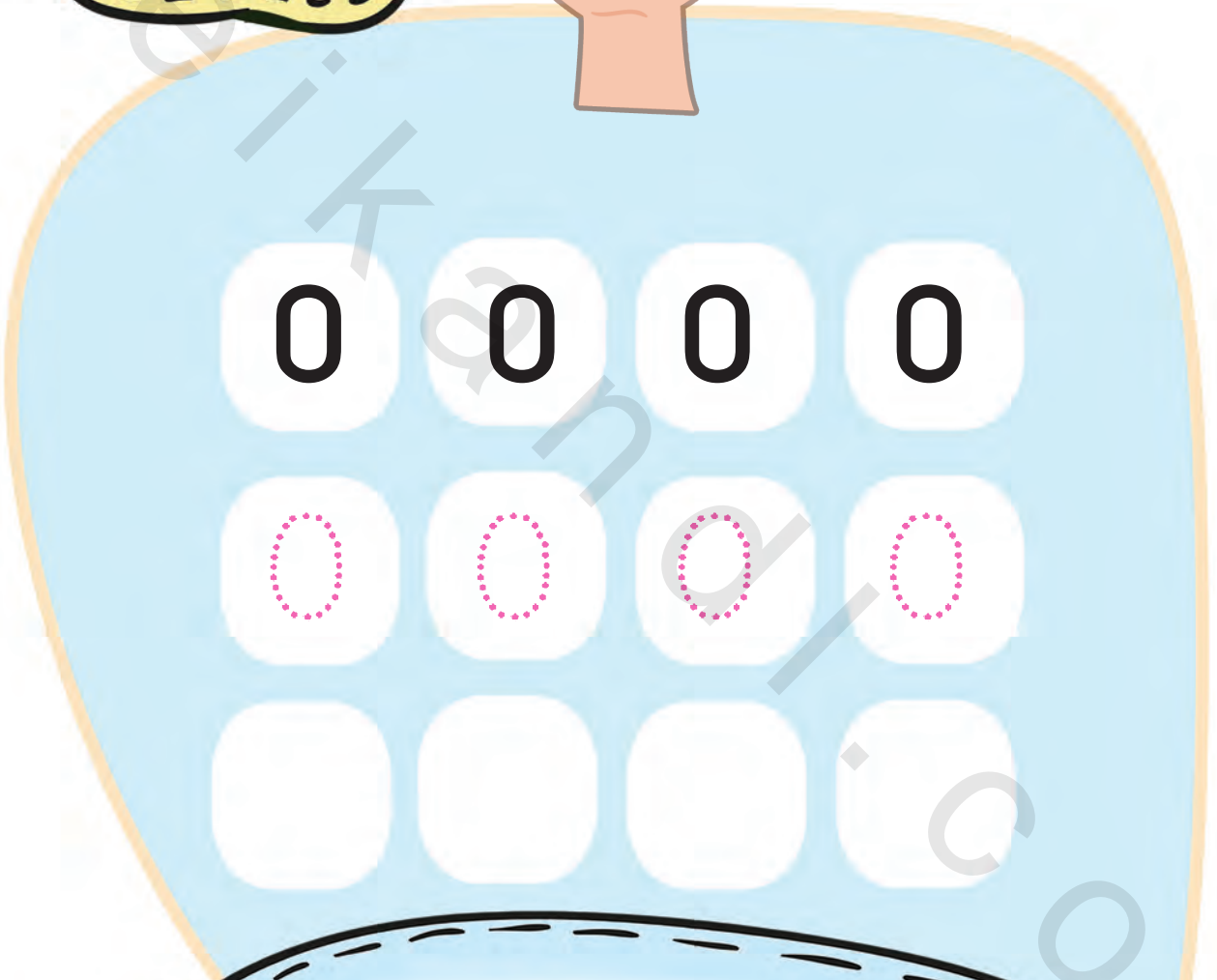
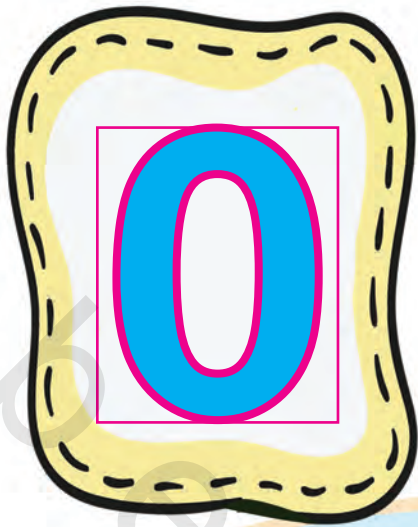
Author: Hanaa Abd El kader

