

Cupcake Counting

Serve up a counting celebration with this birthday-themed activity!

Purpose: To count to ten using verbal names and one-to-one correspondence

Students will do the following:

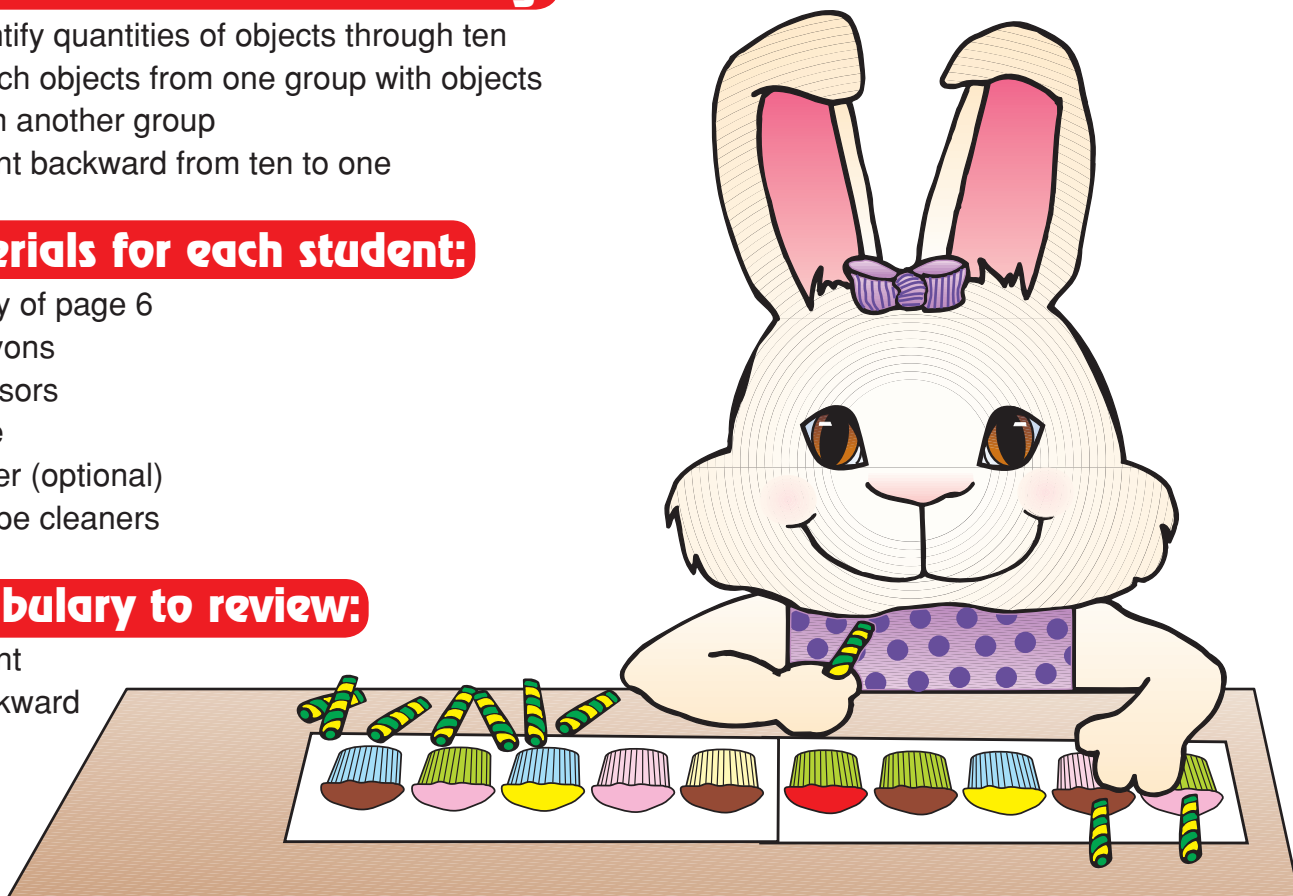
- identify quantities of objects through ten
- match objects from one group with objects from another group
- count backward from ten to one

