

# Learn Every Day About **NUMBERS**

100 BEST  
IDEAS  
from  
TEACHERS



EDITED BY  
**Kathy Charner**

# Learn Every Day About Numbers

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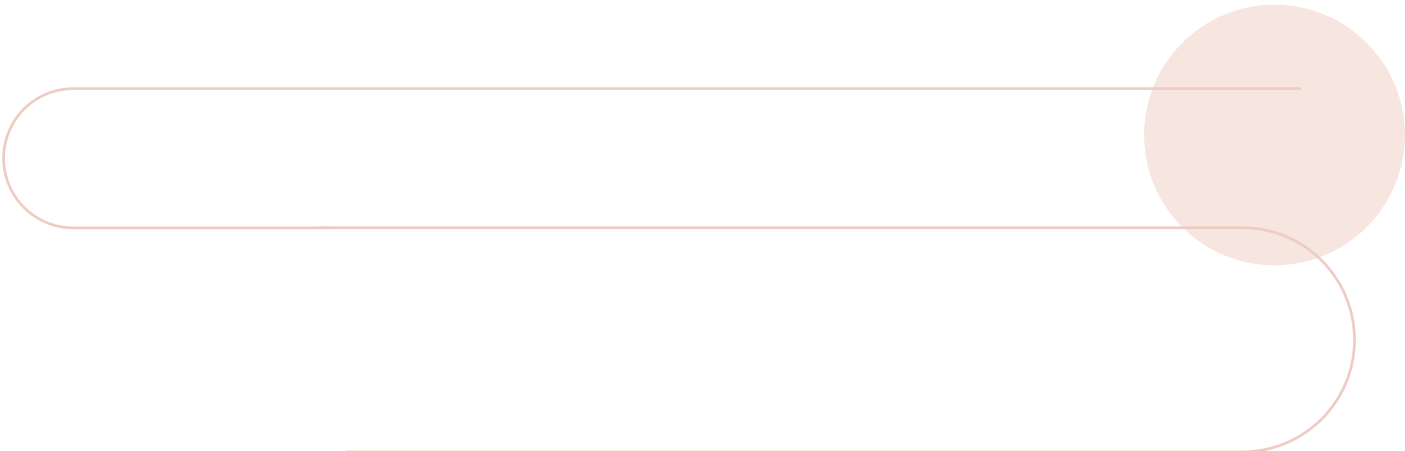
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# Table of Contents

## INTRODUCTION .....7

### BLOCK ACTIVITY

5+	Block Mania.....9
----	-------------------

### BOOK ACTIVITIES

3+	Number Detective .....10
4+	Corduroy’s Pocket.....11
	The Numeral Song.....12
	Straight and Curvy Numbers Book..13
	Ten Little Rabbits.....14
5+	Baggie Book.....15
	Class Lift-the-Flap Book.....16
	Number Book.....17

### CIRCLE OR GROUP TIME ACTIVITIES

3+	Animal Sizing.....18
4+	1, 2, 3, Line Up .....19
	Christmas Tree Math .....20
	Count Around the Circle .....21
	Flashlight Writer.....22
	Hidden Numbers.....23
	Number Fun .....24
	Number Hero .....25
5+	Before and After.....26
	Handprint Number Chart.....27
	Number Necklaces .....28
	Today’s Number Is... .....29

### DRAMATIC PLAY ACTIVITIES

3+	Cooking with Numbers .....30
4+	Number Picnic.....31
	Number Puppets.....32

## GAMES

3+	Let’s Keep Score .....33
	Two Hands, One Heart .....34
4+	Beat the Clock .....35
	Clapping Game.....36
	Count Them Out! .....37
	Mail Delivery .....38
	Number Dash .....39
	Number Hunt .....40
	Numberpillar .....41
	Number Shopping.....42
	Tap a Number.....43
5+	Catch the Number .....44
	Kite Numbers.....45
	Teacher, May I? .....46
	Triple Match.....47

## LANGUAGE AND LITERACY ACTIVITIES

3+	Purse Full of Number Fun.....48
4+	Mystery Box.....49

## LARGE MOTOR ACTIVITIES

3+	Beanbag Toss .....50
	Jumping Leaf Fun .....51
	Leap Frog.....52
	Number Car Parade .....53
	Popcorn Jump .....54
4+	The Counting Path .....55
	Making Numbers with Bodies .....56
	Number Jump.....57
	Paper Ball Kick.....58
	Walk in the Rain .....59