Graphic by: Niveen Hamed

Translated by: Lamiaa A.Elgharieb

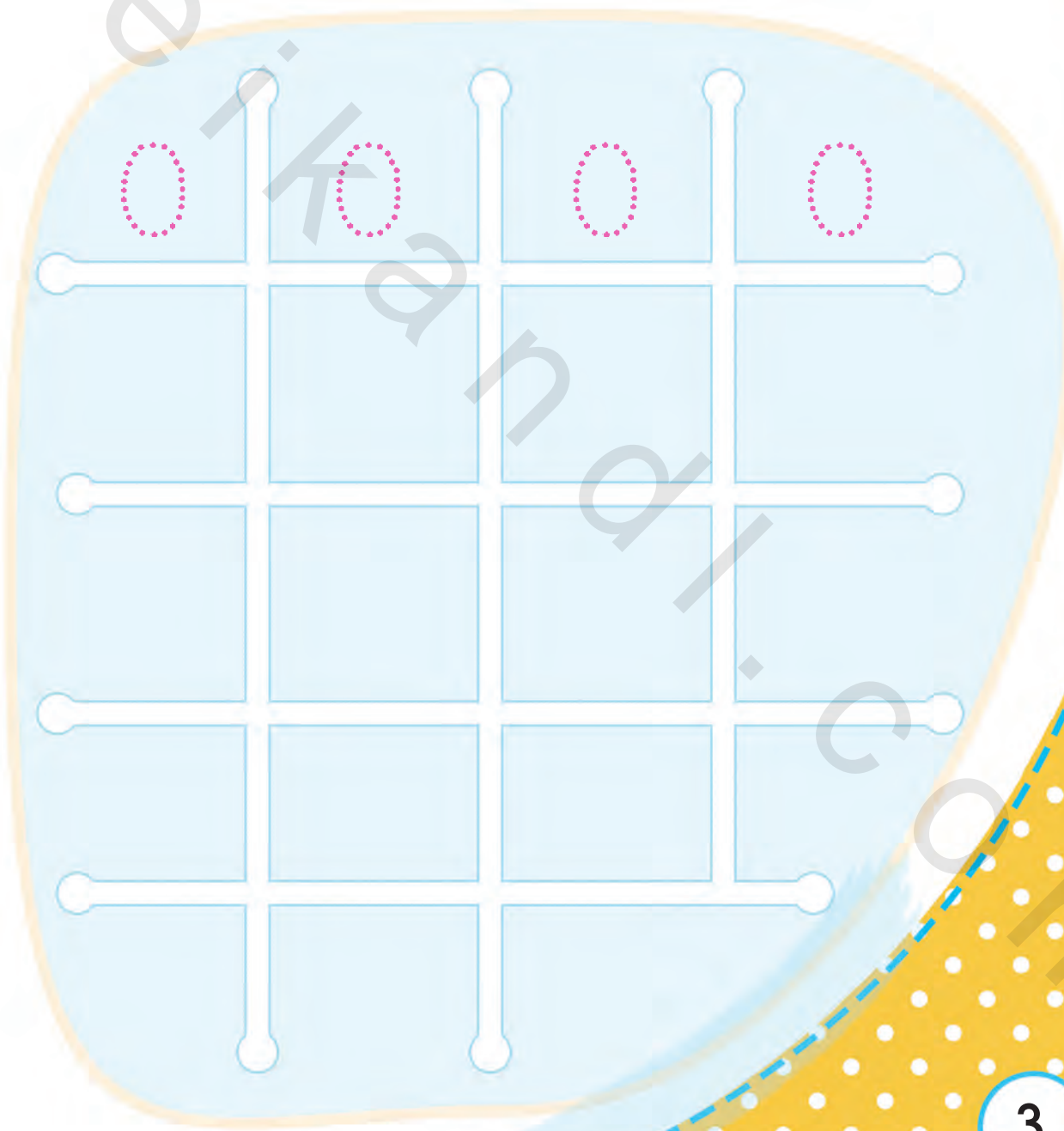
Art Director by: Samar Qenawy

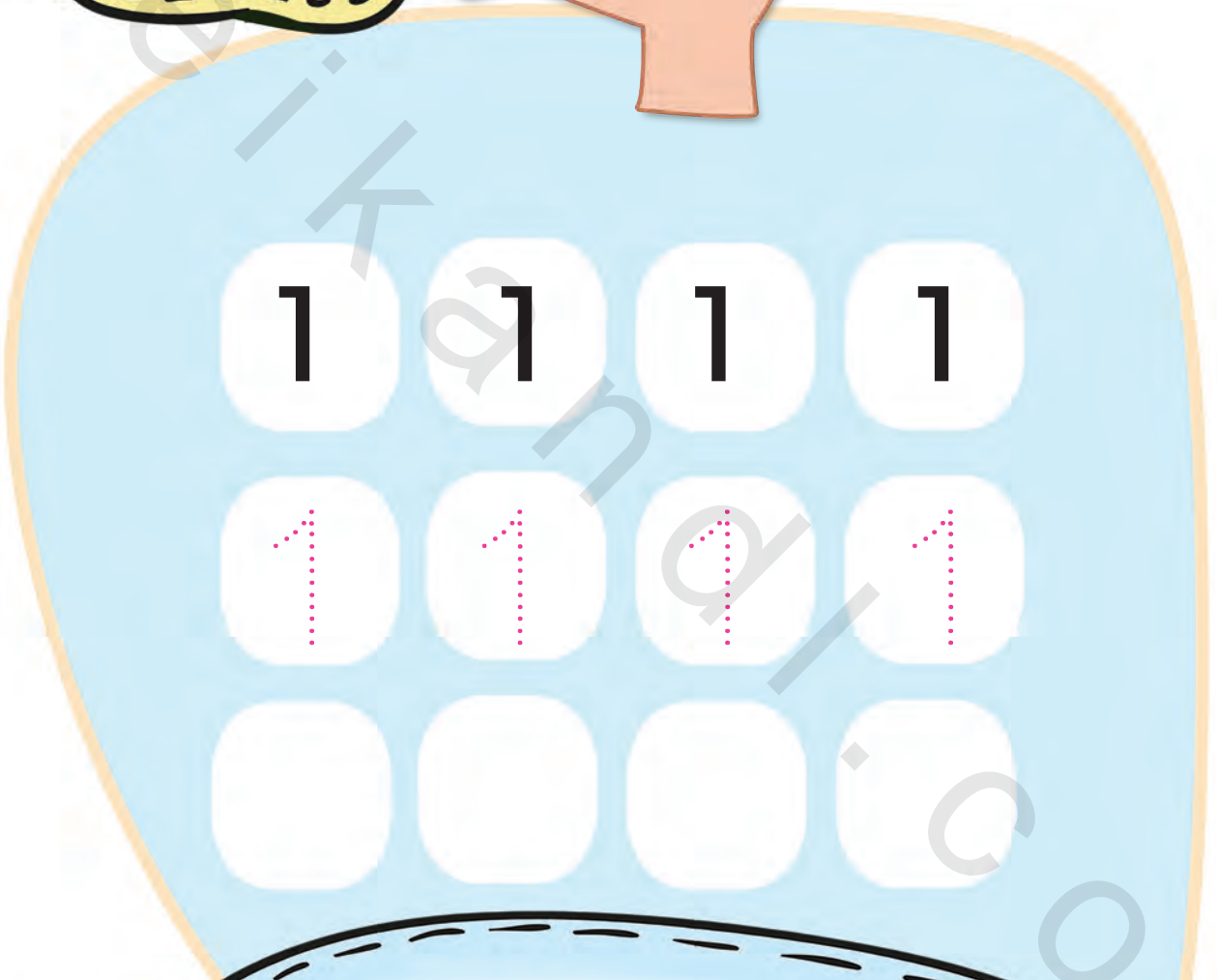




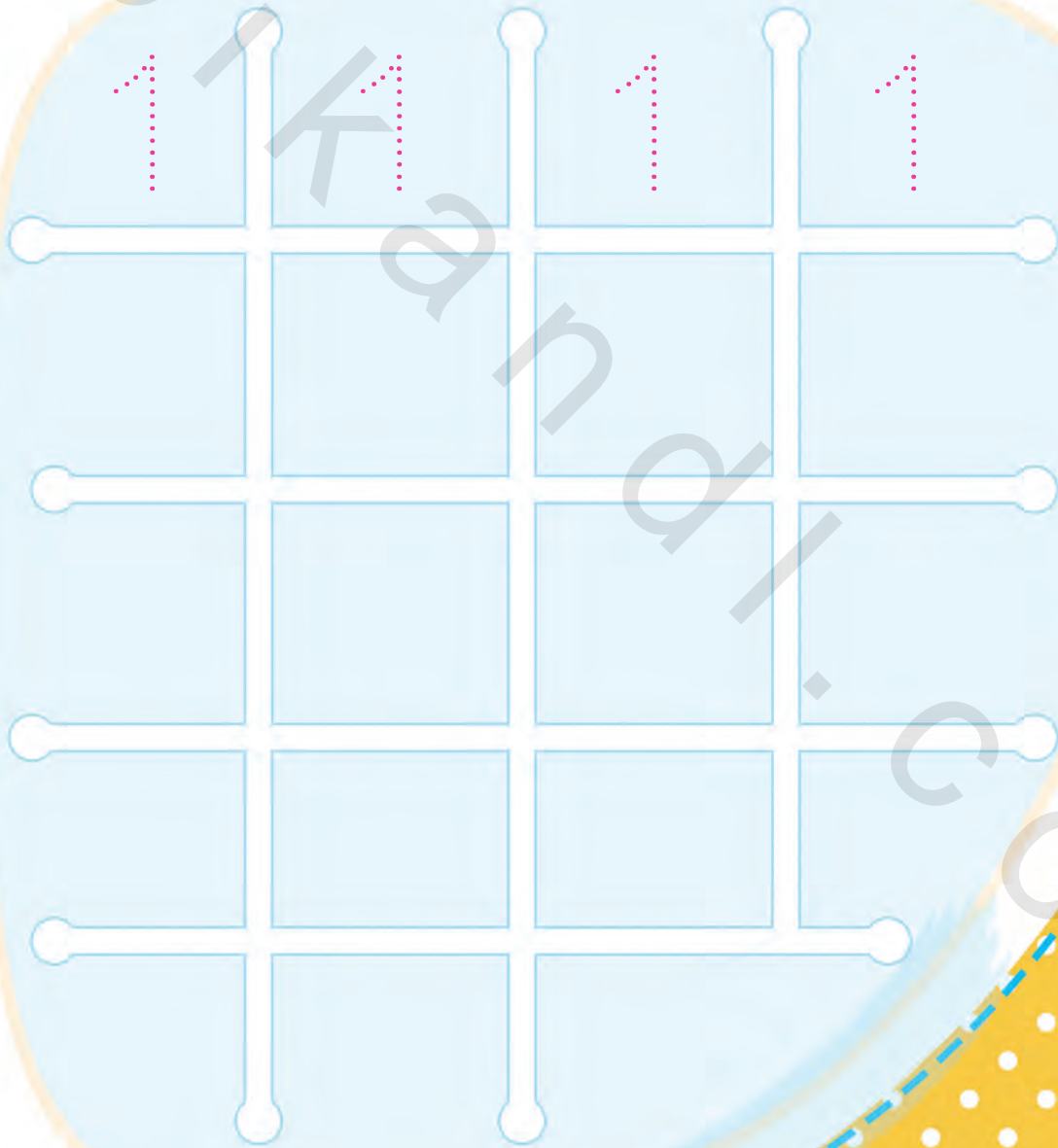
The teacher starts teaching mathematics by introducing the digit, '0' (which has no value). The teacher explains to the children that zero equals nothing and it can be neither counted on the fingers nor put in mind.

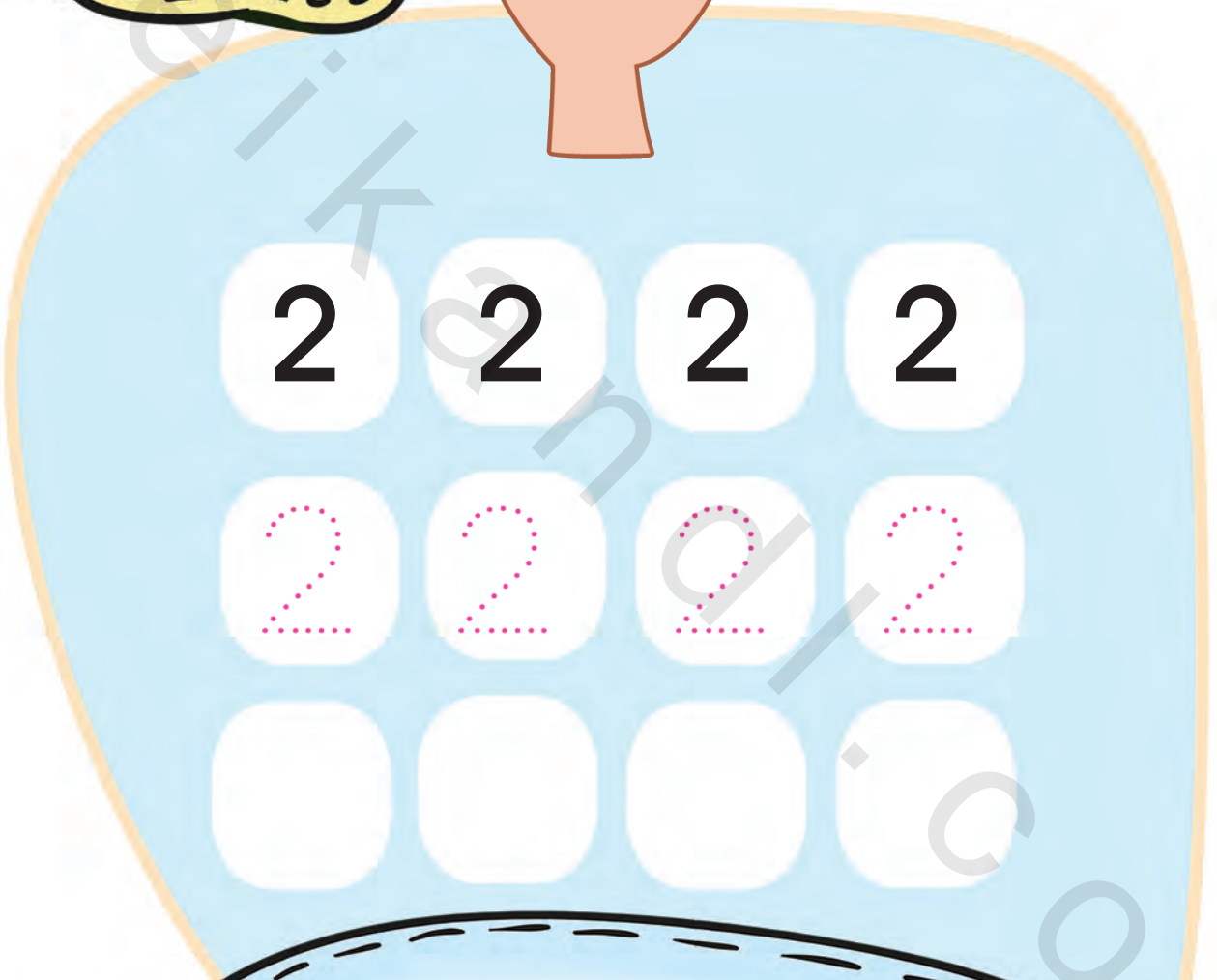
o b e i k a n d . c o m





The teacher introduces the digit, '1' to the children then asks them to show it on their fingers as shown in the picture. The teacher trains the children on counting one item using a variety of examples.



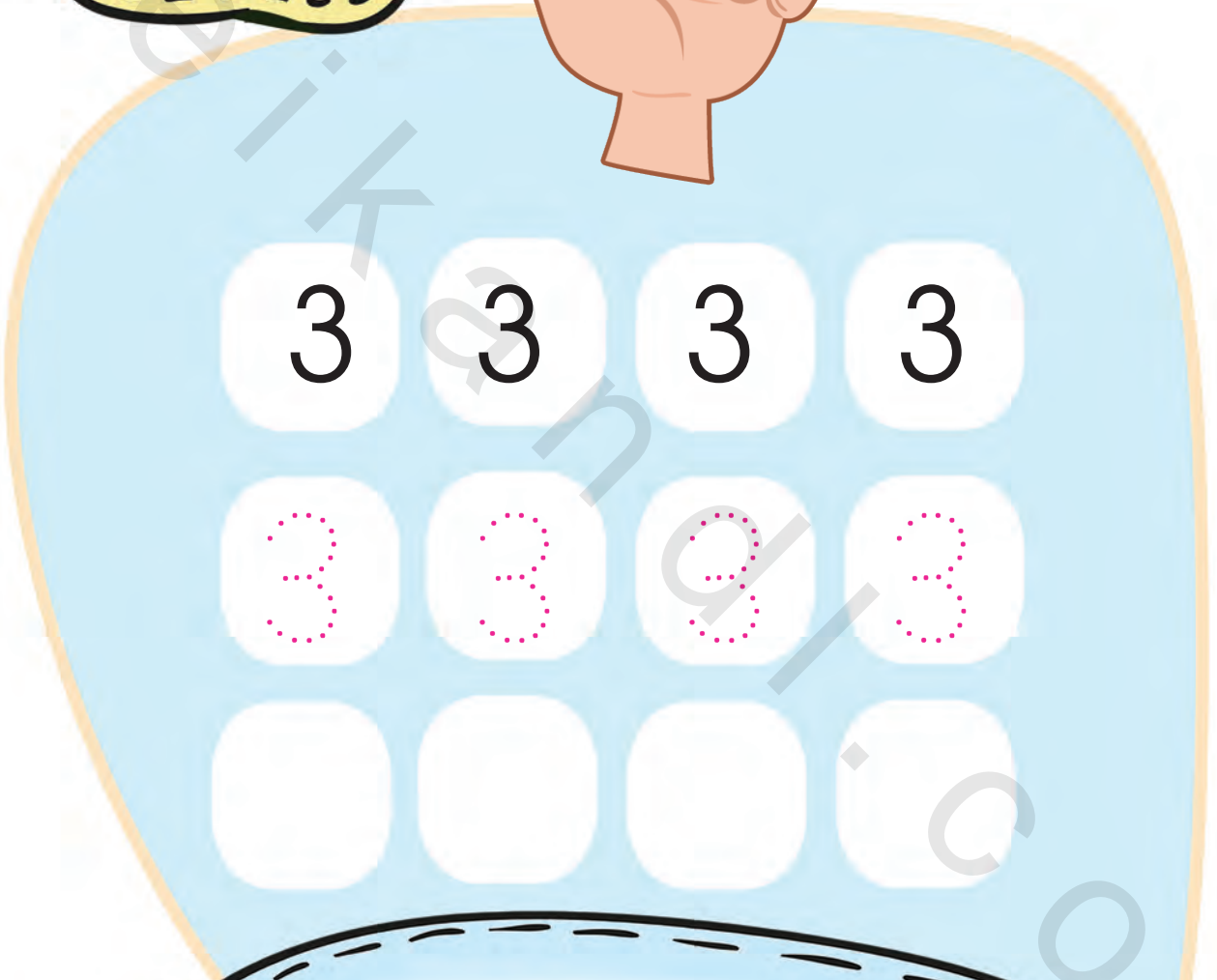


The teacher follows the previously mentioned methodology in introducing the rest of the digits while giving children enough time to train on counting.

