



Teacher Resource

Ages  
3-6

# 101 Number Activities



- Includes 101 Ideas for Teaching Numbers
- Spans Multiple Curriculum Areas
- Activities Individually Numbered and Titled
- Supports Popular Kindergarten Standards



# 101

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## Number

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## ACTIVITIES



Ages 3–6

By  
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# EARLY CHILDHOOD

Early Childhood Standards Correlation	Activity
<b>1. Social and Emotional Development</b>	
a. Seeks to be independent and recognizes own unique abilities. Shows perseverance and resiliency.	1, 2, 6
b. Shows respect for self, others, and property.	1, 2, 6
c. Demonstrates proper care of their body.	
d. Demonstrates an increasing awareness of and ability to control his or her emotions in age-appropriate ways.	4, 5
e. Is aware of own needs and is sensitive to those of others. Wants to be understood and understands others.	2, 3
f. Demonstrates a desire to learn and explore. Shows interest in the world and people in his or her environment.	1, 2, 4
g. Is interested in interacting with others and participates in activities and discussions. Expresses needs and wants appropriately.	3, 4, 6
h. Listens well and follows rules.	
<b>2. Language and Literacy</b>	
a. Uses language to tell stories and share information while maintaining a topic. Can retell stories and events.	7, 9, 10, 13, 14, 15, 18, 23
b. Develops oral language skills. Speaks understandably using most rules of grammar.	12, 13
c. Demonstrates appropriate language.	14, 15
d. Uses a variety of vocabulary words to share concepts, experiences, and feelings.	11, 12, 13, 18, 21, 22, 23
e. Develops oral language by listening actively. Uses prior knowledge to make predictions and construct meaning.	16, 17, 18, 19, 20, 21, 23, 24, 25, 26
f. Demonstrates an enjoyment of and understanding of the importance of reading. Understands concept of print.	7, 8, 9, 10, 11, 12
g. Becomes familiar with and identifies letters and letter names.	
h. Begins to use print concepts to write text.	8, 9, 10
i. Begins to develop phonemic awareness.	
<b>3. Math</b>	
a. Develops an understanding of numerals in the environment, including matching, counting, and grouping. Understands what numbers represent.	All activities
b. Begins to understand simple shape concepts and can recognize and identify shapes in the environment.	42, 44, 45, 46, 47
c. Is able to make comparisons and understands the concept of measurement.	44, 47

# STANDARDS CORRELATION

Early Childhood Standards Correlation	Activity
d. Understands patterns and their relationships. Is able to use this information to construct meaning about the world and make predictions.	
e. Develops visual discrimination skills.	
<b>4. Science</b>	
a. Communicates observations and explorations. Shares information in a variety of ways.	49, 50, 51, 53, 55
b. Demonstrates and develops a sense of curiosity about the world through observation and participation in activities of exploration and discovery.	48, 52, 56, 57, 58
c. Makes connections and comparisons, and notices patterns and processes in the environment.	49, 50, 51, 52, 53, 54, 55
<b>5. Music and Movement</b>	
a. Participates in a variety of musical activities. Creates music through experimentation and improvisation with a variety of musical instruments.	59, 60, 61, 64, 65
b. Participates in dance and creative movement.	
c. Explores own voice as musical instrument. Understands body is needed to use instruments and participates in musical creation.	
d. Uses movement to understand new concepts.	59, 60, 61, 62, 63, 65
<b>6. Visual Arts</b>	
a. Recognizes colors and forms.	72, 75, 76
b. Can put shapes and lines together to create a design.	72, 74, 75, 77, 81, 82
c. Uses a variety of art media and develops art skills through experimentation and exploration using a variety of materials and processes.	66, 67, 68, 69, 70, 71, 73, 75, 76, 78, 79, 80
<b>7. Dramatic Play</b>	
a. Develops positive sense of self through participation in dramatic play activities. Explores emotions, relationships, and imagination. Acts out a variety of roles.	83, 84, 85, 86, 87, 88
<b>8. Motor Skills</b>	
a. Develops age-appropriate gross motor skills. Demonstrates a sense of balance and progression of locomotion skills.	89, 92, 96
b. Develops age-appropriate perceptual motor skills. Demonstrates knowledge of parts of the body and direction of movement. Demonstrates understanding of directional vocabulary.	91, 93, 98, 101
c. Uses age-appropriate gross manipulative skills. Develops skills in catching and throwing.	80, 94, 95, 97, 99, 100
d. Develops fine-motor skills and eye-hand coordination.	89, 90, 92, 93, 96



# INTRODUCTION

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*101 Number Activities* is designed as a resource for helping young children learn about numbers. The skill-building activities in this book invite children to explore numbers, number recognition, and counting. Both cooperative and individual learning are encouraged through the hands-on, developmentally appropriate activities.

*101 Number Activities* is divided into eight chapters, each one reflecting an early childhood curriculum area. You will find activities to foster children's social and emotional development, language and literacy skills, and understanding of math concepts. You will also find science activities that strengthen the children's observation and reasoning skills, music and movement activities that get everyone involved, and art activities that inspire creativity and cooperation. There are also activities for dramatic play and activities to help children develop their fine and large motor skills.

As you work with the activities in this book, you will find that opportunities for learning about numbers are everywhere. Feel free to take advantage of these opportunities, incorporating your own ideas and encouraging the children to explore the world of numbers and counting around them. With *101 Number Activities* as a resource, you can help make their learning of numbers and counting an adventure of fun and discovery.

# CHAPTER 1

# *Social and Emotional Development*



## 1 “GETTING TO KNOW ME” BOX

---

### **Materials**

Shoe box	Tape
Wrapping paper	Marker
Scissors	

### **Activity**

Cover a small shoe box with wrapping paper and call it the “Getting to Know Me” box. On the inside of the lid, write “Please fill me with 1 photograph, 2 favorite books, and 3 treasures.” Each day send the box home with a different child. Have the child bring back the box the next day filled with the items listed on the inside of the lid. At group time, let the child share his or her 1 photo, 2 books, and 3 treasures.



## 2 THUMBS UP, THUMBS DOWN

---

### **Materials**

None

### **Activity**

This activity fosters awareness of self and others and explores some of the ways in which we are the same and different. Have the children sit in a circle and practice the thumbs-up response (Yes, hurray!) and the thumbs-down response (No, yuk!). Then ask the children a yes or no question such as “Did you play with blocks today? Are you wearing blue? Do you like hamburgers? Do you have a sister?” Have them hold their thumbs up for “yes” and their thumbs down for “no.” Together, count the yes votes and the no votes. Which had more, the yes or no votes? Repeat for other yes or no questions.



# 3 BOSS AND BUILDER


## Materials

Blocks  
Blank stickers  
Marker

## Activity

Collect nine blocks of varying sizes. Use blank stickers and a marker to number each block from 1 to 9. Set the blocks on a table. Invite two children to join you. Explain that they are going to work together to build a block creation. Ask one child to be the Builder and one child to be the Boss. Tell the Builder that his or her job is to listen carefully and to put the blocks just where the Boss would like them. Explain to the Boss that his or her job is to tell the Builder where to put each numbered block and to make sure the Builder understands the directions. For example, the Boss could say, "Put the number 2 block beside the number 5 block. Place the number 7 block across the top of the 2 and 5 blocks."

Let the children begin working, helping them with their communication as needed. When the creation is completed, comment on the finished work. Then have the children take it apart and switch roles. When the second creation is completed, ask the children what it was like to work that way. What was easy about it? What was difficult? Which job did they like better, Boss or Builder? Are there other ways to build with the block that might be more fun?

 **Variation:** Instead of using blocks, cut nine geometric shapes out of felt. Number the shapes from 1 to 9. Let the children take turns being the Boss and the Builder, arranging the felt shapes on a flannelboard.



# 4 FRIENDSHIP CHAINS

## Materials

Construction paper  
Scissors  
Tape  
Stapler  
Markers  
Posterboard

## Activity

Cut 1-inch strips and heart shapes out of construction paper. Let the children tape the paper strips together to make chains. Staple the hearts (with the children's names written on them) to the ends of their chains. Have the children count the loops on their chains. Ask them to name a friend for each loop on their chain. Encourage them to think about friends and what being a friend means. Write their ideas on a piece of posterboard. Count the ways they can think of to be a friend.

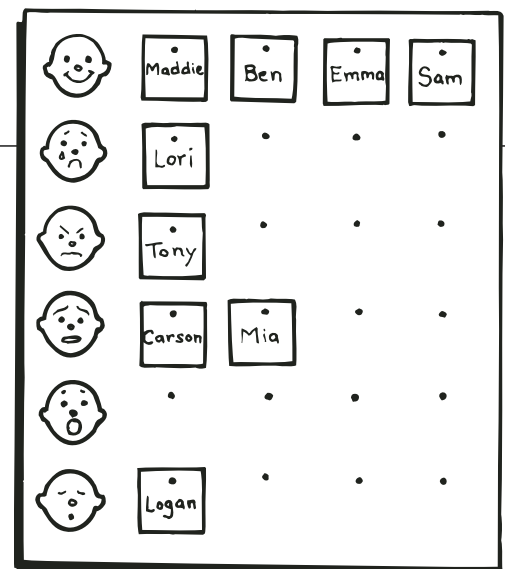
# 5 FEELINGS BOARD

## Materials

Wooden board  
Markers  
Cup hooks  
Index cards  
Scissors  
Hole punch

## Activity

Draw simple feelings faces down the left-hand side of a wooden board and insert cup hooks in a row beside each face. Cut index cards in half. Write a child's name and punch a hole in the top of each half card. As the children arrive, have them hang their names beside the face that best describes how they are feeling. Let the children move their names throughout the day as their feelings change. At circle time, count the number of children beside each feelings face. Are there more children feeling happy or sad?



# 6 ALL-ABOUT-ME GAME


## Materials

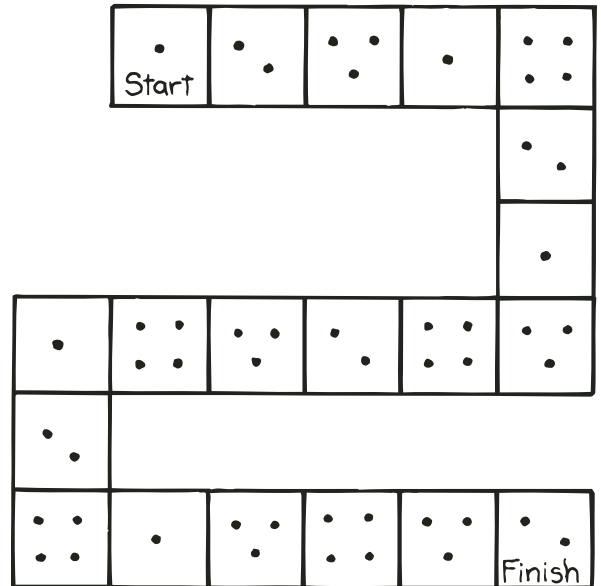
Posterboard  
Markers  
Index cards  
Small game markers  
Die

## Activity

Mark out a 20-square game board pattern on a sheet of posterboard (see illustration). Number five of the squares with 1 dot, five squares with 2 dots, five with 3 dots, and five with 4 dots. Write the number 1 on the backs of five index cards. Write the number 2 on the backs of five more index cards. Write the number 3 on five more cards and the number 4 on five more. On the front of each card, write a different question such as, "What is your favorite color? What do you like to do at home? What is your favorite kind of cookie? Where do you like to ride your bike?" Place the game board on a table. Separate the cards by numbers and arrange them in separate piles around the game board. Set out several small game markers and one die.

Have two or three children join you at the table. Have one child start by rolling the die, moving his or her marker that many spaces, and counting the dots on the square he or she landed on. Then have the child select one of the cards with that number on it. Read the question to the child and have him or her answer it. Let the other children take their turns. Continue until each child reaches the end of the game.

 **Variation:** Number the squares on the game board randomly with 1 to 20 dots. Number the index cards from 1 to 20. When a child lands on a square, have him or her find the one card that matches his or her square.



## CHAPTER 2

# *Language and Literacy*



## COUNTING PICTURE BOOKS

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### **Materials**

- Plain paper
- Stapler
- Markers
- Stickers
- Rubber stamps
- Washable ink pads

### **Activity**

Counting books are a fun way to introduce children to numbers and reading. Try one of the following suggestions for making counting picture books:

**Sticker Books:** Make a blank book for each child by stapling six sheets of plain paper together. Write “My Counting Picture Book” and the child’s name on the cover page. Number the rest of the pages from 1 to 5 with numbers and dots. Give each child 15 picture stickers, such as one pig, two butterflies, three ducks, four bears, and five bugs. Help the children attach their stickers to their matching numbered book pages. Then invite them to use markers to draw pictures on their book pages incorporating the stickers. Have them decorate their book covers with crayon or marker designs.

**Rubber Stamp Books:** Give each child five plain sheets of paper numbered from 1 to 5 with numbers and dots. Set out rubber stamps and washable ink pads. Have the children make the appropriate number of rubber-stamp prints on their pages. When they have finished, ask the children to arrange their book pages in order from 1 to 5. For each child’s book, add a cover, write “My Counting Picture Book” and the child’s name on it, and staple all of the pages together.