## MANIPULATIVES ACTIVITIES

3+	Counting Containers .....	60
4+	Dino Counting .....	61
	Number Touch .....	62
	Number Yolk Fun .....	63
5+	Soup Pot Numbers .....	64
	Supermarket .....	65

## MATH ACTIVITIES

3+	Cars on Roads .....	66
	Number Wall .....	67
	Sock Sort .....	68
4+	How Many Hatching Chicks? .....	69
	Let's Count How Many .....	70
	My Favorite Toys .....	71
	Number Touch .....	72
	One Dozen Equals 12 .....	73
	Stand-Out Numbers .....	74
	Weighing In .....	75
5+	100 Day Bank .....	76
	Abacus Art .....	77
	Graphing Ice Cream Flavors .....	78
	Hungry Dog .....	79
	Sad Mr. Zero .....	80
	Time It .....	81

## MORNING GREETING ACTIVITY

3+	Good Morning, Numbers .....	82
----	-----------------------------	----

## OUTDOOR PLAY ACTIVITIES

4+	Jump and Shout .....	83
	Let It Snow! .....	84
	No-Fail Hopscotch .....	85
5+	Math Racers .....	86
	Numbers on Parade .....	87

## SAND AND WATER ACTIVITIES

3+	Buried Numbers .....	88
4+	Buried Treasure .....	89
	Sink and Float .....	90
	Water Numbers .....	91

## SMALL MOTOR ACTIVITIES

4+	Toy Phone Typing .....	92
	Washing Line .....	93
	Yarn Numbers .....	94
5+	Post That Number .....	95

## SNACK AND COOKING ACTIVITIES

4+	Edible Numbers .....	96
	How Many Spoonfuls? .....	97
	Nibbled Pretzel Numbers .....	98
	Raisin Numbers .....	99
	Snack Cakes .....	100
	What's Cooking? .....	101
5+	Eating Numbers .....	102
	Sweet Numbers .....	103

## SOCIAL DEVELOPMENT ACTIVITY

4+	The Birthday Graph .....	104
----	--------------------------	-----

## SONGS, POEMS, AND FINGERPLAY ACTIVITIES

3+	Five Little Kites .....	105
4+	Number Chant .....	106
5+	10 Little Children, Jumping .....	107
	Five Brand New Pets .....	108

## INDEXES

Index of Children's Books .....	109
Index .....	115

**Note:** The books listed in the Related Children's Books section of each activity may occasionally include books that are only available used or through your local library.

# Introduction

You have in your hands a great teacher resource! This book, which is part of the *Learn Every Day* series, contains 100 activities you can use with children ages 3–6 to help them develop a lifelong love of learning, as well as the knowledge and skills all children need to become successful students in kindergarten and beyond. The activities in this book are written by teachers and professionals from the field of early childhood education—educators and professionals who use these activities in their classrooms every day.

The activities in this book are separated by curriculum areas, such as Circle or Group Time, Dramatic Play, Outdoor Play, Small Motor, and so on, and are organized according to their age appropriateness, so activities appropriate for children ages three and up come first, then activities appropriate for children age four and up, and finally, activities for children age five and up. Each activity has the following components—learning objectives, a list of related vocabulary words, a list of thematically related books, a list of the materials (if any) you need to complete the activity, directions for preparation, and the activity itself. Also included in each activity is an assessment component to help you observe how well the children are meeting the learning objectives. Given the emphasis on accountability in early childhood education, these assessment strategies are essential.

Several activities also contain teacher-to-teacher tips that provide smart and useful ideas, including how to expand the central idea of an activity in a new way or where to find the materials necessary to complete a given activity. Some activities also include related fingerplays, poems, or songs that you can sing and chant with the children. Children love singing, dancing, and chanting—actions that help expand children’s understanding of an activity’s learning objectives.

This book, and the other books in this series, give early childhood educators 100 great activities that require few materials, little if any preparation, and are sure to make learning fun and engaging for children.