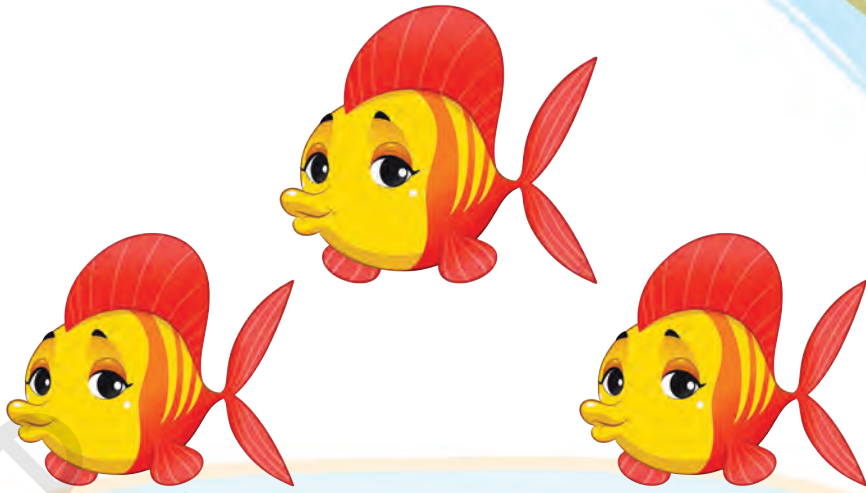




2	2	2	2



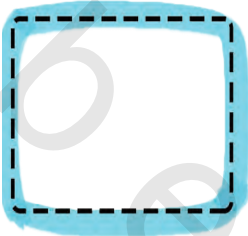
The teacher follows the previously mentioned methodology in introducing the rest of the digits while giving children enough time to train on counting.



3	3	3	3

Exercises

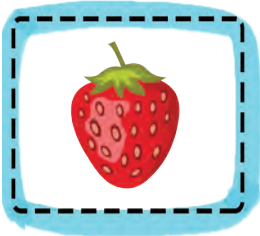
Count then write the number :



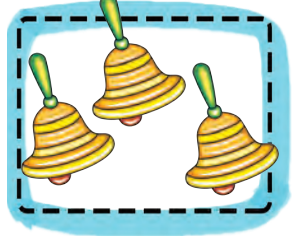
.....



.....



.....



.....

complete :



Join similar numbers :

0

3

1

2

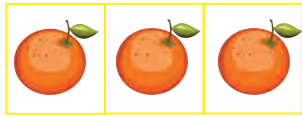
3

2

1

0

Count then join :






0

1

3

2

Write the following :

			
0	1	2	3

Look and trace :





4

4

4

4

4

4

4

4



The teacher revises the previous digits then introduces the digit, '4' showing a simple way of writing it. The teacher, also, trains the children on showing the digit, '4' on their fingers.



4

4

4

4

4	4	4	4



5

5

5

5

5

5

5

5



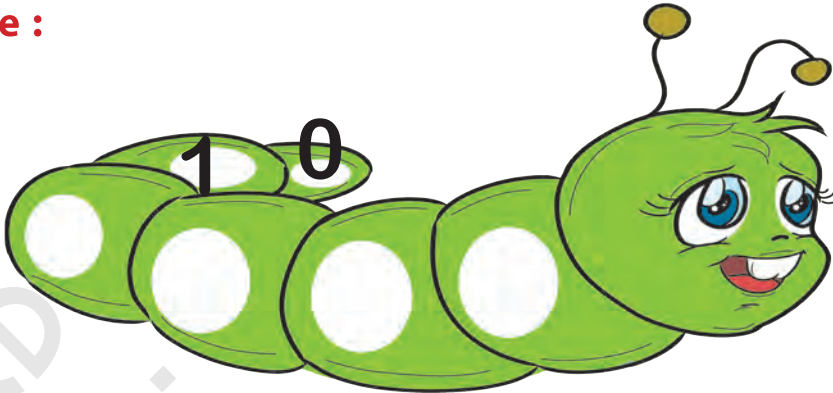
The teacher revises the previously taught digits then introduces the digit, '5' showing the children a simple way of writing it. The teacher trains the children on showing the digit, '5' on their fingers as in the picture.



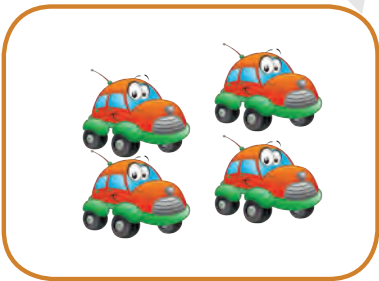
5	5	5	5

Exercises

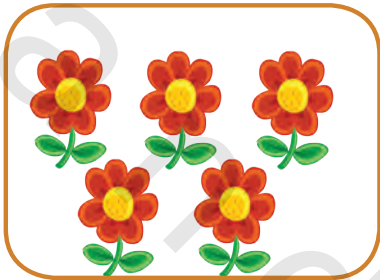
Complete :



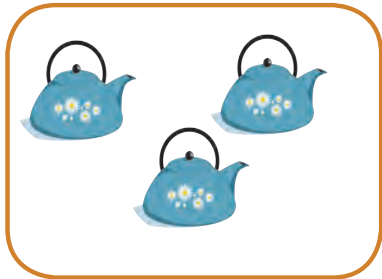
Count then write the numbers :



.....

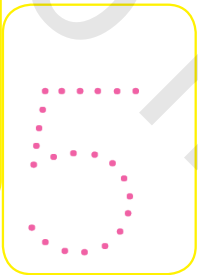
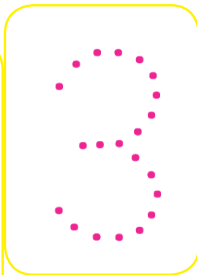
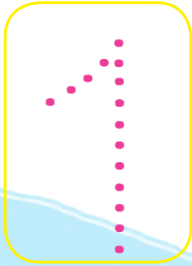


.....



.....

Look and trace :



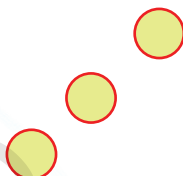
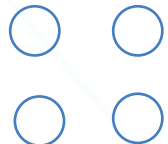
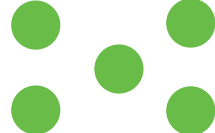


Join the numbers :

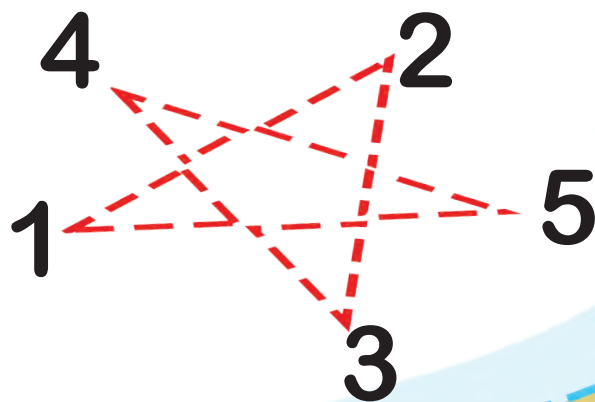
2	0
0	4
4	2

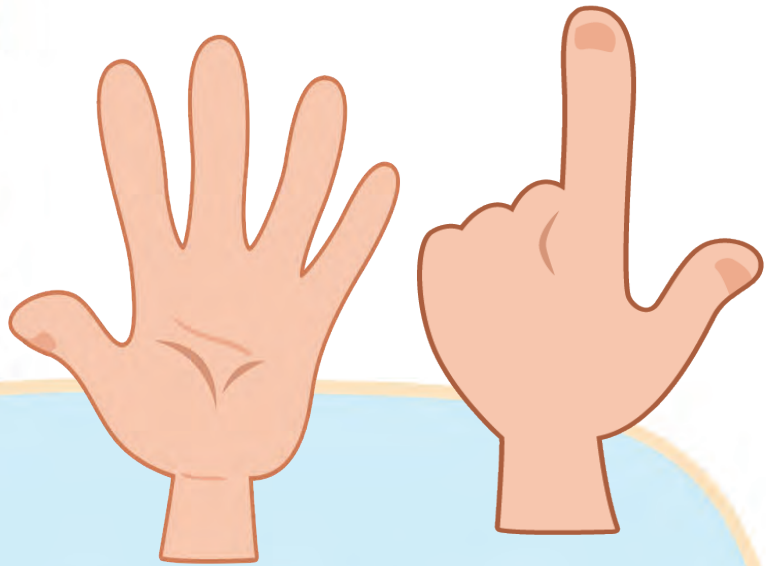
1	5
5	3
3	1

Write the following :

					
0	1	2	3	4	5

Trace then color:





6

6

6

6



The teacher revises the previous digits then introduces the digit, '6'. The children show the digit, '6' on their fingers then count in order up to the digit, '6'.

