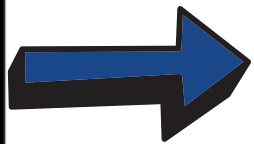


NUMBERS & COUNTING TO 20

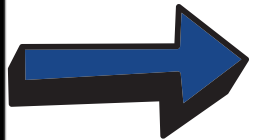
PRESCHOOL MATH



10 CIRCLE TIME ACTIVITIES

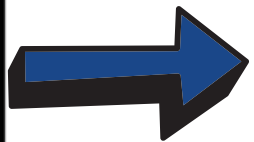
- Engaging & Age Appropriate
- Full-color

164
PAGES!



5 LEARNING CENTERS

- Hands-on
- Fine Motor & Working Memory



4 REFERENCE POSTERS

- Full-Color



EVERYTHING IS PLANNED FOR YOU!

Number Identification

PRE-K
NUMBERS
& COUNTING

Full-color pieces are included.



Materials:

- "Shy Little Puppy" poem
- dog house number cards

Material list is included.

Objectives:

- The students will identify numbers.
- The students will play with words, sounds, rhymes.

Objectives written in kid-friendly language.

Adaptations & Extensions:

- Create a memory game by printing off two copies of the number cards. Use the right amount of cards for the skills of your class. Turn the cards face-down, then have students turn over two cards. If they match, the cards are removed. If they do not match, turn them back over and try again.
- Set up a number scavenger hunt by posting the number cards around the room. Provide students with a laminated copy of the language board (included). Students check off the number on their board when it is found.

Adaptations & Extension Ideas

Procedure:

1. Print the poem and the picture cards. Cut apart the picture cards.
2. Line up the dog house number cards in a pocket chart and identify the numbers together.
3. Have the children cover their eyes and hide the puppy under one of the dog houses. Have the children identify where the puppy is hiding by number.

Step-by-step directions for each activity.

FULL-COLOR REFERENCE CHARTS & POSTERS



We see numbers everywhere.
Numbers are everywhere.
in things we have.



We count when we play games.

Pre-K Numbers & Counting Language Board			
1 one	2 two	3 three	4 four
5 five	6 six	7 seven	8 eight
9 nine	10 ten	11 eleven	12 twelve
13 thirteen	14 fourteen	15 fifteen	16 sixteen
17 seventeen	18 eighteen	19 nineteen	20 twenty

Number cards for 1 through 15, each featuring the number, its name, and a ten-frame with the corresponding number of colored blocks.

- 1: one (red block)
- 2: two (orange blocks)
- 3: three (yellow blocks)
- 4: four (green blocks)
- 5: five (blue blocks)
- 12: twelve (purple blocks)
- 14: fourteen (orange blocks)
- 15: fifteen (yellow blocks)

Number cards for 7, 10, and 17, each featuring the number, its name, and a ten-frame with the corresponding number of colored blocks.

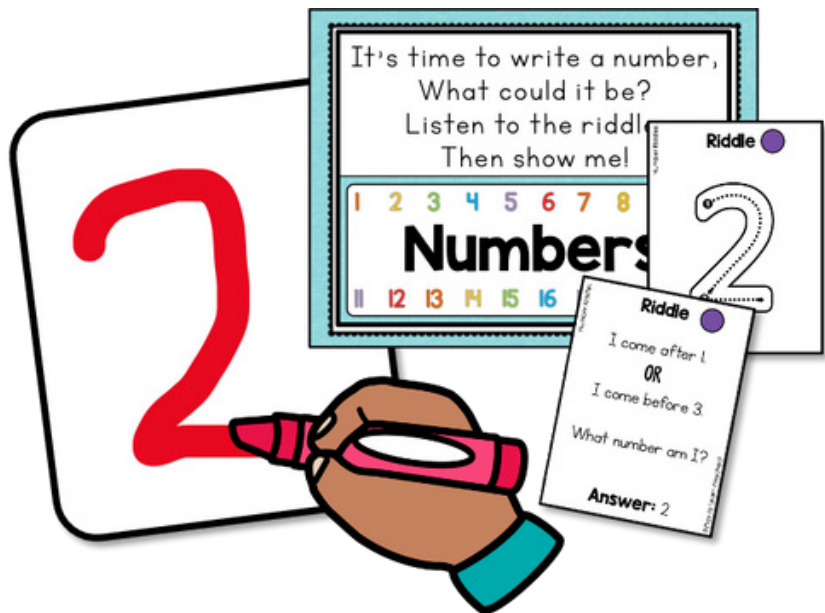
- 7: seven (red block)
- 10: ten (green blocks)
- 17: seventeen (blue blocks)

HANDS-ON LEARNING

It's time to write a number,
What could it be?
Listen to the riddle
Then show me!