# Block Mania

5+

## LEARNING OBJECTIVES

The children will:

1. Create block structures.
2. Count objects from 1–10.
3. Write numbers from 1–10 following an example.

## Materials

blocks: wooden,  
cardboard,  
foam, colored,  
alphabet, unit  
accessories: traffic  
signs, stores,  
people and  
animal figures  
paper  
pencils  
number cards

## VOCABULARY

blocks	long	stack
build	short	tall

## PREPARATION

- Create a project sharing form that the children will fill out. The form should say, “I built a(n) \_\_\_\_\_ and used \_\_\_\_\_ (number) blocks.” Leave room for the children to draw their object. Copy enough forms for each child.

## WHAT TO DO

1. Designate a space for the block structures that the children will create. In the block area, provide a variety of blocks. Include traffic signs, stores, people, and animal figures in your block area.
2. Tell the children that it is time for Block Mania. Give the children plenty of time to explore the materials.
3. When the children, in groups or individually, have created a structure they want to keep for a while and share with others, they can use the project sharing form. Help the children fill out the form.
4. Have the children give a name to their block structure. Help the children write their names on the form.
5. Have the children count the blocks they used and write that number on the form using the models provided. Place the block structure in a special area.
6. Keep the children’s creations on display that week, so they can look and share with one another.

## ASSESSMENT

To assess the children’s learning, consider the following:

- When given a number of objects, can the children count out 10 of them?
- When given written examples of the numbers 1–10, can the children copy the numbers?

## Children’s Books

*Learning Block Books:*  
*Numbers, Colors,*  
*Shapes, Animals* by  
Susan Estelle Kwas  
*Spot’s Colors, Shapes,*  
*and Numbers* by  
Eric Hill  
*Ten Black Dots* by  
Donald Crews

Monica Hay Cook, Tucson, AZ



# Number Detective

## LEARNING OBJECTIVES

The children will:

1. Enjoy books.
2. Search for and identify numbers.
3. Role-play.
4. Develop their language skills.

## Materials

fabric paint,  
markers, or  
number stickers  
baseball cap  
assortment of  
number and  
counting books  
magnifying glass

## VOCABULARY

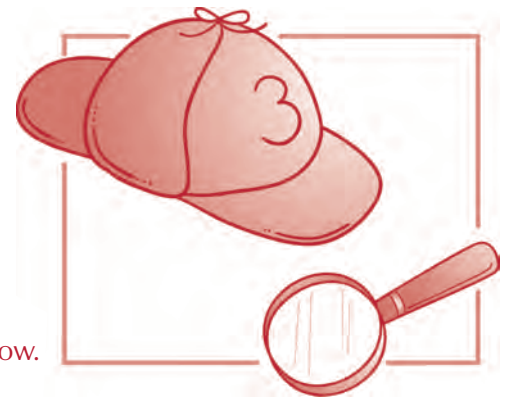
find	magnifying glass	read
hat	numbers	search

## PREPARATION

- Use the paint, markers, or stickers to add random number on the baseball cap to create a Number Detective hat.

## WHAT TO DO

1. Invite a child to put on the cap and pick up the magnifying glass.
2. Give the child an assortment of number and counting books.
3. Encourage the child to use the magnifying glass to search through the books to find numbers.
4. When the child locates numbers on the pages of the books, she should let you know.



## TEACHER-TO-TEACHER TIP

- An easy alternative for the detective hat is to write numbers on squares of colorful paper and tape or glue them to a baseball cap.

## ASSESSMENT

To assess the children's learning, consider the following:

- Give the children an assortment of number and counting books. Can each child identify numbers 1–10 on the pages in the book?
- Hide numbers around the room. Can the children find the numbers in the room?
- Display several sheets of newspaper ads. Can the children identify numbers and circle them on the pages?

## Children's Books

*Annie's One to Ten* by  
Annie Owen  
*Counting Sheep* by  
John Archambault  
*There Were Ten in the  
Bed* by Annie Kubler

Mary J. Murray, Mazomanie, WI

# Corduroy's Pocket

4+

## LEARNING OBJECTIVES

The children will:

1. Learn to recognize numbers.
2. Learn to count actions to match a number.

## Materials

*Corduroy's Pocket*  
by Don Freeman  
number cards for  
1–5  
tagboard  
glue  
markers  
piece of corduroy  
fabric

## VOCABULARY

corduroy      number names      pocket

## PREPARATION

- Make number cards from 4" x 6" tagboard. Write the numbers 1–5.
- Make a tagboard pocket at least 6" x 8". Glue three edges together and write "Corduroy's Pocket" on the front. Slip the number cards inside.