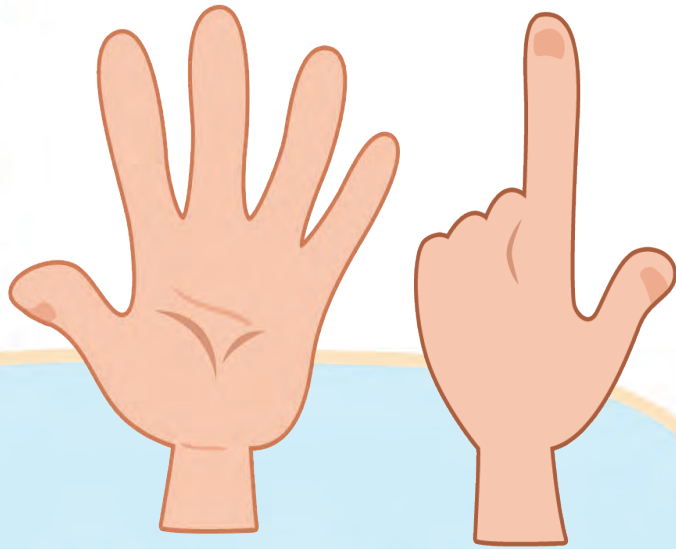


6

6

6

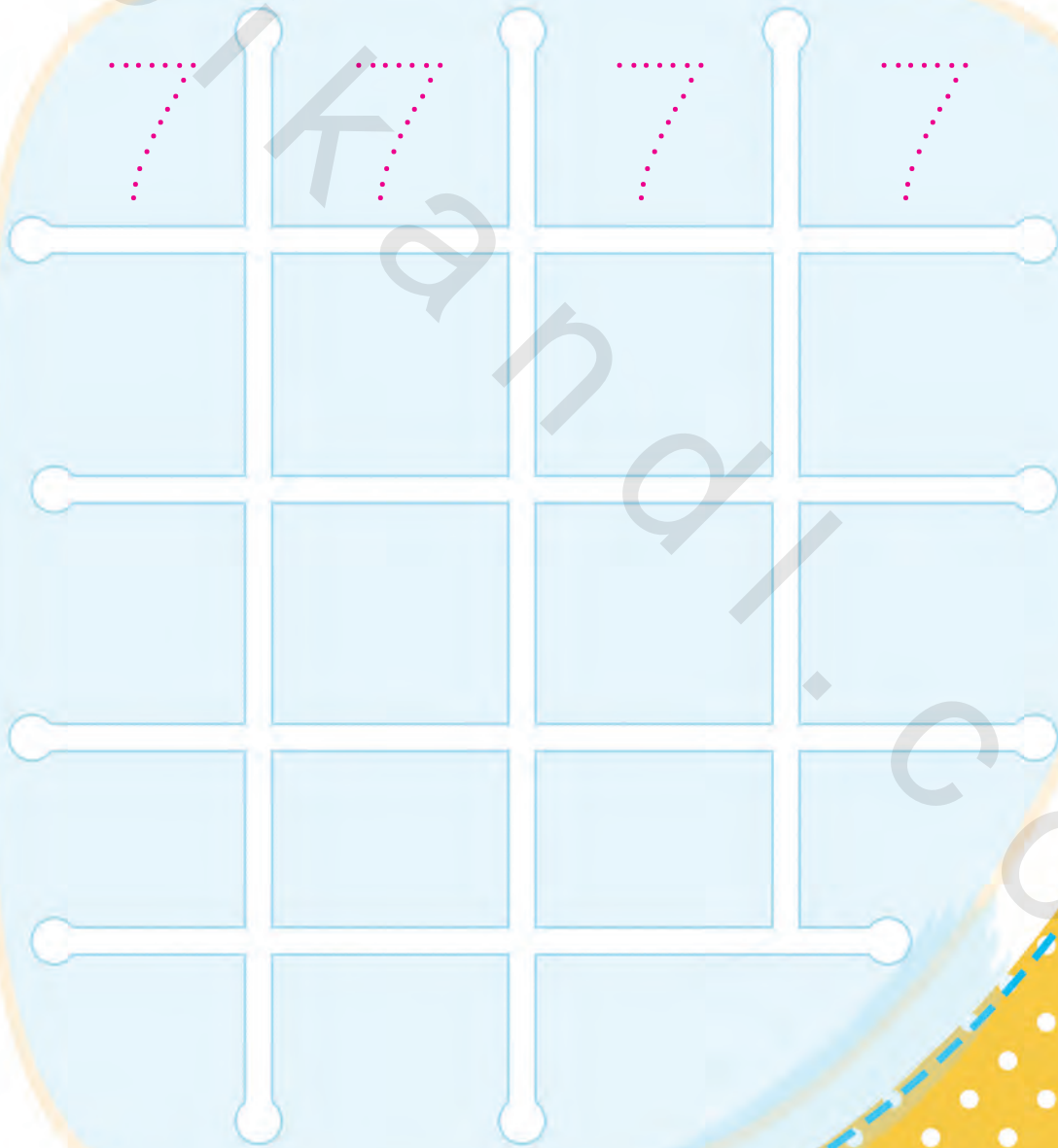
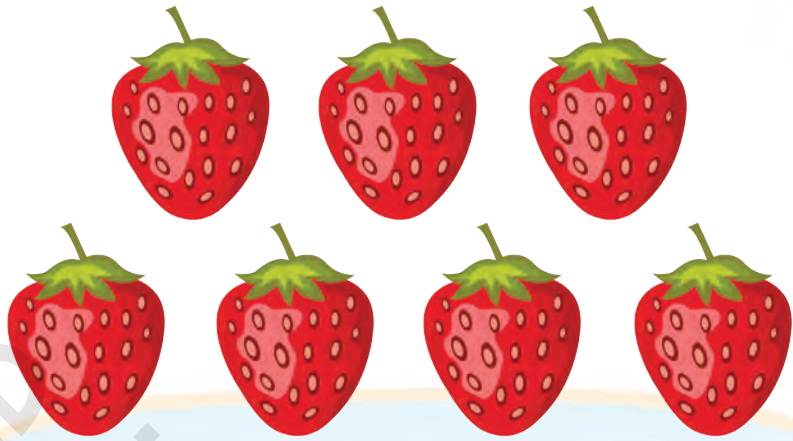
6



7 7 7 7

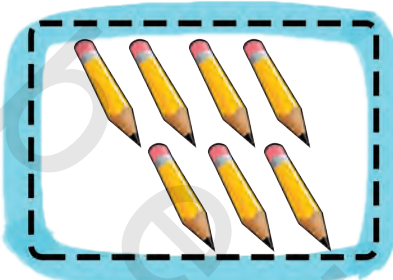


The teacher revises the previous digits then introduces the new digit. The children are trained on counting seven items in their surroundings.

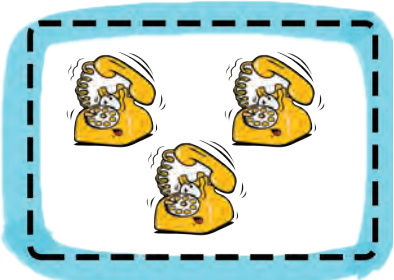


Exercises

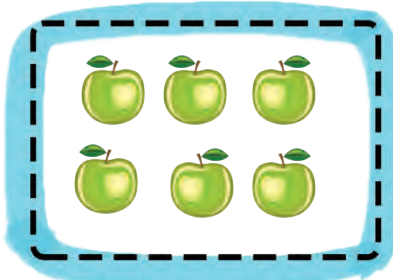
Choose the digit that represents the suitable number of items :



(7-5-3)

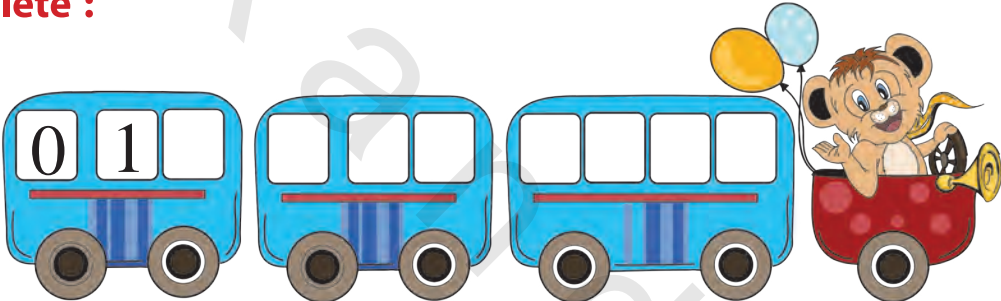


(2-7-3)

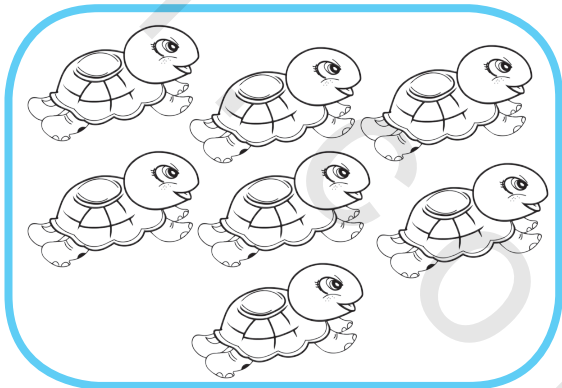
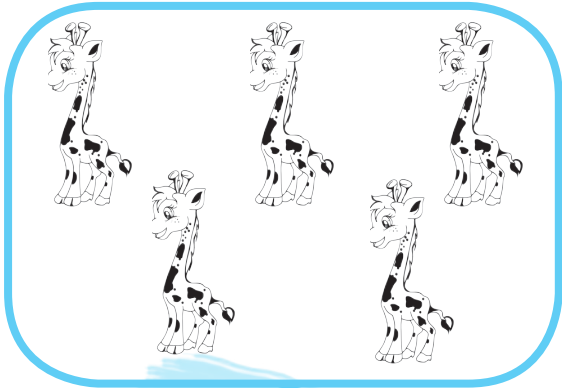


(4-6-5)

Complete :



Color according to the number :

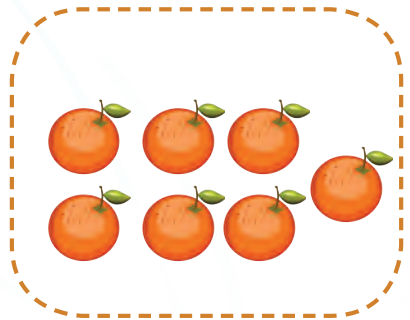
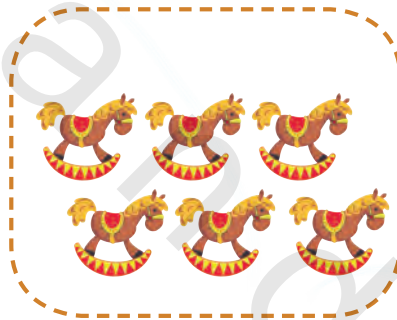
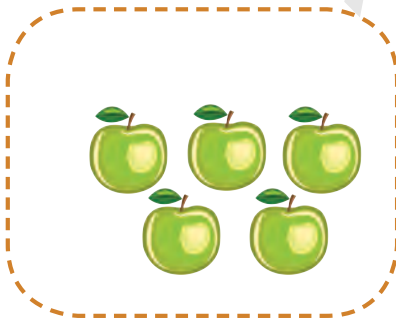


Count then Join :

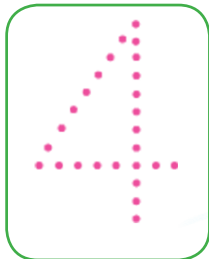
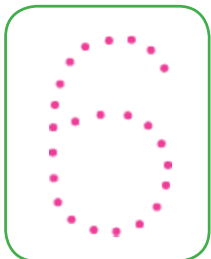
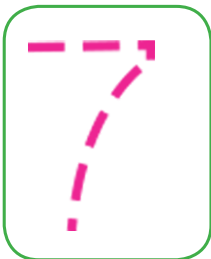
5	2
7	6
2	5
6	7

