

# COOL CATS COUNTING

By Sherry Shahan

Pre-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.
- 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.
- Share background knowledge/schema about various animals.
- Discuss dance/movement; share experiences.
- Dance to music and share their experience orally.
- Relate this text to self and text to world.

## **Introductory Activity:**

- Before reading, review counting from 1-10 in English, forwards and backwards.
- Teacher has ten bags containing objects (beans, macaroni, Q-tips, cotton balls, erasers, pennies, blocks, scraps of paper, shapes, counters). Each bag will have a different number of objects. For example, one bag will have one object, another will have two objects, and so on. These bags will represent the numbers one through ten.
  - One student at a time comes up and chooses a bag.
  - He dumps out the bag and counts the objects with his classmates.
  - Teacher writes the number of objects on the bag.
  - Continue this process for all bags.
  - Once bags are labeled, students volunteer to place these bags in numerical order, from one through ten.

## **Reading of the book:**

- Before reading show students the cover of the book and ask students to point to the title and author.
  - Where is the title?
  - How do you know? Possible answers include:
    - It is written in large letters near the top.
    - It has capital letters.
- Read the story orally and discuss. Remind them to look for picture clues.
- Reread the book. This time students will repeat the word phrases using expression and intonation.

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## **Comprehension:**

- Name an animal you saw in the book.
- What did it look like?
- Text to self: Students share what these pictures and numbers mean to them, based on their experiences and past exposure.
  - 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.

## **Extending Activities:**

- Students will discuss the beginning sounds of the animals in the book.
  - They will look around the room to identify words that begin with these sounds.
- Use this information to create a counting book.
  - Students will call out a type of animal and decide what movement it can make.
  - The teacher will write the sentences and the students can illustrate these sentences.
    - Ex: Two dogs bark and run.

## **Centers:**

- Memory: (print Memory Match worksheets 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.
- Visual Motor:
  - Have plastic containers of cereal and macaroni available for students to use. Students look at the numbers 1 through 10 and build them using cereal or macaroni pieces.

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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.



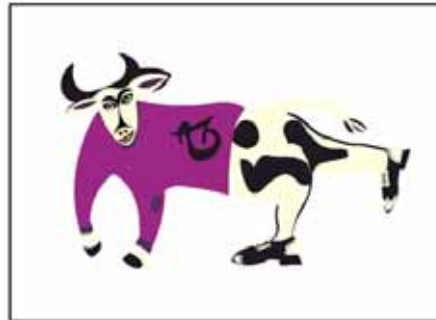
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## Memory Match



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## Memory Match

