

1 – Repeat the Math Cha-Cha from Week 1 daily, with this extension:

Wow, I think you're ready to count to 5! So, instead of saying "cha-cha-cha," this time, we'll say "3, 4, 5." Like this: 1 (hand out), 2 (other hand out), 3, 4, 5 (stepping in place, rhythmically).

2 – Small Group – Concept Development

Invite four students at a time to be baby chicks while an adult serves as the mother hen. Have the baby chicks follow the mother hen in a single-file line (one by one). Then, instruct the two chicks at the end of the line to move up next to the first two, thus creating pairs (2×2). Count each pair of students, 1, 2. Now, have them create a line again, with the two chicks originally at the front of the line moving to the back. Continue moving between the line and the pair arrangement.

Note: This activity anticipates both work with arrays and the playful context of "baby chicks" in the Concept Practice

3 – Small Group – Concept Practice

- Scatter 4 cotton balls (or pompoms) on the carpet and tell students some baby chicks just hatched, and the mommy hen is looking for them. Ask, "How many chicks are there? Count with me." Count chorally, "1, 2, 3, 4."
- Ask students, "How can we arrange the baby chicks so it's easier for them to follow their mommy?" Guide students to see that they can arrange them in a line and the count is still the same.
- Move the two chicks at the end of the line next to the first two, thus creating pairs (2×2 array). Say, "Sometimes, each chick follows the mommy with a partner. They make a pair."
- Separate the pairs of chicks (two groups of 2). Say, "Sometimes the pairs wander off together." Count each pair, "1, 2." Point out, "Look! I see partners that are also lined up!"
- Push the pairs of chicks back together (2×2 array) to follow the mommy, "1, 2, 3, 4."
- Continue to ask "how many" questions.



4 – Learning Center

- Match 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.”
- Say, “Teachers, pick a bag and ask your student what number matches the objects in the bag.”
- “Find the number that matches the number of objects in your baggie and hand it to the teacher.”
- Students switch roles, repeating Steps 2 and 3.
- Show students how to use the dots on the back of the numeral cards to check their work.

