

COOL CATS COUNTING

By Sherry Shahan

First Grade

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 the experience orally.
- Relate this text to self and text to world.
- Recognize movement words (verbs).
- Compose and write sentences that share experiences.
- Create tongue twisters.

Introductory Activity:

- Before reading, review counting from 1-10 in English and Spanish.
 - Count forward and backwards.
- Students turn to a partner, share and record as many animals they can within a three minute time period.
 - Students share responses with the class.
 - Teacher makes a chart.
- Discuss dancing and movement.
 - Students share experiences they have had and share their thoughts on how music makes them feel.

Reading of the Book:

- Before reading:
 - Show students the cover of the book and say the title.
 - Have them read or identify the title, author and illustrator on the cover.
 - Students take a picture walk of the book.
 - Point out clothing of the animals and have them note differences and similarities.
 - Students may also share background knowledge of the animals shown.
- Read the story orally and discuss any words that might be new or difficult for the students.
- Reread the book. This time students repeat the word phrases using expression and intonation.

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Comprehension:

- Can you name the animals from the book?
- How many goats were in the book?
- How many dogs were there and did all of them have shoes?
- “What were the cows doing?”
- Continue for each animal.
- What was your favorite animal and why?

Follow Up Activities:

- Review verbs.
 - Have students recall verbs from the book.
 - Reread each page and have students name the movement word. EX: flap, twist, shout, dip, and bow
 - Teacher lists these on the board.
 - Students will use these verbs to create their own sentences and illustrations about animals.
 - Ex: Three geese flap their wings and fly away.
- Take pictures of students making these motions and create a verb collage for each movement word and bind as a book or use as a bulletin board display.
- Have children listen to meringue and salsa music. Teach them simple meringue and salsa dance steps.
 - Highlight differences and similarities in music and dance steps.
 - Discuss how the music makes them feel.

Extending Activities:

- Students discuss the beginning sounds of the number words (ex: six = “s”, five = “f”).
 - Identify classroom objects that begin with each sound.
 - Identify classroom objects that end with each sound.
 - Create a chart.
- Students use words to create tongue twisters. (EX: Six sheep sell shells on Saturday.)
 - Discuss alliteration.
 - Students write and illustrate or type and illustrate using KidPix, Paint, or Microsoft Word.
 - Label each illustration with a tongue twister. Share orally, bind, and add to class library.
- Use this information to create an original counting book.
 - Title page
 - Two / Dos will have two pictures on its page.
 - Students supply movement or dance words (verbs).
 - Ex: Two snakes, shake shake!
 - Discuss alliteration.
 - Bind book and add to class library.

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Extending Activities cont.

- Discuss rhyming words.
 - Teacher calls out a word from the book.
 - Students supply a word that rhymes.
 - EX: flop, drop
 - Variation:
 - Teacher calls out a word from the book (ex: flap) and students use magnetic letters to form rhyming words with a partner.
 - Create a list and share/discuss.
- Create a counting mobile.
 - Students glue cereal or macaroni to represent each number.
 - On the back of the number card the students will create a sentence for each.
 - EX: I have 2 dogs barking on my porch.

Centers:

Spelling:

- Materials: shaving cream and enough tin foil to cover the work surface
- Students will “write” their numbers in English and Spanish in the shaving cream.

Science:

- Compose a Venn diagram comparing two animals from the book.

Writing/Art:

- Students write a story about a party and/or dancing. Students independently create their own stories or they can use story starters.
 - Come one, come all to my birthday party!
 - Tap, tap went my feet on the dance floor!
- After the student writes his story, he uses a shoebox to depict the setting of his story. 3-D models may be created and added.
- Students present their stories orally to the class and share their settings.