Syl-la-dot
Math Program

K 1 2 3 4 5

FREE | Instruction Manual

Carla Cox

Author
M.A. Reading
M.A. Special Education / Learning Disabilities
Reading Specialist
Teacher (35 years)
Owner of LTR Reading Clinic (42 years)

☀ Day | 〰 Instructions | 🔑 Answers

Number Introduction

1. Today, we are going to begin with the number __ . [0]

2. Do you see the number chart at the top of the page? Point to the number in the blue box __ . [0]

3. Now, hold up both of your hands and count from 0 – 12 using your fingers. Since you only have 10, we will add some of my fingers for the last numbers.

4. There is a special saying that will help you remember how to form this number. [C the 0]

5. Next, trace the large number __ with your index finger, while repeating its special saying. [0] Be sure to begin at the starting dot.

6. Finally, you will use a pencil to trace the next 2 rows of __ . [0]

7. Be sure to repeat the special saying for each letter as you trace.

8. Always begin at the starting dot.

9. Are you ready?

Number Review

1. Before progressing to the next number, today's lesson begins with a review of the number that you learned in the last session. [0]

2. You will complete the first row by tracing each number while repeating the saying.

3. Next, we will move on to the second row.

4. This row doesn't have any tracing lines or starting dots.

5. You will need to include your own starting dot(s) for each box.

6. Using your starting dots, be sure to repeat the saying as you write each number.

Counting Numbers

1. Today, we are going to practice counting numbers ___ . [0-10]

2. This page will continue to expand as more numbers are added.

3. You will begin to notice distinct patterns.

4. The last number in each row ends in 0.

5. Numbers in each row are the same, except the first number keeps getting higher.

6. We will begin this activity by pointing and saying each number presented.

7. If there are 3 or more rows of numbers on this page, we will also practice counting by 10's. Simply point and say the names of all numbers ending in 0.

   10: ten   60: sixty
   20: twenty (two + enty)   70: seventy
   30: thirty (three + ty)   80: eighty
   40: forty   90: ninety
   50: fifty (five + ty)   100: one hundred

   Note: Early Counting Numbers pages will not include all 10 numbers listed above.

Teaching Tips

1. Learning to recognize numbers 13-20 can be tricky. As students continue to practice and expand their level of counting, these numbers will seem easy. The following chart may be helpful in teaching this concept:

   13: thirteen (three + teen)   17: seventeen
   14: fourteen   18: eighteen
   15: fifteen (five + teen)   19: nineteen
   16: sixteen   20: twenty (two + enty)

Tracing & Writing Numbers

1. We are going to continue focusing on numbers ___ . [0-10]

2. Numbers that we are currently learning are dotted.

3. If a number is dotted, you will simply trace it beginning at the starting dot.

4. Numbers that we learned earlier will be written normally.

5. Some of these earlier numbers will be missing and need to be completed.

6. Don't forget to begin at the starting dots when writing these numbers.

7. Let's start.

Missing Numbers

1. This activity will help you learn the correct sequence or order of numbers.

2. Let's begin with #1.

3. Do you see two numbers and an empty box? [6   7   □]

4. We are looking for a number to write inside the empty box.

5. Let's say the numbers together; use the word **blank** for the missing number.

6. Can you figure out the missing number that would complete this number sequence and write it inside the box? [8]

7. You will need to complete the remaining number sequences.

8. Every number should begin at the starting dot.

9. Once you have finished this activity, please review all number sequences found on this page out loud. Be sure to point to each number as you say it.

Teaching Tips

1. This sequencing page will appear differently once your child progresses beyond number 10.

Number Cards

<div style="border:1px solid black; padding:10px;">
Cut out all number cards for this lesson. Then add
these cards to previous cards already collected.
</div>

1. Today, we will be arranging number squares on the floor from ___ . [1-10]

2. The first row will have 10 numbers going across the floor; additional rows should line up directly underneath the first row. These numbers should be arranged similar to the **Counting Numbers** page.

3. It is important to leave enough space between number cards, as well as between rows.

4. You should say each number as you place it on a table or floor.

5. Once all the cards are placed, I will select at least 1 row of numbers for you to say out loud.

Teaching Tips

1. The arrangement of numbers should be neat and consistent. This will help students see patterns.

2. Once the number cards are picked up off the floor, make sure to mix them up before using them again.

3. You may ask students to say more than one row of numbers, depending upon the length of the activity.

Clock Face Introduction

1. Do you have a clock at home?

2. All clocks are based on the numbers 1 – 12.

3. We can begin by saying and tracing these same numbers at the top of the page.

4. Now, let's focus on the face (or picture) of the clock.

5. Beginning with the number 1, you should be able to move around clockwise (right) and locate all 12 numbers.

6. However, this clock is incomplete.

7. If you should come upon an empty box or an incomplete number, simply fill it in with the missing number and continue until all 12 numbers are included.