Materials for each student:

- copy of page 6
- crayons
- scissors
- glue
- glitter (optional)
- 2 pipe cleaners

Vocabulary to review:

- count
- backward



How to complete the activity:

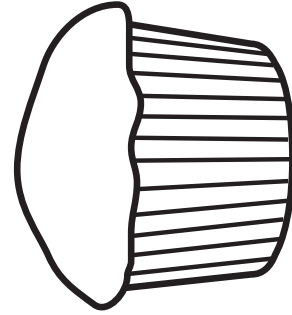
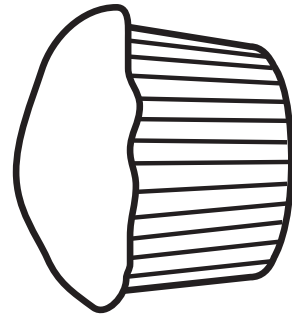
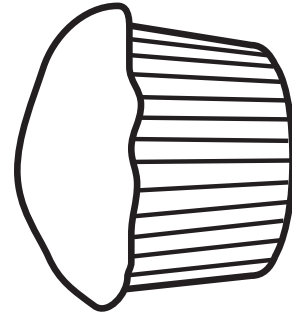
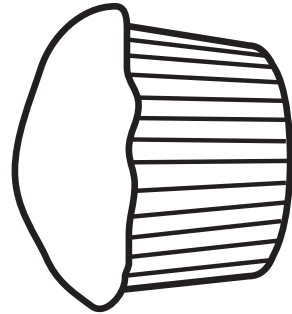
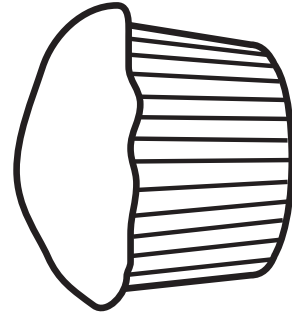
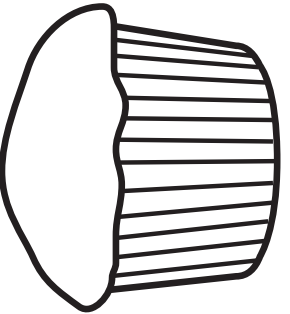
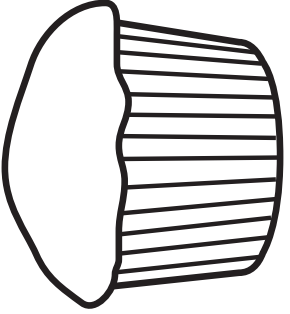
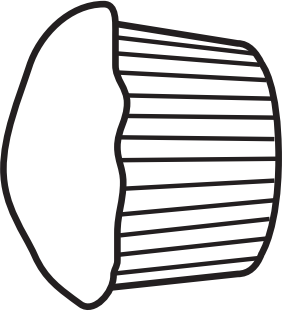
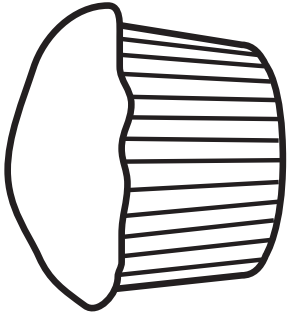
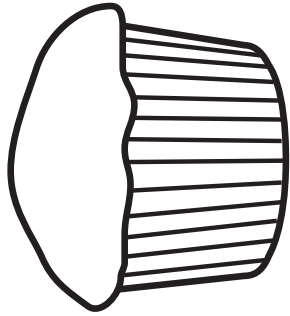
- Have each student color the cupcakes on page 6 and then cut out the strips. Instruct the child to glue the strips together where indicated. If desired, have her decorate each cupcake top by gluing on glitter. Next, instruct the child to twist her pipe cleaners together so she has one long, straight piece. Cut the twist into ten equal lengths to represent candles (approximately $1\frac{1}{4}$ " pieces). Direct each child to count to make sure she has ten candles and ten cupcakes. Encourage her to use one-to-one correspondence to place a candle on each cupcake. Then have her pretend to blow out the candles and remove them one at a time as she counts backward from ten.

