

1. Large or Small Group – Peek-a-Boo Counting (visualizing quantities)

Materials: 2 manila folders, 3 different objects (a colorful block, a toy truck, a cup)

Ahead of time, prepare a screen using 2 manila file folders with ends stapled together to form a screen. Prior to beginning the activity, have 1 object placed on a desk or table, behind the screen.

Begin the activity by raising and lowering the screen and saying “Peek-a-Boo!” Repeat again and then say: “There is something behind this screen. Did you see it?” (Lift and replace the screen again.)

Ask children how many things they saw. Tell them you’re going to play again, but this time there could be 1 thing, 2 things, or 3 things!” (Place 2 objects behind the screen and lift the screen.) “How many things did you see?”

Continue in this manner to 3, then in random order. As students show mastery, see if they can hold the number in mind for a slightly longer period of time. This improves their ability to visualize a quantity and match it to a number.

2. Large or Small Group 1, 2, 3, 4, Touch the Floor (counting fluency)

Lead children in the following: Count, “1, 2, 3, 4,” then say, “Touch the floor!” and have the students touch the floor.

Repeat the count and add the following actions each time: Point to the door, start to snore, give a roar, swim to shore.

To add excitement, count slowly and say the action rapidly.

Note: This fluency activity was selected in anticipation of future lessons. Students need to be comfortable rote counting to 4 before they work with a quantity of 4.

3. Small Group – Concept Introduction (sorting into 2 groups)

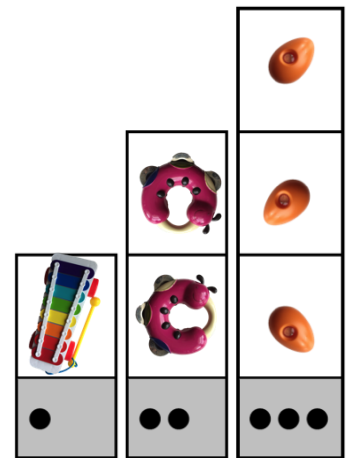
Materials: 1–3 column template (Template 1), 6 musical instruments in quantities of 1, 2, and 3 (e.g., 1 drum, 2 tambourines, 3 maracas)

Ask students if they remember how they organized the animals in a line last month and give ample time for them to share and explain.

Give the instruments to a set of children. Have the others direct the members of the band into the correct lines by counting each type of instrument and matching it to 1, 2, or 3 dots.

Invite the band to play along as the class sings “Old MacDonald Had a Farm.”

Note: This problem allows students to practice a familiar skill, counting up to 3 objects arranged in a linear configuration and matching the count with a dot configuration. Use images of the animals while singing to support language learners.



4. Small Group - Additional Practice

Materials: Poster board with 1-, 2-, and 3-dot configurations along the side, tape, 3 instrument pictures (take photos of your classroom instruments ahead of time and print via air printer or ask front desk to print.)

1. Display poster board with dot configurations. Tell students, “Let’s look at some instruments!”
2. Show the picture of a drum and ask, “How many drums can you count?” Call a student to touch and count, “1.”
3. Ask students where to put the drum on the chart. Invite a student to tape the drum next to 1 dot.
4. Guide students to say, “The number 1 tells how many.”
5. Repeat the process with the pictures of 2 tambourines and 3 maracas. Repeat Steps 2–4, guiding students to match the number of instrument with the correct number of dots.

5. Learning Center – Practice through Play

Materials: For each pair of children, 1 tray with a baggie of 6 instrument cards, 1 baggie of 6 dot cards with 2 each of numerals 1, 2, and 3 (Template 2)

1. Pair students and send them to prepared tables to count the instruments. Partner A takes the instrument card baggie. Partner B takes the dot card baggie.
2. Partner A chooses a picture, touching and counting the instruments.
3. Guide Partner B to ask, “How many _____ (drums, tambourines, etc.) can you count?” Partner A responds, “I can count....”
4. Partner B finds the card with the number of dots that matches the count, placing it next to the picture card.
5. Once they have matched all the picture and dot cards, partners switch roles.



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

To encourage effort and persistence, provide concrete representations of the instruments to pair with the pictures to help students who may have difficulty moving from the concrete to the pictorial representations.

As you cycle through monitoring centers, stop to debrief with children:

- Which instruments were in a line? Was it easier to count them?
- (Discuss the instrument cards.) Which instruments matched with 1 dot, 2 dots, 3 dots?
- (Place 3 instruments on a tray in a scattered configuration.) How can we arrange these in a line? How many instruments are there now? Is it the same number?