1 2 3 4 5 6 7 8
Numbers
9 10 11 12 13 14 15 16

Riddle
I come after 1
OR
I come before 3
What number am I?
Answer: 2

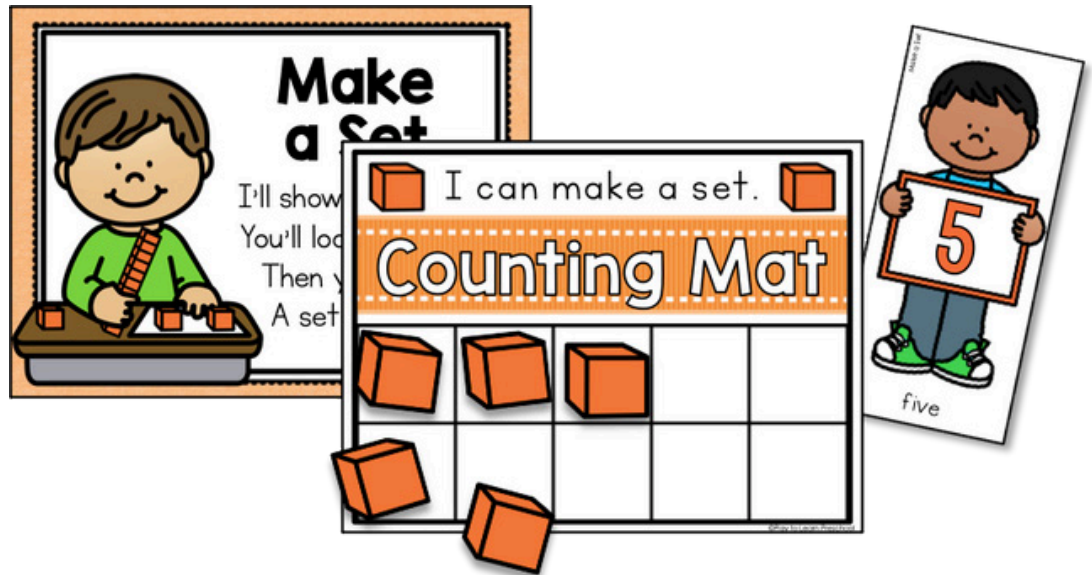


Make a Set
I'll show you
You'll look
Then you'll
A set

I can make a set.

Counting Mat

five



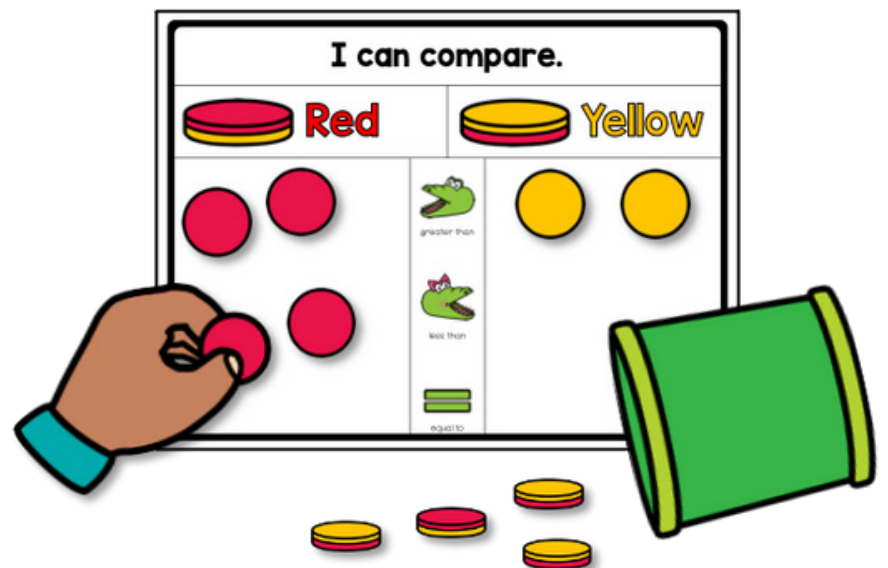
1 2 3 4



I can compare.

Red **Yellow**

greater than
less than
equal to



CENTER ACTIVITIES

Lacing Cards

MATH CENTER



Materials:

- ribbon with plastic end
- lacing cards

Objectives:

- The students will continue a number sequence.
- The students will control the small muscles of their hands.

