

### 1. Large or Small Group - Fluency Practice – Count and Clap

Now that students have counted to 3 by rote, their counting skills grow as they combine the rote counting with an action. This leads to being able to touch and count objects. Demonstrate each step in *I do, you do* format. Check to be sure that the movements are said precisely with each number word, so that one word corresponds to one action just as students will pair one number word with one object in additional activities this week.

- Clap 1 time and count 1 at the same time.
- Clap 2 times and count to 2 at the same time.
- Clap 3 times and count to 3 at the same time.

Repeat the process but with different actions (stomp, hop, etc.).

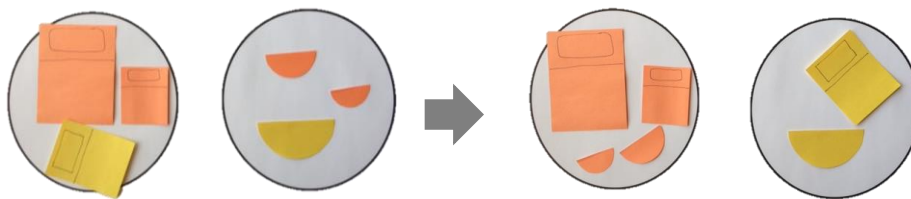
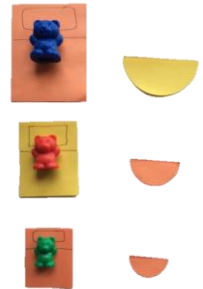
Note that this week's activities use the story Goldilocks and the 3 Bears as a reference point/teaching tool. Read the story ahead of time to make this lesson more engaging. This title is available in the ABCMouse library.

### 2. Small Group - Concept Practice

Materials: 2 sorting mats, 3 bears, 3 rectangle beds cut from construction paper (2 orange, 1 yellow), 3 semi-circle bowls cut from construction paper (2 orange, 1 yellow)

Ask children to recall how they sorted items in more than one way (by color, shape, size, type, use).

Introduce students to the Three Bears one at a time, matching each bear's bed and bowl as pictured to the right. Next, ask students to sort the items first by type (put the bowls on one mat and the beds on the other). Then, have them sort the bowls and beds by color as pictured below. Have students talk about the similarities and differences of objects in each group.



Note: This Application Problem reviews sorting one set of items into two given groups and provides groups of 3 that can be counted in the Concept Development. The two colors work not only as an attribute for sorting, but also as a subtle way for students to begin to see that 1 and 2 are embedded in a quantity of 3.

### 3. Small Group - Concept Development

With a small group of 4-6 children, retell Goldilocks and the 3 Bears as a playful context for counting to 3. Limit the details of the story so that counting remains the primary objective.

- Hold up a doll: “This is Goldilocks. One day she found a cozy cottage in the forest, and she walked right in.”
- Show the bowls: “She saw bowls of porridge and decided to try them. One big bowl was too hot. One middle-sized bowl was too cold. One tiny bowl was just right.”
- Ask students, “**How many** bowls are there? Let’s touch each bowl and **count** together, 1, 2, 3.”
- Use self-talk, “Three is the last number I said, so there are 3 bowls.”
- Continue the Goldilocks story, stopping after each part (chairs, beds, bears) to ask students a *how many* question.



### 4. Learning Center – Practice through Play

The Dramatic Play center is a perfect place for children to practice counting to 3 while reenacting the Goldilocks story. Have sets of three objects (bowls, chairs, beds) ready for students who are working to master one-to-one correspondence and cardinality. Other students may be ready to start counting out 3 bowls to match with 3 bears. (Fun link to thematic content- perhaps the bears would like apples in their bowls?)

Encourage children to use tablets to reread the story in the ABCMouse library.