Numbers: 1, 2, 3
Numbers: 1, 2, 3
Getting Started

**Song: Show Me One**
Play Track 1 (see page T3). Lead students in singing. Hold up the corresponding number of fingers for each verse and invite students to do the same.

**Roll, say and show.**
Roll the Pocket Cube (see Materials). Have students say the number together as they hold up the corresponding number of fingers.

**Worktime**
Look, match and show.
Attach numbers 1 to 3 (Template 1.1) to the board. Distribute Math Bags. Have students take out their Response Fan. Explain to students that they must sit very quietly and be very careful when using their Response Fan. Point to number 1 and say:

T: One, show me one.

Show students how to find number 1 on their Response Fan and hold it up. Help individual students. Remind students that they must be silent and look at you for this activity. If students are correct, give them a “thumbs up.” If students are incorrect, shake your head and encourage them to find the correct number. Give them a “thumbs up” when they are correct. Follow the same procedure with numbers 2 and 3. Repeat the activity again, making sure all the students can find numbers 1, 2 and 3.

**Show Me Fast!**
Once children know how to use the Response Fan, follow the same procedure at a faster pace. Say the numbers 1 to 3 at random. Students find the numbers and hold them up. Check to be sure they are correct.

Then have them close their Response Fan and listen for the next number. Ask students to keep their Response Fan on their table for the next activity.

**Extension Activities**

**Roll, count and show.**
Distribute Math Bags (see Materials). Ask students to take out their Response Fan. Roll the Pocket Cube. Count the dots together with students and have them hold up the corresponding number on their Response Fan. Ask students to keep their Response Fan for the next activity.

**Spin, count and show.**
Have students sit together in pairs. Ask them to take their 1–3 Dot Spinner out from their Math Bag. Show students how to take turns spinning the spinner, counting the dots and holding up the corresponding number on their Response Fan. Have students put their materials back in their Math Bag. Collect the bags.

**Recording**

**Count and circle.**
Hand out Student’s Book open to page 4. Have students point to the dinosaurs in the first picture.

T: Point to the (first) set. Let’s count the dinosaurs. (One, two, three.) How many dinosaurs are there? (Three.) There are (three) dinosaurs in the (first) set.

Encourage students to touch each dinosaur as they count, then circle number 3. Follow the same procedure with the next sets. Finally, give students directions for pointing to different sets of dinosaurs.

T: Point to (two) dinosaurs.

**Numbers: 1, 2, 3**

**Early Learning Goals**
Joins in with number songs and games. Recites numbers 1 to 3. Recognizes numbers 1 to 3.

**Key Words**
one, two, three; dinosaur

**Mathematical Language**
How many dinosaurs are there? Let’s count. (One, two.) (Two) dinosaurs. There are (two) dinosaurs.

**Materials**
Teacher: Pocket Cube, 2 sets of Pocket Cube Number Cards 1–3, Template 1.1 (numbers 1 to 3), Response Fan
Students: Math Bag

**Preparation**
Math Bag: Include Response Fan.

**Extensions Activities**

**Materials**
Teacher: Pocket Cube, 2 sets of Pocket Cube Dot Cards 1–3
Students: Math Bag

**Preparation**
Math Bag: Include Response Fan and 1–3 Dot Spinner.

Unit 1
Getting Started

High Five Finger Count
Divide the class into pairs. Ask students to hold up their right hand with all fingers folded down. Hold up one finger at a time as you say each number.

_T/Ss:_ One, two, three, four, five. High five! [On five, students give each other a high five.]

Repeat three times.

_Song: Show Me One_
Play Track 1 (see page T3). Lead students in singing. Hold up the corresponding number of fingers for each verse and invite students to do the same.

Worktime

_Game: Circle the Number_
Attach numbers 1 to 3 (see Materials) on the board. Point to the numbers and have students identify them.

Then remove the numbers from the board and write the numbers 1, 2 and 3 in several places, all over the board. Divide the class into two teams. Place a box of counters on your desk. Have a student from each team come to the front. Ask students to circle a number.

_T:_ Circle number (2).

The first student to circle the number gets a counter for the team. Play until all the numbers have been circled.

Count the number of counters each team has at the end of the game. The team with the most counters wins.

_Hands-on Activity_

_Writing Practice_
Have students take out their trays and help them to pour enough sand in them to cover the bottom. Tell them to be careful not to spill the sand.

Write a large number 1 on the board with a dot at the top. Have students stand up and practice tracing large number 1s in the air. Then help students practice writing the number 1 in the sand tray several times. Show them how to carefully shake the sand to erase the number. Repeat with numbers 2 and 3. Finally, store sand trays and sand.

Recording

_Trace, write and draw._
Hand out Student’s Book open to page 5. Have students trace over the number 1s first with their fingers and then with a crayon as they say One each time.

_T:_ Look at the first row. Point to number (1). Trace over the number (1s) with your finger. Trace over the number (1s) with your crayon. Point to the picture of the dinosaur at the end of the first row. How many dinosaurs are there? (One.) That’s right. There is (one) dinosaur.

Have students trace over the dotted lines. Then guide them in writing the missing numbers two more times beginning at the starting point. Afterwards, ask them to color in the dinosaur.

Next, have them trace over the number 2s while they say Two. Ask students to draw two dinosaurs in the box at the end of the second row.

Follow the same procedure for number 3, but ask them to draw three dinosaurs this time.