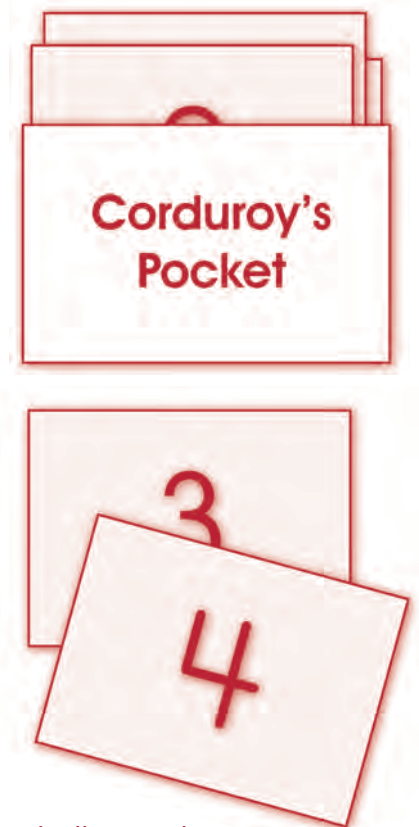
## WHAT TO DO

1. Read *Corduroy's Pocket* by Don Freeman to the children several times. Put a copy in the book area for the children to read independently.
2. Show the pocket to the children. Invite a child to come and draw a number card out of "Corduroy's pocket." Ask the child to name the number on the card.
3. Ask all the children to clap that number of times.
4. Vary the actions with slapping their knees, snapping their fingers, patting their shoes, and so on.
5. When the children are ready, use cards from 1–10.

## ASSESSMENT

To assess the children's learning, consider the following:

- Show the children the set of number cards individually. Can the children name the cards when they are in random order?
- Can the children choose a card, name the number, and clap the correct number of times?



## Children's Books

*Corduroy* by  
Don Freeman  
*My Little Counting Book*  
by Roger Priddy  
*A Pocket for Corduroy*  
by Don Freeman

Susan Oldham Hill, Lakeland, FL

# The Numeral Song

## LEARNING OBJECTIVES

The children will:

1. Learn how to form numerals.
2. Develop number recognition.

## Materials

recording of “The Numeral Song” from *Sing to Learn with Dr. Jean*

tape or CD player  
oak tag  
copy paper  
marker or computer

## VOCABULARY

number names, to 10 numeral

## PREPARATION

- Make a book with the lyrics from Dr. Jean’s “The Numeral Song.”
- Write the numbers, one on each page, with arrows to illustrate the correct formation of each number from 1–10.

## WHAT TO DO

1. Play a recording of “The Numeral Song.”
2. Hold the book up so that all the children can see the number.
3. Demonstrate how to make the number by tracing the number on the page.
4. Encourage the children to draw the figures in the air with large strokes to help them practice writing numbers and remember the correct formation as you sing the song together.



## TEACHER-TO-TEACHER TIP

- If “The Numeral Song” is not available, the Internet has several sites with rhymes to help the children write their numbers.

## ASSESSMENT

To assess the children’s learning, consider the following:

- Can children correctly form numbers?
- Can children write numbers 1–10?

Jackie Wright, Enid, OK

## Children’s Books

*Count and See* by Tana Hoban  
*Fish E: A Book You Can Count On* by Lois Ehlert  
*Ten Black Dots* by Donald Crews

## Songs

“Ten in the Bed”  
“This Old Man”

# Straight and Curvy Numbers Book

## Materials

craft sticks  
yarn  
card stock (6" x 6";  
several per child)  
glue sticks  
stapler  
plastic bags (10 per  
child)  
number stickers  
(optional)

## Children's Books

*Neil's Numberless World* by Lucy Coats  
*Numberlies: Number One* by Colin and Jacqui Hawkins (a series of book featuring numbers 1–10)  
*Spot's Colors, Shapes, and Numbers* by Eric Hill

## LEARNING OBJECTIVES

The children will:

1. Learn the difference between numbers that are made from straight or curved lines and numbers that include both (a good activity for tactile learners).
2. Learn to form numbers.

