The Numbers 0–10

1. Tracing
2. Listen and Repeat
3. Read and Write
4. Counting
5. Number Cards Game

Learner Reflection

Reading/Writing Assessment

Speaking Assessment

Teachers’ Notes
1 Tracing

Trace the numbers.
### Listen and Repeat

Listen to the number. Then say the number.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>zero</td>
<td>one</td>
<td>two</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>three</td>
<td>four</td>
<td>five</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>six</td>
<td>seven</td>
<td>eight</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>nine</td>
<td>ten</td>
<td></td>
</tr>
</tbody>
</table>
3 Read and Write

Read the word. Then write the number.

zero  one  two
0       

three  four  five

six    seven  eight

nine   ten
4 Counting

How many?

Count the items out loud. Write the number under the picture.

Sample

__  __  __

Sample

__  __  __

Sample
5 Number Cards Game

I have the number ______.
Who has the number ______?

Example:

I have the number 0.
Who has the number 1?

I have the number 1.
Who has the number 2?

I have the number 2.
Who has the number 3?
# Learner Reflection

<table>
<thead>
<tr>
<th>Topic</th>
<th>The Numbers 0–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
</tr>
</tbody>
</table>

**I can...**

<table>
<thead>
<tr>
<th></th>
<th>Yes (very well)</th>
<th>Yes (with help)</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>write the numbers 0–10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>say the numbers 0–10 in order</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read the numbers zero–ten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>say the numbers 0–10 out of order (count items)</td>
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<td></td>
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</tbody>
</table>
## Task

**Recognizing Numbers**

<table>
<thead>
<tr>
<th>The student can...</th>
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<th>Yes (with help)</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>write the numbers 0–10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read the numbers zero–ten</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Next Steps

### Score
# Speaking Assessment

**Task**

Saying the Numbers 0–10

<table>
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<th>Not Yet</th>
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<tbody>
<tr>
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<td></td>
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<td></td>
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</tbody>
</table>

**Next Steps**

**Score**

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**Teachers’ Notes**

Note:

We recommend printing out large-sized Numbers flashcards (0–10) from the Flashcard library. Choose the size you want for the Number Cards Game and any assessments you choose to do. Depending on the size of your class, you may want multiples of each number.

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1. **Tracing**

Introduce or review the numerical forms 0–10 and have students trace the numerals.

2. **Listen and Repeat**

Play the recording or read the numbers out loud. Have students listen and repeat the numbers. After doing this activity in numerical order, you can practice in random order.

3. **Read and Write**

Introduce or review the written forms zero–ten and have students write the corresponding numerical forms. (Skip this task if your students aren’t ready.)

4. **Counting**

Have students write the number that corresponds with each image. You can choose to have them write the numerical form, the written form, or both. (Answers from left to right in numerical form: 1, 2, 4, 5, 7, 10)

5. **Number Cards Game**

Print out Numbers cards from the Flashcards section and hand them out randomly. For smaller classes, you may need to give students more than one card, or you may need to divide students into groups of 11 for larger classes (or 10 if you’re modeling the number 0). You can model the game by holding up a card and saying, “I have the number 0. Who has the number 1?” The student with the number 1 should say, “I have the number 1. Who has the number 2?” You can play the game in numerical order or in random order (to ensure number recognition). To make the game last longer, have students switch cards after they get a chance to speak. Later you can add higher numbers.

(continued on the next page...)

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Note:

- Numbers: https://esllibrary.com/flashcard_genres/23/flashcard_categories/125
**Teachers’ Notes cont.**

### Learner Reflection

Have students fill out the self-assessment form on page 7.

### Speaking Assessment

Here are a few ideas for speaking assessments you could do with the number charts and flashcards:

**Say the Numbers**

Hold up flashcards or point to numbers on the chart. Can they say them using the correct pronunciation?

**Number Cards Game**

Play *I have the number... Who has the number...?* (from page 6) with a small group of students. Can they recognize their own numbers? Do they know the correct order of the numbers 0–10? Can they ask a simple question?

### Assessment Tools

The assessment criteria relate to this lesson as a whole. You can choose how to assess your students. Use any of the following suggestions or come up with your own ideas.

### Reading/Writing Assessment

Here are a few ideas for reading/writing assessments you could do with the number charts and flashcards:

**Point to the Number**

Say a number and have students point to it on the number chart. Test their ability to identify written and numerical numbers.

**Put the Numbers in Numerical Order**

Give your students a set of mixed-up flashcards and have them put the numbers in the correct order (0–10). This could be an individual or group assessment.

**Label the Flashcards**

Print word versions of the Numbers flashcards and have your students write the numerals on the backs.