Finally, give students commands for pointing to different numbers.

_T:_ Point to number (3).
Numbers: 1, 2, 3

1 1 1 1

2 2 2 2

3 3 3 3
Numbers: 1, 2, 3
Numbers: 1, 2, 3

Early Learning Goals
Recites numbers 1 to 5.
Recognizes numbers 1 to 3.
Counts a group of up to 3 objects.
Matches numbers to groups of objects.

Key Words
one, two, three; dinosaur

Mathematical Language
Show me (one) dinosaur.
Put (one) dinosaur on your mat.
Count the dots.
How many dinosaurs are there? (Two.)

Materials
Teacher: Dino Game Mat, 5 Mini Dinosaur Cards, Template 1.1 (numbers 1 to 5), Pocket Cube Dot Cards 1–3
Students: Dino Swamp Mat, Math Bag
Other materials: counters

Preparation
Math Bag: Include 3 Mini Dinosaur Cards, Mini Number Cards 1–3 and 1–3 Dot Spinner.

Extension Activities
Materials
Teacher: Pocket Cube, 2 sets of Pocket Cube Dot Cards 1–3
Students: Dino Game Mat, Math Bag

Preparation
Math Bag: Include Mini Dinosaur Cards and 1–3 Dot Spinner.

Getting Started
Count and sit.
Have students stand in a circle. Lead students in counting from 1 to 5, having each one say a different number.

T/Ss: One, two, three, four, five. Sit.
The fifth student sits down and the student next to him or her starts again with One. Continue around the circle at a fast pace until all the children are sitting down.

Song: One Dinosaur Went Out to Play
Attach the Dino Swamp Mat and five Mini Dinosaur Cards (see Materials) to the board.

T: Look. This is a swamp. It’s muddy. The dinosaurs like to play in the swamp.

Play Track 2. Attach one Mini dinosaur Card to the Dino Swamp Mat for each verse. Encourage students to hold up the corresponding number of fingers for each verse as they listen to the song.

One Dinosaur Went Out to Play
(One) dinosaur went out to play, out in a muddy swamp one day.
(He) had such enormous fun,
(He) called for one more dinosaur to come.
Following verses:
Two dinosaurs went out to play.../They
Three dinosaurs went out to play.../They
Four dinosaurs went out to play.../They
Five dinosaurs went out to play.../They

Act out the song.
Have students form a circle. Ask one of the students to walk inside the circle like a dinosaur. At the end of the first verse, the student chooses another student to walk behind him or her. Continue until five students are walking inside the circle.

Worktime
Hands-on Activities
Look and place.
Display numbers 1 to 5 (Template 1.1) on the board.
Give each student a Dino Swamp Mat and their Math Bag. Have students take out the Mini Dinosaur Cards. Give them instructions for placing one, two or three Mini Dinosaur Cards on their Dino Swamp Mat.

Point to number 1 on the board.
Students place the Mini Number Card 1 in the box at the bottom of their mat.

T: Put one dinosaur in the swamp. How many dinosaurs are there? Let’s count. One. One dinosaur. There is one dinosaur.
Repeat with numbers 2 and 3, and with two and three dinosaurs. Guide students in counting as they put each Mini Dinosaur Card on the mat. Repeat several times with numbers 1 to 3 at random.
Ask students to put the Mini Dinosaur Cards back in their Math Bag. Have them keep their mats on their table for the next activity.

Count and place.
Ask students to take out the Mini Number Cards 1–3 from their Math Bag.

Hold up a Pocket Cube Dot Card with two dots on it. Count the dots together with the class. Have students place the corresponding number of Mini Dinosaur Cards and the matching Mini Number Card on their Dino Swamp Mat.

Spin, count and place.
Have students sit in pairs. Put a box of counters in the middle.
Ask students to take their 1–3 Dot Spinner out of their Math Bag. Students take turns spinning the spinner, counting the dots and placing the corresponding number of Mini Dinosaur Cards on their Dino Swamp Mat. Encourage students to check each other’s work. If they agree their partner is correct, they take a counter. Ask students to put their materials back in their Math Bag and collect them.

Recording
Trace and color.
Hand out Student’s Book open to page 6.

T: Point to number (1). Put your finger on the dot. Trace over number (1). Color (one) dinosaur.

Students color one dinosaur in the first row. Follow the same procedure for numbers 2 and 3, having students color two and three dinosaurs.

Extension Activities
Dino Spot Game
Give each student a Dino Game Mat, and their Math Bag (see Materials). Have students take out the Mini Dinosaur Cards 1–3.

Roll the Pocket Cube, count the dots together. Have students cover the corresponding number of dots with their Mini Dinosaur Cards.
Repeat the activity until all of the dots have been covered with the dinosaur cards.

Dino Spot Game
Divide the class into pairs. Ask them to take the 1–3 Dot Spinner out of their Math Bag. Model the game, making sure each student understands how to play.
Student 1 spins the spinner, counts the dots and places the corresponding number of Mini Dinosaur Cards on his or her Dino Game Mat. Then Student 2 takes a turn. The first student to cover all ten dots on his or her mat is the winner.
Counting: 1, 2, 3

**Getting Started**

**Early Learning Goals**
Recognizes small numbers of objects without counting.
Counts groups of up to 3 objects.
Matches numbers to groups of objects.

