



P352X K-2 AA

Attainment Math: Early Numeracy

2025-26

Marking Period 3: January 12 - March 6 (7 weeks)

The **Early Numeracy** curriculum is designed to build number sense in elementary-aged students with disabilities, which includes students with moderate-to-severe intellectual disabilities and/or autism. The curriculum was designed for students who lack a solid foundation, or need additional practice to build fluency with their early numeracy skills.

Marking Period 3 will cover Unit Three and address the following domains: Counting, Sets, Symbol Use, Patterns, Measurement, Calendar, Numeral Identification. The theme of Unit Three is ***Math in Nature***.

Six theme-based lessons per unit provide strategies to improve twelve early numeracy skills; and these skills build in difficulty across each unit. Lessons are repeated to allow students to build fluency. Lessons should be taught at a brisk pace with rapid opportunities for student responses. While the **Early Numeracy** curriculum is designed to be used in small groups, some students may require additional practice and/or 1:1 instruction to master the content.

The overarching goal of the Early Numeracy curriculum is to better prepare students to participate in general curriculum math lessons, or lessons aligned to grade-level mathematics content that require students to have mastery of basic numeracy skills.


Students' progress should be recorded three times during Marking Period 3, using the Early Numeracy Progress Monitoring Form for Unit Three, as outlined in the Pacing Calendar. (January 20, February 5, and March 2)


At the end of Marking Period 3, (by March 6, 2026), you will submit an **Early Numeracy Progress Monitoring Form** (online - Google Forms) for each student. **Use the link on the P352X coaching website.**





Attainment Math: Early Numeracy Pacing Calendar 2025-26


Marking Period 3: January 12 - March 6 (7 weeks)


UNIT THREE: Math in Nature	Pacing					Objectives
<p>The Early Numeracy curriculum is designed to be used in small groups. Lessons are repeated to allow students to build fluency. Lessons should be taught at a brisk pace with rapid opportunities for student responses.</p> <p>Some students may require additional practice (1:1 instruction) to master the content.</p> 	<p>JAN. 12</p> <p>Lesson 1 <i>Math in the Flower Garden</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 1-3</p>	<p>JAN. 13</p> <p>Lesson 1 <i>Math in the Flower Garden</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 4-5</p>	<p>JAN. 14</p> <p>Lesson 1 <i>Math in the Flower Garden</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 6-7</p>	<p>JAN. 15</p> <p>Lesson 1 <i>Math in the Flower Garden</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 8-9</p>	<p>JAN. 16</p> <p>Lesson 1 <i>Math in the Flower Garden</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 10-12</p>	<ol style="list-style-type: none"> 1. Count 1-10 moveable objects in a line. 2. Count 1-10, non-moveable objects in a line. 3. Rote count from 1-15. 4. Make sets of 1-9. 5. Add sets with sums to 10. 6. Compare sets for less than. 7. Identify the symbol for less than (<). 8. Create an ABAB pattern. 9. Use a standard unit of measurement to measure 1-10 inches. 10. Name dates from 1st to 5th on a calendar. 11. Identify 1-10 days later across 2 weeks using a calendar. 12. Name numerals 1-5.


UNIT THREE: Math in Nature	Pacing				Objectives	
		<p>JAN. 20</p> <p>Lesson 1 (Review Concepts) <i>Math in the Flower Garden-</i> MATH FUN: Math Activity Page</p> <p>Early Numeracy Progress Monitoring Form: Unit Three Complete for each student.</p>	<p>JAN. 21</p> <p>Lesson 2 <i>Backyard Buggy Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 1-3</p>	<p>JAN. 22</p> <p>Lesson 2 <i>Backyard Buggy Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 4-5</p>	<p>JAN. 23</p> <p>Lesson 2 <i>Backyard Buggy Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 6-7</p>	<ol style="list-style-type: none"> 1. Count 1-10 moveable objects in a line. 2. Count 1-10, non-moveable objects in a line. 3. Rote count from 1-15. 4. Make sets of 1-9. 5. Add sets with sums to 10. 6. Compare sets for less than. 7. Identify the symbol for less than (<). 8. Create an ABAB pattern. 9. Use a standard unit of measurement to measure 1-10 inches. 10. Name dates from 1st to 5th on a calendar. 11. Identify 1-10 days later across 2 weeks using a calendar. 12. Name numerals 1-5.