Extension activity:

- Have students help create a birthday graph. In advance, program a large twelve-column graph with the months of the year. Enlarge the cupcake patterns (on page 6) to fit the graph boxes, and then duplicate to make a class supply. Instruct each child to print her name on the front of a cupcake, color it, and then cut it out. Have each student, in turn, glue her cupcake in the column that represents her birthday month. When everyone has participated, have youngsters count and compare the graph results. If desired, post the completed graph on a bulletin board for easy reference all year long.

Cupcake Patterns

Glue here.



Have You Any Wool?

Reinforce one-to-one correspondence with this wild 'n' woolly activity.

Purpose: To count to ten using verbal names and one-to-one correspondence

Students will do the following:

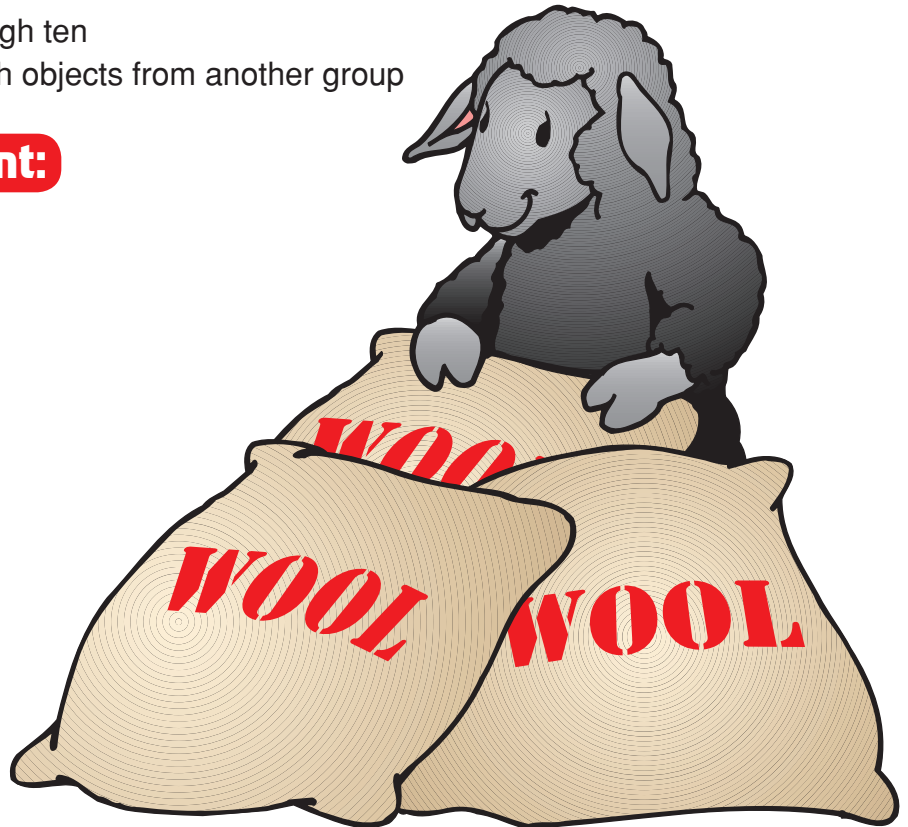
- identify quantities of objects through ten
- match objects from one group with objects from another group

Materials for each student:

- copy of page 8
- crayons
- scissors
- glue

Vocabulary to review:

- count
- match



How to complete the activity:

- After singing a rousing rendition of “Baa, Baa, Black Sheep,” give each student a copy of page 8. Have him color the page as desired, and then cut apart the bag counters. Encourage him to count the sheep and bags, and then use one-to-one correspondence to match a bag of wool with each sheep. Then have him glue each bag in place.

