

1. Large or Small Group - Fluency Practice – Show Me Fingers

Tell the children: “I am going to say a number, and I want you to show me that many fingers. Listen for the number. Ready? Show me 1 finger.”

As children show you, comment on the various ways children are showing you, i.e.: “Ooh, I see Alex is showing me her thumb, that’s 1 finger. I see Oliver is showing me his pointer finger, that’s still 1 finger.

Continue with a new quantity: “Listen for the next number everyone.... Ready? Show me 2 fingers.”

2. Small Group/Learning Center – Fluency Practice (repeated from week 1) Peek a Boo Counting (visualizing quantities)

Materials: 2 manila folders, 3 different objects (a colorful block, a toy truck, a cup)

Ahead of time, prepare a screen using 2 manila file folders with ends stapled together to form a screen. Prior to beginning the activity, have 1 object placed on a desk or table, behind the screen.

Remind children of how to play:

“There is something behind this screen. Did you see it?” (Lift and replace the screen again.)

Ask children how many things they saw. Tell them you’re going to play again, but this time there could be 1 thing, 2 things, or 3 things!” (Place 2 objects behind the screen and lift the screen.) “How many things did you see?”

Model how to play with friends, taking turns being the teacher, and invite children to use this learning center throughout the day.

3. Large/Small Group - 1, 2, 3, Look At Me

Note: Once students demonstrate mastery of rote counting up to 3, they can strengthen their understanding of the sequence in this activity by counting down from 3.

Teachers says: “1, 2, 3, look at me.” (Make a silly movement.)

Students respond: “3, 2, 1, let’s have some fun!” (Mimic silly movement.)

4. Large/Small Group Chant – (In preparation for learning center.)

Materials: Construction paper cut outs: 1 turkey, 2 trees, 3 feathers (Template 1)

Give each object to a child and have them stand in front of the group. Teach students the following rhyme.

1 little turkey, 2 little trees,
3 little feathers flying down towards me.

Gobble Gobble Gobble - 1, 2, 3!

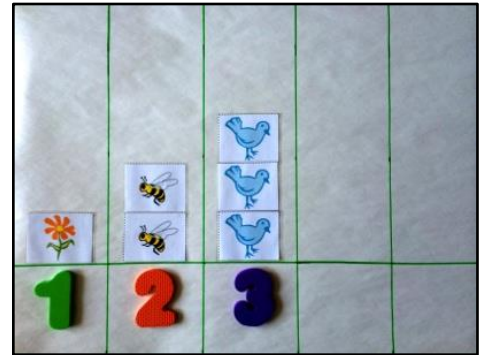
Ask questions such as, “How many turkeys are there?” “How many trees?” “How many feathers?”

5. Small Group – Concept Development

Materials: Set of small numerals 1, 2, 3; set of large numerals 1, 2, 3; pre-sorted sets of 1, 2, and 3 objects (e.g., 1 turkey, 2 turkey legs, 3 feathers from activity above); large poster board and marker, baggie containing 1, 2, or 3 objects

Note: Numbers 4 and 5 will be added to this chart. When creating your poster board, leave space on the right side for the additions (as shown).

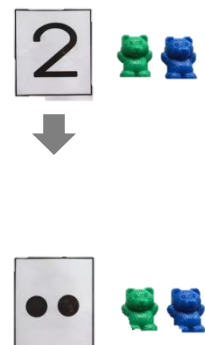
1. Make three vertical columns on the poster board. Place 1 flower in the first column. Ask students, “How many flowers are there?” Lead them to respond, “There is 1 flower.”
2. Place the numeral 1 below the flower. Tell students, “This is the **number 1.**” Students repeat statement. Repeat the process for the numerals 2 and 3, with 2 bees and 3 bluebirds.
3. Take the numerals off the board and give them to three students.
4. Instruct the student with the number 1 to hold it up. Ask students, “Which group has 1 object?” Instruct the student to affix it under the flower. Repeat with the numerals 2 and 3.
5. Display a large number 1, 2, and 3 in different areas of the classroom.
6. Pass out baggies, one to each student, containing either 1, 2, or 3 objects. Tell students to move to the number that matches the number of objects in their baggie.
7. Once all students are standing by a number, have them check to see if everyone in their area has the same number of objects. Guide all the students at number 1 to clap once, all the students at number 2 to clap twice, and all the students at number 3 to clap three times.



6. Learning Center – Practice through Play

Materials: Numeral cards (Template 2 cut apart); baggies containing 1, 2, or 3 objects or a dot card (Template 3)

1. Guide students with a partner and tell them, “Let’s play a game! One of you will be the teacher, and one of you will be the student.”
2. Say, “Teachers, pick a bag and ask your student how many things are in the bag.”
3. Say, “Students, count the number of things in the teacher’s bag. Then, find the number that shows how many you counted.”
4. Students switch roles, repeating Steps 2 and 3.
5. Rotate throughout learning centers and help students correctly match quantities to numerals. Show students how to use the dots on the back of the numeral cards to check their work.





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To create numeral cards: 1) Print. 2) Fold lengthwise so the outline on the numeral side matches the outline on the dot side. 3) While the paper is folded, cut out individual cards. Do not cut along the fold! 4) Laminate with cards folded so that numeral and dots match.