# 8

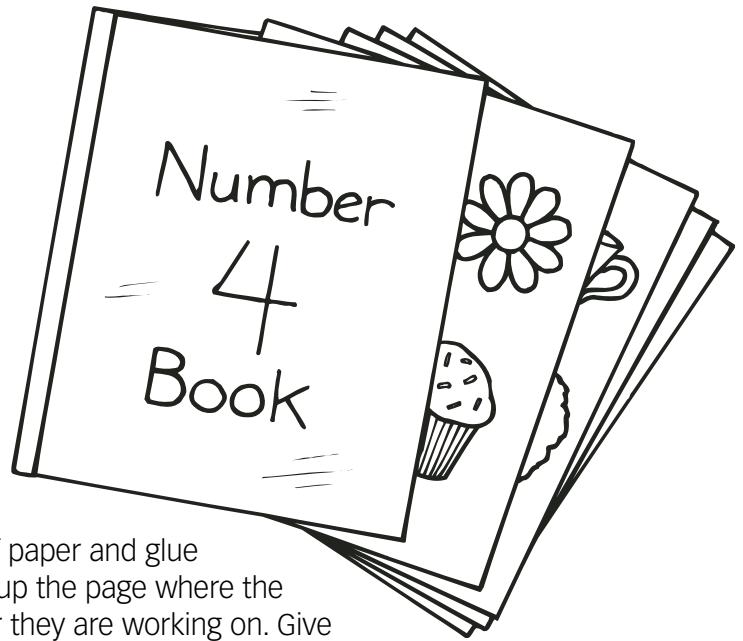
## COOPERATIVE NUMBER BOOK

### Materials

Plain paper  
Magazines  
Catalogs  
Scissors  
Glue  
Plastic page protectors  
Three-ring binder

### Activity

Invite the children to make a cooperative number book. Choose a number for the book, such as 4. Write the number 4 on a plain sheet of paper and glue four cutout magazine pictures to the page. Hang up the page where the children can see it to remind them of the number they are working on. Give the children plain sheets of paper. Have each child cut or tear the appropriate number of pictures out of magazines or catalogs. Encourage the children to arrange their pictures on their book pages before gluing them in place to make sure that the pictures will fit. Let them glue their pictures to their book pages. For a book about the number four, a child might glue on a picture of a car, a flower, a teddy bear, and a cupcake or pictures of a doll, a bike, a cup, and a tree. Put the children's pages in plastic page protectors and place them in a three-ring binder with the "Number 4 Book" written on the front. Read the group's book together. Count the pictures on each page. Place the book in your group's reading area.



- ⦿ **Variation:** Instead of having the children choose any four pictures, encourage them to find four pictures of similar items, such as four cars, four toys, four children, or four hats.
- ⦿ **Variation:** Instead of placing the children's number pages in plastic page protectors and placing them in a three-ring binder, just add a construction paper cover and staple the pages together.

# 9 CLASS NUMBER BOOK

## Materials

Camera  
Film  
Photo album  
Marker

## Activity

Make a class number book. Take pictures of familiar things in your room, arranged in different number sets. For example, you could take a photograph of 1 chair, 2 stuffed animals, 3 books, 4 toy cars, 5 blocks, and so on. Have the photos developed. Arrange the photos in numerical order in a photo album, one photo per page. Label each picture with the number and name of the item. Let the children take turns "reading" the book to you. Then use the book as a guide for singing the following song. Sing a verse for each page of your book, substituting the number and item on the page for *1 chair*.

### Sung to: "Frere Jacques"

Count 1 chair.  
Count 1 chair.

Count it now.  
Count it now.

I can count to 1.  
I can count to 1.

Count 1 chair.  
Count 1 chair.  
(Count chair.)

*Gayle Bittinger*




# 10 TINY ACCORDION COUNTING BOOKS


## Materials

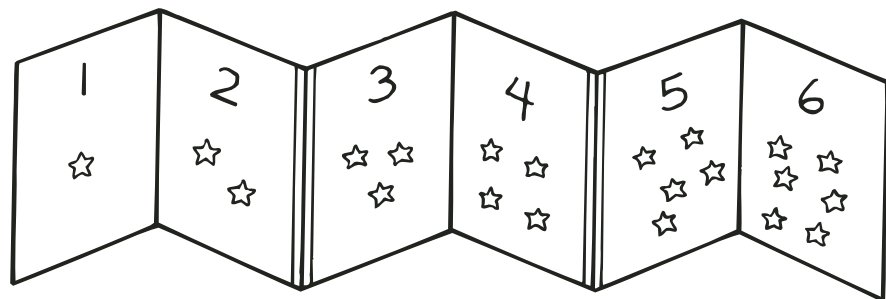
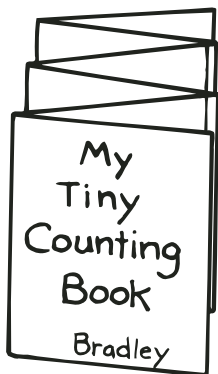
Index cards  
Tape  
Markers  
Washable ink pads  
Small rubber stamps

## Activity

To make an accordion book for each child, select three 3 x 5-inch index cards and fold them in half crosswise. Unfold the cards and tape them together, end to end, on both sides. Fold the cards together accordion style. On the front, write "My Tiny Counting Book" and the child's name. Then open the book and number the pages from 1 to 6. (Except for the cover, the back side of the accordion-folded book will be blank.) Help the children use washable ink pads and small rubber stamps to make matching numbers of prints on their book pages. To complete, let them decorate the fronts of their books with markers.

 **Variation:** Instead of using rubber stamps, help the children make matching numbers of thumbprints on their book pages. Have them use fine-point markers to turn their prints into such things as one rabbit, two dogs, three mice, four fish, five bugs, and six flowers.

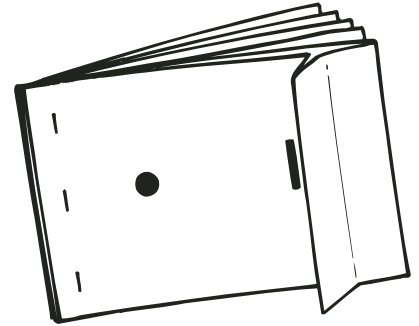
 **Hint:** Make longer accordion books by taping on more folded index cards. For larger books, try using 4 x 6-inch or 5 x 8-inch index cards.



# 11 COUNT-AND-LOOK NUMBER BOOK

## Materials

Paper lunch bags  
Scissors  
Stapler  
Markers



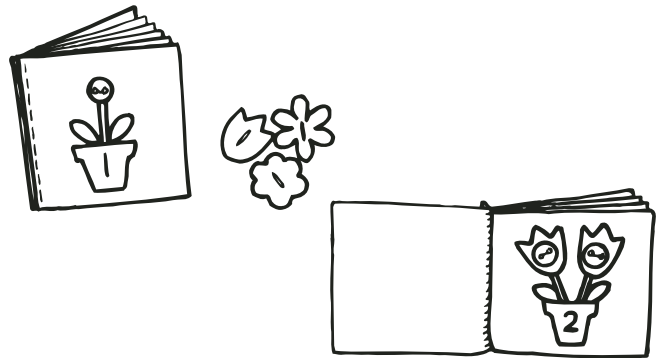
## Activity

Cut 2 inches off the tops of five paper lunch bags. Stack the bags on top of one another with all the flaps on the right. Staple the bags together on the left-hand side to make a book. On the first bag, draw one dot on the left-hand side and write the number 1 under the flap. On the second bag, draw two dots on the left-hand side and write the number 2 under the flap. Repeat for the numbers 3, 4, and 5. As the children look through the book, have them count the dots on each page then look under the flap to find the number.

# 12 FLOWER NUMBER BOOK

## Materials

Felt  
Scissors  
Glue  
Needle and thread  
Permanent marker  
Buttons



## Activity

Cut out six blue felt squares, all the same size. Cut six flower-pot shapes out of brown felt. Glue a flowerpot shape to each of the squares and stack the squares on top of one another, front sides up. Sew the squares together by stitching a seam down the left side. Use a permanent marker to number the flower-pot shapes from 1 to 6. Cut out flower stem shapes from green felt. Glue one stem to pot number 1, two stems to pot number 2, and so on, up to number 6. Cut out leaves and add them to the stems, if desired. Sew a button onto the felt at the top of each stem. Cut 20 flower shapes out of various colors of felt. Cut a small slit in the center of each flower shape. Give the book and the flower shapes to one of the children. For each page, have the child count the buttons, count out that many flower shapes, then "button" the flower shapes onto the page.



# 13 DEAL-A-STORY

---

## Materials

Playing cards

## Activity

Remove the face cards from a deck of playing cards. Have the children sit in a circle. Deal two or three cards facedown to each child. Choose one child to turn over a card and name the number on it. Use the number as you begin telling a story. Then continue around the circle, letting each child turn over a card and say its number for you to incorporate into your story. A sample story would be as follows:

(Child turns over a ten.)

Ten little rabbits went to town.

(Next child turns over a four.)

They went to four houses looking for food.

(Next card is a five.)

At the last house, they met five kind children.

(Next card is a seven.)

The children gave them seven carrots.

(Next card is an ace.)

One fox saw them and began to chase them.


(Next card is a two.)

They ran down two paths that led into the woods.

(Next card is a three.)

In the woods, they found three holes that they jumped into safely with all of their carrots.

Continue playing until each child has turned over at least one card.

 **Hint:** Let older children take turns being the storyteller.

# 14 FIVE LITTLE FROGS

## Materials

Plastic toy frogs

## Activity

Set out five plastic toy frogs. Have the children count the frogs. Recite the first verse of the following poem with the children, letting them fill in the blank. At the end of the verse, remove one of the frogs and count them again. Repeat for each verse until all of the frogs have been "chased away."

Five little frogs were down at the pond,  
Down at the pond at play.  
Along came a hungry \_\_\_\_\_,  
And chased one frog away.

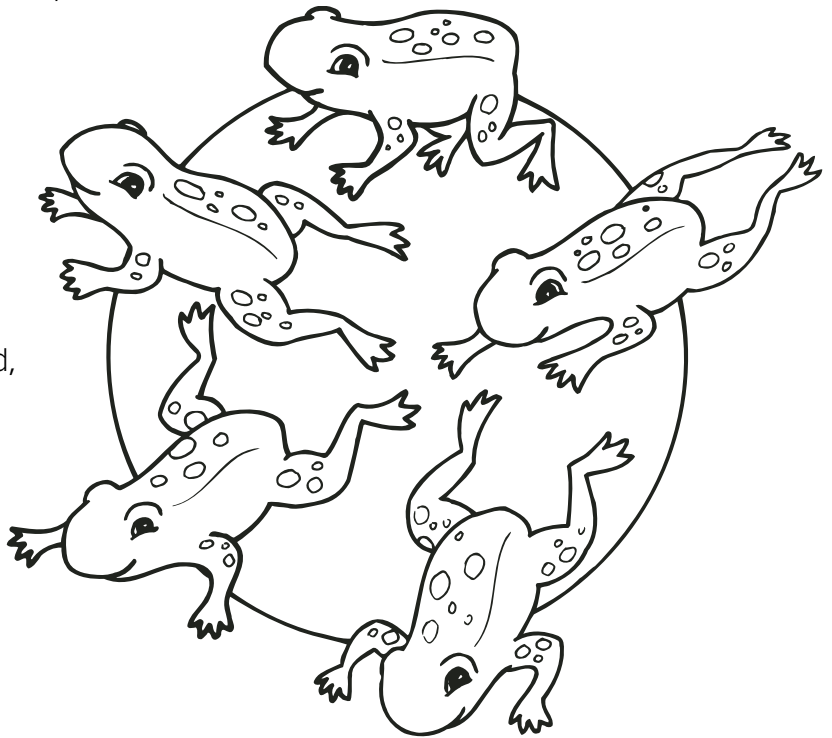
Four little frogs were down at the pond,  
Down at the pond at play.  
Along came a wiggly \_\_\_\_\_,  
And chased one frog away.

Three little frogs were down at the pond,  
Down at the pond at play.  
Along came a giant \_\_\_\_\_,  
And chased one frog away.

Two frogs were down at the pond,  
Down at the pond at play.  
Along came a purple \_\_\_\_\_,  
And chased one frog away.

One little frog was down at the pond,  
Down at the pond at play.  
Along came a flying \_\_\_\_\_,  
And chased one frog away.

*Sue Foster*



# 15 WAITER, WAITER

## Materials

Play food

## Activity

For this activity, you will need five sets of five different kinds of play food. For example, you could have five pizza slices, five eggs, five apples, five oranges, and five muffins. Set out the play food. Read the first verse of the following rhyme to the children, naming one of the foods you have for the blank. Ask one of the children to find one of that food and hand it to you. Read the second verse, naming another of the foods for the blank. Ask another child to find two of that food to give to you. Repeat with the remaining verses.

Waiter, waiter, on the run,  
I love \_\_\_\_\_, bring me one.

Waiter, waiter, dressed in blue,  
I love \_\_\_\_\_, bring me two.

Waiter, waiter, by the tree,  
I love \_\_\_\_\_, bring me three.

Waiter, waiter, by the door,  
I love \_\_\_\_\_, bring me four.

Waiter, waiter, sakes alive,  
I love \_\_\_\_\_, bring me five.

*Jean Warren*

 **Hint:** Instead of using play food, use pictures of food cut from magazines.



# 16 FIVE KEYS

---

## Materials


Old keys  
Permanent marker  
Key ring

## Activity

Collect five old keys. Use a permanent marker to number the keys from 1 to 5. Find a key ring that is simple to use. Give each key to a different child. Read the first verse of the following rhyme. Have the child holding the number one key stand up and put it on your key ring. Repeat for the remaining verses. Then take off the keys and pass them out to new children. Continue reciting the rhyme until each child has had a chance to hold a key and put it on the key ring.

Key number one is old, it's true.  
Unlock my suitcase with key number two.  
Key number three goes to my front door.  
The key to the car is number four.  
Key number five, now you're the best—  
You open up my treasure chest.  
Five keys jingle on my key ring.  
Oh, what surprises each key brings.

*Betty Silkunas*

 **Extension:** Collect ten different keys. (Locksmiths will often donate their miscut keys.) Arrange the keys on a sheet of sturdy paper. Trace around each key with a fine-tip marker. Place the paper on a table and put the keys into a container. Have the children count the keys before placing them on the matching key outlines.

# 17 FIVE SHINY MARBLES

---

## Materials

Marbles

## Activity

Line up five shiny marbles on the floor, then recite the poem below. Take one marble away at the end of each verse and let the children fill in the blank.

Five shiny marbles laying on the floor,  
One shot away and that leaves \_\_\_\_\_.


Four shiny marbles I can plainly see,  
One rolled off and that leaves \_\_\_\_\_.

Three shiny marbles, now just a few,  
One left the group and that leaves \_\_\_\_\_.

