

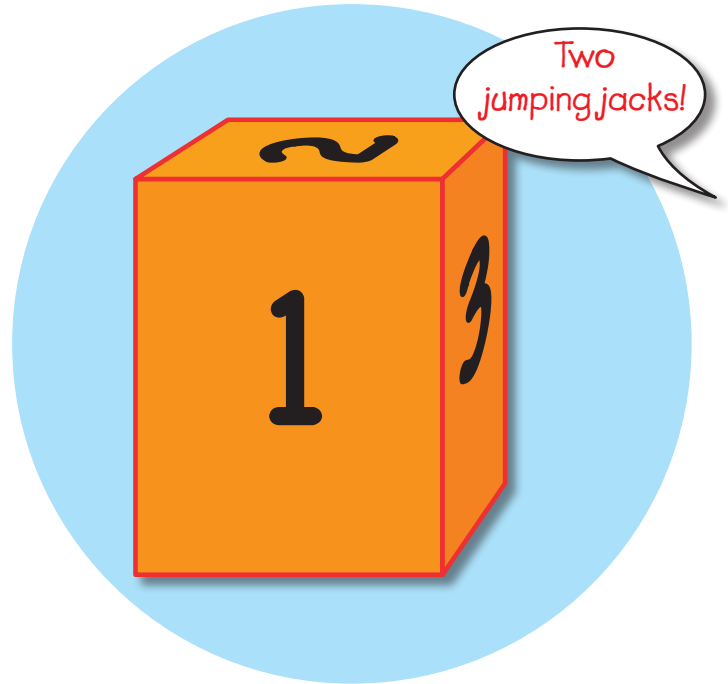
Circle Time

4 • 5 • 6 • 7 • 8 • 9 • 0 • 1 • 2 • 3 • 4 •

Roll, Count, and Move!

Counting to 3

To prepare for this energetic activity, wrap a cubic tissue box in plain paper and program each of the sides, using the numbers 1, 2, and 3. (Each number will be used twice.) During circle time, announce a movement for the class to perform, such as jumping jacks, toe touches, or hops. Then have a volunteer roll the cube and announce the number that lands face up. Have little ones perform the featured movement the corresponding number of times as they count in unison. To begin the next round of play, invite a student to name a movement and roll the cube. Continue as desired to keep your students' math skills rolling along.



Round and Round

Counting to 5

Who will be the last one standing in this counting game? Try it and see! Have students stand in a circle. Announce a target number from two to five. Then have students count off around the circle, beginning with the number one, until the target number is reached. The child that calls out the target number sits down, and the next child begins counting from one again. The game continues in this manner until only one child is standing. Invite the last child standing to choose the target number for the next round of play.



The Number-Pokey Recognizing and naming numbers

Put a numerical twist on a favorite song and dance! Have students stand in a circle and give each child a number card. (If desired, use the patterns on pages 103–112.) Next, lead students in the song shown. At the end of the verse, invite each student holding the indicated number to raise his card and shout the name of his number. Then sing the song again, substituting a different number. Continue in this manner until each child has a turn.

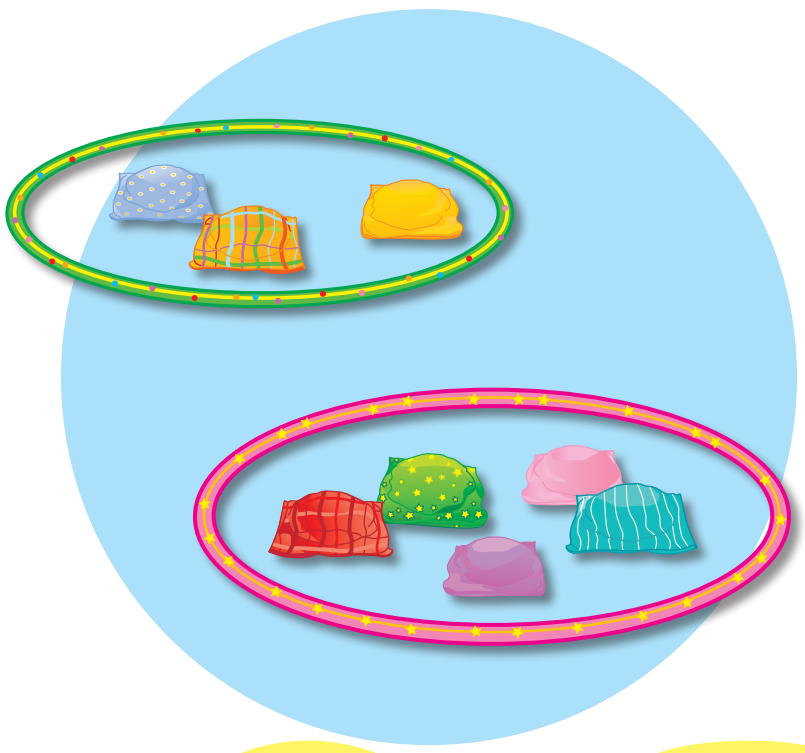
(sung to the tune of "The Hokey-Pokey")