**Key Words**
one, two, three; crayon, dinosaur, dot, glue stick, pencil

**Mathematical Language**
How many (pencils) are there? Let’s count.
Count the dots.

**Materials**
Teacher: Pocket Cube, 2 sets of Pocket Cube Dot Cards 1–3, Template 1.1 (numbers 1 to 3), Set Cards
Students: Graph 1, Math Bag

**Preparation**
Math Bag: Include Response Fan, Mini Number Cards 1–3 and Set Cards.

**Extension Activities**

**Materials**
Teacher: Pocket Cube, 2 sets of Pocket Cube Dot Cards 1–3
Students: Dino Swamp Mat, Math Bag

**Preparation**

**Getting Started**

**Song: Show Me One**
Play Track 1 (see page T3). Lead students in singing. Hold up the corresponding number of fingers for each verse and invite students to do the same.

**Roll, count and show.**
Have a volunteer roll the Pocket Cube (see Materials) and count the dots together with the class. Repeat several times.

**Roll and show.**
Distribute Math Bags. Have students take out their Response Fan. Roll the Pocket Cube.

**How many dots are there? Count the dots.**
Students count the dots in their heads and show the corresponding number on their Response Fan. Next, count the dots together with the class to check. Repeat several times.
Then have students put their Response Fans back in their Math Bag.

**Worktime**

**Presentation: crayon, pencil, glue stick**
Hold up a real crayon.

**What’s this? It’s a (crayon). (Crayon, crayon, crayon). Repeat after me.**
Repeat with pencil and glue stick.

**Hands-on Activities**

**Counting Sets of Objects**
Place numbers 1 to 3 (Template 1.1) vertically on the board. Point to each number and have students identify it. Hold up the Set Card with three pencils.

**Counting Dots**
Hold up Pocket Cube Dot Cards 1-3 one at a time.

**How many dots are there? Show me.**
Students hold up the corresponding number of fingers to show how many dots they think there are without counting.

Next, count the dots together.

**How many dots are there? (One, two.) (Two) dots.**
Ask students who were correct to raise their hands. Repeat the activity several times giving students many opportunities to estimate the number of dots without counting.

**Extension Activities**

**Roll, count and place.**
Give each student a Dino Swamp Mat and a Math Bag (see Materials). Have students take out the Mini Dinosaur Cards. Roll the Pocket Cube. Guide students in counting the number of dots and placing the corresponding number of Mini Dinosaur Cards on their mat.
Ask students to put their cards back in their Math Bag. Collect the bags and the mats.

**Spin, count and show.**
Have students sit in pairs. Ask them to take out their Response Fan and 1-3 Dot Spinner from their Math Bag.
Have students take turns spinning the spinner, counting the dots and holding up the corresponding number on their Response Fan.
Repeat the activity several times. Walk around the classroom making sure they are doing the activity correctly.
Ask students who were correct to raise their hands. Repeat the activity several times giving students many opportunities to estimate the number of dots without counting.

**Recording**

**Count and color.**
Hand out Student’s Book open to page 7. Have students point to number 1 and color the crayon red. Follow the same procedure with numbers 2 and 3 and their corresponding crayons.
Ask students to continue counting the spots on the balloons and coloring them according to the code.

**Counting Dots**
Hold up Pocket Cube Dot Cards 1-3 one at a time.

**How many dots are there? Show me.**
Students hold up the corresponding number of fingers to show how many dots they think there are without counting.

Next, count the dots together.

**How many dots are there? (One, two.) (Two) dots.**
Ask students who were correct to raise their hands. Repeat the activity several times giving students many opportunities to estimate the number of dots without counting.
Counting from 1 to 3

1

2

3
Counting from 1 to 3

How many?

red 3
yellow
blue
**Getting Started**

**Show Me the Set**

Display numbers 1 to 3 (Template 1.1) on the board. Distribute Math Bags (see Materials) and have students take out the Set Cards. Point to a number at random and have students hold up the corresponding Set Card. Repeat with the other numbers. Afterwards, ask students to put their Set Cards back in their Math Bag. Collect the bags.

**High Five Finger Count**

Divide the class into pairs. Ask students to hold up their right hand with all fingers folded down. Hold up one finger at a time as you say each number.

**Hands-on Activity**

**Make a Dinosaur Graph**

Give each student a Graph 2 and their Math Bag. Have students take out the Dinosaur Cards and the Mini Dinosaur Cards. Guide students in placing the Dinosaur Cards in the boxes on the left side of the graph.

Show students how to place the Mini Dinosaur Cards in each row according to their color.

Tell students you are going to make a graph. Point to the three dinosaurs and have students identify their colors.

Then invite some students to come to the front and to take turns taking a Mini Dinosaur Card out of the bag and placing it on the graph in the corresponding row. After the graph is complete, count the number of dinosaurs in each row.

**Recording**

Count, color and write.

Hand out the Student’s Book open to page 8. Distribute crayons. Have students look at the picture of the dinosaurs.
Extension Activities

Matching: same

Early Learning Goals
Counts 1 to 5.
Identifies which objects are the same or different.

Key Words
backpack, crayon, glue stick, scissors; different, same

Mathematical Language
They’re the same. They’re different.

Materials
Teacher: School Supplies Cards
Students: Math Bag

Preparation
Math Bags: Include School Supplies Cards.