## VOCABULARY

curved                      number names                      straight

## PREPARATION

- Cut craft sticks into short pieces for numbers with straight lines, such as 1, 4, and 7.
- Cut yarn pieces for numbers with curved lines such as 2, 3, 5, 6, 8, and 9. The length will depend on how big you want the children to make the numbers. For 6" x 6" card stock, make the yarn pieces 4" long.
- Put the craft sticks and yarn into individual bags. Prepare enough that there is one bag per number per child.

## WHAT TO DO

1. Let the children explore the craft sticks or yarn, forming them into numbers (one per piece of card stock).
2. Ask the children to take the glue stick and "write" the number on the card stock. Smaller children will need help with this.
3. Place the craft sticks or yarn over the glue, forming the number. Allow to dry.
4. When the pages are completely dried, staple two more pieces of plain card stock to the front and back, forming a book.
5. The children can decorate the cover with stickers of numbers or draw them. Write "My Number Book" on the cover if desired.

## TEACHER-TO-TEACHER TIP

- Bulky yarn works best for this activity.

## ASSESSMENT

To assess the children's learning, consider the following:

- Can the children recognize number "shapes"?
- Do the children understand the concepts of straight and curved?

Donna Alice Patton, Hillsboro, OH

# Ten Little Rabbits

4+

## LEARNING OBJECTIVES

The children will:

1. Count units in a group.
2. Describe some traditional Native-American activities.
3. Tap a steady beat to a chant.

## Materials

*Ten Little Rabbits*  
by Virginia  
Grossman

## VOCABULARY

anglers                      plain                      trappers                      weavers  
beat

## PREPARATION

- Practice reading the book as a rhythmic chant while tapping the beat.

## WHAT TO DO

1. With the children, look at each picture in the book. Count the number of rabbits in that picture and discuss the rabbits' activity (the pages in the back of the book describe each activity).
2. Read the book to the children. Invite the children to start each page with you by saying the number of rabbits on that page.
3. Repeat step two until children come in with the number on cue as you maintain a rhythmic chant while reading.
4. Start tapping a steady beat on your thighs and invite the children to do the same. While they are tapping, read the book in a rhythmic chant.

**Note:** You may prefer to have the children lightly tap their toes or pat their fingers together.

5. Finally, ask the children to say the number at the beginning of each page while you rhythmically read the book and they tap or pat the beat.

**Note:** Your class can "perform" the book for families, or for another class or teacher.

## ASSESSMENT

To assess the children's learning, consider the following:

- Randomly open to a page in the book. Can the children tell you how many rabbits are in the picture?
- Act out one of the activities pictured in the book (fishing, weaving, tracking). Can the children identify the activity?

## Children's Books

*Chicka Chicka Boom Boom* by Bill Martin, Jr.  
*Over in the Meadow* by John Langstaff  
*Ten Little Rabbits* by Virginia Grossman

Roberta Volkmann, Springfield, IL

# Baggie Book

5+

## LEARNING OBJECTIVES

The children will:

1. Save favorite numbers in an organized “baggie book.”
2. Draw pictures representing favorite numbers.
3. Read or recite favorite numbers out loud.
4. Use favorite numbers as a “dictionary” or reference for spelling and writing favorite numbers.

## Materials

plastic sandwich baggies (at least two per child)  
 paper  
 any drawing tools:  
 crayons, markers, colored pencils  
 any writing tool:  
 pen, pencil, or marker  
 stapler or single metal ring  
 hole punch, optional

## VOCABULARY

dictation	drawing	literacy	writing
dictionary	favorite	reading	

## PREPARATION

- Cut squares of drawing paper to fit inside a clear plastic sandwich baggie, and keep in a box in the child’s art or writing area.
- Keep paper squares, baggies, and drawing tools on hand for children to draw or write favorite numbers whenever they choose.

