

1 – Daily Fluency Activity, Count to 10 (large or small group, about 3 minutes) ← Great Transition Activity!

- 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.
- Repeat with 9 and 10.

2 – Daily Fluency Activity, Count to 10 (large or small group, about 3 minutes) ← Great Transition Activity!

- Let's march 9 times and count our steps! Join in when you are ready. 1, 2, 3, 4, 5, 6, 7, 8, 9. (Repeat until all are marching. Pause between counts.)
- Let's march 10 times and count our steps! Join in when you are ready. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. (Repeat until all are marching. Pause between counts.)

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

Each child will need a cup of 10 goldfish crackers and a baggie containing one numeral card (5-10). Gather a group of 4 children. Explain that children are pretending to be zookeepers whose job is to feed fish to the hungry penguins. Distribute one to each chef, explaining that the number in each bag tells them the penguin's "lunch order" (how many fish the penguin needs to eat). Then, invite the zookeepers to:

1. Say how many fish are in their order (the number in their bag) and to trace it with a finger.
2. Count out a line of fish to match their order.
3. When they have correctly "fed the penguins", the zookeepers may get another order and repeat Steps 1 and 2, reusing the same fish.
4. As students work, circulate and describe what they are doing using parallel talk, (e.g., "Anu's order had the number 6, so she is counting out 6 fish. Mikey stopped putting fish in the line when he got to 8.")

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

Tell students that the class is having a barnyard dance today:

- To model 1 row of 2, ask one child to be a dancing chicken, shaking one leg then the other as the class counts, “1 leg, 2 legs.”
- To model 2 rows of 2, ask two children to make a dancing cow by forming a line, with the child in the back placing her hands on the shoulders of the other. Starting with the child in front, have each student shake one leg then the other as the class counts, “1 leg, 2 legs, 3 legs, 4 legs.”
- To model 3 and 4 rows of 2, repeat the process by creating a dancing ant (6 legs) next, and then finally a dancing spider (8 legs)
- Culminate the activity by having the spider dance a different way by first standing on its left legs and then on its right legs. Ask the students how many legs are in the air each time.
- Note: Because animal legs come in pairs, they provide a context for later creating arrays of 2, 4, 6, and 8. Arrays provide a natural entry point for embedded numbers, as they make it easy to see a whole broken into different parts.

5 – Learning Center

Affix a large sheet of contact paper (sticky side up) to one of your bulletin boards to create a number recognition mural as described here: <http://www.notimeforflashcards.com/2013/12/button-mural-number-recognition.html> Please write the numbers 0 through 8; note that you can use any tiny manipulative from the supply closet (if you don't have buttons).