Extension Activities

Materials
Students: Math Bag
Other materials: 5 plastic or paper bags with school objects (see Preparation), counters

Preparation
Math Bag: Include School Supplies Cards. Make two identical sets of school objects: 2 crayons, 2 markers, 2 glue sticks, 2 pencils and 2 colored pencils. Put each set in a plastic or paper bag.

Getting Started

Count and sit.
Have students stand in a circle. Lead students in counting from 1 to 5 having each one say a different number.

T/Ss: One, two, three, four, five. Sit.

The fifth student sits down and the student next to him or her starts again with one. Continue around the circle at a fast pace until all the children are sitting down.

Song: One Dinosaur Went Out to Play
Play Track 2 (see page T6). Lead students in singing the song and holding up the corresponding number of fingers for each verse.

Hands-on Activity

Game: Find a Partner
Distribute Math Bags. Show students how to open the bags and take out one of the School Supplies Cards. Teach them how to hold the bag in one hand and the card in the other. Tell students to walk around the room, looking for someone who has chosen the same card. Encourage them to say the name of the object as they walk around.

When students find someone with a matching object, they sit down together. Ask pairs to describe their objects.

T/S1: This is a (crayon). (Crayon, crayon, crayon.) Repeat after me.

Repeat with the rest of the cards.

Game: Same or Different?
Hold up the School Supplies Cards one at a time: backpack, crayon, glue stick and scissors.

S1: What is this? It’s a (crayon). (Crayon, crayon, crayon.) Repeat after me.

Repeat with the rest of the cards.

Game: Same Card
Have students sit in pairs. Make sure each student has a Math Bag. Have students take out the School Supplies Cards. Put a box of counters in the middle of the table. Students put their School Supplies Cards face down in a pile. Both students turn over the top card at the same time. Model the game with one of the pairs of students and make sure everyone knows how to play the game. Whenever the cards match, the first student to shout out Same or Different gets a counter for their team.

Recording

Look, match and color.
Hand out Student’s Book open to page 9. Have students point to and identify the scissors at the top of the page.
Repeat with the scissors at the bottom of the page. Show them how to trace over the dotted line first with their fingers and then with a crayon as they chant: Scissors, scissors. They’re the same.
Continue with the rest of the school objects. Finally, have students color them.

Extension Activities

Game: Same or Different?
Hold up the objects from a bag with school supplies (see Materials) one at a time and ask students to identify them.

Divide the class into two teams. Place two bags with school supplies at the front of the class (one bag per team). Have a member from each team come to the front. On the count of three, both students take a real object out of the bag and hold it up. The first team to shout out Same or Different gets a counter for their team.

Game: Same Card
Have students sit in pairs. Make sure each student has a Math Bag. Have students take out the School Supplies Cards. Put a box of counters in the middle of the table. Students put their School Supplies Cards face down in a pile. Both students turn over the top card at the same time. Model the game with one of the pairs of students and make sure everyone knows how to play the game. Whenever the cards match, the first student to say Same and name both objects gets a counter.

S1: Same! Crayon, crayon. They’re the same.

Walk around the class supervising the activity.
Matching: same
Sorting: same
Sorting: same

**Early Learning Goals**
- Counts 1 to 5.
- Recognizes numbers 1 to 5.
- Matches objects that belong to the same set.

**Key Words**
- backpack, crayon, glue stick, lunch box, pencil, scissors, set, sorting circle

**Mathematical Language**
- This is a set of (pencils).
- Are these the same? Do they belong together? Yes/No.

**Materials**
- Teacher: Dino Swamp Mat, Template 1.1 (numbers 1 to 3), Students: Graph 6, Math Bag
- Other materials: 2 long pieces of string, classroom supplies (crayons, glue sticks, markers, pencils, scissors, etc.)

**Preparation**
- Math Bag: Include School Supplies Cards.

**Extension Activities**

**Materials**
- Students: Math Bag, Graph 6
- Other materials: 3–4 sets of school supplies (crayons, pencils, colored pencils, markers and glue stick)

**Preparation**
- Math Bag: Include School Supplies Cards.

### Getting Started

#### Count and sit.

Have students stand in a circle. Lead students in counting from 1 to 5, having each one say a different number.

**T/Ss:** One, two, three, four, five. Sit.

The fifth student sits down and the student next to him or her starts again with One. Continue around the circle at a fast pace until all the children are sitting down.

### What’s Behind the Swamp?

Hold up a Dino Swamp Mat. Slowly reveal a number between 1 and 3 (Template 1.1) from behind the mat. Students shout out the number. Repeat several times at a fast pace.

#### Worktime

**Making Sets: Sorting by Type**

Show students a set of four crayons and place them on the floor.

**T:** What are these? (Crayons.) That’s right. They’re crayons.

Use one of the pieces of string to make a circle around the crayons.

**T:** Look. These are all crayons. They are all the same. This is a set of crayons.

Repeat with another set of other classroom supplies such as glue sticks, pencils, etc. Each time, make string circles around the objects and have students repeat the sentence.

**T:** This is a set of (pencils).

Remove the strings and place the objects to the side. Next, place four crayons and three glue sticks on the floor. Pick up two crayons and ask:

**T:** Are these the same? Do they belong together? (Yes.)

Put the crayons together on the floor.

**T:** This is a set of (crayons).

Next, pick up a crayon and a glue stick.

**T:** Are these the same? Do they belong together? (No.) How can we sort these into two different sets?

Encourage students to make suggestions. Then invite a volunteer to come up and make a circle around the glue sticks with a piece of string.