You put your number in.
You put your number out.
You put your number in and you shake it all about!
You do the Number-Pokey,
And you turn yourself around.
If you have this number, shout! [Four!]

Take Aim!

Comparing sets to 10

Place two plastic hoops on the floor in the center of your circle. Give each of up to ten students a beanbag and have each child take a turn tossing her beanbag into the hoop of her choice. Next, have students count the beanbags in each hoop. Enlist students' help to compare the sets. Which has more? Which has fewer? Are the sets equal? Repeat the activity with a different group of students for additional set comparison practice.

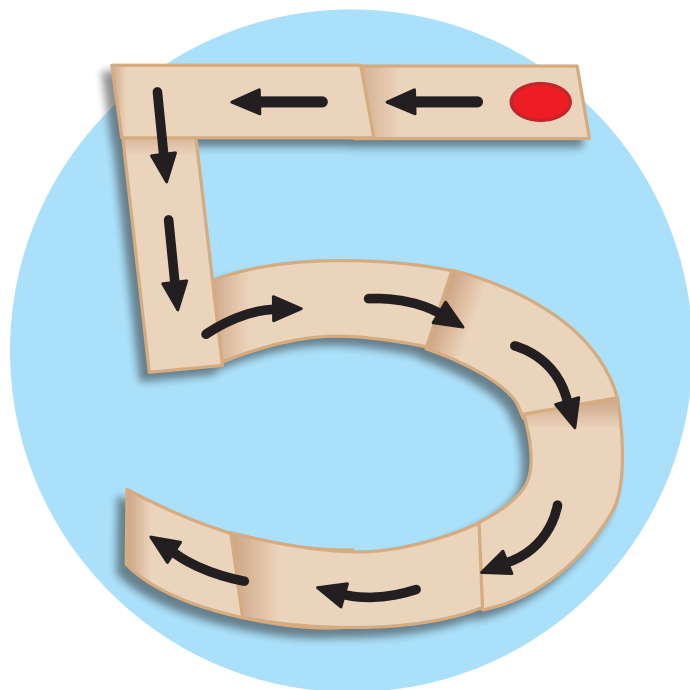
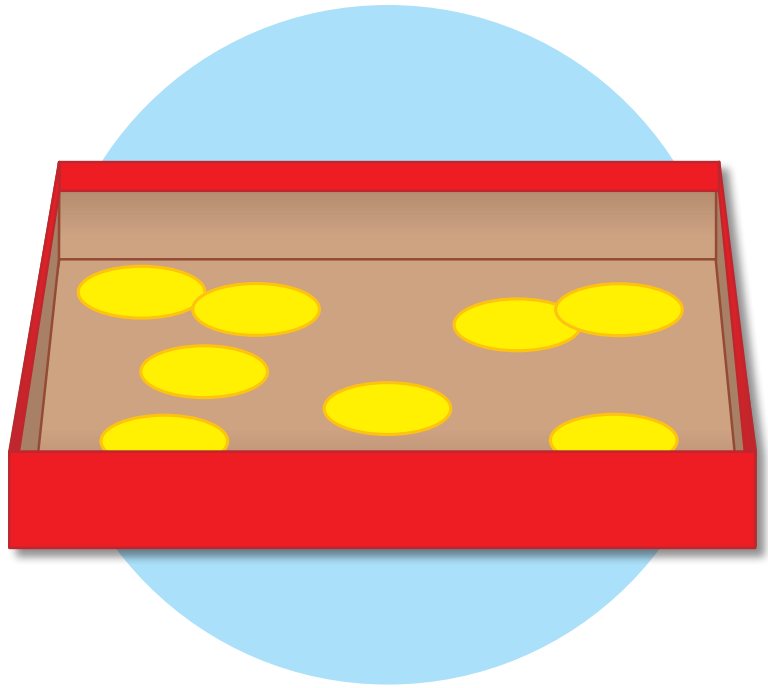




