

1. Daily Fluency Activity, Count 10 jumps (large group, 2-4 minutes)

This fluency activity lets students have fun with big motions as they count.

- Let's pretend we are kangaroos and jump 10 times. Join in when you are ready! (Repeat until all are participating.) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- While keeping it playful, don't let the students count ahead of each jump

2. Daily Fluency Practice, 10 Teddy Bears (small group, 4-5 minutes)

Working with a group of 4-6 children, provide each child with 5 large teddy bear counter and 5 small teddy bear counters. If different-sized teddy bear counters are unavailable, use another type of manipulative, (e.g. red and blue counters). During this fluency activity, circulate and watch students' counting strategies.

Some children may benefit from acting out the 5-group and linear configurations using their own bodies first. This will provide a different perspective than working with the bear counters.

- Put your big teddy bears in a line. (Pause.) Put the small teddy bears in a line right across from the big teddy bears. (Demonstrate.)
- Count all the teddy bears. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10.)
- Count how many teddy bears are big. (1, 2, 3, 4, 5.)
- Count how many teddy bears are small. (1, 2, 3, 4, 5.)
- Move your line of big teddy bears to the end of your line of small teddy bears to make one long line of teddy bears.
- Touch and count to find out how many teddy bears are in your line now. (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- Show students the numerals from 1 to 10. Ask them which one shows the number 10.

3. Daily Fluency Practice (small group, about 4 minutes)

Working with a group of 4-6 children, provide each child with a tower of 10 blocks or cubes (5 of one color, 5 of another color). This same fluency activity has been repeated with various numbers. Familiar with the logistics, students can now focus more on the counting and the fact that the color change takes place after the fifth cube.

- Touch and count the cubes in your stick. Use a whisper voice for the bottom color and a big voice for the top color.
- Touch and count again and use a big voice for the bottom color and whisper voice for the top color.
- This time use a growling voice for the bottom color and a high voice for the top color.
- Show students the numerals 1–10 and ask them to say, "That's 10!" and trace the shape in the air with their finger when you point to the number 10.

4. Learning Centers

Select one or more of the following learning centers this week. Be sure to offer a math center daily.

- Build number sense as you build lego towers, as pictured here:
<http://s268.photobucket.com/user/jentlemama/media/legomath.jpg.html>
- Make a number with beads and pipe cleaners, as explained here:
http://www.messforless.net/2014/09/make-number-math-game.html#_a5y_p=2363737
- Practice 1:1 correspondence with dice and blocks, as explained here:
<http://handsonaswegrow.com/counting-with-dice-blocks/>