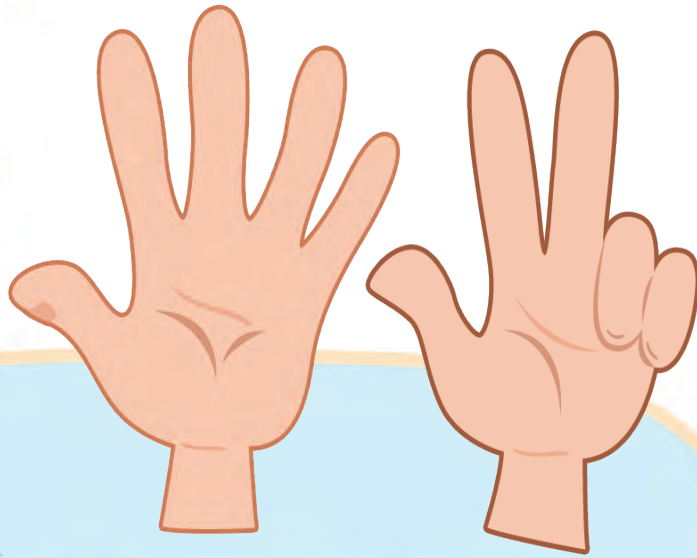
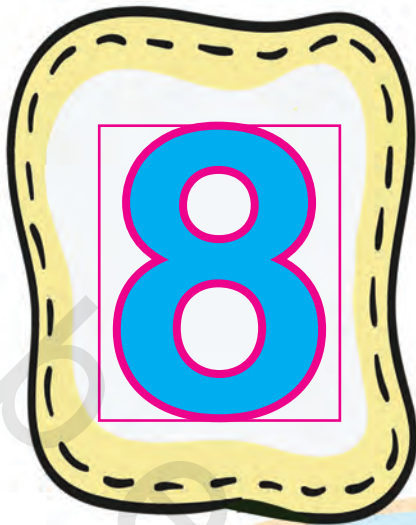
0	3
4	1
3	4
1	0

Count then write the number :



Look and trace :





8

8

8

8

8

8

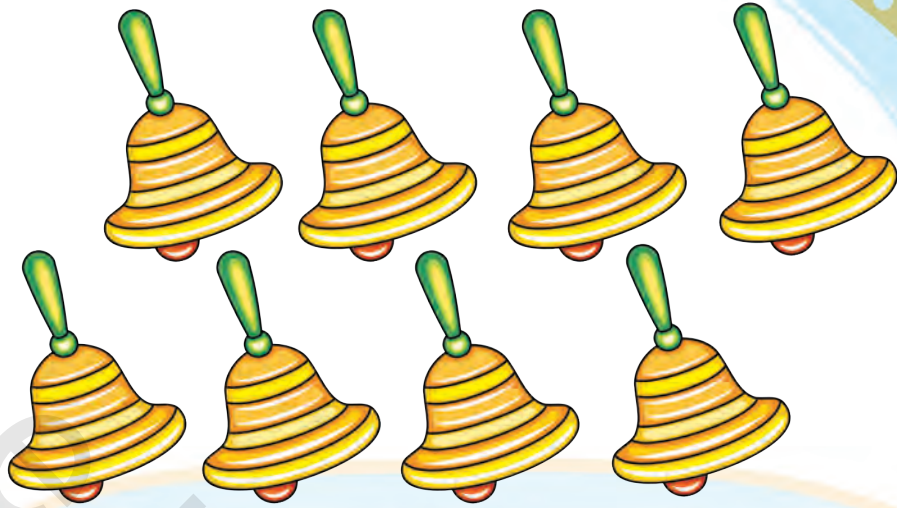
8

8

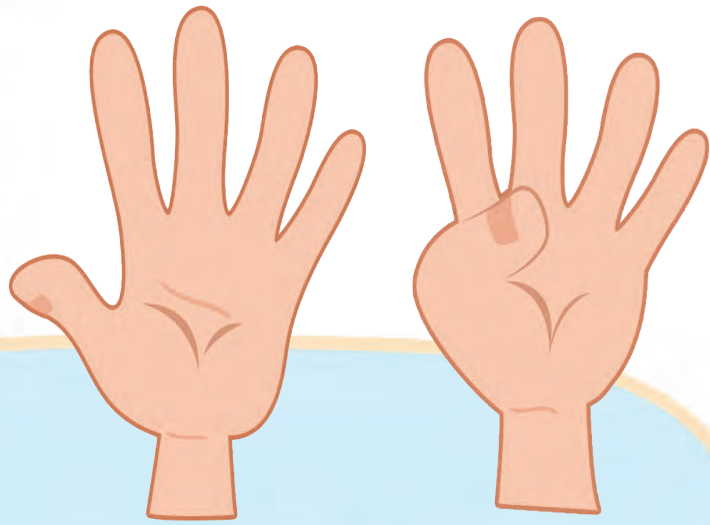


The teacher asks the children to count up to the digit, '8'. The teacher reads out the digit loudly and clearly and the children repeat.

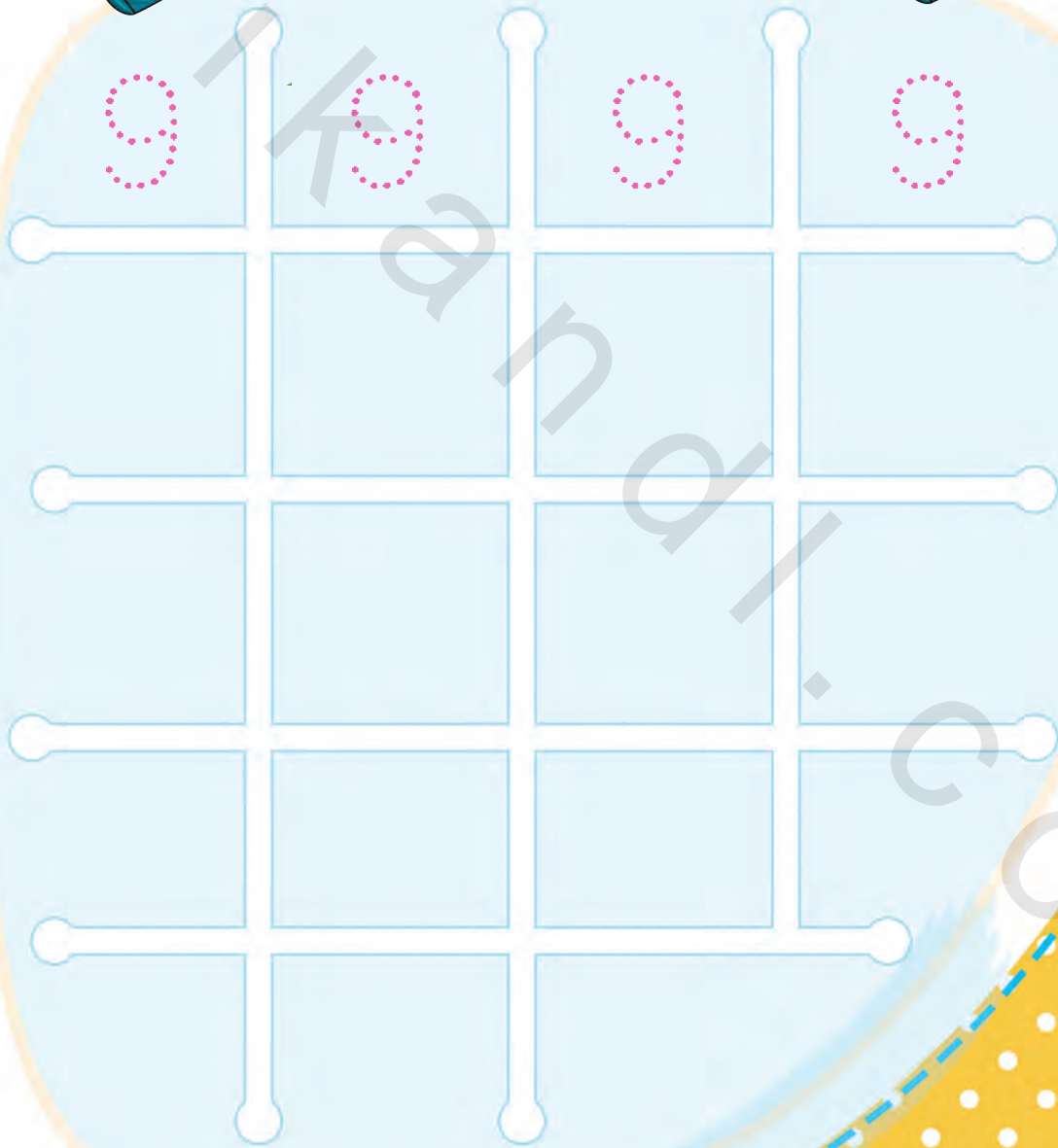
The teacher shows the children how to write the digit in a simple way.



8	8	8	8

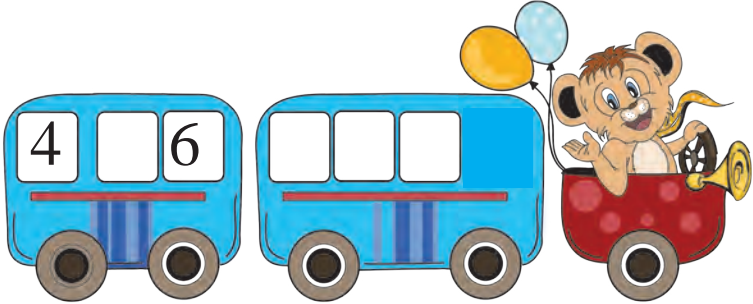


The teacher shows the children how to write the digit, '9' in a simple way. The teacher trains the children on showing the digit, '9' on their fingers.

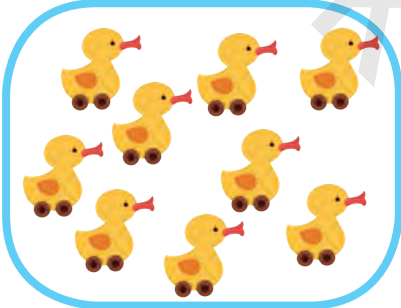


Exercises

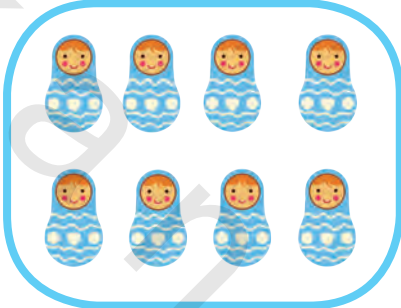
Complete :



Choose the digit that represents the number of items :



(5-7-3)

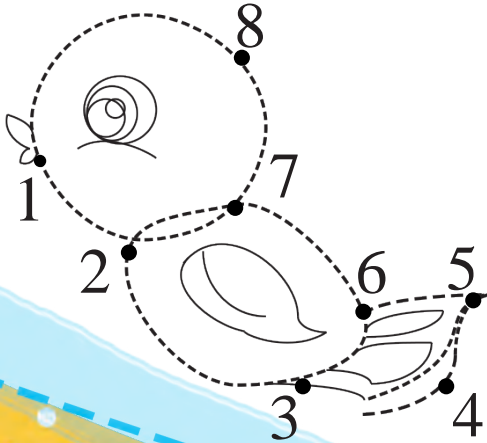


(8-9-7)



(5-7-3)

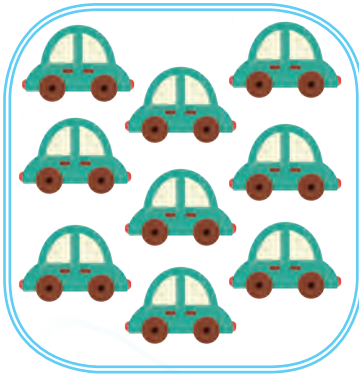
Trace then color :



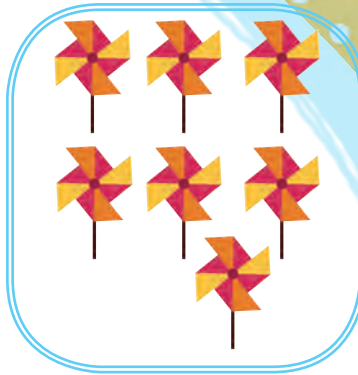
Count then write the number :



.....