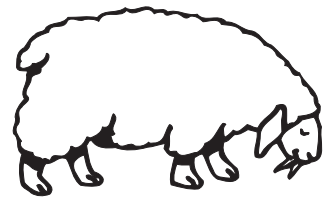
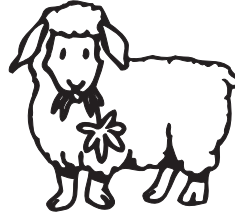
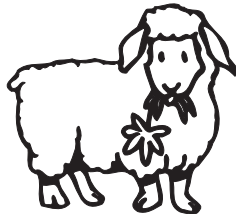
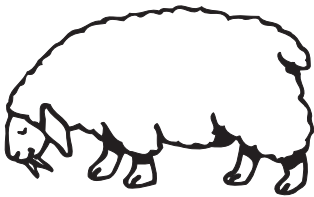
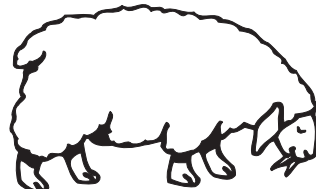
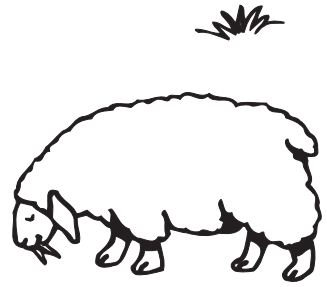
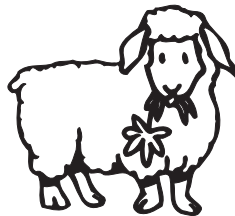
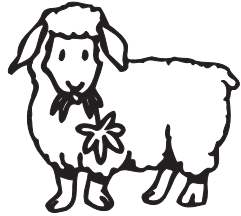
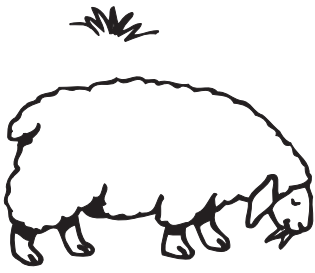
Extension activities:

- Use this center game for more one-to-one correspondence practice. To make a gameboard, enlarge a copy of page 8 onto tagboard; then color the sheep as desired. Attach a small piece of hook-side Velcro® to the space under each sheep. Using a bag counter as a guide, cut rectangles from burlap to represent bags. If desired, paint the edges with glue to prevent unraveling. Store the gameboard and counters in your math center. To play, a child counts and matches one burlap bag with each sheep.
- Have students practice matching numerals and sets with this center idea. Enlarge a sheep pattern; then make ten tagboard copies. Color the sheep as desired and program each with a different numeral from 1 to 10. Place the sheep in a center with a bag of 55 cotton balls. To play, a child chooses a sheep and reads the numeral. He then places a matching number of cotton balls on the sheep’s body. He repeats the activity with each remaining sheep.