## WHAT TO DO

1. Ask the children to draw a set of items that represents their favorite number.
2. Help the children write the number word next to their picture. Put each child’s favorite number drawing into a clear sandwich baggie and close it.
3. When there are two or more favorite word baggies, staple them together like a book. Or, if preferred, punch a single hole in the strong part of the baggie and insert a single metal binder ring. The ring method allows for words to be added or removed easily.
4. Each baggie can have a word facing front, and one facing back, that is, two drawings/words per baggie.
5. Place the baggies in an easily accessible place in the classroom.

## ASSESSMENT

To assess the children’s learning, consider the following:

- Can the children memorize the spelling of their favorite number word is as it relates to the drawing?
- Can each child refer to her favorite word baggies when she needs help spelling a word?

## Children’s Books

*My Favorite Word Book*  
 by Selina Young  
*Spot’s Favorite Words*  
 by Eric Hill  
*The Very Hungry Caterpillar’s Favorite Words*  
 by Eric Carle

MaryAnn Kohl, Bellingham, WA

# Class Lift-the-Flap Book

5+

## LEARNING OBJECTIVES

The children will:

1. Learn to name the numbers 1–5.
2. Learn to make sets for numbers 1–5.

## Materials

9" x 12"  
 construction  
 paper in assorted  
 colors  
 markers  
 hole punch  
 4" x 7" card stock  
 glue  
 number cards for  
 1–5  
 metal rings (or  
 yarn) for  
 assembling the  
 book  
 small blocks or  
 counters

## VOCABULARY

count                      flap                      set

## PREPARATION

- Draw a line down the middle of each sheet of 9" x 12" construction paper, positioned horizontally.
- Punch holes in the left side of the paper.
- Fold the 4" x 7" card stock along the short edge, making a ¼" fold for gluing.

## WHAT TO DO

1. Show the children the number cards for 1–5. Explain that they will be coloring sets of objects that match these numbers to make a lift-the-flap book for the classroom.
2. Give each child a sheet of 9" x 12" construction paper, positioned horizontally with the holes punched on the left. Ask the children to choose a number card, name the number, and draw a set of that many objects on the right side of their papers. Ask the children to try to keep the objects on the right side of the line.
3. When the children are finished drawing, ask them to count the objects. Write the number (no larger than 4" x 7") on the left side of the page and glue a card stock covering for the number to make a flap to lift. Allow to dry.
4. Assemble the pages in numerical order with a cover sheet and slip the rings through the holes.

## ASSESSMENT

To assess the children's learning, consider the following:

- Can the children recognize the numbers on the cards?
- Using small blocks or counters, can the children make sets to match the number cards?

## Children's Books

*Anno's Counting House*  
 by Mitsumasa Anno  
*Count!* by Denise  
 Fleming  
*How Many Snails?* by  
 Paul Giganti, Jr.

Susan Oldham Hill, Lakeland, FL

# Number Book

5+

## LEARNING OBJECTIVES

The children will:

1. Count numbers.
2. Create a book of numbers.
3. Decorate their book.

## Materials

poster of numbers  
from 1–10  
copy paper  
paper numbers  
crayons  
markers

## VOCABULARY

number names to 10

## PREPARATION

- Place a poster of numbers from 1–10 on the wall in the classroom.
- Put five sheets of copy paper together. Fold in half. Staple the fold to create a “number book.”
- Make one book for each child.

## WHAT TO DO

1. Point to each number on the poster. Ask the children to identify each number. Count with them.
2. Pass out the number books. Give each child his own set of paper numbers.
3. Ask the children to glue the numbers in the book. Ask them to place each number on a separate page. Give them crayons and markers to draw in their books.
4. Say, “Draw one thing on the ‘one’ page. Draw two things on the ‘two’ page, and so on.”
5. Help the children write their names on the back page of their books.

## TEACHER-TO-TEACHER TIP

- Ask the children to say the numbers as they glue them in their book. Use other props such as posters to visually reinforce the numbers.

## ASSESSMENT

To assess the children’s learning, consider the following:

- Can the children tell you about their number books?
- Can the children tell you what numbers they see?
- Can the children count together?

## Children’s Books

*Numbers 1–10* by Lois  
Bottoni  
*One Little Bench:*  
*Numbers 1–10* by Joan  
Hoffman  
*Ten Black Dots* by  
Donald Crews

Lily Erlic, Victoria, British Columbia, Canada