Two shiny marbles basking in the sun,  
One wandered off and that leaves \_\_\_\_\_.

One shiny marble looking for a hero,  
Went off to find the others and that leaves \_\_\_\_\_.

*Susan M. Paprocki*

 **Variation:** Give each child a cup of five shiny marbles. Have the children line up their own marbles in rows and put one marble back in their cups at the end of each verse.

# 18 THREE LITTLE PIGS PUPPETS

## Materials

Cardboard egg carton  
Scissors  
Craft knife  
Pink tempera paint  
Paintbrush  
Marker

## Activity

To make each puppet, select a cardboard egg carton. Cut out, in a single piece, one egg cup and two adjacent cones. Trim the cones to look like pig ears. Hold the egg cup so that the ears are on top and carefully cut an X in the bottom side of the cup for a finger opening. Paint the puppets pink and add facial features with a marker. Let the children use the puppets to tell the story of *The Three Little Pigs* or while you sing the following song.



### The Three Little Pigs

#### Sung to: "Three Blind Mice"

Three little pigs.  
Three little pigs.

Each built a house.  
Each built a house.

The wolf came by and he huffed and puffed.  
The straw and stick houses were not so tough.  
Thank goodness the brick house was strong enough  
For three little pigs!

*Kathy McCullough*

# 19 CLIMB ABOARD THE SPACESHIP

---

## Materials

None

## Activity

Read the following rhyme to the children. When you get to the last line, let them help you count backwards from ten and say, "Blast off!"

Climb aboard the spaceship, we're going to the moon.  
Hurry and get ready, we're going to blast off soon.  
Put on your helmets and buckle up real tight.  
Here comes the countdown, let's count with all our might!  
10-9-8-7-6-5-4-3-2-1—Blast off!

*Elizabeth McKinnon*

# 20 FIVE LITTLE FISHIES

---

## Materials

None

## Activity

Have the children move their fingers as indicated in the following rhyme:

Five little fishies swimming in the sea, *(Hold up five fingers.)*  
The first one says, "Hey, look at me!" *(Wiggle thumb.)*  
The second one says, "The water is deep." *(Point downward with index finger.)*  
The third one says, "It's time to sleep." *(Bend middle finger.)*  
The fourth one says, "I'll float and dip." *(Wiggle ring finger.)*  
The fifth one says, "I see a ship." *(Point with little finger.)*  
Fisherman's boat comes, line goes "Splash!" *(Clap.)*  
Away those little fishies dash! *(Wiggle fingers behind back.)*

*Johanne Hooker*

# 21 TEN RED APPLES

## Materials

Green and red felt  
Scissors  
Flannelboard

## Activity

Cut a tree shape out of green felt and ten apple shapes out of red felt. Place the tree on a flannelboard and put the apples on the tree. Manipulate the apple shapes as you read the following poem. Have the children count along with you.

Ten red apples growing on a tree,  
(*Count apples.*)


Five for you and five for me.  
(*Count five apples, then five more.*)

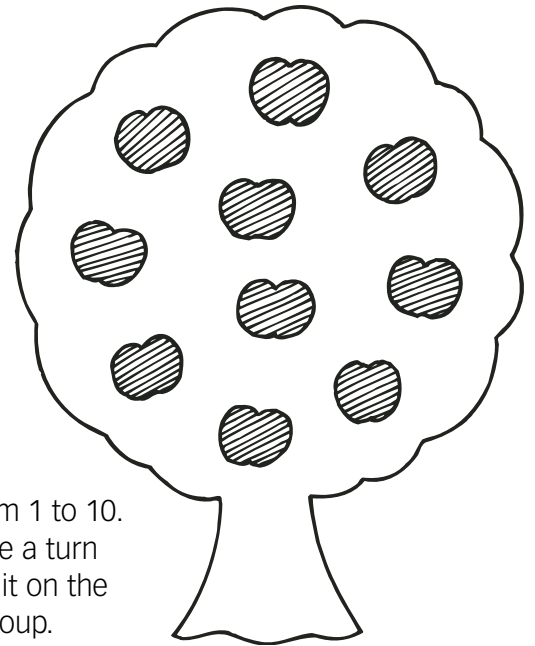
Help me shake the tree just so,  
(*Pretend to shake tree.*)

And ten red apples fall below.  
(*Place apples beneath tree while counting.*)

1-2-3-4-5-6-7-8-9-10.

*Adapted Traditional*

 **Variation:** Use a marker to number the felt apple shapes from 1 to 10. Place the tree shape on the flannelboard. Let each child have a turn choosing an apple, identifying the number on it, and placing it on the tree. When all the apples are on the tree, count them as a group.





# 22 ONE, TWO

## Materials

None

## Activity

Read the following rhyme to the children as they act out the motions as described:

One, two, sit up, please do. (*Sit up straight.*)  
 Three, four, feet on the floor. (*Place feet flat on floor.*)  
 Five, six, stir and mix. (*Make stirring motions.*)  
 Seven, eight, close the gate. (*Clap hands once.*)  
 Nine, ten, make a house for a hen. (*Form roof shape with fingers.*)  
*Adapted Traditional*

# 23 FOUR LITTLE STARS

## Materials

Yellow felt  
 Scissors  
 Flannelboard

## Activity

Cut four star shapes out of yellow felt. Place the stars on a flannelboard. As you read the following rhyme, remove the stars one at a time.

Four little stars winking at me,  
 One shot off, then there were three.  
 Three little stars with nothing to do,  
 One shot off, then there were two.  
 Two little stars afraid of the sun,  
 One shot off, then there was one.  
 One little star not having any fun,  
 It shot off, then there were none.

*Jean Warren*

# 24 ONE KNOCK, TWO KNOCK

## Materials

None

## Activity

Read the following rhyme to the children. Ask them to knock along with you.

One knock, two knock, three knock, four.  
*(Knock fist gently on floor as rhyme indicates.)*  
 Who's that knocking at my door?  
 Five knock, six knock, seven knock, eight.  
 Don't you think it's kind of late?

*Jean Warren*

# 25 A LITTLE NUMBER RHYME

## Materials

None

## Activity

Read the following rhyme to the children. Have them count along on their fingers.

Say a little number rhyme,  
 Count numbers one by one.  
 Say a little number rhyme,  
 We've only just begun.

One, two, three, four, five,  
*(Count on fingers.)*  
 Six, seven, eight, nine, ten.  
 When we finish counting,  
 We'll start all over again.

*Judy Hall*



# 26 TEN LITTLE CANDLES

## Materials

None

## Activity

Read the following rhyme to the children. Have them hold up and bend down their fingers as indicated.

Ten little candles standing on a cake.

*(Hold up ten fingers.)*

"Whh! Whh!" Now there are eight.

*(Blow twice and bend down two fingers.)*

Eight little candles in candle sticks.

*(Hold up eight fingers.)*

"Whh! Whh!" Now there are six.

*(Blow twice and bend down two fingers.)*

Six little candles, not one more.

*(Hold up six fingers.)*

"Whh! Whh!" Now there are four.

*(Blow twice and bend down two fingers.)*

Four little candles, yellow and blue.

*(Hold up four fingers.)*

"Whh! Whh!" Now there are two.

*(Blow twice and bend down two fingers.)*

Two little candles, one plus one.

*(Hold up two fingers.)*

"Whh! Whh!" Now there are none.

*(Blow twice and bend down two fingers.)*

*Adapted Traditional*



# CHAPTER 3

## Math


### 27 NUMBER LINE

#### Materials

Posterboard  
Scissors  
Tape  
Marker  
Small objects

#### Activity

Cut posterboard into 8-inch strips. Tape the strips together to make a long number line and place it on the floor. Mark off ten sections and number them. Collect several different small objects such as a toy car, a block, a spoon, a hat, and a crayon. Place each object in one of the numbered sections. Have the children look at the number line while you ask them questions such as "What number is the block on? What object is on number 7? Where is the spoon?"

 **Variation:** Instead of choosing general items, select ones relating to a holiday or theme unit you are studying. For example, if St. Patrick's Day is near, you may wish to set out a paper shamrock, a pot of pretend gold, a leprechaun's hat, and something green.


### 28 ERASE A NUMBER

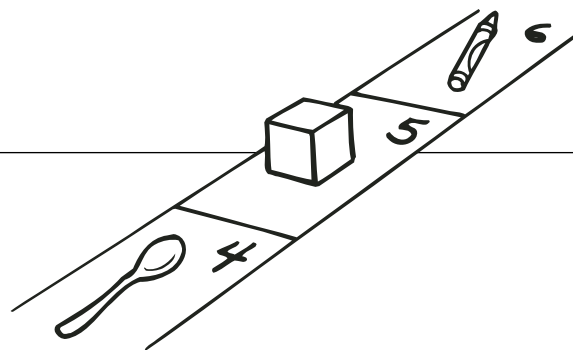
#### Materials

Chalk  
Chalkboard

#### Activity

Using chalk, cover a chalkboard with 1s, 2s, 3s, 4s, and 5s. Let each child have a turn finding a number on the chalkboard that he or she knows, naming it, and then erasing it. Continue until all of the numbers have been erased.

 **Variation:** Ask the children to find and erase specific numbers.



# 29 NUMBER MAGNETS

## Materials

Number magnets  
Magnet board

## Activity

Arrange three to four number magnets on a magnet board. Have the children look at the numbers and name them. Ask them to remember which numbers are on the magnet board. Turn the magnet board around and remove one of the numbers without the children seeing which one. Turn the board back to face the children. Sing the following song while they think about which number you removed. At the end of the song, ask them to tell you what number is gone.

### Sung to: "Frere Jacques"

There is one,  
There is one,

Number gone,  
Number gone.

Can you tell me which one,  
Before my song is done?

Which one?  
Which one?

*Gayle Bittinger*

 **Hint:** If you do not have a magnet board, a non-aluminum baking sheet or the side of a metal file cabinet works well.



# 30 CLOTHESPIN MATCH-UP

---

## Materials

Spring-type clothespins

Marker

Ruler

## Activity

Collect 12 spring-type clothespins and number them from 1 to 12. Give the clothespins and a ruler to one of the children. Have the child choose a clothespin, identify the number on it, and clip it to the matching number on the ruler. Repeat with the other clothespins.

# 31 NUMBER DAY

---

## Materials

Various

## Activity

When you have been working on a number, such as 3, make plans with the children for a number day. Ask them each to bring in an object that has a 3 on it (a cereal box, a magazine cover, a toy, etc.). Also encourage them to wear items of clothing that contain 3s. For other activities, you might wish to read "The Three Bears," serve three types of crackers for snack, and have the children make crowns decorated with 3s. Sing the following song on your number day, substituting your number for *three*.

### Sung to: "The Farmer in the Dell"

Today's our number day.  
Today's our number day.  
We celebrate the number three  
Today's our number day.

*Gayle Bittinger*

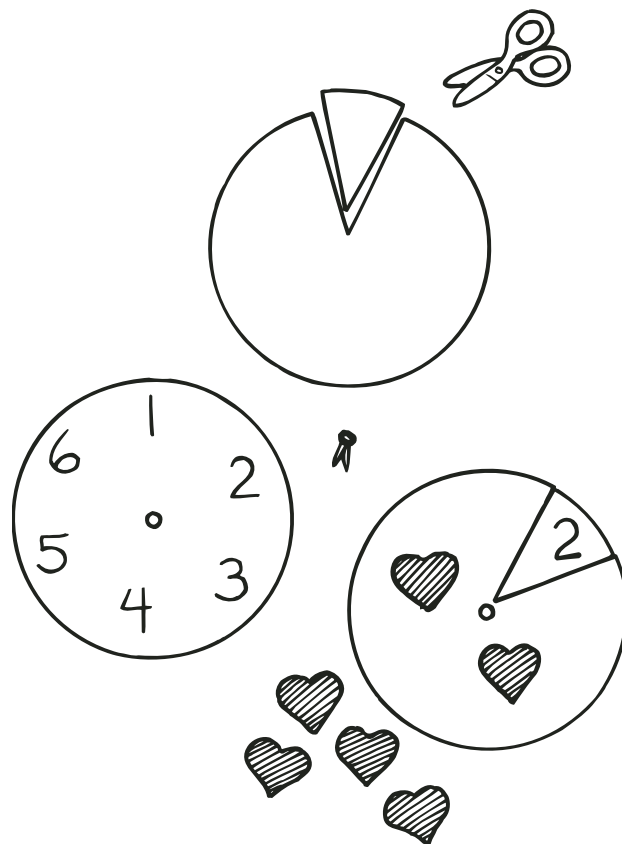
# 32 MATH WHEEL

## Materials


Cardboard  
Scissors  
Felt  
Glue  
Marker  
Brass paper fastener

## Activity

Cut two circles (about 12 inches in diameter) out of cardboard. Cut the same size circle out of felt and glue it to one of the cardboard circles. Cut a pie-shaped wedge out of the felt-covered circle as shown in the illustration. Around the edge of the other cardboard circle, write the numbers 1 to 6 in a clockwise fashion. Place the felt-covered circle on top of the numbered one. Poke a hole through the centers of both plates and insert a brass paper fastener. Cut six small seasonal shapes, such as hearts, shamrocks, flowers, leaves, or trees, out of felt.



Give one of the children the math wheel and six felt shapes. Have the child turn the bottom circle of the wheel until a number appears in the wedge-shaped hole. Then ask the child to place that number of felt cutouts on the top circle. Have the child remove the cutouts before turning the math wheel again.

 **Variation:** Have the child place a specific number of shapes on the wheel and then turn it until the corresponding number appears.

# 33 MY NUMBER POSTER


---

## Materials

Large construction paper  
Marker  
Ruler  
Glue  
Small items

## Activity

Help each child create his or her own number poster. To make each poster, use a ruler and marker to draw eleven rows on a 12 x 18-inch sheet of construction paper. Number the rows from 0 to 10 down the left-hand side of the paper. Set out small bottles of glue and small items such as buttons, paper clips, cotton balls, pasta wheels, and large plastic beads. Have each child identify a number on his or her chart, then glue a corresponding number of small items in that number's row. Repeat with other numbers until the children's number posters are complete.