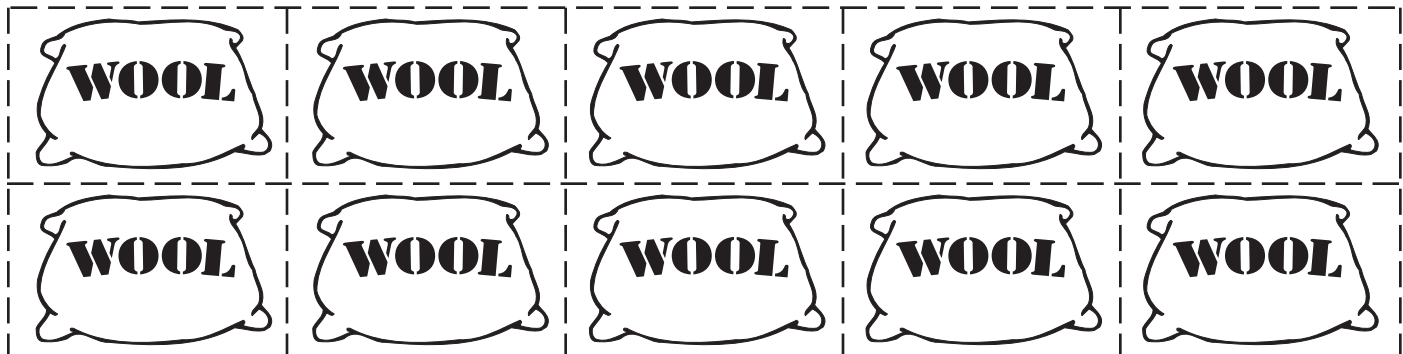
Name _____

One-to-one correspondence

Have You Any Wool?



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Bones for Bessie

Help your little ones bone up on one-to-one correspondence with this “paws-atively” cute pup!

Purpose: To count up to ten using verbal names and one-to-one correspondence

Students will do the following:

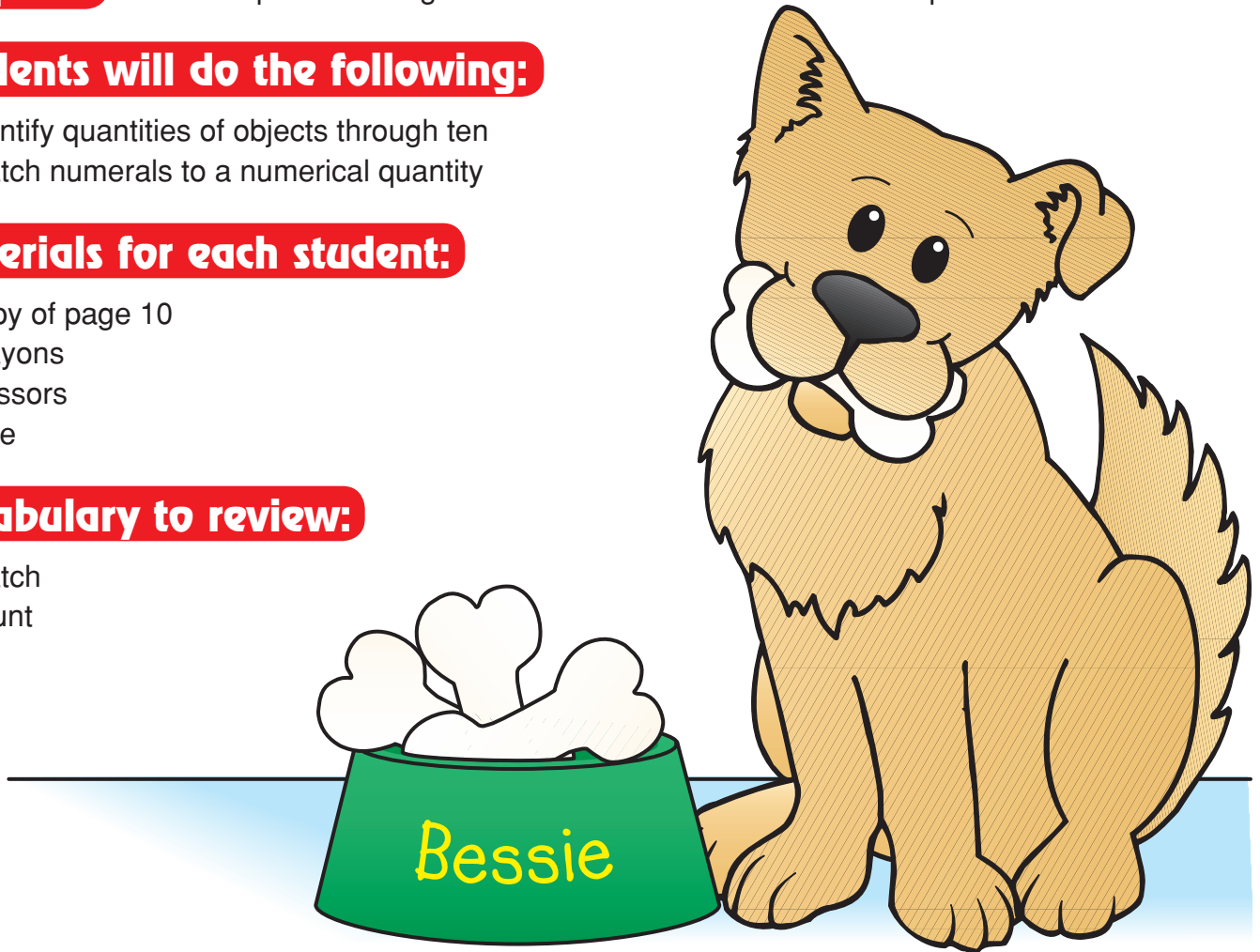
- identify quantities of objects through ten
- match numerals to a numerical quantity