8. Be sure to begin at the starting dot(s) when tracing or writing each number.

Counting & Coloring

1. Do you see the 3 numbers on the left side of the page? Today, we are going to be counting and filling in circles to represent those numbers.

2. Let's begin by saying the name of the first number located at the top of the page. [13]

3. Next, you will need to point and count out loud the same number of circles found next to it. Always go from left to right when counting your circles.

4. Using a colored pencil, color in the __ circles that you just finished counting. [13]

5. Now, we will continue to complete this page together.

Teaching Tips

1. It is important to carefully monitor students as they are pointing and counting circles.

Matching Numbers to Dots

1. On this page, you will find 6 different numbers.

2. Each number represents a certain quantity or amount. For example, hold up both hands and count your fingers and thumbs. How many did you count in all? Yes, the number 10 represents the total number of fingers and thumbs found on both hands.

3. Now, what is the name of the first number shown on this page? [20]

4. Say the name of the number while tracing it.

5. Next, try to match this number with a group of circles of the same quantity. Let's count them together.

6. Once you have found a match, you will need to draw a line from the number to the correct group of blue circles.

7. We will complete this process for the rest of the numbers.

Pennies for Nickels

1. This activity involves trading pennies for nickels.

2. First, you will need to grab a large handful of pennies and place them within the top section labeled: **Handful of Pennies**.

3. Next, you will need to separate 5 pennies away from the top pile and slide them down to the middle section labeled: **5 Pennies**.

4. Next, remove these 5 pennies off the page and replace them with a nickel, since 1 nickel is worth 5 pennies. (The pennies should be placed back into their container for later use.)

5. This nickel should then be placed within the bottom section of the page labeled: **1 Nickel**.

6. Let's continue trading until we have exhausted our supply of pennies / nickels.

7. Knowing that each nickel is worth 5 pennies, we can practice counting by 5's, using the nickels at the bottom of the page.

Teaching Tips

1. For lessons involving basic money concepts, you will need to provide 3 containers filled with an ample supply of pennies, nickels, and dimes.

2. Since students will be asked to grab a handful of coins, wide containers would probably work best.

3. Today's activity will require at least 100 pennies and 20 nickels.

4. This lesson can be repeated for additional practice.

Vertical Addition

1. This activity will review the process of simple addition.

2. Let's look at the first problem on the page.

$$\begin{array}{r} 3 \\ + 2 \quad \cdot\cdot \\ \hline \end{array}$$

3. When we see this math problem, we say ___ . [3 plus 2]

4. Do you see the small (+) sign next to the number ___ [2]? In math, we call this the plus sign. It tells us that we are going to be adding or combining these numbers together.

5. Now, let's try to solve this problem.

6. Place the tip of your pencil on the top number and say ___ . [3]

7. Using the pencil tip, touch the ___ [2] dots and count upward ___ [4, 5].

8. You started with ___ [3] and then you added ___ [2] dots.

9. The sum or answer for this addition problem is ___ . [5]

10. Now, let's say and touch the top number; then add the dots as we review the first problem together. Remember to count upward as you touch each dot. [4 and 5]

11. Using this same technique, we will complete the remaining problems together.

12. Ready to check your work? We can use the numbers on the side of the page to help us.

13. With your non-writing hand, place your pointer finger on the number ___ . [3]

14. Next, use your pencil tip to move up ___ numbers above your pointer finger. [2]

15. This should take you to number ___ . [5]

16. Using this same method, be sure to check the other addition problems on this page.

Pennies for Dimes

1. This activity involves trading pennies for dimes.

2. First, you will need to grab a large handful of pennies and place them within the top section labeled: **Handful of Pennies.**

3. Next, you will need to separate 10 pennies away from the top pile and slide them down to the middle section labeled: **10 Pennies.**

4. Next, remove these 10 pennies off the page and replace them with a dime, since 1 dime is worth 10 pennies. (The pennies should be placed back into their container for later use.)

5. This dime should then be placed within the bottom section of the page labeled: **1 Dime.**

6. Let's continue trading until we have exhausted our supply of pennies / dimes.

7. Knowing that each dime is worth 10 pennies, we can practice counting by 10's, using the dimes at the bottom of the page.

Teaching Tips

1. For lessons involving basic money concepts, you will need to provide 3 containers filled with an ample supply of pennies, nickels, and dimes.