Treasure Hunt

Comparing sets

Shiver me timbers—youngsters are sure to find this activity engaging! While students are out of the room, hide ten to 20 yellow construction paper circles (gold pieces) in your classroom. During circle time, divide your class into two teams. Present each team with an empty box to represent a treasure chest and then explain that each team will hunt for gold pieces. When a child finds a gold piece, she puts it in her team's treasure chest. Set a time limit, such as three minutes, and encourage students to find as many gold pieces as possible. At the end of the designated time, have everyone return to the circle. Lead students in counting the gold pieces in each chest and then comparing the two sets. Which set has fewer? Which set has more? Are the sets equal?



Follow the Arrows

Forming numbers

Numeral formation practice is just a step away with this activity! In advance, use masking tape to outline a large numeral on the floor of your circle-time area. Place a colorful sticky dot on the starting point and then draw arrows on the tape to show the direction of the writing strokes. Gather youngsters and introduce the numeral. Then chant the rhyme shown as each child takes a turn following the arrows as he walks on the taped number. If desired, repeat the activity another day with a different number.

Follow the arrows.
Stay on the line!
You'll make a number [5].
Doesn't it look fine?

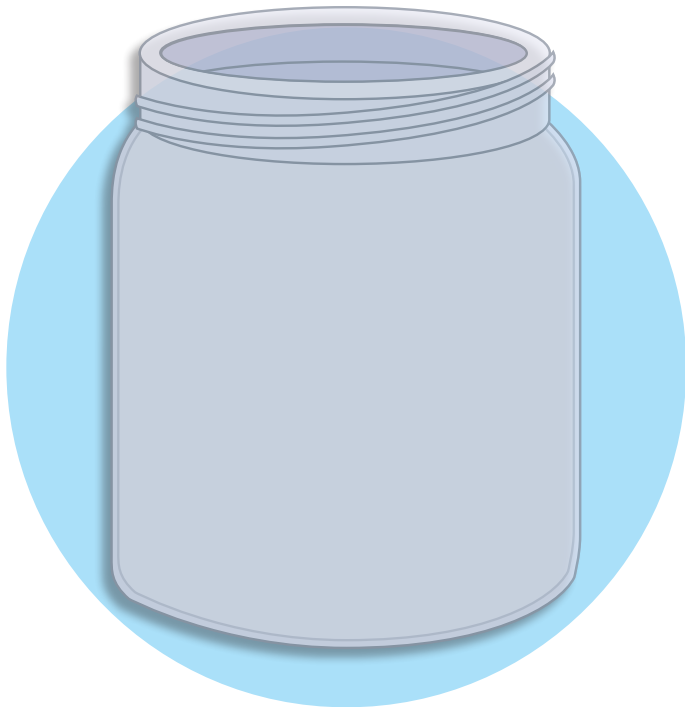
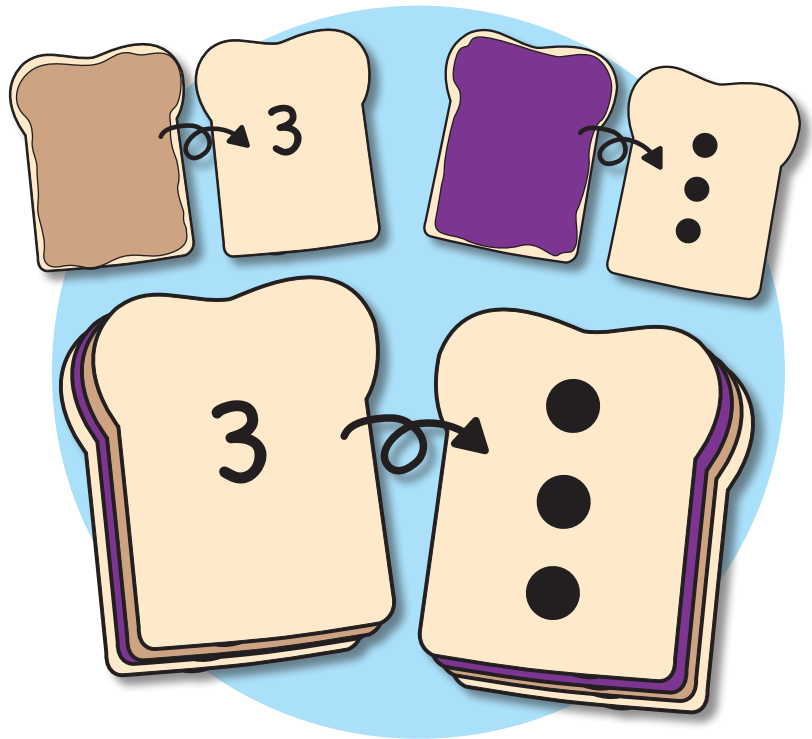