Materials for each student:

- copy of page 10
- crayons
- scissors
- glue

Vocabulary to review:

- match
- count



How to complete the activity:

- Have each student color the dogs and dishes, and then cut apart the bone counters. Encourage each child to count the dogs and bones to make sure there are ten of each. Then invite her to match a bone with a dog and glue it to the dog's dish. Continue in this manner until each dog has a bone.

Extension activities:

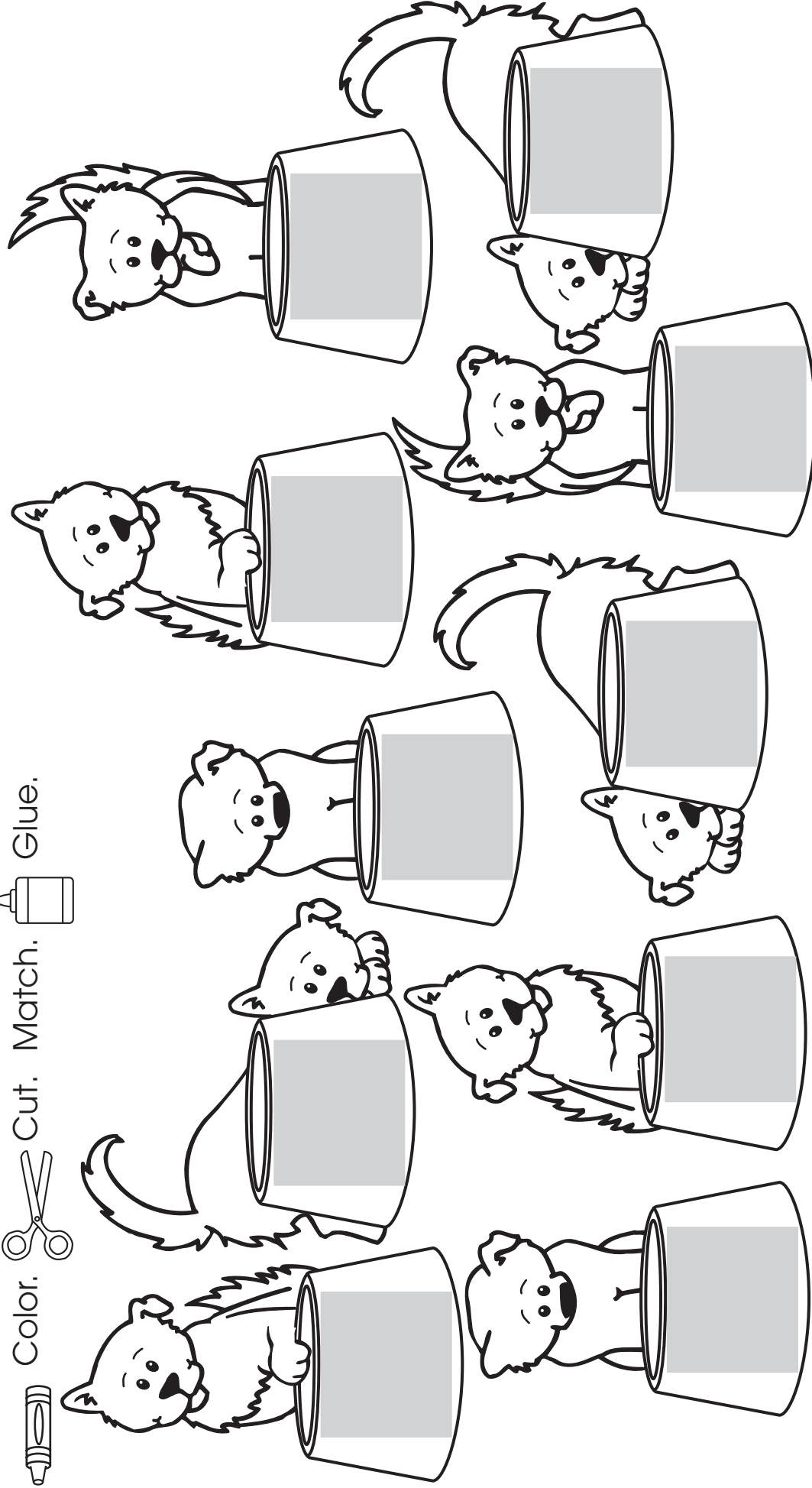
- For more one-to-one correspondence practice, enlarge two sets of bone counters onto tagboard. Color one set of bones red and one set yellow. (If desired, simply use two different colors of small flavored dog biscuits.) Have each child sort and count the bone sets and then match one to one.