UNIT THREE: Math in Nature	Pacing					Objectives
	<p><u>JAN. 26</u></p> <p>Lesson 2 <i>Backyard Buggy Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 8-9</p>	<p><u>JAN. 27</u></p> <p>Lesson 2 <i>Backyard Buggy Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 10-12</p>	<p><u>JAN. 28</u></p> <p>Lesson 2 (Review Concepts) <i>Backyard Buggy Math-</i> MATH FUN: Math Activity Page</p>	<p><u>JAN. 29</u></p> <p>Lesson 3 <i>Fishing for Numbers</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 1-3</p>	<p><u>JAN. 30</u></p> <p>Lesson 3 <i>Fishing for Numbers</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 4-5</p>	<ol style="list-style-type: none"> 1. Count 1-10 moveable objects in a line. 2. Count 1-10, non-moveable objects in a line. 3. Rote count from 1-15. 4. Make sets of 1-9. 5. Add sets with sums to 10. 6. Compare sets for less than. 7. Identify the symbol for less than (<). 8. Create an ABAB pattern. 9. Use a standard unit of measurement to measure 1-10 inches. 10. Name dates from 1st to 5th on a calendar. 11. Identify 1-10 days later across 2 weeks using a calendar. 12. Name numerals 1-5.

UNIT THREE: Math in Nature	Pacing					Objectives
	<p>FEB. 2</p> <p>Lesson 3 <i>Fishing for Numbers</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 6-7</p>	<p>FEB. 3</p> <p>Lesson 3 <i>Fishing for Numbers</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 8-9</p>	<p>FEB. 4</p> <p>Lesson 3 <i>Fishing for Numbers</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 10-12</p>	<p>FEB. 5</p> <p>Lesson 3 (Review Concepts) <i>Fishing for Numbers-</i> MATH FUN: Math Activity Page</p> <p>Early Numeracy Progress Monitoring Form: Unit Three Complete for each student.</p>	<p>FEB. 6</p> <p>Lesson 4 <i>Math at the Aquarium</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 1-3</p>	<ol style="list-style-type: none"> 1. Count 1-10 moveable objects in a line. 2. Count 1-10, non-moveable objects in a line. 3. Rote count from 1-15. 4. Make sets of 1-9. 5. Add sets with sums to 10. 6. Compare sets for less than. 7. Identify the symbol for less than (<). 8. Create an ABAB pattern. 9. Use a standard unit of measurement to measure 1-10 inches. 10. Name dates from 1st to 5th on a calendar. 11. Identify 1-10 days later across 2 weeks using a calendar. 12. Name numerals 1-5.

UNIT THREE: Math in Nature	Pacing					Objectives
	<p><u>FEB. 9</u></p> <p>Lesson 4 <i>Math at the Aquarium</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 4-5</p>	<p><u>FEB. 10</u></p> <p>Lesson 4 <i>Math at the Aquarium</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 6-7</p>	<p><u>FEB. 11</u></p> <p>Lesson 4 <i>Math at the Aquarium</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 8-9</p>	<p><u>FEB. 12</u></p> <p>Lesson 4 <i>Math at the Aquarium</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 10-12</p>	<p><u>FEB. 13</u></p> <p>Lesson 4 (Review Concepts) <i>Math at the Aquarium-</i> MATH FUN: Math Activity Page</p>	<ol style="list-style-type: none"> 1. Count 1-10 moveable objects in a line. 2. Count 1-10, non-moveable objects in a line. 3. Rote count from 1-15. 4. Make sets of 1-9. 5. Add sets with sums to 10. 6. Compare sets for less than. 7. Identify the symbol for less than (<). 8. Create an ABAB pattern. 9. Use a standard unit of measurement to measure 1-10 inches. 10. Name dates from 1st to 5th on a calendar. 11. Identify 1-10 days later across 2 weeks using a calendar. 12. Name numerals 1-5.

UNIT THREE: Math in Nature	Pacing					Objectives
	<p><u>FEB. 23</u></p> <p>Lesson 5 <i>Froggy Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 1-3</p>	<p><u>FEB. 24</u></p> <p>Lesson 5 <i>Froggy Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 4-5</p>	<p><u>FEB. 25</u></p> <p>Lesson 5 <i>Froggy Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 6-7</p>	<p><u>FEB. 26</u></p> <p>Lesson 5 <i>Froggy Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 8-9</p>	<p><u>FEB. 27</u></p> <p>Lesson 5 <i>Froggy Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 10-12</p>	<ol style="list-style-type: none"> 1. Count 1-10 moveable objects in a line. 2. Count 1-10, non-moveable objects in a line. 3. Rote count from 1-15. 4. Make sets of 1-9. 5. Add sets with sums to 10. 6. Compare sets for less than. 7. Identify the symbol for less than (<). 8. Create an ABAB pattern. 9. Use a standard unit of measurement to measure 1-10 inches. 10. Name dates from 1st to 5th on a calendar. 11. Identify 1-10 days later across 2 weeks using a calendar. 12. Name numerals 1-5.