**T:** This is a set of (glue sticks).

Follow the same procedure with the set of crayons.

**T:** This is a set of (crayons).

Next, count the objects in each set.

**T:** How many glue sticks are there? Let’s count. (One, two, three.) There are (three glue sticks).

### Hands-on Activity

#### Sorting Classroom Objects by Type

Distribute Graph 6 and Math Bags. Have students take out the School Supplies Cards. Tell students to take out the School Supplies Cards with scissors and backpacks, leaving the rest of the cards in the bag. Guide students in sorting the cards into two sets. Encourage them to describe each set. Repeat the activity using different sets of cards.

**Recording**

**Look and sort.**

Hand out Student’s Book open to page 10.

Have students point to the first picture.

**T:** Look at the first picture. What do you see? (Scissors and pencils.) Draw a circle around the ones that are the same.

Have students trace around the dotted line with their fingers and then with a crayon to make a set of scissors.

Next, have them draw a circle around the pencils. After that, have students identify and count the objects in each set.

**T:** What are these? (Scissors.) This is a set of (scissors.) How many pairs of scissors are there? (One, two.) (Two.) There are (two pairs of scissors).

Repeat with the remaining pictures.

### Extension Activities

#### Beat the Clock

Distribute Math Bags and Graph 6 (see Materials). Have students take out the School Supplies Cards and place them next to their graph. Name two school supplies.

**T:** (Crayons) and (glue sticks).

Tell students that on the count of three, they have to put the crayons in the red sorting circle and the glue sticks in the blue sorting circle. Give students five minutes to sort those School Supplies Cards. Walk around checking if students were correct. Repeat with other School Supplies Cards.

#### Sorting Objects by Type

Divide the class into small groups.

Give each group a set of school supplies. Have students work together to sort the objects into sets by placing them together in a pile. Encourage them to name the items as they place them in each set. Walk around the classroom and have students describe each set.

**Ss:** This is a set of (pencils).
Identifying: different

Early Learning Goals
Identifies objects that do not belong to a particular group.
Recognizes small numbers of objects without counting.

Key Words
set, different, same

Mathematical Language
Which picture is different?
Which one doesn’t belong?
The (backpack).

Materials
Teacher: Set Cards, School Supplies Cards, Melvin Stick Puppet
Students: Math Bag, Graph 1
Other material: a plastic bag

Preparation
Math Bag: Include Response Fan and School Supplies Cards.

Getting Started
Silent Count
Take out the Set Cards (see Materials) and hold up a card with two glue sticks.
Point to each object and ask:
T: How many (glue sticks) are there? (One, two.) Show me.
[STUDENTS HOLD UP THE CORRESPONDING NUMBER OF FINGERS AND SAY THE AMOUNT.] There are (two glue sticks).
Repeat with the other cards.

Guess and show.
Distribute Math Bags. Have students take out their Response Fan.
Hold up a Set Card. Encourage students to estimate how many objects there are in the set and hold up the corresponding number on their Response Fan.
Count the objects together to check and see if they were correct.
Ask students to put their Response Fan in their Math Bag.

Worktime
Pick and sort.
Have students sit in a circle. Place the following School Supplies Cards vertically on the board or floor: backpack, crayon, scissors and glue stick. Point to each one and have students name them.
Place the School Supplies Cards in the plastic bag. Have a volunteer come up, pick a card from the bag and show it to the class for them to identify.
T: What’s this? It’s a (glue stick).
Help the volunteer place the card in the corresponding row. Then lead the class in chanting: Glue stick, glue stick. They are the same. Repeat with the remaining cards.
Keep the cards on the board, or floor, for the next activity.

Game: Mix-up Melvin
Ask students to take their School Supplies Cards out of their Math Bag. Show the Melvin Stick Puppet. Explain that the monster likes to mix things up and he is always making mistakes.
Tell students to close their eyes. Mix up the School Supplies Cards on the board so that there is one object that is different in each row. Tell students to open their eyes. Ask them to look at the first row.
T: Look. Something doesn’t belong in this row. What is it? Show me. [STUDENTS HOLD UP THE (BACKPACK) CARD.]
Repeat with the remaining rows.
Ask students to keep the School Supplies Cards on their table for the next activity.

Hands-on Activities
Look and sort into rows.
Give each student a Graph 1. Guide students in placing a different School Supplies Card in the box at the beginning of each row. Ask students to sort their School Supplies Cards by placing the same objects together in each row. Encourage them to name the objects.

Beat the Clock
Tell students you are going to give them two minutes to sort all the objects again.

Recording
Look, circle and cross out.
Hand out Student’s Book open to page 11. Have students point to the first row and say: Crayon, crayon, backpack, crayon.
T: Circle all the things that are the same.
Students circle the crayons.
T: Which picture is different? Which thing doesn’t belong? The (backpack). Cross out the (backpack).

Students trace over the X first with their index finger and then with a crayon. Follow the same procedure for the remaining rows.
Identifying: different

- Crayons
- Backpack
- Glue sticks
- Scissors
- Pencils
I like red.

I like blue.
Getting Started

High Five Finger Count
Divide the class into pairs. Ask students to hold up their right hand with all fingers folded down. Hold up one finger at a time as you say each number.

T/Ss: One, two, three, four, five. High five! [ON FIVE, STUDENTS GIVE EACH OTHER A HIGH FIVE.]