- For sorting practice, place a small box of colored dog biscuits and one bowl (or dog dish) for each color of biscuit in a center with a toy stuffed dog. Encourage each child to take a turn sorting the biscuits by color. When all the biscuits are sorted, invite the child to pretend to feed the toy dog several biscuits.

Name _____

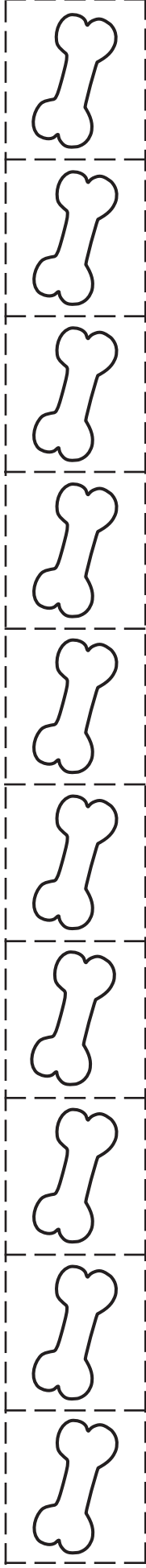
One-to-one correspondence

Bones for Bessie

 Color.  Cut.  Glue.



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Froggie Went A-Counting

Make numeral writing as easy as falling off a log with this “toad-ally” fun activity!