 **Hint:** Display the children's number posters on a wall or a bulletin board and sing the following song as the children practice counting from 0 to 10.

### **Sung to: "Skip to My Lou"**

Start with 0–1–2–3.  
Add on 4–5–6 and 7.  
Count some more 8–9–10.  
Then count them once again.

*Gayle Bittinger*



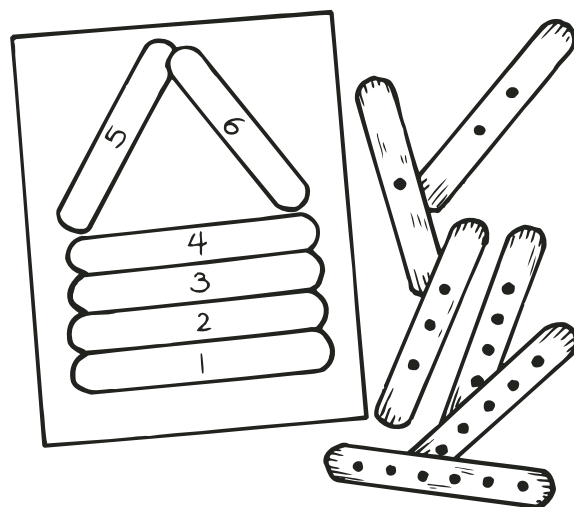
# 34 NUMBER PUZZLES

## Materials

File folders  
Large craft sticks  
Markers

## Activity

On the inside of a file folder, arrange six large craft sticks to make a log-cabin design (see illustration). Trace around the craft sticks to make "logs." Number the logs from 1 to 6. Collect the craft sticks and number them from 1 to 6 with dots. Arrange the six craft sticks in a different design on the inside of a second file folder. Trace around the craft sticks and number them from 1 to 6. Make several different designs. Set out the file folders and the six dotted craft sticks. Have the children take turns choosing a puzzle and arranging the matching craft sticks on the design.



# 35 NUMBER BOXES

## Materials

Cardboard boxes  
Marker  
Small objects around the room

## Activity

Collect five cardboard boxes that are approximately the same size. Use a marker to number the boxes from 1 to 5. Ask a child to choose a box and identify the number on it. Then have the child take the box around the room and fill it with that number of toys, blocks, or other objects. If desired, let the children work in pairs and take turns helping each other count out objects into the numbered boxes.

# 36 CALENDAR NUMBER GAMES

## Materials

Old calendars  
Scissors  
Index cards  
Glue  
Crayons

## Activity

Use old calendars to make these number games for the children to play.

**Matching:** Cut the squares for days 1 through 10 from two months of an old calendar and glue them to index cards. Mix up the cards and let the children take turns finding the matching squares.

**Match-Up:** Use the numbered cards from the matching game above. Mix them up and place them facedown on a table. Play Match-Up with one of the children by turning over two of the cards. If they match, set them aside and take another turn. If they do not match, replace them and let the other child have a turn. To change the difficulty of the game, increase or decrease the number of cards used.

**Number Recognition:** Give each child a month page from an old calendar and a crayon. Ask the children to circle a particular number, such as 5. Be sure to accept any number circled with that number in it (5, 15, or 25). Or let the children select numbers to circle while they tell you what they are.



# 37 ROOM CARDS

---

## Materials

Index cards

Markers

## Activity

Look around your room for familiar objects of which you have ten or fewer (teddy bears, clocks, tables, erasers, balls, etc.). Draw a picture of each of the objects on a separate index card and put the cards together in a deck. Have the children sit in a group. Choose one child to draw one of the cards and name the object on it. Then have the child walk around, counting the number of those objects that he or she sees in the room. As each child is looking for and counting the objects, sing the following song. Substitute the name of the child's object for bears. Repeat, letting another child draw the next card.

### Sung to: "Row, Row, Row Your Boat"

Look, look carefully.

If you do, you'll see

How many of the bears we have.

How many do you see?

*Gayle Bittinger*

⦿ **Variation:** Instead of having the children work individually, ask one child to choose the card, but have all of the children help count the number of those objects in the room. Or, if you prefer, divide the children into teams. Let each team draw a card, then find and count the objects shown on it.

⦿ **Extension:** Make a graph of the children's results. Ask them to tell you which object was found the most and which was found the least. Were there any objects that had the same number?

# 38 STICKER MATH

## Materials

Stickers  
Large paper  
Marker  
Small boxes


## Activity

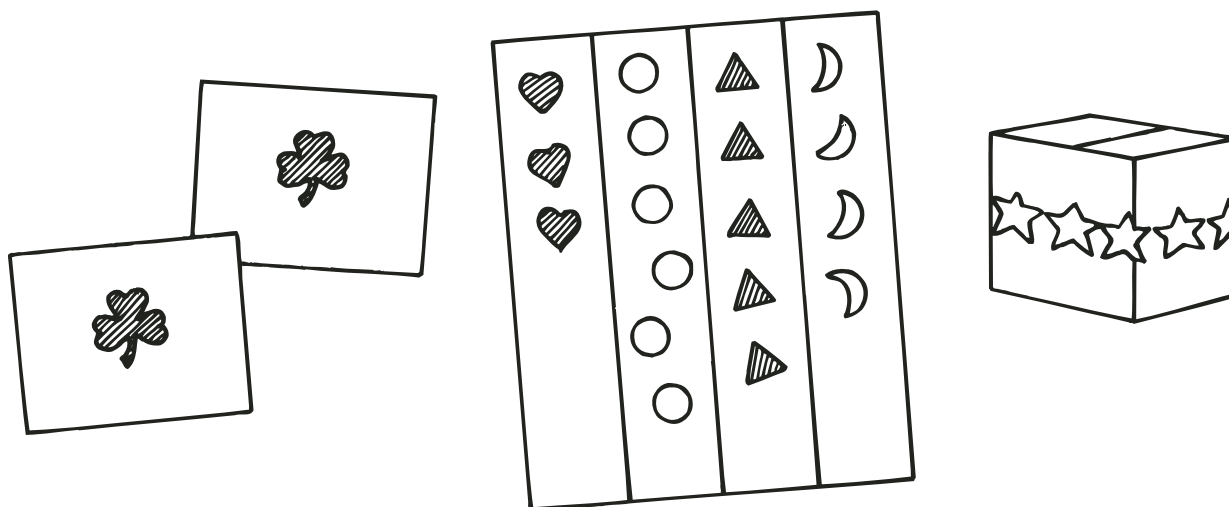
Use an assortment of stickers to play these math games.

**Matching Sets:** Collect ten large index cards. Divide the cards into pairs. Place a matching number of stickers on each pair of cards. Mix up the cards. Let the children take turns counting the stickers on the cards and finding the matching pairs.

**Sticker Graph:** Divide a large sheet of paper into four rows. Collect four different kinds of stickers. Place one of each kind of sticker in a separate row. Give each child two or three different stickers. Have them place their stickers in the appropriate rows on the graph. When all of the stickers are placed, have the children count how many of each sticker you have. Which sticker is shown the most? The least?

**Sticker Measuring:** Set out several small boxes and a sheet of large, identical stickers. Hold up one of the boxes. Have the children look at the box and predict how many of the large stickers will fit around it. Begin placing the stickers around the outside of the box. Have the children count as you go. When there are stickers completely around the box, have the children compare their estimates with the actual number of stickers. Did they guess too high, too low, or just right?

 **Hint:** Holiday stickers are fun to use with these activities.



# 39 COUNTING CUPS

## Materials

Various

## Activity

There are many different kinds of counting cups you can make for the children to practice counting and number recognition. Here are a few fun ideas.

**Muffin Tins:** Find a 6-cup muffin tin and put a paper baking cup in each cup. Number the bottom of the cups from 1 to 6. Set out 21 buttons. Let the children count the appropriate number of buttons into each muffin cup.

**Egg Cartons:** Cut an egg carton in half. Number the egg cups in one-half of the carton from 1 to 6. Number six plastic eggs from 1 to 6 with dots. Have the children choose an egg, count the dots, and place the egg in the matching egg cup. (To make the game more challenging, use the entire egg carton.)

**Cardboard Tubes:** Glue six toilet tissue tubes, in an upright position, to a piece of cardboard. Allow the glue to dry. Number the tubes from 1 to 6. Set out the tubes and 21 craft sticks. Let the children take turns placing the corresponding number of craft sticks into each tube.

**Lunch Boxes:** Collect five plain lunch boxes. Attach one self-stick circle to the lid of the first lunch box, two circles to the lid of second lunch box, and so on. Number five cloth (or sturdy paper) napkins from 1 to 5. Have the children count the circles on each lunch box and place the matching napkin inside.



# 40 EGG CARTON COUNTER

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## Materials

Egg carton  
Clothespins

## Activity

Punch a hole in the bottom of each egg cup in an egg carton. Close the lid and turn the carton upside down so that the egg cups are facing up. Set out twelve slot-type clothespins. Let the children take turns putting one clothespin in each egg cup, counting as they go. Remove some of the clothespins and ask the children to count how many are left. Repeat, putting some clothespins in or taking some out each time.

# 41 HEARTS FOR COUNTING


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## Materials

Construction paper  
Scissors  
Clear self-stick paper  
Small heart-shaped rubber stamp  
Washable ink pad  
Paper towel

## Activity

Cut five heart shapes out of light-colored construction paper. Use a marker to number the shapes from 1 to 5. Cover the shapes with clear self-stick paper (or have them laminated). Set out a small rubber stamp in the shape of a heart and a dark-colored washable ink pad. Let the children take turns identifying the numbers on the hearts and stamping on the corresponding numbers of heart prints. As each child finishes, wipe off the ink with a damp paper towel.

 **Hint:** Use other seasonal shapes and rubber stamps for this activity.

## 42 COUNTING GAME

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### Materials

Five smooth pebbles  
Paint  
Paintbrush  
Shallow basket

### Activity

Let the children play this version of a Native American counting game. Collect five smooth pebbles. On four of the pebbles, paint a half-moon shape on one side. On the fifth pebble, paint a star shape. Allow the paint to dry. Place the pebbles in a shallow basket or wooden bowl. Let one child at a time hold the basket and give it a shake, gently tossing the pebbles around. Help the child count the number of shapes that turn up, allotting one point for each moon and two points for the star. The child who has the highest number of points at the end of each round wins that round.

## 43 COUPON HUNT

---

### Materials

Magazines  
Circular ads  
Newspapers  
Scissors

### Activity

Cut coupons out of magazines, circular ads, and newspapers. Look for coupons that have the cents-off numbers written in large, bold type. Have the children sit in a circle and put an assortment of coupons in the middle. Call out a child's name and a number. Have the child hunt for a coupon with that number on it. If necessary, help the child find the coupon by giving directions. Continue the game until each child has had a turn.

# 44 PUZZLE PIES

## Materials

Construction paper  
Scissors  
Markers

## Activity


Cut circles out of construction paper to make these simple puzzle pie games.

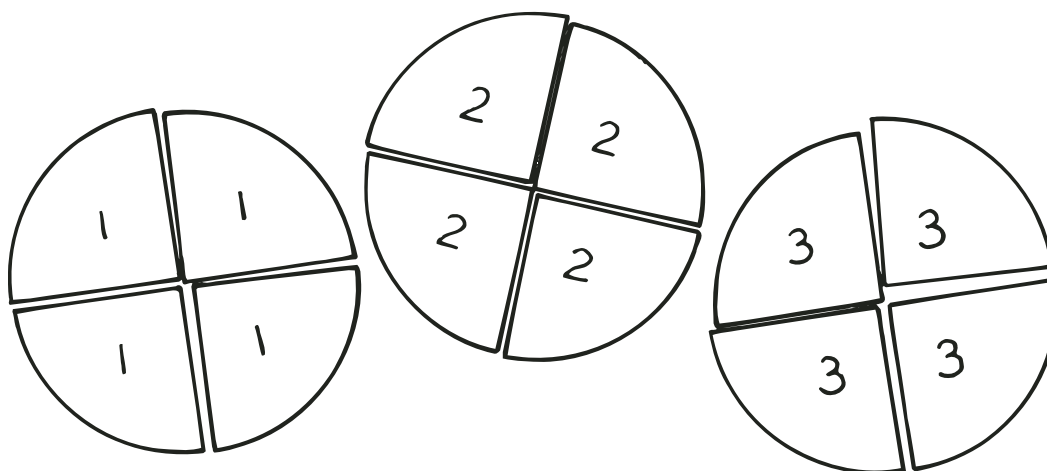
**Number Pie:** Cut three 12-inch diameter circles out of one color of construction paper. Cut all of the pies into four pieces. Print the same number on all of the pieces of one pie. Print two more numbers on the pieces of the other pies. Mix up the pieces and let one or two children put them back together according to the numbers printed on the pieces.

**Counting Pie:** Cut one 12-inch diameter circle out of construction paper. Cut the pie into eight pieces. Number the pieces from 1 to 8. Have the children take turns putting the pie together by arranging the pieces in order from 1 to 8.

**Fractions Pie:** Cut three 12-inch diameter circles out of three colors of construction paper. Cut one pie into halves, one pie into fourths, and the remaining pie into eighths. Mix up the pieces and let the children put them together in various ways to make whole pies.

**Size Pie:** Cut one 8-inch diameter circle, one 10-inch diameter circle, and one 12-inch diameter circle out of the same color of construction paper. Cut each pie into fourths. Mix up the pieces. Have the children sort the pieces by size before putting the pies back together.

 **Hint:** When the children have completed all of their puzzle pies, let them help you make a simple pudding pie to share at snacktime.





