

1. Math Cha-Cha to 5 – Repeat Daily throughout Week 1

Note: This activity extends students’ rote counting skills, and challenges them to develop fluidity in the counting sequence. Although it is not essential that students master the movements, it will facilitate memorization and tap into a variety of learning styles.

T: I want to teach you a new counting dance. I call it the Number Cha-Cha. First, let’s learn the steps. Put one hand out to the side, like this (demonstrate).

S: (Mimic the teacher’s movement.)

T: Now, the other hand.

S: (Again, follow the teacher’s example.)

T: Now, here comes the cha-cha.... It’s just three quick little steps, like this: cha-cha-cha (while stepping in place, rhythmically).

S: (Again, follow the teacher’s example.)

T: Let’s put it together now! Hand, hand, cha-cha-cha (while doing the dance steps).

S: Hand, hand, cha-cha-cha (while doing the dance steps).

T: (Continue until students are reasonably comfortable with the steps.) You’re getting good at this! Now, this time instead of saying “hand” we’ll say “1, 2.” So, it goes, “1, 2, cha-cha-cha.” Try it!

S: 1 (one hand out to the side), 2 (the other hand out to the side), cha-cha-cha (stepping in place rhythmically).



2 – Counting Families – Concept Practice - Small Group

- Reach into baggy and hold up a family picture (attached appendix 1) Ask, “How many people are in this family? Let’s count.”
- Point to each person, as students count chorally, “1, 2, 3, 4.”
- Guide students to respond, “There are ____ people in that family.”
- Call a student forward to match the number of family members to the correct dot configuration, and affix the picture under it.
- Repeat Steps 1–4 with various family pictures (with 2–5 family members), matching each one to a dot configuration.
- Send student pairs to tables to match their family pictures to dot cards.
- Guide partners to ask and answer questions about their pictures, e.g., “How many people are in this family?” “How many dots?”

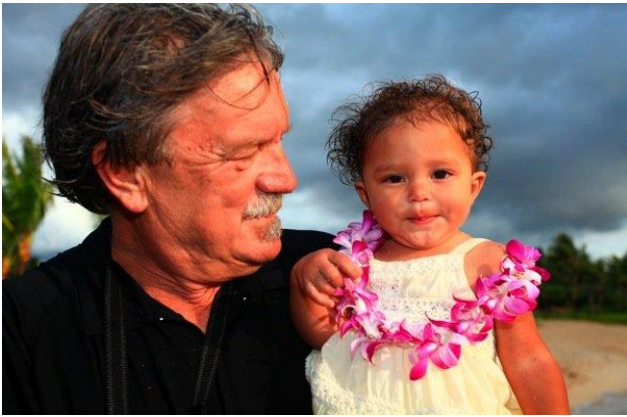
Pairing students based on ability for this task can provide an opportunity for differentiation. Students who are ready could use family pictures with more than five members and ask questions such as “How many are girls?” or “How many are grown-ups?” This will provide a challenging extension and allow for all students to have their family pictures included in the activity.

3 – Learning Center

Add a set of numeral cards to the playdough center, to the blocks center, and to the easel. Challenge children to choose a card and then:

- make the appropriate number of snakes, balls, or any object from playdough
- build a tower or make a road using the appropriate number of blocks
- paint the appropriate number of family members at the easel

Appendix 1





family picture cards