.....

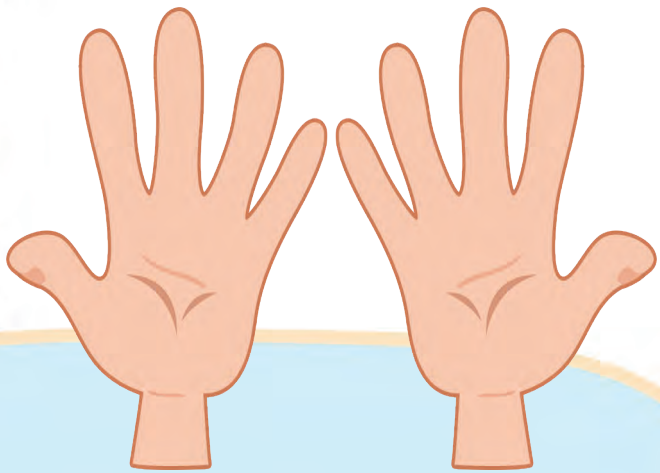
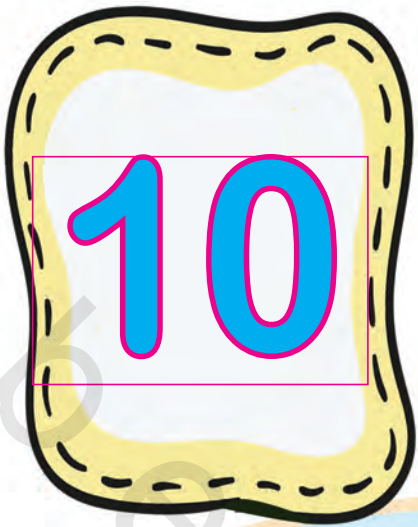


.....

Form a set of similar items :

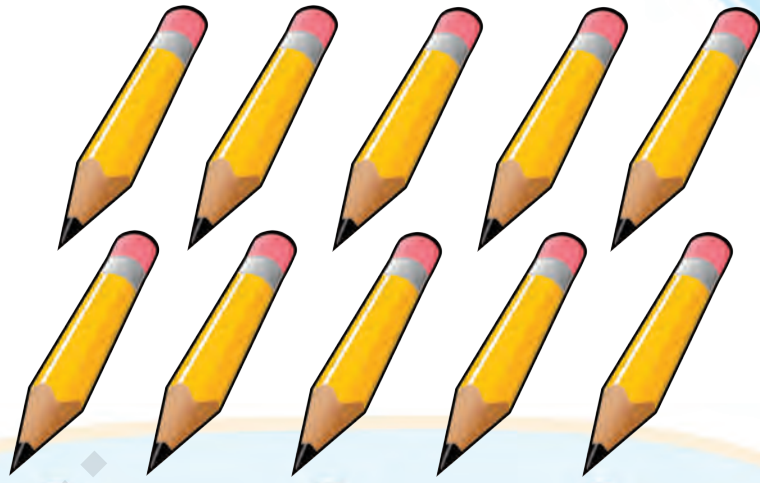


The number of sets is.....



10	10	10	10
10	10	10	10

The teacher reads all the numbers up to 10. The teacher repeats reading the number, 10 and trains the children on using both hands in showing the number 10.



10

10

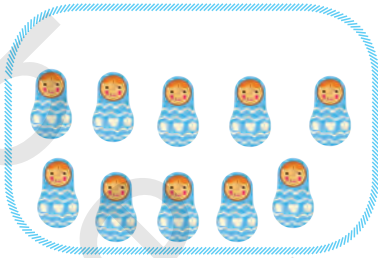
10

10

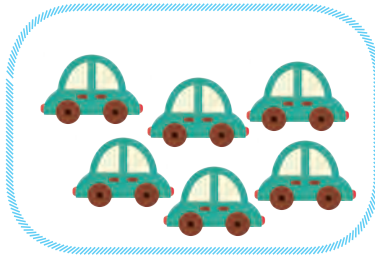
10	10	10	10

Exercises

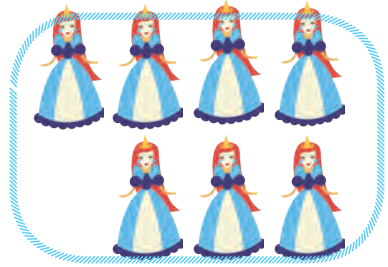
Count then write the number :



.....

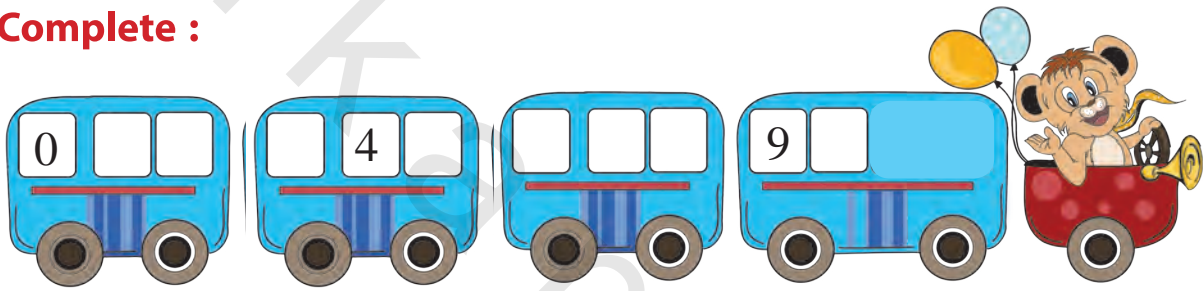


.....



.....

Complete :

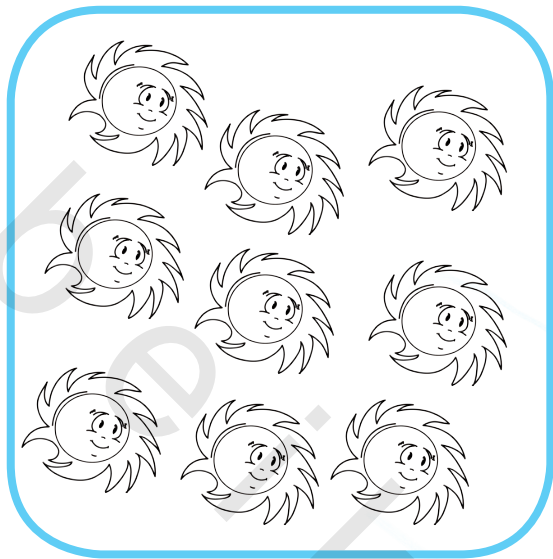


Form sets of similar items :

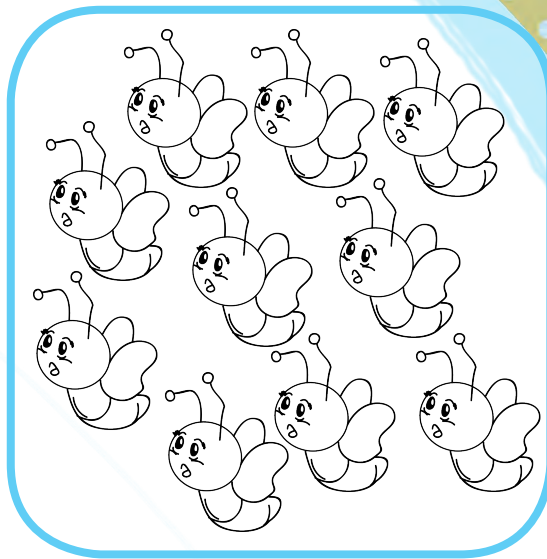


The number of sets is

Color according to the given number :

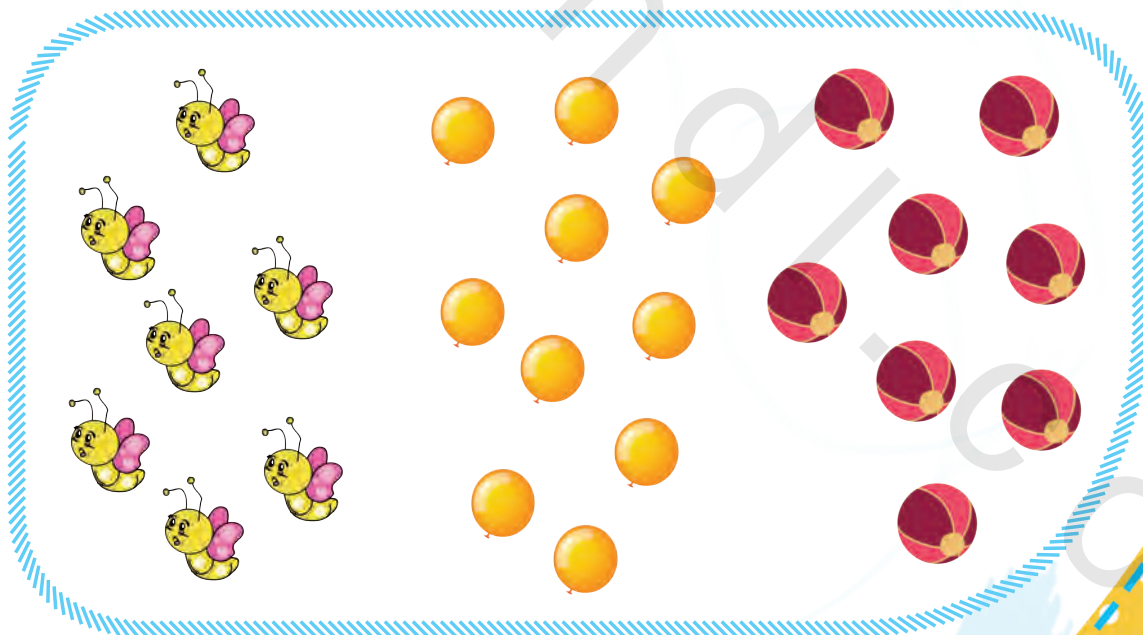


7



9

Count the items of each set then write the number :



The number of balls is =

The number of butterflies is =

The number of balloons is =

Write the following in Good handwriting :

1	2	3	4	5

6	7	8	9	10

Look at the picture then complete :



birds number =

boys number =

girls number =

butterflies number =

ballons number =

trees number =



11

11

11

11

11

11

11

11



Here, the children start a new stage. The teacher should draw the children's attention to the way by which the number is written and how it is read. The teacher, then, trains the children on counting the number correctly.

The children write the number inside the square in a good handwriting while reading it.



