

COOL CATS COUNTING

By Sherry Shahan

Kindergarten

Objective/Outcome:

Students will:

- Count from 1-10 in English and Spanish.
- Sequence numbers in order.
- Identify groups of objects from 1-10 in English and Spanish.
- Create a graphic organizer.
- Recognize phonemes and letter/sound relationships.
- Name upper and lowercase letters of the alphabet.
- Repeat phrases using expression and intonation.
- Create a counting book and demonstrate one to one correspondence.
- Identify and create rhyming words.
- Create a counting mobile.
- Share background knowledge/schema about various animals.
- Discuss dance/movement; share experiences.
- Dance to music and share this experience orally
- Relate this text to self and text to world
- Recognize movement words (verbs)

Introductory Activity:

- Before reading, review counting from 1-10 in English.
- Students look around the room and identify items they see in groups of 1-10.
- Discuss dancing/movement. Students share dance experiences and how music makes them feel.

Reading of the Book:

- Before reading show students the cover of the book and ask students to locate the title, author and illustrator.
 - Have them key in on the phrases “by” and “illustrated by” to differentiate between the two.
- As students take a picture walk of the book, have them share what they see.
 - How are the animals’ clothes the same?
 - How are they different?
- Read the story orally and discuss any words that might be new or difficult for the students. Remind them to look for picture clues.
- Reread the book. This time students repeat the word phrases using expression and intonation.

Checking Comprehension:

- Can you name the animals in the book?
- How many numbers were in the book?

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Follow Up Activities:

- Animal and number chart (print Auditory Match for this activity)
 - Print, cut cards, and distribute one card to each child.
 - Reread the book, page by page, highlight each illustration, and have the students repeat after you. The students holding the number and animal card that corresponds with each page you read, stand up.
 - Help students place their card in a chart, or affix to the board.
- Discuss movement words (verbs).
 - Reread each page and have students name the movement word. EX: flap, twist, shout, dip, and bow.
 - Make a chart of these movement words.
 - Take pictures of students making these motions.
 - Materials: camera, construction paper
 - Create a VERB COLLAGE for each movement word and bind as a book.
- Text to self: Students will relate these pictures to their life experiences and share information.
 - EX: My pet rabbit had seven babies last spring.
 - Teacher makes a chart of student responses, and includes the child's name next to his response.
- Text to world: Students share their schema (background knowledge) of these pictures.
 - EX: Cows make the milk we drink each day.
 - Teacher constructs a chart of student responses and includes the child's name next to his response.

Extension Activities:

- Students discuss the beginning sounds of the number words (ex: six = "s", five = "f"). They will look around the room to identify words that begin with each sound.
- Use this information to create an original counting book.
 - Discuss alliteration.
 - Students generate movement and dance words Ex: Two snakes, shake shake!
 - Bind book and add to class library.
- Discuss rhyming words.
 - Teacher calls out word pairs.
 - Boat, goat; dog, dig; geese, goose; cow, how; pig, wig
 - If the words rhyme students clap their hands. If the words do not rhyme, students tap their feet.

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Extension Activities cont.:

- Create a counting mobile.
 - Give students 10 index cards or construction paper cards labeled with the number words 1-10 written in English and Spanish on one side.
 - Students glue the appropriate number of manipulatives on each card. Use buttons, macaroni, rice, cereal pieces, or cotton balls.
 - Students share a sentence for each card as teacher records student sentences on the back of each card, if possible. EX: There are two red buttons.
 - Teacher helps create mobiles.
- Music/Writing
 - Students listen and dance to salsa and meringue music.
 - Teacher takes pictures of the students.
 - Camera needed, digital preferred.
 - Print/develop pictures and have students discuss this experience.
 - Teacher records student comments on sentence strips. Use pictures, movement words, and student comments to create a bulletin board.

Centers:

- Memory: (print Memory Match and cut)
 - Students mix up their cards and place them face down in a grid pattern or symmetric pattern.
 - Each student chooses two cards.
 - If the cards match they keep them, if not, they flip them back over.
- Spelling:
 - Have plastic containers of cereal available for students to use.
 - Students look at the number words in English and Spanish and build them using macaroni pieces. Repeat for all number words.

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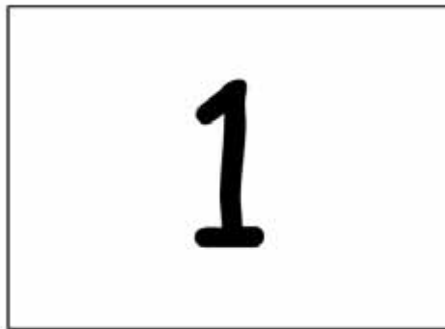
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Name _____ Date _____

Auditory Match

Directions: Print, cut cards and distribute one card to each child. As you reread the book, students holding the number and animal card that corresponds with each page stand up.



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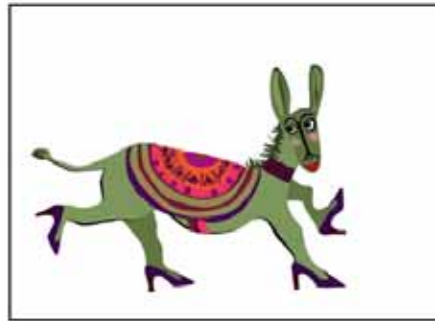
Name _____ Date _____

Auditory Match

4



5



6



7



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Name _____ Date _____

Auditory Match

8



9



10



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Name _____ Date _____

Memory Match

Directions: Cut into pieces. Mix up cards and place them face down in a grid pattern. Each student picks two cards and turns them over. If they match, they keep the cards. Alternate turns.



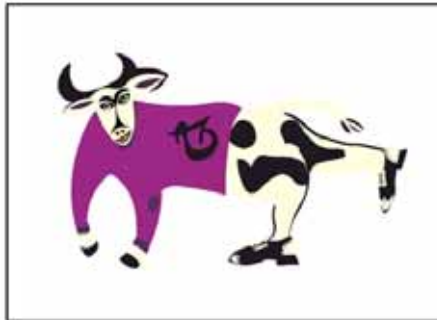
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Name _____ Date _____

Memory Match



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Memory Match