# 45 PEGBOARD SHAPES

---

## Materials

Pegboard  
Golf tees  
Basket

## Activity

Purchase a sheet of pegboard and cut it into 18-inch squares. (Most hardware stores will cut the pegboard for you, for a small fee.) Collect an assortment of golf tees and put them in a basket. Set out the pegboard squares and the basket of golf tees. Ask a child to sit at each pegboard square. Show the children how to place the golf tees into the holes of the pegboard to make shape outlines by “connecting the dots.” Have them each make a rectangle, a square, or a triangle shape outline on their pegboard squares. Ask them to count the number of pegs they used in their outlines. If they used more than one color of golf tee making their outlines, have them count how many pegs of each color they used. Let them continue making other shapes. Encourage them to make shape outlines of varying sizes, as well. As they work, sing the following song, substituting the names of the shapes the children are making for *square*.

### Sung to: “Three Blind Mice”

Making shapes. Making shapes.  
Lots of shapes. Lots of shapes.  
I can make a square with my golf tees,  
And count them up with the greatest of ease,  
Then I can make any shape I please.  
Making shapes.

*Gayle Bitteringer*

# 46 THREE SIDES

## Materials

Construction paper  
Scissors  
Plain paper  
Glue


## Activity

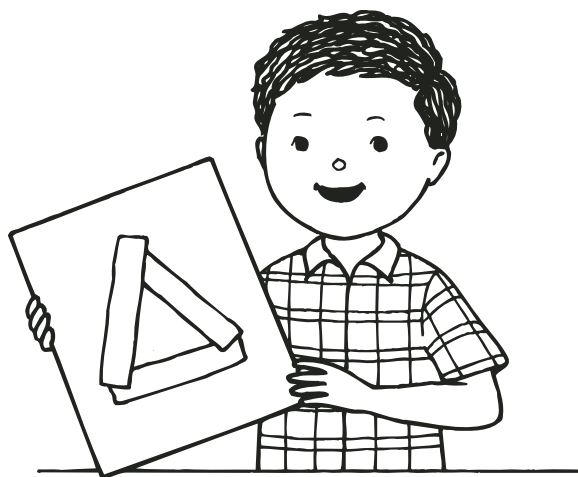
Cut construction paper into 1 x 6-inch strips. Give each child three paper strips. Have the children count their strips. Show them a picture of a triangle. Ask each child to arrange his or her paper strips on a piece of plain paper to make a triangle. Have them glue their strips in place on their papers. Have extra paper strips available for the children to make additional triangles if they wish. Sing the following song while the children make their triangles:

### Sung to: "London Bridge"

Triangles all have three sides,  
Have three sides, have three sides.  
Triangles all have three sides.  
Count them 1-2-3.

*Kathy McCullough*

 **Hint:** Have paper strips of varying lengths available so the children can make triangles of many different sizes.



# 47 IS IT A SQUARE?

## Materials

Construction paper

Scissors

Ruler

## Activity

Out of construction paper, cut six 9-inch squares, three 6 x 9-inch rectangles, and three 9 x 12-inch rectangles. Set out the shapes and a 12-inch ruler. Explain to the children that squares have sides that are all the same length. Show them the shapes and the ruler. Point out the numbers on the ruler. Ask them to use the ruler to measure the sides of each shape. Have them put the shapes with equal sides in one pile and the shapes without equal sides in another pile. When the children have finished sorting the shapes, have them sing the following song with you:

### Sung to: "London Bridge"

All squares have four equal sides,

*(Draw square in air with finger.)*

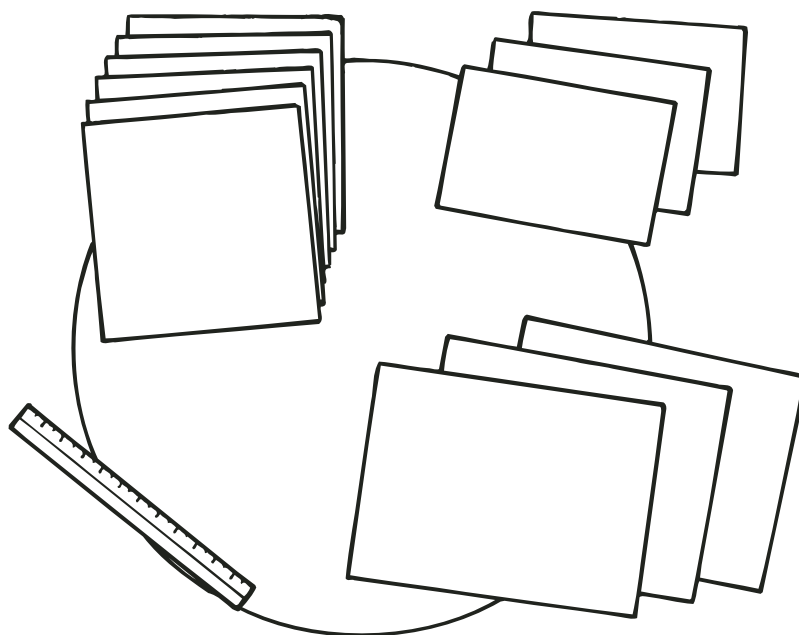
Equal sides, equal sides.

All squares have four equal sides.

Count them now with me.

1-2-3-4.

*Barbara Conahan*



# CHAPTER 4

## Science

### 48 MEASURING RICE

#### Materials

Rice  
Large plastic container  
Measuring cups  
Measuring spoons  
Small plastic containers



#### Activity

Put uncooked rice in a large plastic container, such as a dishpan or a large storage box. Set out measuring cups, measuring spoons, and small plastic containers in various sizes (yogurt cup, cottage cheese container, peanut-butter jar, etc.). Invite a child to join you. Give the child a 1-cup measuring cup and a  $\frac{1}{4}$ -cup measuring cup. Ask the child to predict how many  $\frac{1}{4}$ -cups will fit into the 1-cup measuring cup, then help the child use the  $\frac{1}{4}$ -cup to fill one of the small plastic containers. Have the child compare his or her prediction with the actual number. Was his or her guess more, less, or exactly right? Let the child choose another plastic container or another measuring cup and repeat the experiment.

### 49 SHADOW LENGTHS

#### Materials

Stick  
Measuring tape  
Paper  
Pencil

#### Activity

On a sunny day, prop a 3-foot stick upright in the ground. Take the children outside throughout the day to measure the length of the shadow cast by the stick. Keep track of the time of day and the length of the shadow. Show the results to the children. Ask them to think about how the shadow's length varied as the day progressed.

# 50 WHICH HOLDS THE MOST?

## Materials

Plastic containers  
Water  
Measuring cup  
Paper cups  
Marker

## Activity

Collect five plastic containers that hold varying amounts of water. (Try a food storage container, a baby bottle, a drinking cup, a small pitcher, and a clear-plastic vase.) Show the containers to the children. Ask them to estimate which container will hold the most water, the next most, and so on. Line up the containers in the order of their estimations from most to least. Then let the children count as you pour cups of water into the first container until it is full. Write the number of cups on a paper cup and place it in front of that container. Repeat with the other four containers. Ask the children to look at their results. Are the containers arranged in the correct order from most to least water held? Have the children help rearrange the containers as necessary.

- ◎ **Hint:** Cover a table with a large beach towel and place the containers on the towel to catch any drips or spills.
- ◎ **Variation:** Instead of using water, try filling the containers with sand, rice, split peas, or dried beans.
- ◎ **Variation:** Measure the cups each container will hold ahead of time. Write the numbers on paper cups. Show the children the containers and the paper cups. Have them place each numbered paper cup in front of the container they think will hold that amount.



# 51 WEIGHING PUMPKINS

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## Materials

Pumpkins  
Scale  
Ball-point pen

## Activity

Collect three or four pumpkins of varying sizes. Let the children pick up and hold the pumpkins. Have them estimate which pumpkin is the heaviest and which one is the lightest. Then set out a scale. Help the children weigh each pumpkin and write the weight on its side with a ball-point pen. Have the children compare their estimations with the actual weights. Did they correctly guess which pumpkin was the heaviest and which pumpkin was the lightest? Repeat with a different set of pumpkins.

# 52 HOW BIG IS NATURE?

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## Materials

Measuring tools

## Activity

Collect a variety of measuring tools such as a yardstick, a retractable tape measure, a collapsible carpenter's measure, fabric measuring tapes, and several rulers. Let the children take the tools outside to measure things like sticks, tree trunks, leaves, and flower stems. Point out the numbered inches on the measuring tools. Ask them to tell you how many inches long each item is. Let them experiment with the measuring tools to figure out which ones work better than others to measure certain things. Then ask them what they measured and which tools worked best.

# 53 BIRTHDAY GRAPH

## Materials

Posterboard  
Markers  
Construction paper  
Scissors  
Glue

## Activity

Set out a sheet of posterboard so that it faces horizontally. Write the words "Our Birthdays" across the top. Draw a line across the bottom and make twelve hash marks. Write the months of the year from January to December beneath the hash marks (see illustration). Cut small candle shapes out of construction paper. Show the graph to the children. Explain that when the graph is finished, it will show how many of the children's birthdays are in each month of the year.



To complete the graph, ask all the children with January birthdays to raise their hands. Together, count the number of hands raised, then glue that many candle shapes above "January." Repeat with the other months. When the graph is complete, ask the children questions about it. Which month has the most birthdays? The least? How many birthdays are there in April? Are there any months without birthdays?

# 54 COUNTING APPLE SEEDS

## Materials

Apples  
Plain paper  
Marker  
Pencil  
Apples  
Sharp knife

## Activity

Purchase three different kinds of apples. On a sheet of plain paper, write "How Many Seeds?" across the top. Write each child's name underneath. Hold up one of the apples. Ask the children to guess the number of seeds that are inside the apple while you sing the following song. Help the children write their guesses beside their names on the paper. Cut open the apple, remove the seeds, and let the children help you count them. How close were their estimates to the actual number of seeds? Was the actual number of seeds more or less than their guesses? Try the same experiment with a different kind of apple.

### Sung to: "Frere Jacques"

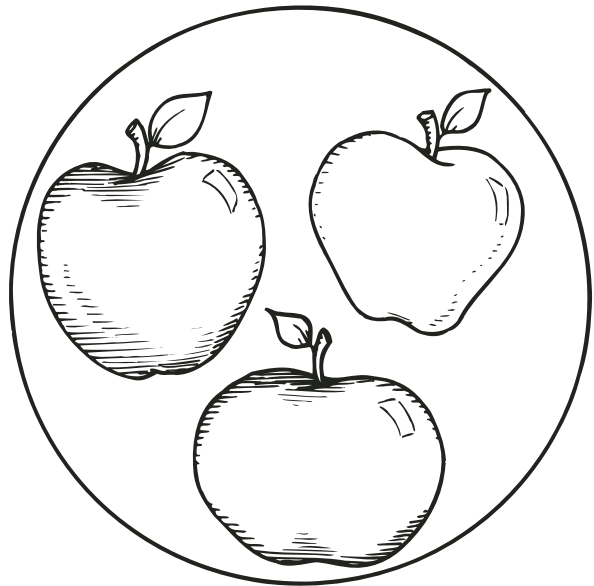
Here's an apple,  
Here's an apple

With seeds inside,  
With seeds inside.

Will you guess with me  
How many seeds we'll see?

How many seeds?  
How many seeds?

*Gayle Bittinger*





# 55 THERMOMETER READINGS

---


## Materials

Outdoor thermometer  
Heavy cardboard  
Sharp knife  
White ribbon  
Red permanent marker  
Black marker

## Activity

Find a large outdoor thermometer with large, easy-to-read numbers. Hang the thermometer outside in a place where the children can see it from inside your room. Talk about what the numbers on the thermometer mean. Show them how to read the thermometer. Explain that the bigger the number, the warmer it is outside; the smaller the number, the colder it is outside.

Then make a play thermometer for the children. Cut a 3 x 9-inch rectangle out of heavy cardboard. Use a sharp knife to cut a small slit at the top and the bottom of the rectangle. Cut a 20-inch length of white ribbon. Color half of the ribbon with a red permanent marker. Thread the ribbon through the slits in the cardboard and tie it in the back. Mark the front of the cardboard with the degrees found on your real thermometer. As the temperature changes during the day, have the children change their play thermometer by moving the red part of the ribbon up or down.

 **Variation:** Make two play thermometers. Adjust the temperature on one of the thermometers. Ask one of the children to make the other thermometer the same temperature. Or set a different temperature on each play thermometer. Ask the children to tell you which temperature is higher and which is lower.


# 56 COLOR MIXING

## Materials

Index cards  
Markers  
Clear-plastic cups  
Water  
Small bowls  
Food coloring  
Eyedroppers

## Activity

Make ten color-mixing cards by drawing combinations of different colored dots on index cards. For example, you could draw combinations of three blue dots and two red dots; two yellow dots and one blue dot; and one blue dot, two red dots, and one yellow dot. Fill ten clear-plastic cups halfway with water. Set out small bowls of diluted red, blue, and yellow food coloring, with an eyedropper in each bowl. Place the index cards beside the cups of water. Invite one of the children to choose a cup and a color-mixing card. Have the child name the colors and count the number of dots on the card. Let the child use the eyedroppers to place the corresponding number of drops of food coloring into the cup of water. If desired, have the child predict what color the water will become before adding the food coloring.

 **Extension:** Set out clear-plastic cups filled with water and blank index cards. Let the children make and follow their own color-mixing cards.



# 57 COLORED CRYSTAL JARS

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## Materials

Epsom salts  
Bowl of water  
Measuring spoons  
Baby food jars  
Red, blue, and green food coloring

## Activity

Let the children practice measuring and counting as they set up this colorful crystal experiment. Set out the materials. Help each child measure 3 teaspoons Epsom salts, 3 teaspoons water, and  $\frac{1}{4}$  teaspoon food coloring into a baby food jar. Over the next few days, have the children observe what happens as the water in their jars evaporates and small crystals begin to form. Keep a magnifying glass on hand for closer examination.

# 58 MAKING SAND

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## Materials

Clear-plastic container  
Seashells  
Smooth rocks  
Pitcher of water  
Measuring cup

## Activity

This experiment involves counting, measuring, and lots of vigorous shaking. Collect a sturdy, clear-plastic container with a screw-on lid. Set out seashells, smooth rocks, a pitcher of water, and a measuring cup. Explain to the children that sand is made up of rocks and shells that have been broken into tiny pieces by the ocean's powerful waves. Tell them that they will be making their own sand. Have the children help you place 20 shells, 8 rocks, and  $\frac{1}{2}$  cup water into the container. Twist the lid securely on the container. Let the children shake the container as vigorously and as often as they can over the next several days. Ask them to observe what is happening to the rocks and shells. They will notice that sand is beginning to form and can be seen on the bottom of the container.