11 11 11 11



12

12

12

12

12

12

12

12

12



The teacher revises the previous numbers giving examples. The teacher reads out the number, '12' loudly and clearly and the children repeat after her.



12

12

12

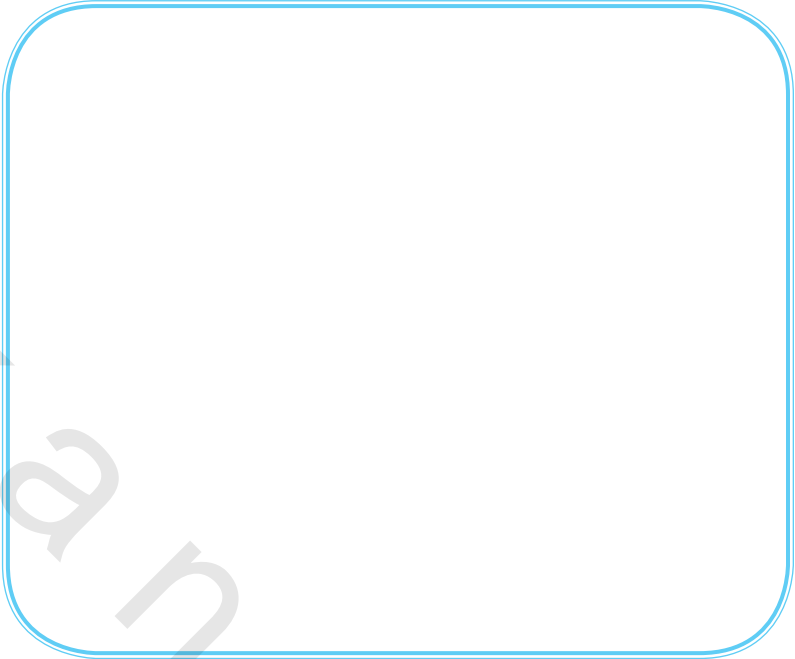
12

Exercises

Draw according to the number :



10

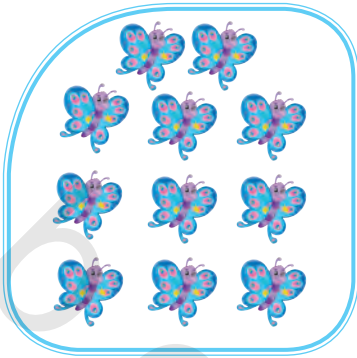


Join similar numbers :

4	12
1	7
7	9
12	1
9	4

11	3
5	10
3	5
8	11
10	8

Count then write the number :



.....

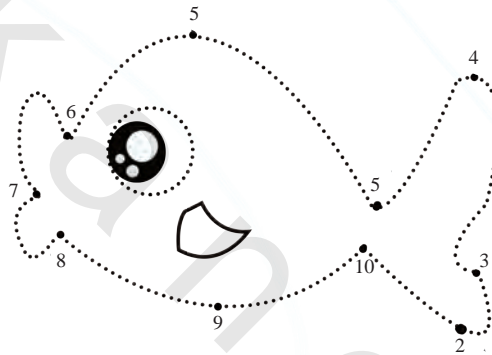


.....

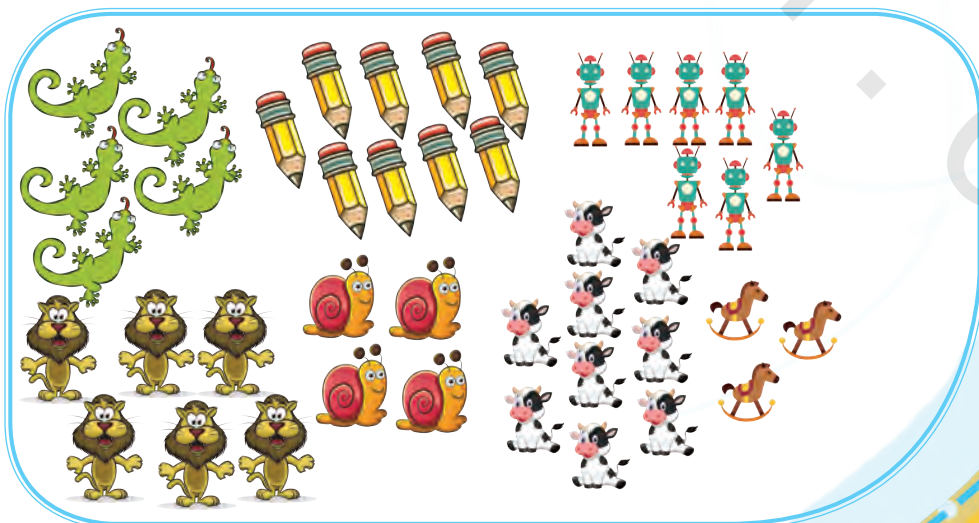


.....

Trace then color :



Form sets of similar items :



The number of sets is

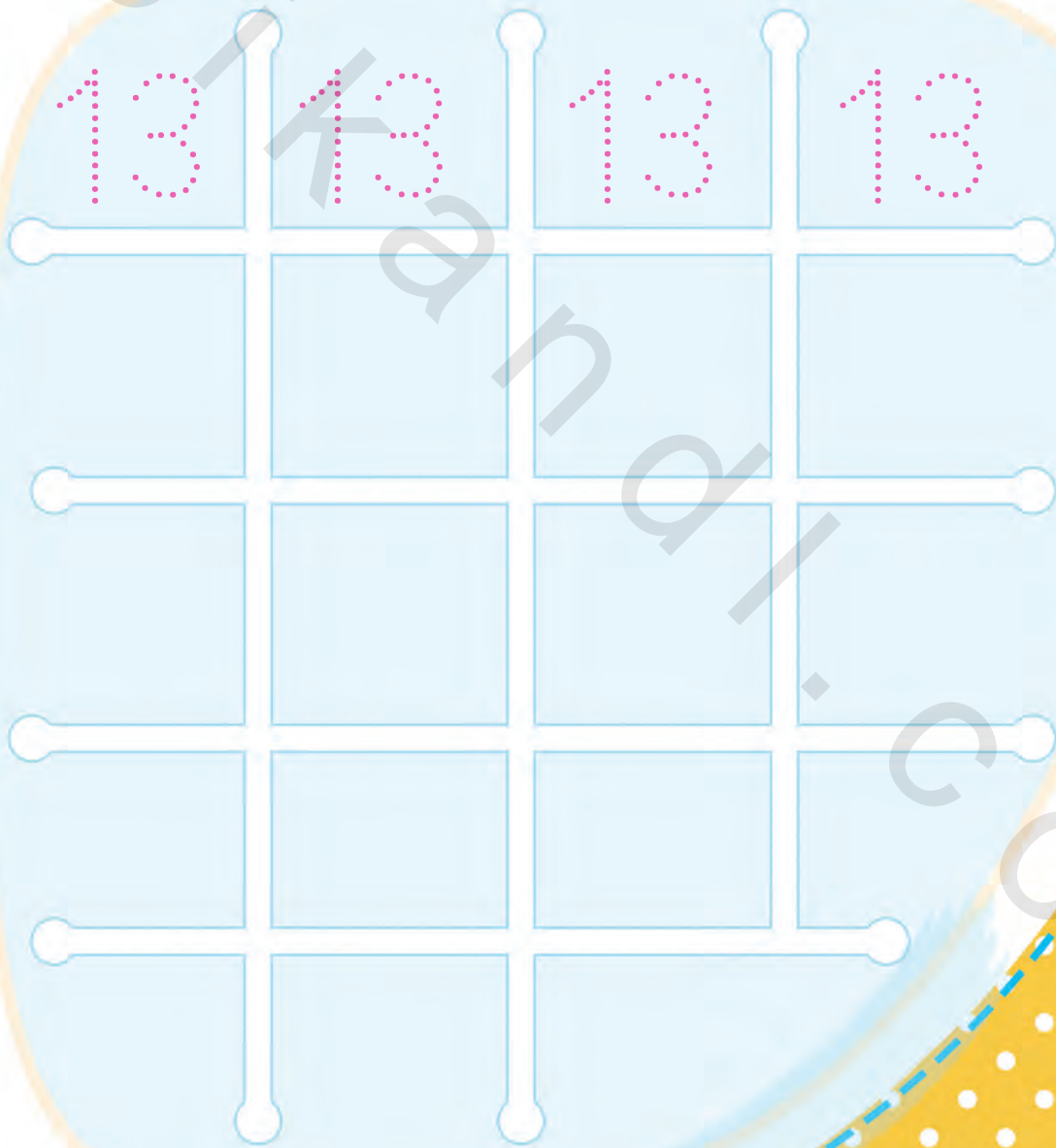


13 13 13 13

13 13 13 13

The teacher draws the children's attention that any number is greater than the one that precedes it and smaller than the one that follows it.

13 13 13 13



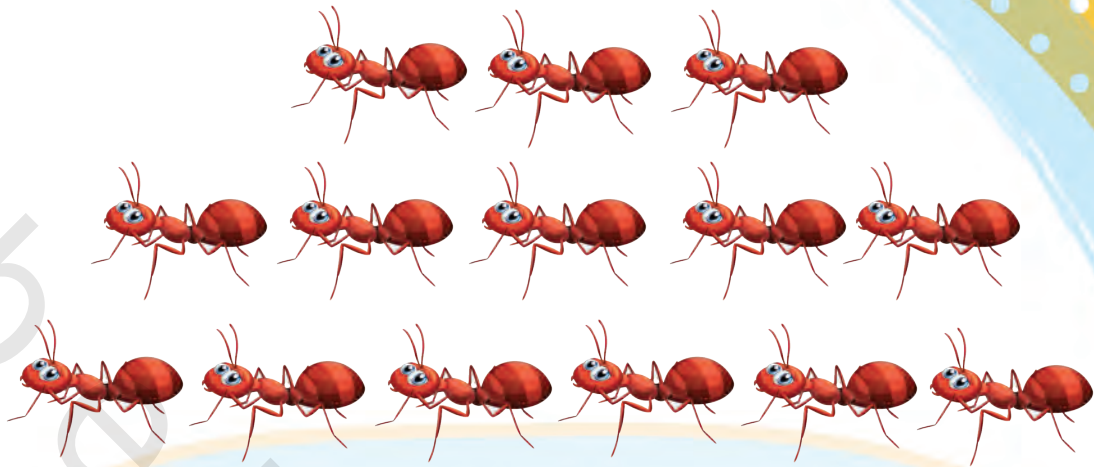


14 14 14 14

14 14 14 14



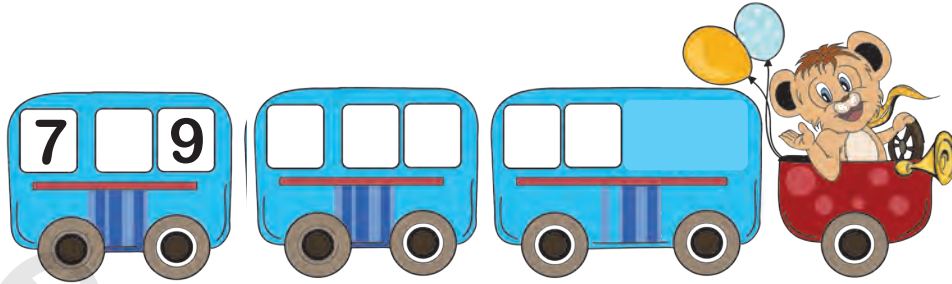
The teacher points to the number and reads it out loudly and clearly and the children repeat after her. The teacher draws the children's attention that number '14' follows (comes directly after) the number '13'.