Point, clap and say.
Display numbers 1 to 3 (Template 1.1) on the board.
Point to different numbers at random. Have students identify the numbers and clap the corresponding number of times. Repeat at a fast pace several times.

Worktime

School Supplies
Hold up the School Supplies Cards (see Materials), one at a time. Have students identify the color of each object.
T: What this? It’s a (red backpack). Repeat after me.
Follow the same procedure for the remaining cards.

Chant: Let’s Put the Red Things All Together
Tell students to close their eyes. Hide the red, blue and yellow school objects in the classroom. Make sure there is at least one object for each student.
Draw a large sorting circle on the floor with chalk. Place the red small dinosaur (Template 1.2) next to the sorting circle.
T: The (red) dinosaur likes (red) things. Let’s look for (red) things.

Explain that you are going to play a chant and they must walk around the classroom looking for red objects to place in the sorting circle next to the red dinosaur. Play Track 3. Encourage children to place the objects in the circle while they listen to the song. Play Track 3.

Let’s Put the Red Things All Together
Let’s put the (red) things all together, all together, all together.
Let’s put the (red) things all together, All of these are (red). Following verses: blue yellow

When the first verse is over, have students sit around the sorting circle. Point to each object and have students describe it.
T: This is a (red glue stick).
Make two more circles on the floor. Place the yellow and blue dinosaurs (Template 1.2) cards next to the circles. Follow the same procedure with blue and yellow objects.

Extension Activities

Sort the objects.
Give each student a Graph 1 and Math Bag (see Materials). Ask students to take out all the School Supplies Cards.
T: Let’s put all the things that are the same color together.

Guide students in putting a card with a different-colored crayon in each row on Graph 1: red (in the box of the first row), blue (in the box of the second row) and yellow (in the box of the third row). Have students sort the remaining cards by color. Encourage them to name the objects as they place them in each row.
Ask students to put their cards back in their Math Bag and collect them.

Game: I Spy
Place the School Supplies Cards in different locations in the classroom while students close their eyes. Then ask them to open their eyes and say:
T: (Red.) I spy something (red). What is it?

Have students guess what it might be.
S1: Red (crayon)?
T: Is it the red (crayon)? No, it’s not the red (crayon).
S2: Is it the red (backpack)?
T: Yes. It’s the red (backpack).

Give the student who guesses correctly a counter. Repeat with the blue and yellow items. Help individual students count their counters at the end to see who has the most.

Recording
Trace and color.
Hand out Student’s Book open to page 12.

T: Point to the (red) dinosaur. The (red) dinosaur likes (red) things. Look, his backpack is (red). Point to his (red) backpack. Trace over his (red) backpack. Color his backpack (red).

Repeat with the red lunchbox. Then follow the same procedure with the blue dinosaur.
Size: big and small

**Early Learning Goals**
Identifies objects as big or small. Sorts objects by size.

**Key Words**
dinosaur, sorting circle; brown, green; big, small

**Mathematical Language**
Big, big, this is a big dinosaur. Small, small, this is a small dinosaur. Where does it go? This is a set of small dinosaurs.

**Materials**
Teacher: Template 1.2 (small dinosaurs), Template 1.3 (big dinosaurs), Students: Graph 6, Math Bag, Other materials: 2 pieces of string (in two different colors)

**Preparation**
Math Bag: Include a set of Mini Dinosaur Cards and Dinosaur Cards.

**Extension Activities**

**Materials**
Teacher: Pocket Cube, 2 sets of Pocket Cube Dot Cards 1-3, Students: Dino Game Mat, Math Bag, Other materials: big and small objects from class collection (bottle caps, lids, pompoms, etc.)

**Preparation**
Math Bag: Include Mini Dinosaur Cards.

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**Getting Started**

**Presentation: Big and Small**
Hold up a big dinosaur (Template 1.3).

T: Look, it's a big dinosaur.

Stretch out your arms to make yourself look big and say the sentence.

T: Look! I'm a big dinosaur. Repeat after me.

Then bend head down and hunch over. Put fists together in front of your body to make yourself look small.

T: Look! I'm a small dinosaur.

**4th Song: Big and Small Dinosaurs**
Play Track 4. Lead students in singing and acting out pretending to be a big or a small dinosaur.

**Big and Small Dinosaurs**
I'm a big dinosaur. Look at me. I'm as big as I can be. Big, big, big. Yes, that's me!

I'm as big as I can be. I'm a small dinosaur. Look at me. I'm as small as I can be. Small, small, small. Yes, that's me!

I'm as small as I can be. Big, big, big. Small, small, small.

**Worktime**

**Game: Where Does It Go?**
Make two large sorting circles on the floor with the two colored pieces of string.

Show students a big dinosaur and a small one.

T: Look at the dinosaurs. How can we make two sets? Small and big.

Place the big dinosaur in one of the sorting circles and the small dinosaur in the other.

Hold up another small dinosaur.

T: Where does it go? (With the small dinosaur.)

Explain to the students that they should stretch their arms out for big and hunch over for small without speaking.

T: Is it big or small? (Small.)

After the small dinosaurs have been sorted, have students describe each set.

T: These are (small dinosaurs. Small, small, small.) This is a set of small dinosaurs.

Do the same with the five big dinosaur cards.

**Hands-on Activity**

**Sorting Dinosaurs by Size**
Give each student a Graph 6 and a Math Bag. Have students take out the Mini Dinosaur Cards.

