

# 1-digit Number Recognition and Decomposition

## Number Books

- Standard:** Kindergarten Number Sense 1.2 Count, recognize, represent, name, and order a number of objects up to 30.
- Objective:** Students develop number sense through an exploration and recording of numbers.  
(Students may make a single book containing all the numbers they are studying, i.e., 1-10, or a book for each number they are studying, i.e., my book of 7.
- Materials:** Paper (or number book template)  
Glue  
Markers (or crayons)  
Counting materials (e.g., stickers, macaroni, beans)
- Introduction:** Today we are going to begin making number books to record our understanding of numbers.

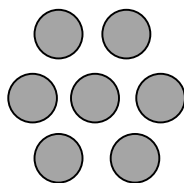
We have built numbers using linking cubes, teddy bear counters, and other materials. We have drawn picture recording those same numbers. Today we are going to begin recording all the numbers we know in a book.

We are going to make our book of 7. (You should begin with the book of 1 first).

On the cover of the book we are going to write "My Book of 7".

Create a model book(s) to show your students the possibilities for the cover of the sevens book.

On the first page inside the book I want you to make arrange 7 stickers in a way that makes it easy for you to count them. This is how I did it.



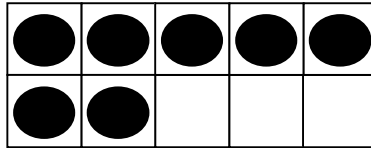
On the second page I want you to draw linking cubes that represent 7. You can draw any color linking cubes. You can use more than one color.



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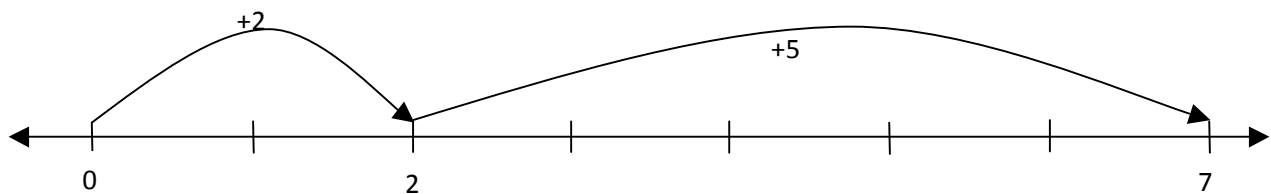
On the third page I want you to draw a ten frame and color in 7 dots.



On the fourth page I want you to draw a bar model showing 7.



On the fifth page I want you to draw an open number line showing 7.



Now you will do this activity on your own. On the other pages you will make 7 in a new way. You can glue 7 beans to the page to make seven. You can put 7 stickers on the page to make seven. You can make 7 in many different ways.

Formative Assessment – As you walk the room note students who are successful and those who are struggling. Make note of which number representations are easiest for students and those that are more difficult. Make note of which materials are easier for students to manipulate. Ask thinking questions like, “You made 7 with seven red stickers, what’s another way you can make 7 with two different colored dot stickers?” “When you used a number line to represent 7 you made seven jumps of 1, what if you started with a jump of 4, how would you get to 7?”

Closing:

What did you notice when you were doing this activity?

Who would like to share out and explain some of the numbers they represented in their book?

Students can make number books of all the numbers you are studying.