# CHAPTER 5

# *Music and Movement*

## 59 CLAP ONE, TWO, THREE

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### Materials

None

### Activity

Sing the following song with the children. Have them clap their hands as you sing.

**Sung to: “Row, Row, Row Your Boat”**

Clap, clap, clap your hands. Clap them one, two, three.

The more you clap, the more we count. So what will your count be?

One, two, three, four, five, six, seven, eight, nine.

The more you clap, the more we count, ten, eleven, twelve.

*Adapted Traditional*



## 60 SING A SONG OF NUMBERS

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### Materials

None

### Activity

Sing the following song to the children. Have them hold up their fingers as you count in the song.

**Sung to: “Sing a Song of Sixpence”**

Sing a song of numbers, count them one by one.

Sing a song of numbers, we’ve only just begun.

One, two, three, four, five, six, seven, eight, nine, ten.

When we finish counting them, we’ll start them once again.

*Judy Hall*

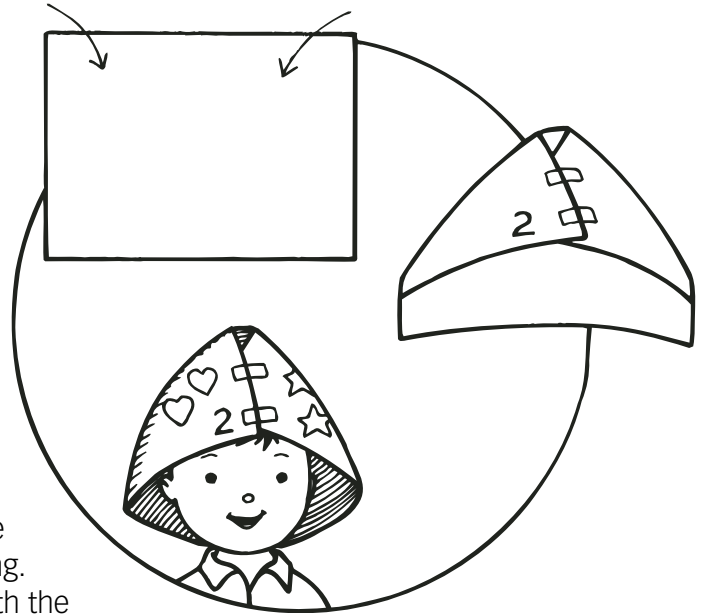
# 61 NUMBER PARADE

## Materials

Construction paper  
Tape  
Marker  
Stickers

## Activity

Make each child a hat by rolling a sheet of construction paper into a cone shape and taping the edges in place (see illustration). Have the children choose numbers between 1 and 5 to write on their hats and place that many stickers on it. Let the children put on their hats and march around the room as you sing the first verse of the following song. For each additional verse, have only the children with the corresponding number on their hats march around the room.



### Sung to: "When the Saints Go Marching In"

Oh, when the numbers march right in,  
Oh, when the numbers march right in,  
We will count them one by one,  
When the numbers march right in.

Oh, number one, oh, number one,  
Oh, number one is so much fun.  
We all love the number one,  
When the numbers march right in.

Oh, number two, oh, number two,  
Oh, number two what will we do?  
We all love the number two,  
When the numbers march right in.

Oh, number three, oh, number three,  
Oh, number three says, "Look at me."  
We all love the number three,  
When the numbers march right in.

Oh, number four, oh, number four,  
Oh, number four is so much more.  
We all love the number four,  
When the numbers march right in.

Oh, number five, oh, number five,  
Oh, number five is so alive.  
We all love the number five,  
When the numbers march right in.

*Judy Hall  
Gayle Bittinger*



# 62 MUSICAL NUMBER CHAIRS

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## Materials

Chairs  
Index cards  
Marker  
Tape




## Activity

Arrange a chair for each child in a large circle, with the chairs facing out. Write a variety of familiar numbers on index cards. Tape one index card to each chair. Sing the following song. At the end of the song, have everyone find a chair to sit in. Call out a number and have the children sitting in chairs with that number stand up. Repeat for each number, until all of the children are standing. Then have the children walk around the chairs as you sing the song again.

### Sung to: “Skip to My Lou”

Walk, walk, around the numbers.  
Walk, walk, around the numbers.  
Walk, walk, around the numbers.  
Find a number now.

*Gayle Bittinger*

 **Variation:** Write numbers on two or three index cards. Have the children sit in a circle. Play some music and have the children pass the numbered cards around the circle. Whenever you stop the music, ask each child holding a card to show it to the group and name the number on it. Continue the game, substituting or adding other numbers as desired.

# 63 MUSICAL MATS

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## Materials

Carpet mats  
Music

## Activity

Collect eight to ten carpet mats. Place the mats all over the floor. Ask the children to walk around the room as you play some music. When you stop the music, have each child find a mat to sit on. Each mat will have more than one child at it. Walk to each mat and let everyone help you count the children on it. Play the music again and take away one of the mats. Stop the music and have the children find mats to sit on or touch with a hand or a foot. Count the children on each mat one more time. Repeat until there are just one or two mats left.

# 64 NUMBER MUSIC

---

## Materials

Rhythm instruments  
Index cards  
Marker

## Activity

Collect four different types of rhythm instruments. For example, you could have shakers, drums, tambourines, and bells. Give each child one of the instruments. Have the children sort themselves by instruments into four groups. Give each group a number. Write each group's number on a separate index card. Explain to the children that they will be making music. Whenever you hold up their group's number, they are to play their instruments. When you put down their number, they are to set down their instruments. Begin by holding up one number at a time. As the children become more experienced, try holding up two or three numbers at once.

# 65 MOVE LIKE ME

## Materials

None

## Activity

Have the children stand in a circle. Choose one child to begin. Ask that child to make up a movement. Begin singing the following song. When you get to the counting part, sing the song slowly as you do the child's movement ten times. At the end of the song, have the next child think of a new movement. Do the new movement as directed in the song, then sing the song one more time while doing the first movement. Repeat for as long as you can remember the children's movements. When things become too confused, start all over again with the next child.


### Sung to: "The Farmer in the Dell"

Can you move like this?

Can you move like this?

Watch me—one, two, three, four, five,  
Six, seven, eight, nine, ten.

*Gayle Bittinger*

 **Variation:** Instead of singing the song on this page, play some lively music. Have the first child make a motion and have everyone follow along to the count of ten. Then have a second child add another motion, which the children follow to the count of ten, before repeating the first motion ten times. Add as many motions as possible.





# CHAPTER 6

## *Visual Arts*


### 66 DECORATED NUMBERS DISPLAY

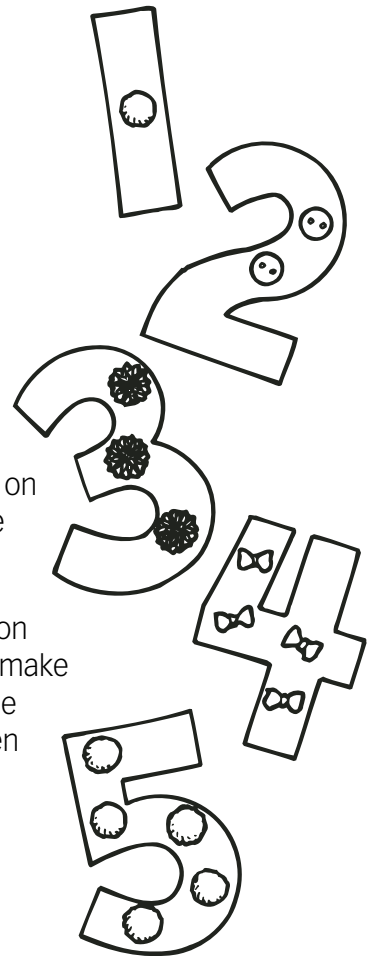
#### Materials

Posterboard  
Scissors  
Markers  
Plain paper  
Small objects  
Glue

#### Activity

For each child, cut the numbers from 1 to 5 out of posterboard. Set out glue and collections of small objects such as buttons, dried flowers, and cotton balls. Help the children glue matching numbers of small objects on their posterboard numbers. For example, have them glue one cotton ball on their number 1 shapes, two buttons on their number 2 shapes, three dried flowers on their number 3 shapes, and so on. Display the decorated numbers around the room, if desired.

 **Variation:** Cut number shapes from 1 to 5 out of dark-colored construction paper. With the children, identify the numbers, then use a hole punch to make corresponding numbers of holes in the shapes. Have the children turn the numbers over and glue small squares of tissue paper over the holes. Then tape the numbers in numerical order to the windows in your room.



# 67 NUMBER RUBBINGS

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## Materials

Glitter-glue pen  
Posterboard  
Tape  
Lightweight paper  
Unwrapped crayons

## Activity

Use a glitter-glue pen to write the numbers 0 to 9 in random order on pieces of posterboard. Allow the glue to dry overnight or until completely hardened. Tape the posterboard pieces to a table. Set out lightweight paper, such as computer paper or tracing paper, and an assortment of unwrapped crayons. Show the children how to make rubbings by placing a sheet of paper on top of one of the posterboard pieces and coloring over the raised numbers with the side of a crayon. As the children work, encourage them to move their papers around on the posterboard numbers to create colorful number designs.

# 68 STAMPED NUMBERS

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## Materials

Construction paper  
Pen  
Small rubber stamps  
Washable ink pads

## Activity

Select a sheet of light-colored construction paper for each child. Use a pen to write a large number from 0 to 9 on each paper. Set out small rubber stamps and washable ink pads in a variety of colors. Let the children use the stamps to make prints on the lines of their numbers, covering the lines completely.

# 69 NUMBER ART


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## Materials

Masking tape  
Oaktag  
Tempera paint  
Plates  
Sponges

## Activity

For each child, use masking tape to form a number from 0 to 9 on a sheet of oaktag. Pour a small amount of tempera paint onto plates. Set out the numbered papers and small sponges. Have the children use the sponges to paint all over the papers, being sure to paint over the masking tape. When the paint has dried, help the children peel off the masking tape to reveal their surprise numbers.

 **Hint:** If you do not have oaktag, use old manila file folders cut in half.

# 70 NUMBER COLLAGES

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## Materials

Newspapers  
Magazines  
Catalogs  
Scissors  
Construction paper  
Glue

## Activity

Have the children look in newspapers, magazines, and catalogs for numbers. Ask them to cut or tear out as many numbers as they can find. Let the children glue the numbers they find to sheets of construction paper to make number collages.

# 71 COUNTING FINGERS

## Materials

Construction paper

Markers

## Activity

Work with one child at a time. Let the child choose a color of construction paper for this activity. Have the child place his or her hands on the construction paper while you trace around them. Number the fingers from 1 to 10 and count them with the child.

# 72 NUMBER CREATIONS

## Materials

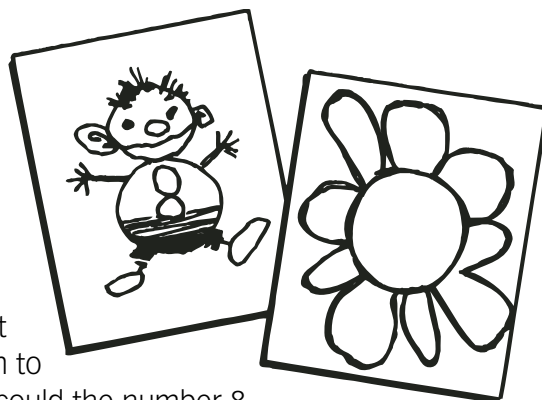
Construction paper

Marker

Crayons

## Activity

For each child, use a marker to draw a large number on a sheet of construction paper. Give the papers to the children. Ask them to think of ways to turn their numbers into pictures. For instance, could the number 8 be made into a person by adding a head, two arms, and two legs? Or could petals be drawn around the number 0 to turn it into a flower? Encourage the children to use crayons and their imaginations to create any kind of number pictures they wish. When they have finished, display their number creations on a wall or a bulletin board.



**Variation:** Write a number on a piece of white paper and attach the paper to a clipboard. Have the children sit with you in a circle and give them each a different color of crayon. Then pass the clipboard around the circle and let each child in turn add a detail to the number to turn it into a picture of some kind. Continue the activity until the children are satisfied with their group creation.

# 73 COUNTING COLLAGES

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## Materials

Collage materials  
Containers  
Marker  
Construction paper  
Glue

## Activity

Collect five different kinds of collage materials, such as cotton balls, pasta, yarn pieces, plastic-foam packing peanuts, and tissue paper squares. Use a marker to number five containers from 1 to 5. Place a different collage material in each container. Set out the containers, sheets of construction paper, and glue. Have the children identify the number on each container and take out that many pieces of that collage material. Let them glue the items to construction paper to create their own counting collages. When the glue is dry, ask the children to count each kind of item used in their collages.

# 74 COUNTING CATERPILLARS

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## Materials

Construction paper  
Scissors  
Markers  
Glue

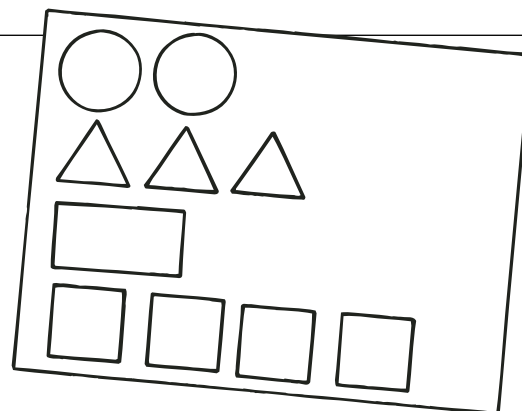
## Activity

Cut 2-inch circles out of construction paper. Divide the circles into sets of six. Number the circles in each set from 1 to 6. Give each child a set of numbered circles. Have the children glue their circles in numerical order on sheets of construction paper. Let them use markers to draw antennae, legs, and faces on their circles to complete their caterpillars.