Roll the Pocket Cube. Count the dots together. Have students place the corresponding number of Mini Dinosaur Cards over each dot on their mat.

Repeat the activity until all of the dots have been covered with the Mini Dinosaur Cards.

Ask students to put their cards back in their Math Bag. Collect the bags.

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**Extension Activities**

**Sorting Real Objects by Size**
Provide sets of big and small objects from your class collection (see Materials). Introduce new vocabulary if needed.

Have students work together in small groups to sort the objects by size. After a few minutes, walk around and ask students to describe the objects in each set.

T: Are these big or small? (Big.) What’s this? This is a (big pompom).

**Dino Spot Game**
Give each student a Dino Game Mat and Math Bag. Have students take out the Mini Dinosaur Cards.

Point to the (big) dinosaur. What color is it? It’s (brown). Color all the (big) dinosaurs (brown).

Repeat with the small green dinosaurs. Follow the same procedure for the big backpacks (in red) and the small backpacks (in blue).

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**Recording**

**Look and color.**

Hand out Student's Book open to page 13. Point to the picture of the big dinosaur outlined in brown.
Size: big and small
Sorting: same-different
Getting Started

1 Song: Show Me One
Play Track 1 (see page T3). Lead students in singing and holding up the corresponding number of fingers for each verse and invite students to do the same.

Worktime

Where Does it Go?: Size
Distribute Math Bags (see Materials). Have students take out their Response Fan. Remind them that this is a quiet game. Show students a big and a small dinosaur (Templates 1.2 and 1.3). Make two sorting circles on the floor with pieces of string in two different colors (red and blue). Place a big dinosaur in the red circle and a small dinosaur in the blue circle. Hold up a small dinosaur and ask:
T: Where does it go?
Students point to the blue circle as they hold up the blue color on their Response Fan.
Continue in the same way until all the dinosaurs have been sorted. Have students describe the sets.
Ask students to keep their Response Fan on their table for the next activities.

Sorting School Supplies by Type
Make two sorting circles on the floor with string. Place the School Supplies Card with the scissors in one circle and the School Supplies Card with the glue stick in the other. Show students the other School Supplies Cards one at a time and have them predict where each object should go. Point out that some of the cards don’t belong in either set. Place those cards to the side of the circles.

Hands-on Activity

Look and sort by color and type.
Give each student a Graph 1. Have students take the Dinosaur Cards out of their Math Bag. Have students place the cards in each box at the beginning of the rows on their graph. Students sort their school objects by color, placing the objects of the same color in a row.
Ask students to remove their School Supplies Cards and place them next to their Graph 1. This time, have student sort the cards by type. Finally, have students put the cards back in their Math Bags. Collect the bags and the graphs.

Recording

Look and cross out.
Hand out Student’s Book open to page 14. Ask students to point to the first set on the page.

Afterwards, guide them in identifying the object that does not belong in the other sets. Elicit why it doesn’t belong: different-sized backpack, different-colored crayon, different number of dots.

Materials
Teacher: Template 1.2 (small dinosaurs), Template 1.3 (big dinosaurs), School Supplies Cards
Students: Math Bag, Graph 1
Other materials: 3 pieces of string (red, blue and yellow)

Preparation
Math Bag: Include Response Fan, School Supplies Cards and Dinosaur Cards.
**Getting Started**

**Roll, say and show.**

Roll the Pocket Cube (see Materials). Have students say the number or count the dots and say the number and hold up the corresponding number of fingers.

**T:** What number is this? (2.) Show me number (2). How many dots are there? Let’s count the dots. (One, two.)

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**Worktime**

**Hands-on Activities**

**Roll, count and place.**

Give each student a Dino Swamp Mat and their Math Bag. Have students take out the Mini Dinosaur Cards and the Mini Number Cards. Roll the Pocket Cube and count the dots together with the class. Have students place the corresponding number of Mini Dinosaur Cards and matching Mini Number Cards on their mats.

**Spin, count and place.**

Have students sit in pairs. Put a box of counters in the middle of the table. Ask students to take their 1–3 Dot Spinner out of their Math Bags. Tell students to take turns spinning the spinner, counting the dots and placing the corresponding number of dinosaurs on their Dino Swamp Mat. Encourage them to check each other’s work. If they agree their partner is correct, have them take a counter from the box for each correct answer.

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**Kala and Friends**

**Video Clip 1**

Numbers: 1 to 3

**Early Learning Goal**

Counts groups of up to 3 objects.

**Key Words**

one, two, three; dinosaur

**Mathematical Language**

What number is this? (Three.) How many dots are there? (Two.)

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**Materials**

Teacher: Pocket Cube, Pocket Cube Number Cards 1–3 and Pocket Cube Dot Cards 1–3

Students: Dino Swamp Mat, Math Bag

Other materials: counters

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**Preparation**

Math Bag: Include 3 Mini Dinosaur Cards, Mini Number Cards 1–3 and 1–3 Dot Spinner.

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**Digital Unit 1**

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**After**

Distribute Video Clip Worksheet 1.1 (see Materials) and crayons. Hold up the worksheet and point to each number. Have students call them out. Then point to the characters at the bottom of the page and have students name them. Count the characters in each group with the students. Have them trace a line from each number to the corresponding group of characters. Finally, have them finish coloring the picture.

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**Kala and Friends**

**Video Clip 1**


**Before**

Display the four stick puppets and introduce them: Kala, Luka, Chewie and Axel.