Purpose: To read and write numerals to ten

Students will do the following:

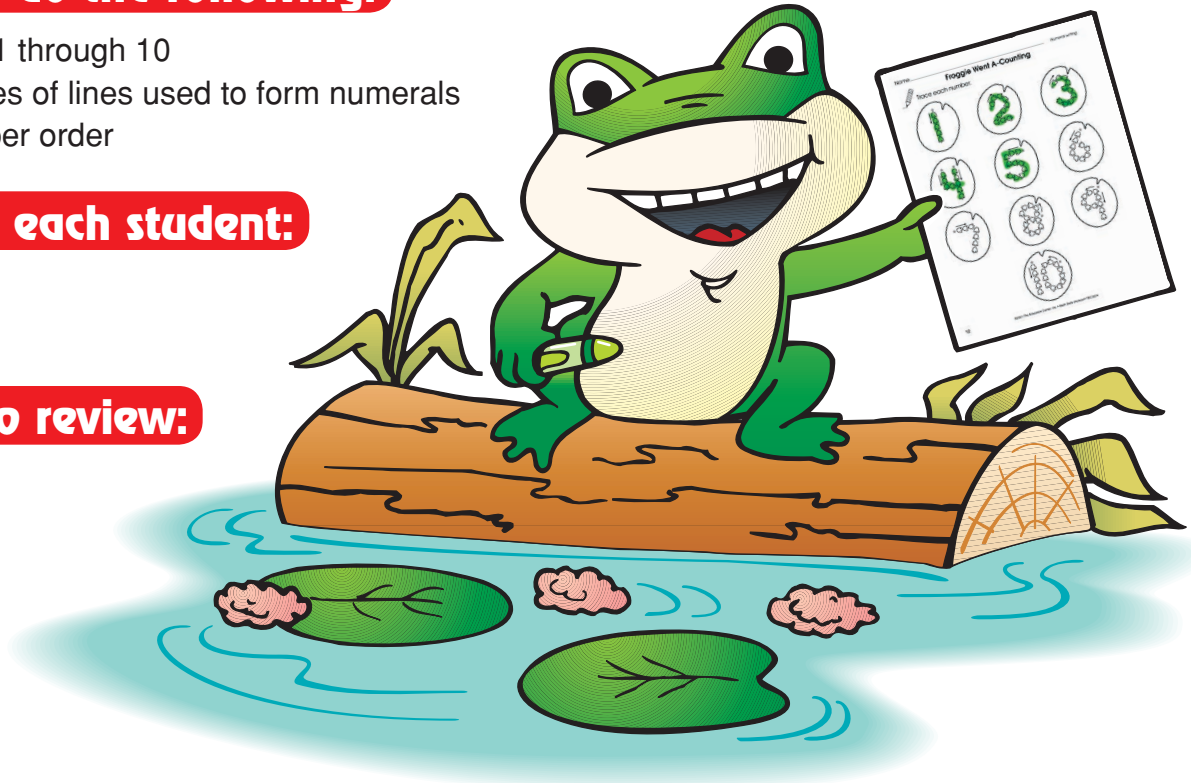
- trace numerals 1 through 10
- observe the types of lines used to form numerals
- determine number order

Materials for each student:

- copy of page 12
- green crayon

Vocabulary to review:

- numeral
- trace
- curved line
- straight line



How to complete the activity:

- To write each numeral, have each child place his green crayon on the star. Instruct him to follow the arrows with his crayon to trace each set of froggie footprints. When he has traced each numeral, point out that numerals are made of curved and straight lines. Encourage him to practice writing numerals on the back of his sheet and to identify the lines he uses in each.

Extension activities:

- Play a game of Jump Frog, Jump! with a group of students. Give each of ten children a frog-shaped cutout programmed with a different numeral from 1 to 10. Invite the child holding the cutout programmed with “1” to jump up while saying his number. Then encourage the child holding the cutout showing one more to jump up, show, and say her number. Continue in this manner until each child has shown his card and the group has counted from one to ten.
- To reinforce the types of lines in numerals, try this small-group activity. Cut three large pond shapes from blue bulletin board paper. Program one pond cutout with a straight line, one with a curved line, and one with a straight and a curved line. Provide a set of paper frog cutouts programmed with numerals from 1 to 10. Have each child in the group sort the frogs by line type and place each one on the matching pond. Ribbit!

Froggie Went A-Counting



Trace each number.

