

## 1 - Fluency Activity

Please repeat the Cha-Cha and/or the hopscotch activity daily.

## 2 - Large Group - Cooperative 1-5 Books

Gather materials on the carpet. On the first tray, place various manipulatives. On the second tray, place empty 5-group strips and pre-cut magazine pictures, shapes, or cutouts 1–5 template. On the third tray, place various art supplies and glue.

1. Tell students, “We are going to make a number book to celebrate how much we know about 1, 2, 3, 4, and 5!” Show students a sample book and briefly explain materials.
2. Turn to the 1 page, displaying it on the easel. Describe what you are seeing using self-talk, e.g., “Look, I see the number 1 at the top. I drew 1 red circle to match the number. Then, I glued a picture of 1 bumblebee, (counting) 1.”
3. Ask students, “What can I add to my page to show 1?” Add suggestions, such as gluing 1 puffball.
4. Tell students, “Now, let’s make a giant 2 page together!” (Use chart paper.) Encourage students to think of different ways to show the number 2.
5. Invite students to come forward to share ideas, adding them to the class page (e.g., “I can trace my two fingers!”)



### NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Some students may benefit from continuing to work at the concrete level. Provide children with teddy bear counters, linking cubes, etc., that they can arrange and count before drawing them on their number page. Then comment, e.g., “Pia, I see you drew two teddy bears to match your counters.”

## 3 - Learning Center - Individual 1-5 Books

- Send students to tables to make their own books. Have supplies ready on each table. Start all students with the number 1.
- As students work, circulate and describe what they are doing using parallel talk, e.g., “Andrew is drawing 1 car on his paper to match the car he plays with in our classroom,” or “Ian is showing 1 on his paper strip with the green dot painters.”
- As you circulate, ask how the number is shown. You might record the dictation on the page. For example, write, “I drew a monster with 1 nose, 1 mouth, and 1 eye.”
- Children will work at different rates. As each child finishes one page, write his or her name on the back of the page and set it aside, then provide the next numeral page to continue working.
- Debrief by having children share their books at circle time.