2. Since students will be asked to grab a handful of coins, wide containers would probably work best.

3. Today's activity will require at least 100 pennies and 10 dimes.

4. This lesson can be repeated for additional practice.

Place Values Using Money: Ones & Tens

1. Today, we are going to learn about place values using money.

2. Do you see the 2 columns labeled pennies and dimes on your page?

3. These 2 columns also represent the place values for ones and tens.

4. Let's start by saying the first number out loud. [23]

5. Next, we will separate this number into 2 columns.

6. Say the money values: ___ [23] is equal to ___ [2] dimes and ___ [3] pennies.

7. Say the place values: ___ [23] is equal to ___ [2] tens and ___ [3] ones.

8. Now, let's complete this activity together by writing in the missing numbers.

9. Once we have finished, I would like you to review the entire page out loud, for both money and place values.

Larger & Smaller Numbers

1. On the top half of this page, we are going to compare numbers and decide which is larger.

2. Let's look at the first set of numbers. [11, 7]

3. Ask yourself this question: Who is older, a person that is 11 years old or a person that is 7 years old?

4. Using a light colored pencil, color in the green circle that has the larger (older) number.

5. We will complete the top half of this page together.

6. On the bottom half of this page, we are going to compare numbers and decide which is smaller.

7. Let's look at the first set of numbers. [34, 15]

8. Ask yourself this question: Who is younger, a person that is 34 years old or a person that is 15 years old?

9. Using a light colored pencil, color in the red circle that has the smaller (younger) number.

10. We will complete the bottom half of this page together.

Finding Numbers

1. We will end today's math session with a fun activity.

2. First, you will point and say each of the 10 numbers found in the blue boxes.

3. Next, I am going to select 10 different numbers for you to find. As I say each number out loud, please point to it on the number chart and color in the box containing that number.

4. Be sure to use a colored pencil to complete this task. Color it in lightly, so that the number can still be seen.

5. Now, it's your turn to be the teacher. Tell me 10 different numbers to find on the chart, and I will color them in.

Teaching Tips

1. Make sure students locate the correct boxes before coloring them in.

2. At the conclusion of this activity, students will have reviewed 30 different numbers.

Number Sequencing

1. Do you see 4 rows of numbers? We will be examining each row and try to get the numbers in the correct sequence, from smallest to largest.

2. We will begin by looking at the numbers presented in #1.
   [40, 37, 41, 39, 38]

3. Which number is the smallest? [37]

4. Which number is the largest? [41]

5. Now, say and write the numbers in the correct sequence, from smallest to largest. Be sure to place them in the boxes provided. [37, 38, 39, 40, 41]

6. Each number has a small box located in the corner. Be sure to fill it in once you have selected that number.

7. The remaining rows of numbers should be completed using the same process.

Teaching Tips

1. Each row should be treated as a separate entity.

Vertical Subtraction

1. This activity will review the process of simple subtraction.

2. In subtraction, you must find the difference between 2 numbers. Since the difference between the 2 numbers is usually smaller, you will need to learn how to count down from the larger number to the smaller number.

3. Do you see the numbers on the side of the page? Take your pencil and point to each number as we say them together. We will begin with 18 at the top and work our way down to 0.

4. Now, let's look at the first problem on the page.
$$\begin{array}{r} 4 \\ -\ 1 \cdot \\ \hline \end{array}$$

5. When we see this math problem, we say ___. [4 minus 1]

6. Do you see the small (-) sign next to the ___ [1]? In math, we call this the minus sign. It tells us that we need to find the difference between the 2 numbers. We need to know how much larger the top number is than the smaller number.

7. Place the tip of your pencil on the top number and say ___. [4]

8. Using your pencil, count downward ___ [1] number(s) as you touch each dot. [3]

9. The difference or answer for this subtraction problem is ___. [3]

10. Using the same technique, we will complete the remaining problems together.

11. Finally, we are going to check your work using the numbers on the side.
   - With your non-writing hand, place your pointer finger on the number ___. [4]
   - Using the tip of your pencil, move ___ [1] number(s) below your pointer
   - finger.
   - You should have landed on ___. [3]

12. Complete checking the other subtraction problems on this page.

Shapes

1. Today, we will be focusing on 6 basic shapes: squares, triangles, circles, rectangles, hearts, and stars.

2. Do you know what the first shape is? **[square]**

3. Using your pencil, carefully trace the square along the dotted lines provided.

4. Be sure to begin at the starting dot.

5. Now, let's see if you can make your own __ on the right side. **[square]**

6. We will use this same process to complete the other shapes.

Patterns

1. This page contains 4 rows of unique patterns. The challenge is to determine the pattern of shapes presented in each row and fill in the missing shape(s).

2. Let's begin with the first row and see if we can figure out the pattern.

3. What shape do you think is missing?

4. Once you figure it out, simply draw in the missing shape.

5. Using this same method, you will need to complete the remaining 3 rows of patterns.