UNIT THREE: Math in Nature	Pacing					Objectives
	<p><u>MARCH 2</u></p> <p>Lesson 5 (Review Concepts) <i>Froggy Math-</i> MATH FUN: Math Activity Page</p> <p>Early Numeracy Progress Monitoring Form: Unit Three Complete for each student.</p>	<p><u>MARCH 3</u></p> <p>Lesson 6 <i>Football Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>MARCH 4</u></p> <p>Lesson 6 <i>Football Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>MARCH 5</u></p> <p>Lesson 6 <i>Football Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>MARCH 6</u></p> <p>Lesson 6 <i>Football Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. <p>Submit an Early Numeracy Progress Monitoring Form for each student (online)</p>	<ol style="list-style-type: none"> 1. Count 1-10 moveable objects in a line. 2. Count 1-10, non-moveable objects in a line. 3. Rote count from 1-15. 4. Make sets of 1-9. 5. Add sets with sums to 10. 6. Compare sets for less than. 7. Identify the symbol for less than (<). 8. Create an ABAB pattern. 9. Use a standard unit of measurement to measure 1-10 inches. 10. Name dates from 1st to 5th on a calendar. 11. Identify 1-10 days later across 2 weeks using a calendar. 12. Name numerals 1-5.

Early Numeracy Progress Monitoring Form: MP3

January 12, 2026 - March 6, 2026

Site: P352X@_____

Grade: _____

Student Name: _____

Directions: Take data on each objective. If your student is able to demonstrate the skill **independently** at the CONCRETE, REPRESENTATIONAL, or ABSTRACT level, choose (+). If your student is not able to demonstrate the skill, requires prompting, or does not attend, choose (-).

DOMAIN	Objective	January 20, 2026		February 5, 2026		March 2, 2026	
		- (incorrect, prompted, or no response)	+ (correct, independent response)	- (incorrect, prompted, or no response)	+ (correct, independent response)	- (incorrect, prompted, or no response)	+ (correct, independent response)
Counting	Count 1-5 moveable objects in a line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Count 1-5 moveable objects from a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Count 1-10 moveable objects in a line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Count 1-5 non-movable objects in a line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Count 1-5 scattered, non-movable objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Count 1-10 non-movable objects in a line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Rote count from 1-5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Rote count from 1-10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Rote count from 1-15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Early Numeracy Progress Monitoring Form: MP3 (continued)

DOMAIN	Objective	January 20, 2026		February 5, 2026		March 2, 2026	
		- (incorrect, prompted, or no response)	+ (correct, independent response)	- (incorrect, prompted, or no response)	+ (correct, independent response)	- (incorrect, prompted, or no response)	+ (correct, independent response)
Sets	Make sets of 1-3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Make sets of 1-4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Make sets of 1-9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Add premade sets with sums to 5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Add sets with sums to 5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Add sets with sums to 10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Symbol Use	Compare sets for same/equal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Compare sets for greater than.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Compare sets for less than.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify the symbol for equals (=).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify the symbol for greater than (>).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify the symbol for less than (<).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Early Numeracy Progress Monitoring Form: MP3 (continued)

DOMAIN	Objective	January 20, 2026		February 5, 2026		March 2, 2026	
		- (incorrect, prompted, or no response)	+ (correct, independent response)	- (incorrect, prompted, or no response)	+ (correct, independent response)	- (incorrect, prompted, or no response)	+ (correct, independent response)
Patterns	Identify an ABAB pattern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Extend an ABAB pattern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Create an ABAB pattern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measurement	Use a non-standard unit of measurement to measure 1-5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Use a standard unit of measurement to measure 1-5 inches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Use a standard unit of measurement to measure 1-10 inches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calendar	Identify dates from 1st to 5th on a calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify dates from 1st to 10th on a calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Name dates from 1st to 5th on a calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify 1-5 days later in a week using a calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify 1-5 days later across 2 weeks using a calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify 1-10 days later across 2 weeks using a calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeral Identification	Identify numerals 1-5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify numerals 1-10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Name numerals 1-5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>