**While**

Play the video clip. After watching it, hold up Kala Stick Puppet and ask:

**T:** Is (Kala) in the video? Yes. How many characters do you see in the video? (Three.) [Hold up the three stick puppets, one by one.] One, two, three. Repeat.

Play the video clip again. Have students point to the place where Kala lives. Pause video when Kala jumps into the pond and say:

**T:** Kala lives in a pond. Repeat. How many animals live in this pond? [Students name the animals they know that live in ponds.]

Continue playing the video clip, letting students listen to One. Ask students to say the number. Point to the character and say:

**T:** One. Kala lives in the pond. One.

Play the video and let students listen to and repeat Two. Then pause it, point to Kala and say One. Then point to Luka and say Two. Kala and Luka live in the pond. Two. Afterwards, play the video clip and let students listen to and repeat Three. Pause it, point to Kala and say One. Point to Luka and say Two. Point to Chewie and say Three. Kala, Luka and Chewie live in the pond. Three little animals live in this pond.
**Getting Started**

**2: One Dinosaur Went Out to Play**

Play Track 2 (see page T6). Lead students in holding up the corresponding number of fingers for each verse as they sing the song.

**Worktime**

**Let’s Help Trudy**

Have students sit in a circle. Distribute the Trudy Stick Puppets. Hold up the set card with three pencils and have Trudy say how many objects there are.

Trudy: There are (two pencils).

T: Is that right, boys and girls? (No.) How many (pencils) are there? Let’s count. (One, two, three.) There are (three pencils).

Make some true statements and some false statements about the number of objects on the rest of the cards. If the sentence is true, have students repeat after Trudy. If it is incorrect, guide them in correcting her.

**Hands-on Activity**

**Sorting Set Cards**

Give each student Graph 1 and their Math Bag. Guide students in placing the Mini Number Cards in the boxes of each row on their graphs: number 1 in the first row, number 2 in the second row and number 3 in the third row. Guide students in sorting their Set Cards in the corresponding rows by the number of objects in each set.

Ask students to put their cards back in their Math Bag. Collect the bags.

**Kala and Friends**

Interactive Game 1

Getting Started

Show Me Fast!
Distribute Math Bags (see Materials). Have students take out the Response Fan. Say a number between 1 and 3. Students hold up the corresponding number in their Response Fan. Then say a number between 1 and 3. Students hold up the fan with the corresponding number of dots.

Let’s Help Trudy
Use your Trudy Stick Puppet to make true and false statements about the number you will hold up. If the tadpole makes a true statement, students repeat what she says. If she makes an incorrect statement, guide them in correcting her.

Worktime

2 Hands-on Activity
Dinosaur Spot Game
Give each student a Dino Game Mat and a Math Bag. Ask students to take out their Mini Dinosaur Cards and the 1–3 Dot Spinner. Hold up a Pocket Cube Dot Card with one to three dots on it. Guide students in counting the dots together. Show them how to cover the corresponding number of spots on their Dino Game Mat with their Mini Dinosaur Cards. Repeat the activity until all of the spots have been covered with Mini Dinosaur Cards. Ask students to put their cards back in their Math Bags. Collect the bags and the mats.

Recording

Count and match.
Hand out Student’s Book open to page 15. T: Look at the pictures. How many (pencils) are there? Let’s count. (One, two, three.) (Three pencils.) Match the (pencils) to number (3).
Follow the same procedure with the remaining pictures.

Assessment
Print Worksheets 1, 2 and 3 from the TRCD. Have students draw and color school supplies to make sets of one, two and three.

Getting Started

Game: Same or Different?
Hold up a School Supplies Card (see Materials) in each hand. If the objects are the same, students stand up and chant: Same. Same. They are the same. If the cards are different, they chant: Different. Different. They are different.

Worktime

2 Hands-on Activities
Look and sort by color and type
Give each student a Graph 1 and their Math Bag. Ask students to take out the School Supplies Cards. Have students place a different-colored crayon card in the box at the beginning of each row. Students sort their cards by color, placing the same-colored objects in each row. Ask students to remove their School Supplies Cards and place them next to their graph. This time, have students sort the cards by type: crayons in the first row, pencils in the second row and glue sticks in the third row. Have students place their cards back in their Math Bags and collect them.

Making Sets
Have students sit in small groups around tables. Take out the bag with real school objects. Have each student take two objects of the same type from the bag. Distribute pieces of string and sheets of paper. Have students form a sorting circle on the sheet of paper using the piece of string. Then they place the real objects in their sorting circles and describe the set: This is a set of (crayons). Afterwards, students remove the real objects and draw pictures to replace them. Students share their work with the class.

Recording

Look and sort.
Hand out Student’s Book open to page 16. Ask students to point to the first picture on the page. T: What objects do you see? (Pencils) and (scissors). Draw a circle around the ones that are the same. [Students draw one circle around the pencils and another circle around the scissors.]

Next, have them point to the second picture. Follow the same procedure for the remaining sets of objects.

Assessment
Print Worksheet 4 and Cutouts 1 from the TRCD. Have students color and cut the school supplies. Ask them to sort them by type or color in their graph on the worksheet.

Assessment
Print Worksheets 1, 2 and 3 from the TRCD. Have students draw and color school supplies to make sets of one, two and three.
Review: numbers 1 to 3
Review: sorting