

1 – Daily Fluency Activity, Count to 8 (large or small group, about 3 minutes)

- Let's flap our arms like birds 7 times and count our flaps! Join in when you are ready. 1, 2, 3, 4, 5, 6, 7. (Repeat until most students are either flapping, counting, or ideally, both flapping and counting. Pause between counts.)
- Let's slap our legs 7 times and count our slaps! 1, 2, 3, 4, 5, 6, 7. (Follow the same process as above.)
- Let's flap 8 times and count our flaps! 1, 2, 3, 4, 5, 6, 7, 8.
- Let's slap our legs 8 times and count our slaps! 1, 2, 3, 4, 5, 6, 7, 8.

2 – Concept Review (small group, about 5 minutes)

Materials: 13 animals that can be sorted to make groups of 6 and 7 (e.g., 6 sheep and 7 horses)

Show the mixed group of 13 animals. Elicit ideas about how to sort into two groups. Allow the students to guide the sort. Make intentional errors, putting a sheep with the horses, for example. After the sort, invite one student to touch the animals while the other students count chorally. By omitting teachers' voices in the count, student voices strengthen and counting leadership develops within the class. This activity reviews sorting, provides a context for concept development, and asks children to count up to 7 in a linear configuration.



3 – Concept Development (small group, about 8 minutes)

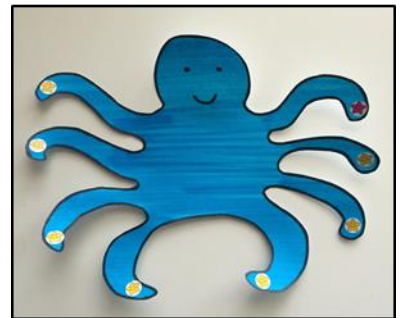
Materials: (T) Cup of 10 Goldfish crackers, numeral cards 4–7, aquatic animals (pictures or stuffed animals) (S) Cup of 10 Goldfish crackers (provide substitute for children with allergy or dietary restrictions) If completing the activity on the floor, provide a piece of scrap paper or a paper towel for children to use when dumping their fish.

- Tell students they are trainers at the aquarium. They need to prepare buckets of fish for the animals. Introduce the first aquatic animal by name (e.g., bottlenose dolphin).
- Invite a student trainer forward to choose the numeral card showing that the dolphin needs 6 fish, but whisper the number to the student. Ask all students to name the number after the student shows the numeral.
- Dump the fish from the cup. Count out the correct number of fish using self-talk to describe your thinking, "I'll make a line of 6 fish to feed the dolphin. I'll count and stop when I get to 6. One fish (drop 1 fish into cup), 2 fish (drop second fish), ...6 fish (drop sixth fish). Stop."
- Ask students to count and make sure the amount is the correct number for the dolphin. If they are unsure, have them count the dots on the back of the numeral card and then count the fish to see if their count ends at the same number.
- Repeat with another number, this time inviting children to count out their own line of fish. Encourage children to say, "Stop!" when they hear the target number.
- Introduce another animal, and silently show the number 7. Have children count out a line of 7 fish.



4 – Concept Development (small group, about 5 minutes)

- Working with a small group (no more than 6 children), show students an octopus pattern with one arm hidden from view (bend arm back). Say, “This is Ollie Octopus! Let’s count his arms.”
- Touch each arm as students count to 7. Say, “I’ll put a sticker on each arm as you count again.” Students count, “1, 2, 3, 4, 5, 6, 7.”
- After placing the last sticker, unbend the hidden arm and say, “Wait! He has 1 more arm! I’ll touch while you count together: 1, 2, 3, 4, 5, 6, 7, 8.”
- (Fold back the eighth arm.) Ask, “What is 7 and 1 more (unfold the arm)?” Say, “Let’s put on 1 more sticker.” Place the sticker and have students count again, “1, 2, 3, 4, 5, 6, 7, 8.”
- Ask, “How many stickers does Ollie have now?” Lead students to use a complete sentence, “Ollie has 8 stickers.”
- (Fold back the eighth arm.) Say, “Yes! So, 7 and 1 more is... (unfold the eighth arm)?” “8!”



5 – Learning Center

Invite children make Ollie Octopus in the art center. For each student, provide a paper plate with 8 hole punches and a set of 8 chenille stems with a knot on one side. Have children count the chenille stems before and after they thread them through the circle. Students might also enjoy painting Ollie Octopus or decorating him with materials from the art cart; does anyone want to make Olivia Octopus instead?