# 75 ART RECIPES

## Materials

Index cards  
Markers  
Construction paper  
Scissors  
Glue



## Activity

Make art “recipe” cards for the children to follow. For example, you could make a recipe showing 2 circles, 3 triangles, 1 rectangle, and 4 squares; or you could make a recipe card showing 1 circle, 4 triangles, 2 rectangles, and 3 squares. Cut circles, triangles, rectangles, and squares out of construction paper. Let the children choose one of the art recipe cards and collect the corresponding shapes. Have the children use only the shapes on their recipe cards to create pictures on sheets of construction paper.

# 76 JEWELLED HEADBANDS

## Materials

Construction paper  
Foil wrapping paper  
Scissors  
Glue  
Chenille stems  
Stapler  
Tape

## Activity

Cut construction paper into 2 x 12-inch strips. Tape two strips together to make a headband for each child. Cut 1-inch circles, squares, triangles, and diamonds from foil wrapping paper to make “jewels.” Have the children glue a number of the paper jewels onto their headbands. When the glue has dried, tape the ends of each child’s headband together. Cut 2-inch circles out of construction paper. With each child, count the number of jewels on his or her headband. Write that number on one of the paper circles. Fold a chenille stem in half. Staple the numbered circle to one end of the chenille stem, then staple and tape the other end of the chenille stem to the front of the child’s headband.

# 77 KITES IN THE SKY


## Materials

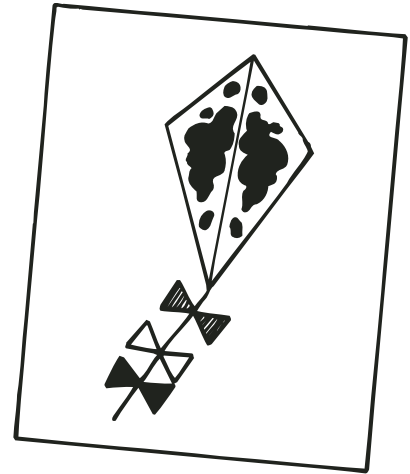
White paper  
 Tempera paint  
 Bowls  
 Eyedroppers  
 Construction paper  
 Glue  
 Markers  
 Scissors

## Activity

For each child, cut a kite shape, about 7 x 4½ inches, out of white paper and fold the shape in half. Pour two different colors of tempera paint into small bowls. Stir a little water into the paint to thin it. Give each child a folded kite shape. Have the children open up their shapes and use eyedroppers to squeeze drops of paint onto one side. Show them how to refold their shapes, gently rub over them with their hands, and then open their shapes to reveal the designs they created. Allow the paint to dry.

Give each child his or her kite shape and a sheet of light blue construction paper. Have the children glue their kite shapes near the top of their papers. Let them use markers to draw on a kite tail. Cut small triangles out of construction paper. Show the children how to arrange two triangles with the points together to make a bow. Have them glue several bows onto their kite tails. As each child finishes, have him or her count the number of bows on the kite tail. Help the child write that number on his or her paper.

 **Extension:** In addition to counting the bows on their kite tails, have the children count the number of triangles on their papers. They will notice two triangles made on either side of the fold in their kites, plus two triangles for every bow on their kite string.





# 78 FLOWER PETALS

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## Materials

Brown and yellow construction paper  
Scissors  
Construction paper  
Glue  
Sunflower seeds



## Activity

Cut 3-inch circles out of brown construction paper and 2½-inch petal shapes out of yellow construction paper. Give each child a brown circle and a sheet of construction paper. Have the children glue their brown circles to the center of the papers. Let them select a number of yellow petal shapes. Have them glue their petals around their brown circles to make sunflowers. Ask them to count the number of petals on their sunflowers. Have them count out that many sunflower seeds to glue in the center of their sunflowers.



# 79 LOTS OF DOTS

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## Materials

White construction paper  
Scissors  
Black washable ink pads  
Unsharpened pencils  
Marker



## Activity

Cut Dalmatian dog shapes out of white construction paper. Set out black washable ink pads. Give each child one of the dog shapes. Show the children how to press the eraser end of an unsharpened pencil onto an ink pad and then onto a dog shape to make a circle print. Let the children make between 1 and 20 circle prints on their dog shapes. As the children finish, help them count the dots on their dogs and write the number of dots on the back.





# 80 COUNTING NECKLACES

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## Materials

Cardboard tubes  
Scissors  
Tempera paint  
Dishes  
Newspaper  
Construction paper  
Marker



## Activity

Cut cardboard tubes into 1½-inch rings. Pour small amounts of tempera paint into dishes. Cover a work area with newspaper. Set out the rings, the dishes of tempera paint, and paintbrushes. Have each child select a number of cardboard rings, up to ten. Let the children paint their rings any color they wish. Allow the paint to dry. Cut 2-inch circles out of construction paper. Help each child write the number of rings he or she painted on one of the circles. Punch a hole in the top of the circle. Have each child string his or her rings and the numbered circle onto a 2-foot length of yarn. Tie the ends together to complete each child's counting necklace.

 **Variation:** Instead of cardboard tube rings, let the children use large rigatoni noodles to make their counting necklaces. Have them paint their selected number of noodles any color they wish. When the paint is dry, let them string the noodles onto a length of yarn, along with a numbered circle.

# 81 SWIMMING OCTOPUSES

## Materials

Paper plates  
Scissors  
Crepe paper  
Black markers  
Glue

## Activity

Cut plain paper plates in half. Cut crepe paper into 8-inch strips. Give each child a paper plate half. Have the children turn their paper plates so the flat side is facing down. Let the children use black markers to draw on eyes. Then ask each child to count out eight crepe paper strips. Have them tape their crepe paper strips to the bottom of their paper plates to make octopuses with eight arms. Hang the finished octopuses from a string stretched across a window and let the children watch them “swim” as air moves through the room.

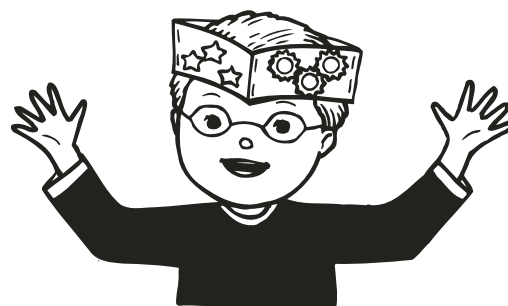
# 82 THREE-CORNERED HATS

## Materials

Construction paper  
Scissors  
Stickers  
Stapler

## Activity

For each child, cut a sheet of 9 x 12-inch construction paper into three 9 x 4-inch strips. Give the children their paper strips. Let them select three stickers to place on each strip. Staple the short ends of each child’s strips together as shown in the illustration to make a three-cornered hat.



# CHAPTER 7

## *Dramatic Play*

### 83 SHOPPING GAME

#### Materials

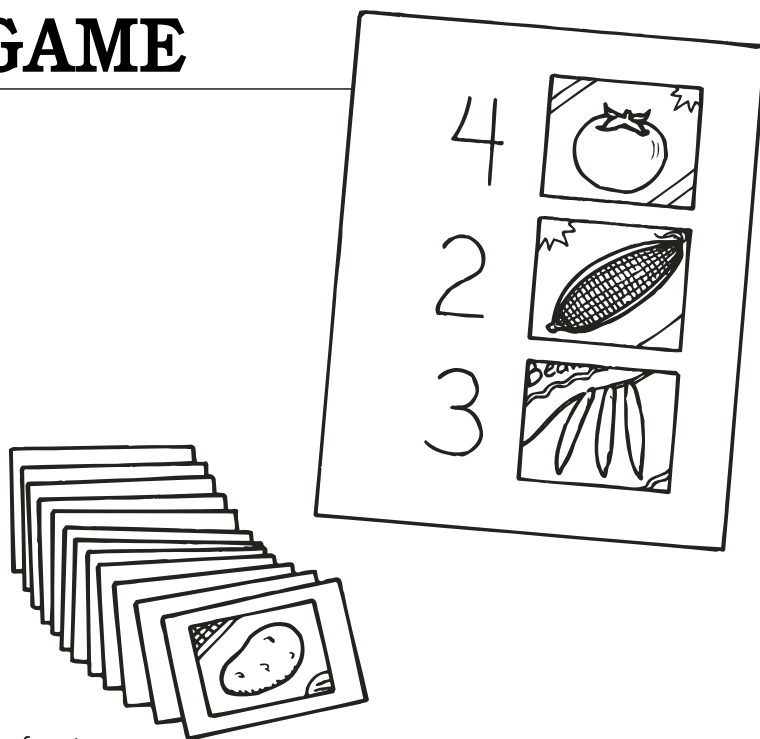
Food labels  
Scissors  
Heavy paper  
Marker  
Glue  
Index cards

#### Activity

Collect picture labels from cans or packages of familiar vegetables (tomatoes, corn, beans, peas, carrots, etc.). To make the game, prepare a shopping list for the children. On a sheet of heavy paper, glue a tomato label, a corn label, and a bean label. In front of the tomato label, write the number 4; in front of the corn label, write the number 2; and in front of the bean label, write the number 3. Trim the remaining labels and glue them onto separate index cards. Arrange ten to fifteen vegetable cards on a table, including four tomato labels, two corn labels, and three bean labels. Ask a child to join you. Have the child pretend to be a shopper and give him or her the shopping list. Let the child “shop” for the vegetables by selecting the appropriate number of tomato, corn, and bean labels from the table. Return the labels to the table and invite another child to “shop” with you.



**Hint:** Make additional shopping lists according to the kind of labels you collected.



# 84 EVERYBODY TAKE A CARD

## Materials

Decks of playing cards

## Activity

Separate the ace, two, three, and four cards from decks of playing cards. (You will need one card for each child.) Hold the cards in your hand. While you sing the first verse of the song below, have each child take one of the cards and sit down in a circle. Together, sing and act out the rest of the song, pretending to travel by train, plane, car, and boat.

### Sung to: "Mary Had a Little Lamb"

Everybody take a card,  
Take a card, take a card.  
Everybody take a card,  
Then we'll play a game.

If your card has the number one,  
The number one, the number one.  
If your card has the number one,  
Hop aboard my train.

Off will go the cards of one,  
Cards of one, cards of one.  
Off will go the cards of one.  
Chugging 'round the room.  
(Chug around room, then sit down.)

If your card has the number two,  
The number two, the number two.  
If your card has the number two,  
Hop aboard my plane.

Off will go the cards of two,  
Cards of two, cards of two.  
Off will go the cards of two.  
Flying 'round the room.  
(Fly around room, then sit down.)

If your card has the number three,  
The number three, the number three.  
If your card has the number three,  
Hop aboard my car.

Off will go the cards of three,  
Cards of three, cards of three.  
Off will go the cards of three.  
Driving 'round the room.  
(Drive around room, then sit down.)

If your card has the number four,  
The number four, the number four.  
If your card has the number four,  
Hop aboard my boat.

Off will go the cards of four,  
Cards of four, cards of four.  
Off will go the cards of four.  
Sailing 'round the room.  
(Sail around room, then sit down.)

Jean Warren

# 85 DISAPPEARING DUCKS

## Materials

Partition

## Activity

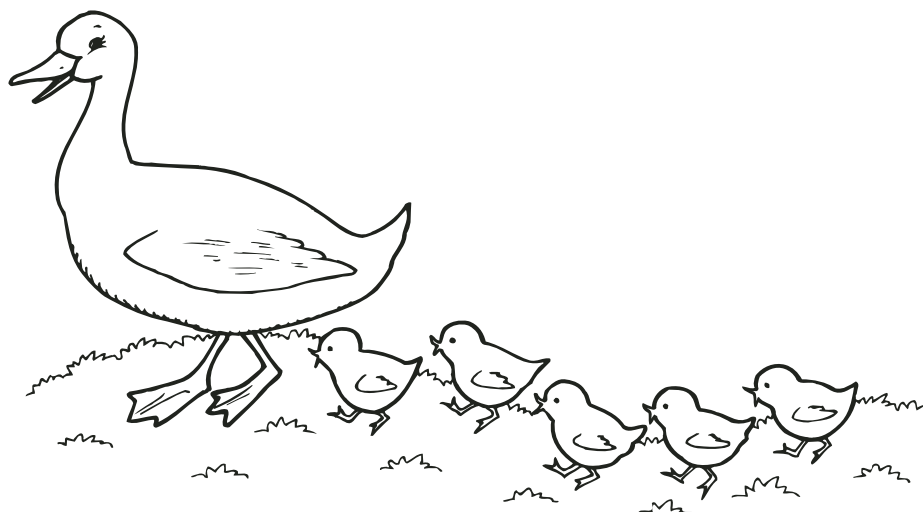
Set up a simple partition that you and the children can walk behind. This could be a row of chairs, a table, or a long piece of furniture. Have the children pretend to be little ducks and line up behind you. Lead them around the room and have everyone recite the following poem. Begin the poem with the number of children playing. For six players, say the poem as follows, as you and the children waddle in a line around the room.

Six little ducks went out to play  
Over the hill and far away.  
Mother Duck said, "Quack, Quack, Quack, Quack!" (*softly*)  
And five little ducks came waddling back.

As you waddle around the room, go behind the partition. Have the child at the end of the line sit down behind the partition while the other children continue to follow you. Keep repeating the poem, each time leaving a child behind. When all the children are behind the partition, change the last line of the poem to say: "And no little ducks came waddling back." Then recite the verse below and have all the children come waddling back out again.

No little ducks came out to play  
Over the hill and far away.  
Mother Duck said, "Quack, Quack, Quack, Quack!" (*loudly*)  
And six little ducks came waddling back.