Guiding Questions:

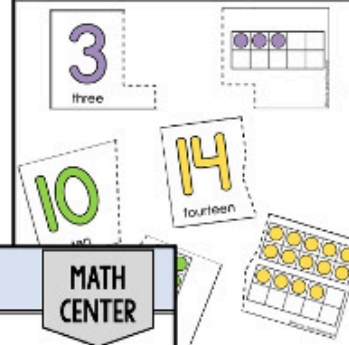
- Where do you think we start? Why? What comes next?
 - Following a numerical sequence of connect-the-dots or this.
- How many holes have you do you know?
 - Students should begin to number according to the total number of holes.

Procedure:

1. Copy lacing sheets on cardstock, cut apart, and use a hole punch to cut out the circles. Provide ribbons approximately 2 feet long.
2. The students take a piece of ribbon and lace it from the #1 hole to the next, numbering as they go.

Number Puzzles

MATH CENTER



Materials:

- puzzle pieces
- bag to store pieces

Objectives:

- The students will identify numbers.
- The students will count a set up to 20.
- The students use hand-eye coordination and fine motor skills to assemble a puzzle.

Guiding Questions:

- What do you notice about the numbers and dots on the puzzle pieces?
 - Just because the student can match up the pieces doesn't necessarily mean they are making the connection between written number and quantity. Spark discussion about how the quantities are represented by the numbers.
- Why do some of the numbers have two bases (ten-frames) and some only have one?
 - Begin to make the connection that numbers more than 10 have more than one frame.

Counting

MATH CENTER



Materials:

- Oven poem
- Mixin' numbers
- Cookie cards

Objectives:

- The students will demonstrate one-to-one correspondence.
- The students will count sets and make combinations of objects to create each set.

Guiding Questions:

- What do you notice when you count and the total number of cookies? Oftentimes, emergent mathematicians struggle to make the connection that the last number said when counting equals the total amount.

Procedure:

1. Print, laminate, and cut out the oven, numbers, and cookies. Place the oven and cookies on a table and the numbers in a bag.
2. Student's choose a number from the bag and place that many cookies on the oven. You can also use pom-poms in place of the pictures.
 - Alternatively, create an oven out of an old shoe box. Cover the shoe box in construction paper and draw an knob and a door. Provide plastic toy cookies. Student's select a number from the bag, then put that many cookies in the oven.

Number Recognition

Materials:

- cone cards
- ice cream scoop cards

Objectives:

- The students will recognize numbers.
- The students will count sets of objects.

Guiding Questions:

- Using small pom-poms, ask students if they can put the appropriate number of scoops on each cone. Listen to the students count the pom-poms as they add them to the cone and redirect as needed.
- Can you put the cards in order? How many scoops would you want on your cone? What flavor ice cream is your favorite?

Procedure:

1. Print, mat, laminate, and cut both the small and large number cards.
2. Student's select a small ice cream number cone and match it to the corresponding numbered cone.

Number Order

MATH CENTER



Materials:

- file folder
- popcorn cards
- bag to store pieces

Objectives:

- The students will identify numbers.
- The students will continue a number sequence.

Guiding Questions:

- How do you figure out which number was missing? Did you start at 1 and count on? Did you start at the first number on the card and keep going? What number would come next in the order?
- Look at one of the missing number cards and ask the student - What do you think one less than 14 is? How can we use the cards to determine that? By understanding that the number that comes before a number in a sequence is one less, student's strengthen their number sense.

Procedure:

1. Copy the pictures and cut them apart on the dotted line. Provide a number line for additional support.
2. The students will identify the missing number and locate the corresponding piece.

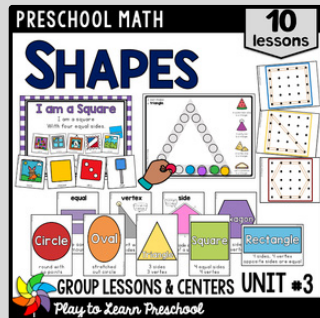
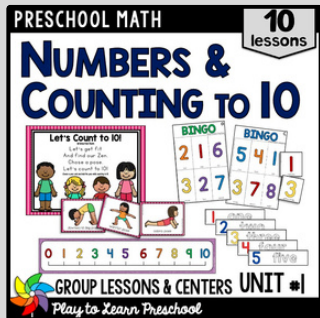
HAVE FUN PLAYING AND LEARNING WITH YOUR STUDENTS!



Meet Jamie

Jamie White is the founder and C.E.O of Play to Learn Preschool. She has her bachelor's degree in Early Childhood Education and a master's degree in reading education. She has taught in both public and private schools and works tirelessly to create meaningful and delightful preschool experiences for both her virtual and in-person preschool students.

ADDITIONAL RESOURCES:



Play to Learn Preschool