14	14	14	14

Exercises

Write the number that follows :



8

9

3

10

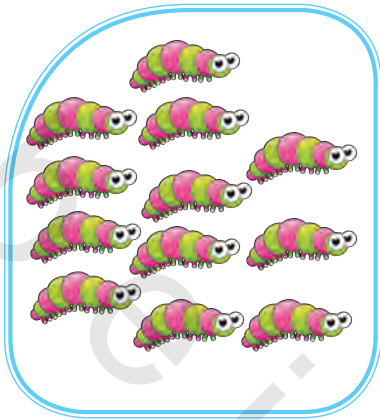
12

13

Write then read :

10	11	12	13	14

Count then choose the suitable number :



(4 - 9 - 12)



(5 - 13 - 10)



(14 - 8 - 2)

Circle the set with the fewest items :



The number of items is =

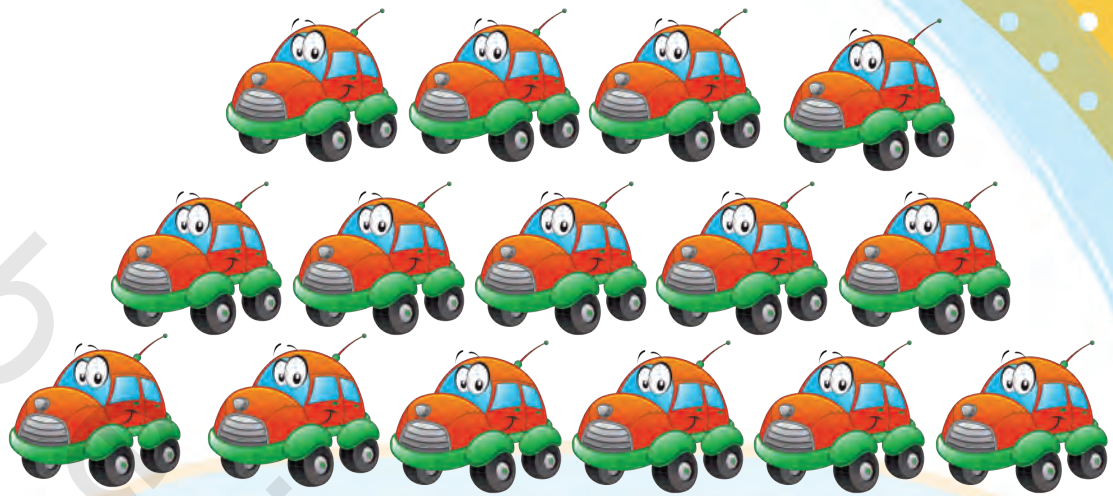


15 15 15 15

15 15 15 15



The teacher reads the number loudly and clearly and the children repeat after her. The teacher, then, trains the children on counting up to the number, '15'.



15

15

15

15

15	15	15	15



16

16

16

16

16

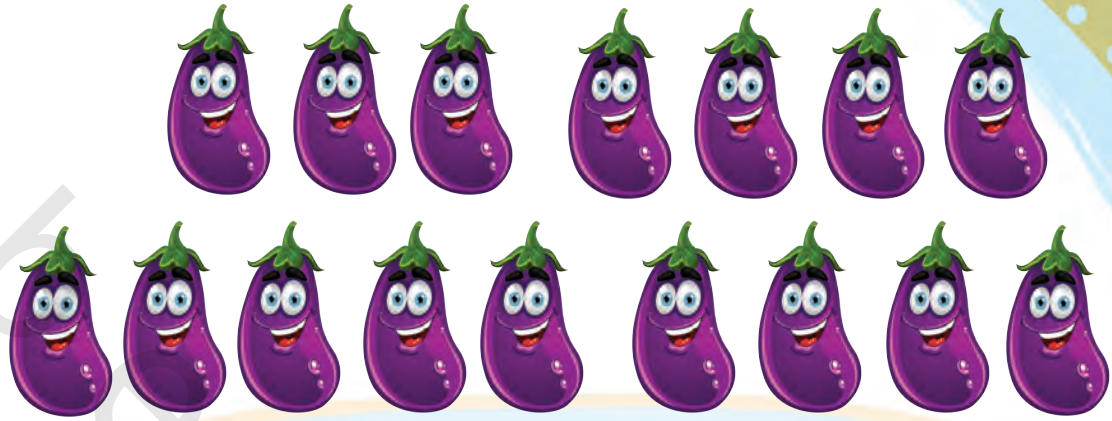
16

16

16



The teacher points to the number and reads it out loudly and clearly and the children repeat after her.
The teacher draws the children's Attention to the sequence of numbers.



16

16

16

16

16	16	16	16

Exercises

Write the number that follows :

8

4

10

12

14

15

Circle the smaller number :

(4 - 1)

(3 - 10)

(2 - 8)

(9 - 0)

Complete :

10

Look at the following picture then answer :



The number of trees is

The number of flowers is

The number of birds is

The number of those playing football is

The number of those jumping ropes is

The number of those riding bikes is

The fewest items in the picture are



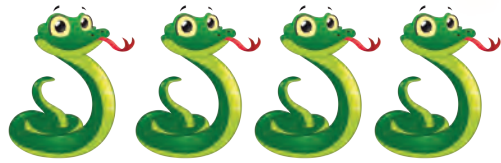
The teacher reads out the number loudly and clearly and the children repeat.



17	17	17	17



The teacher starts by testing the children's ability to count up to the number, '18'. The teacher, then, introduces the number, '18'.



18

18

18

18

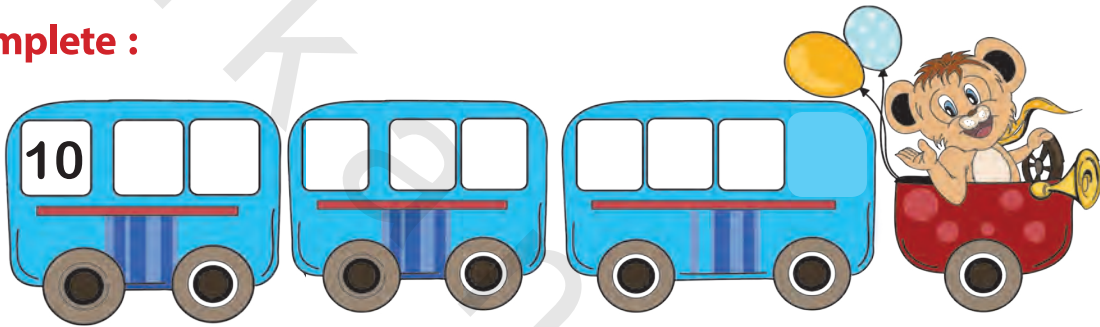
Exercises

Choose the greater number :

$(9 - 2)$ $(6 - 9)$ $(10 - 4)$

$(0 - 3)$ $(9 - 3)$ $(3 - 8)$

Complete :



Write the number that follows :

12

13

15

10

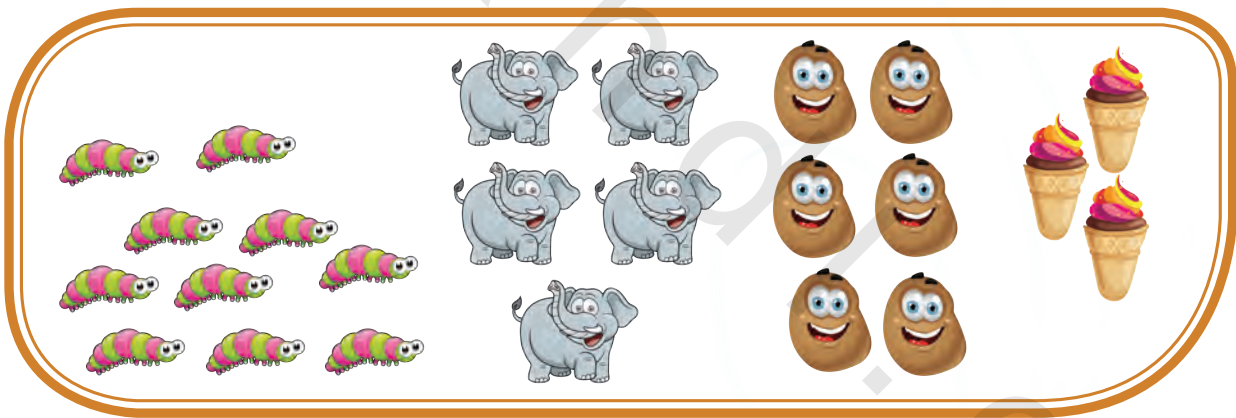
17

16

Write then read :

18	17	16	15	14	13

Circle the set with the greatest items :



Draw to complete the number :



11



19

19

19

19

19

19

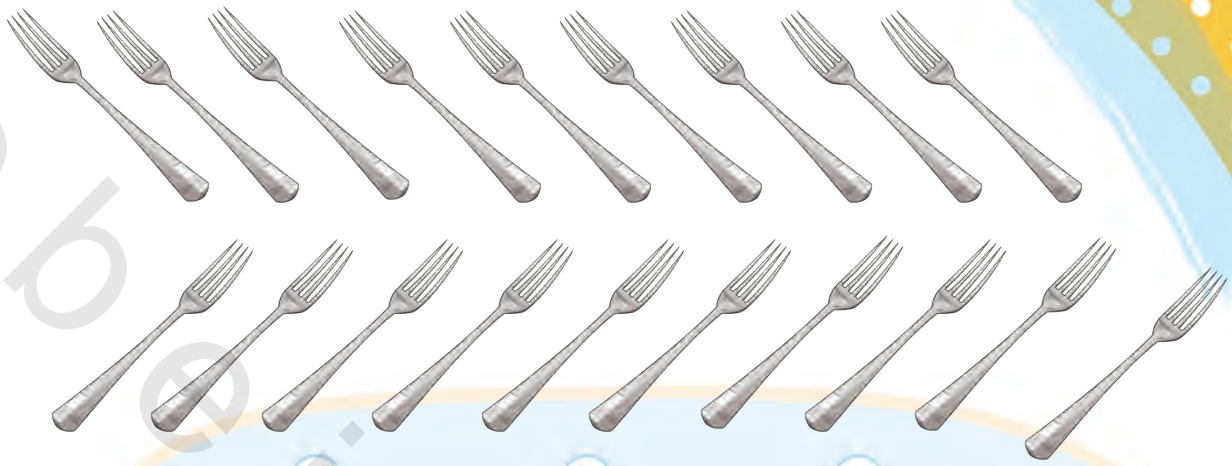
19

19



The teacher asks the children about the number that follows some of the previously given numbers as a revision before introducing the number, '19'.

The teacher reads out the number, '19' loudly and clearly and the children repeat.



19

19

19

19

19	19	19	19



20 20 20 20

20 20 20 20



The teacher asks the children to count some given items. The teacher, then, reads out the number, '20' and the children repeat. The children, then, count up to twenty.



20

20

20

20

Exercises

 =
 =
 =
 =
 =
 =
 =

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20