Making Sandwiches

Matching numbers to sets

To prepare, copy the bread-slice patterns on page 13 to make a class supply. Cut out the slices; then color half brown (to resemble peanut butter) and half purple (to resemble jelly). Program the back of each peanut butter slice with a different number. Program the back of each jelly slice with a dot set that corresponds to one of the numbers.

At circle time, give each child a slice. Then, at your signal, have youngsters search for the child holding the corresponding slice. When a student finds her match, the two youngsters sit down together and make a sandwich from their slices. After all the sandwiches are made, confirm each twosome's match. Then redistribute the slices for another round of play.



The Zero Jar

Understanding the concept of zero

Show youngsters an empty plastic jar. Tell students that everyone will add a special number of items to the jar, and that special number is zero! Explain that since *zero* means *none*, students can pick any item they wish to place in the jar. Then sing the song shown, inserting your name and item where indicated. Then sing the song again as you pass the jar to the child next to you, who names an item at the appropriate time. Have youngsters continue passing the jar around the circle until every child has put zero items in the jar!

(sung to the tune of "The Farmer in the Dell")

Zero in the jar,
Zero in the jar,
[Ms. Page] put zero [trains] inside!
Zero in the jar!

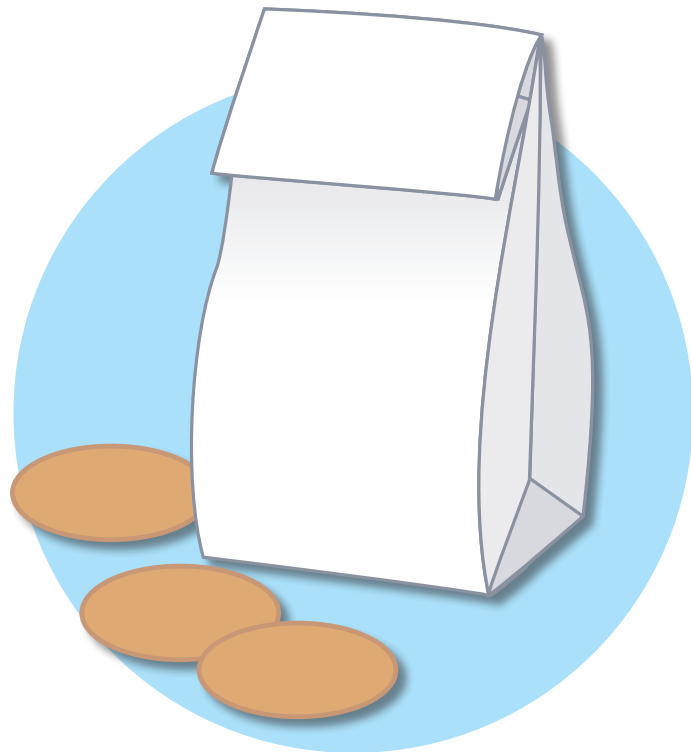


Pass the Cookies

Counting to 10

Serve up counting practice—fresh from the bakery! Store ten tagboard circles (cookies) in a paper bag. During circle time, pass the bag around the circle as you recite the rhyme shown. At the end of the rhyme, have the child holding the bag open it and take out one cookie as she says, “One.” She passes the bag to the next child who takes out another cookie and says, “Two.” Youngsters continue passing and counting until the bag is empty and the group determines the total number of cookies. Then collect the cookies, secretly place a different amount in the bag, and play another round!