*Adapted Traditional*



# 86 FEED ME!

---

## Materials

Hand puppet  
Dish of sunflower seeds  
Dish  
Deck of playing cards

## Activity

Collect a hand puppet, a dish of sunflower seeds (in the shell), and a deck of playing cards with the face cards removed. Invite a small group of children to sit with you on the floor. Put the puppet on your hand and introduce the puppet to the children. Explain that the puppet is very hungry. Then have the children take turns drawing a card from the deck, identifying the number on the card, and “feeding” the puppet a corresponding number of sunflower seeds.

# 87 LEPRECHAUN’S GOLD

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## Materials

Coffee can  
Black construction paper  
Play coins  
Die

## Activity

Make a “pot of gold” by covering a coffee can with black construction paper and filling it with gold-colored play coins. Choose one child to be the leprechaun and give him or her the pot of gold. Let another child begin by saying, “Leprechaun, will you give me some gold?” Have the leprechaun reply, “Yes, I will when a number I’m told.” Have the child roll a die and name the number that comes up. Then have the leprechaun give the child that number of gold pieces. Continue the game until everyone has had a turn. Then choose another child to be the next leprechaun.



# 88 TOO MUCH MAIL

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## Materials

None



## Activity

Have the children sit in a circle. Ask one child to pretend to be a mail carrier. Have the child walk around the inside of the circle, stamping his or her feet, and pretending to carry a very heavy bag of mail as you read the following verses:

One mail carrier  
Walking down the street,  
Delivering the mail  
And stamping (*his/her*) feet.

Too much mail!  
What could (*he/she*) do?  
So (*he/she*) called another carrier,  
"Come help, too!"

Have the mail carrier point to another child to join him or her. Let both children walk around the circle, stamping their feet, and pretending to carry very heavy bags of mail while you read the following verses:

Two mail carriers  
Walking down the street,  
Delivering the mail  
And stamping their feet.

Too much mail!  
What could they do?  
So they called another carrier,  
"Come help, too!"

*Jean Warren*

Ask the second mail carrier to point to another child to join them. Repeat the rhyme until all of the children are mail carriers, stamping their feet and pretending to carry very heavy bags of mail.

# CHAPTER 8

## *Motor Skills*

### 89 HEART NUMBER HOP

#### Materials

Construction paper  
Scissors  
Marker

#### Activity

For each child, cut a large heart shape out of construction paper. Write a familiar number on each of the hearts, repeating numbers as necessary. Have the children sit in a circle. Place a heart facedown in front of each child. To start the game, stand behind a child. Have that child pick up his or her heart, identify the number on it, and place it back on the floor. Then, while you sit down in the child's place, have him or her hop that number of times from child to child to find out who gets to take the next turn. Continue playing until each child has had a chance to do the heart number hop. Once the children have become familiar with the game, sing this song as they play:

#### Sung to: "Three Blind Mice"

Heart number hop.  
Heart number hop.  
Hop, hop, hop.  
Hop, hop, hop.  
Find your heart with a number on it.  
Hop, hop, hop 'til you find where to sit.  
Now you have found the next one to be it.  
Heart number hop.

*Gayle Bittinger*





# 90 OUR NUMBERS WE KNOW

## Materials

Index cards

Marker

## Activity

You will need one index card for each child. Number the cards in numerical order and then mix them up. Have the children stand in a circle. Give each child one of the number cards. To begin this variation of "The Farmer in the Dell" game, have the child holding the number 1 card stand in the middle of the circle. Sing the first verse of the song. At the end of the verse, ask the Number 1 child to find and choose the Number 2 child. Sing the next verse. Continue adding children and singing new verses until all of the children are in the middle of the circle.

### Sung to: "The Farmer in the Dell"

Number 1 is here,  
Number 1 is here,  
Heigh-ho, our numbers we know!  
Number 1 is here.

Number 1 takes the 2,  
Number 1 takes the 2,  
Heigh-ho, our numbers we know!  
Number 1 takes the 2.

Number 2 takes the 3,  
Number 2 takes the 3,  
Heigh-ho, our numbers we know!  
Number 2 takes the 3.

*Lois E. Putnam*



# 91 NUMBER DIRECTIONS

## Materials

Construction paper  
Scissors  
Markers  
Hole punch  
Yarn

## Activity

Make number necklaces by cutting a 3-inch circle out of construction paper for each child. Divide the circles into four sets. Write the number 1 on one set, the number 2 on another set, the number 3 on a third set, and the number 4 on the fourth set. Punch a hole in the top of each circle, string it onto a length of yarn, and tie the ends together. Give each child one of the number necklaces. Sing the following song. As you say each number, have the children with the matching necklaces do the motions. If you wish, repeat the song several times, mixing up the numbers each time.

### Sung to: "Twinkle, Twinkle, Little Star"

Number 2s jump up and down.  
Number 1s please turn around.  
Number 4s now run in place.  
Number 3s make a funny face.  
1s and 3s now touch your toes.  
2s and 4s please wiggle your nose.

*Gayle Bittinger*



## 92 PLAYING CARD EXERCISES


---

### Materials

Deck of playing cards

### Activity

Remove the face cards from a deck of playing cards. Hold the number cards in your hand. Have the children stand in a circle around you. Ask a child to draw a card and identify the number on it. Then name an exercise and have all the children do it that many times. For example, if the card drawn was a 6, have the children jump up and down or touch their toes six times. Continue until each child has had a chance to draw a card.

 **Variation:** Let the child who draws the card name the exercise, as well.

## 93 NUMBER WALK

---

### Materials

None

### Activity

Have the children line up facing you. Explain that you will be giving them directions for walking across the room. Ask them to listen carefully. If you give a direction with a number in it (take 4 giant steps, hop forward 7 times, walk backward 3 steps, etc.), they can move as you directed. However, if you give a direction without any number in it (take baby steps, jump like a kangaroo, walk sideways, etc.), they must stay where they are. Continue giving directions until all of the children have made it across the room.

# 94 DROP THE MARBLE

## Materials

Plastic 2-liter bottle  
Cardboard box  
Marbles

## Activity

Set a plastic 2-liter bottle inside a cardboard box. Give each child one marble. Let the children take turns holding their marbles several inches above the neck of the bottle and trying to drop it inside. Have the children count the number of marbles that made it inside the bottle.


# 95 CLIP THE TUBES

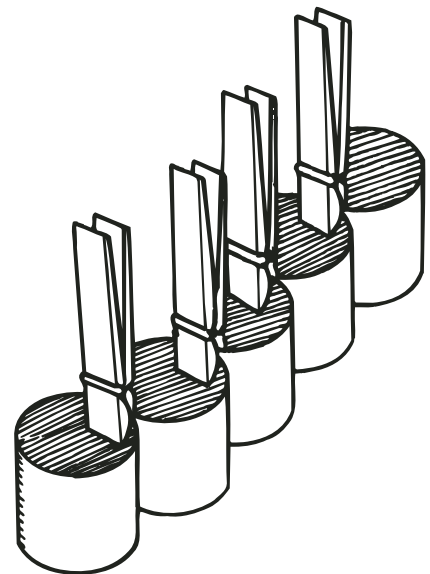
## Materials

Cardboard tubes  
Scissors  
Clothespins

## Activity

Cut cardboard tubes into 2-inch lengths. Set out the tubes and a box of spring-type clothespins. Invite two or three children to join you. Show them how to use a clothespin to clip two tubes together. Ask each child to clip a specific number of tubes together in a row. Count the tubes. Then ask the children to use those tubes to make simple shapes such as worms or flowers.

 **Variation:** Number ten tubes from 1 to 10. Ask the children to clip the tubes together in numerical order.



# 96 OUTDOOR NUMBER TAG

## Materials

Construction paper  
Markers  
Tape or pushpins


## Activity

Number sheets of construction paper with numbers from 1 to 10. (You may wish to have more than one of each number.) Use tape or pushpins to hang the numbered papers on trees, flag poles, outside doors, picnic tables, benches, and so on. Begin singing one of the verses of the following song. Have the children move as directed to the number named in the verse. Then continue with a different number. Repeat until the children have touched all the numbers.

### Sung to: "Skip to My Lou"

Everybody run to a number 1.  
Everybody run to a number 1.  
Everybody run to a number 1.  
Run to a number 1.

Everybody shoo to a number 2.  
Everybody shoo to a number 2.  
Everybody shoo to a number 2.  
Shoo to a number 2.

 **Additional Verses:** Everybody flee to a number 3; Everybody soar to a number 4; Everybody jive to a number 5; Everybody kicks to a number 6; Everybody revvin' to a number 7; Everybody skate to a number 8; Everybody shine to a number 9; Everybody bend to a number 10.

*Gayle Bittinger*

# 97 BUBBLE COUNT

## Materials

Bubble solution  
Bubble wand

## Activity

Have the children sit in front of you. Using a jar of bubbles and a bubble wand, slowly blow some bubbles. As the bubbles float off the wand, sing the following song. At the end of the song, help the children count the bubbles. What is the greatest number of bubbles you can blow with one breath? What is the fewest number of bubbles? If you wish, let the children take turns blowing bubbles while everyone else counts them.

### Sung to: "Frere Jacques"

Blowing bubbles,  
Blowing bubbles,

In the air,  
In the air.

Count before they pop.  
Count them, do not stop.

Counting bubbles  
In the air.

*Gayle Bittinger*




# 98 CAPS AND CANS

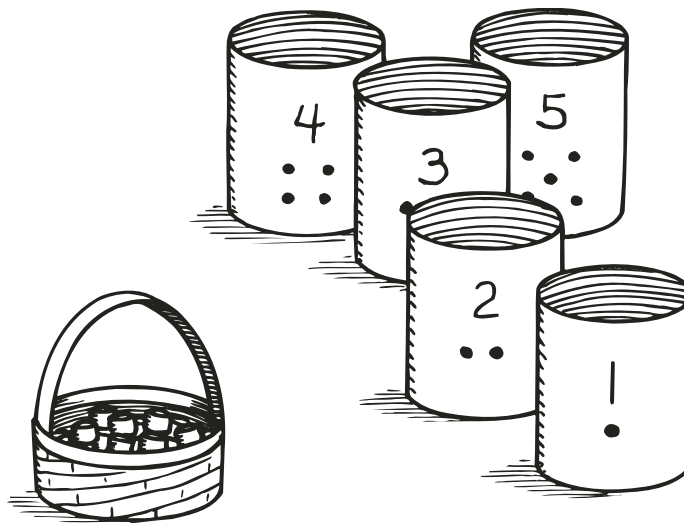
## Materials

Large coffee cans  
Construction paper  
Scissors  
Transparent tape  
Masking tape  
Marker  
Bottle caps

## Activity

Collect five large coffee cans. Cut construction paper to fit around the cans and tape the paper in place. Cover any rough edges on the can with masking tape. Number the cans from 1 to 5 with numbers and dots. Collect fifteen plastic bottle caps. Place the bottle caps in a basket. Place the numbered cans in the middle of a table. Invite one of the children to join you. Show the child how to gently toss the bottle caps into the cans. Have the child identify the number on one of the cans and then try to toss that many bottle caps into it. Let the child continue until he or she has tossed the corresponding number of bottle caps into each can.

 **Variation:** Instead of numbering the cans, leave them blank. Let several children work together to toss the bottle caps into the cans. When they have finished, have the children count the number of bottle caps in each can.




# 99 WRITING NUMBERS

## Materials

Baking sheet with edge  
Salt  
Number line

## Activity

Set out a baking sheet with an edge. Pour a thin layer of salt on the baking sheet. Set out a number line (or make one of your own with a strip of construction paper and a marker). Show the children how to gently shake the baking sheet to spread out the sand and then use their pointer fingers to write numbers in the sand. Demonstrate how easy it is to “erase” the numbers by gently shaking the baking sheet again. Let the children take turns writing numbers in the salt and shaking them away. Encourage them to look at the number line to help them form their numbers correctly.

 **Variations:** Instead of using salt on a baking sheet, try sand in cardboard box, shaving cream on a table, or fingerprint on heavy paper for number writing practice.

# 100 NUMBER HANGERS

## Materials

Clothesline	Chairs
Coat hangers	Index cards
Marker	Tape
Clothespins	Basket

## Activity

Tie a clothesline between two chairs. Use a marker to number five index cards from 1 to 5. Collect five coat hangers and tape one of the numbered cards to each one. Hang the coat hangers on the clothesline and set out a basket with fifteen spring-type clothespins in it. Invite the children to identify the numbers on the hangers and then clip on the matching number of clothespins. Then encourage them to arrange the hangers on the clothesline in numerical order.



# 101 FISHING FOR NUMBERS

## Materials

Tank of water  
Plastic fish  
Permanent marker  
Aquarium fishing net  
Small bucket

## Activity

Set up a tank of water. This could be an old aquarium, a large clear-plastic container, a punch bowl, or a large bucket filled with water. Find an assortment of plastic toy fish (sold in sets at toy stores). Use a permanent marker to write a different number on each fish. Place the fish in the tank of water and set out a small bucket and a fishing net made for use in aquariums. Invite one of the children to join you. Give the fishing net to the child. Have the child use the net to scoop up one of the plastic fish. As the child works, sing the following song. Once the child has a fish in the net, pull up the net and look at the fish. Ask the child to name the number written on the fish. Place the fish in the small bucket. When all of the fish have been caught, put them back into the tank of water and invite another child to join you.

### Sung to: "Skip to My Lou"

Fishing for numbers,  
What will I catch?

Fishing for numbers,  
What will I catch?

Fishing for numbers,  
What will I catch?

What will I catch, my darling?

*Gayle Bittinger*

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## About This Book

Learning about numbers is an essential part of any early childhood curriculum. This book is designed as a resource for helping young children learn about numbers and counting. Both cooperative and individual learning are encouraged through hands-on, developmentally-appropriate activities. You will find activities to foster children's social and emotional development, build language and literacy skills, and develop an understanding of basic math concepts. You will also find science activities that get everyone involved, and art activities that inspire creativity and cooperation. As you work with the activities in this book, you will find that opportunities for learning about numbers are everywhere. With this book as a resource, you can help make learning about numbers and counting an adventure of fun and discovery. An Early Childhood Standards Correlation Chart is included to help you quickly identify activities that focus on a specific skill.

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