Cookies, cookies,
Freshly baked.
How many cookies,
Did we take?



Number Path

Counting to 20

Get little ones on the path to moving and counting! Place 20 large index cards in a path on the floor in an open area; then adhere them to the floor with clear Con-Tact covering. During circle time, ask each youngster to first walk the path, quietly counting aloud as she steps onto each card. Then have students travel the path again, this time jumping on each card as they count aloud. Repeat the activity with different movements as desired.



3, 2, 1...Popcorn! Counting backward from 10 to 1

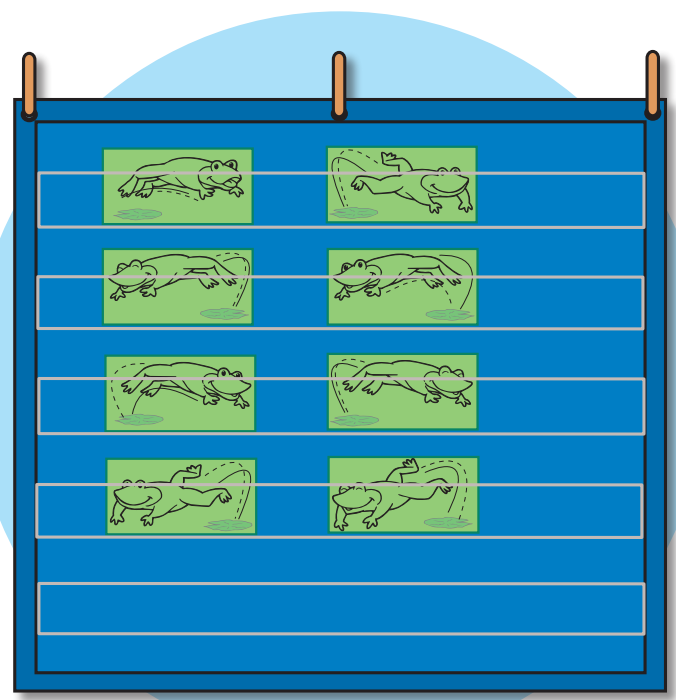
Youngsters pretend to pop popcorn during this group activity. Give each child a handful of white packing peanuts. Set an imaginary timer and then lead students in a countdown from the number ten. When students reach the number one, encourage them to shout, "Popcorn!" and toss their packing peanuts into the air. Then enlist students' help to scoop up the popcorn and pop it again!

Ten Little Frogs Counting backward from 10 to 1

In advance, make a green construction paper copy of the frog cards on page 14. Cut apart the cards and place them in a pocket chart. During circle time, recite the first verse of the poem shown. At the end, invite a volunteer to remove a frog from the chart, ribbiting as she returns to her spot in the circle. Then lead youngsters in repeating the poem, substituting the new number of frogs. Continue in this manner until there are no frogs left. Then recite the last verse. For added fun, invite youngsters to hop like frogs at the end of the poem.

[Ten] little frogs on a sunny day.
One got up and hopped away!

Last verse:
No little frogs on a sunny day.
Can you be like them and hop away?





Pass the Presents

Identifying written numbers 1 to 10

Gather ten lidded boxes and, if desired, attach a bow to the lid of each. Program the inside of each box with a different number from one through ten. At circle time, play some lively music and pass the presents around the circle. After a few moments, stop the music and ask each child, in turn, to open her box and identify the number inside. Then have her replace the lid. Restart the music and have students pass the presents for more numeral-recognition practice.



Numbers in the Mail

Identifying written numbers 11 to 20

Deliver first-class number identification practice with this activity! On each of a class supply of blank postcards or index cards, write a number from 11 through 20. Store the postcards in a bag that resembles a mailbag. At circle time, invite a student to carry the mailbag as he pretends to be a mail carrier and delivers one postcard to each child. Next, have each child, in turn, identify the number written on her postcard. Once students have named their numbers, collect the postcards and then play again with a different mail carrier.