

Head to Toe Counting

Pre-K + Math and Drama

Adapted by Shea Thrash

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Drama

Body

Action

Space

MSCCR STANDARDS

PK.CC.1 With prompting and support, recite numbers 1 to 30 in the correct order.

PK.CC.2 With prompting and support, recognize, name, and attempt writing numerals 1—20.

MSCCR CREATIVE ARTS STANDARDS

DA:Pr4.1.PK Select, analyze, and interpret artistic work for presentation. a) Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.

LESSON SEQUENCE

The teacher will say... “Who likes going to the zoo? Raise your hand if you have a favorite animal at the zoo? Can you show me your favorite animal using a shape in your body? Can you use a movement to show the sound that they make?”

The teacher will say, “Today we will be reviewing counting from 1-10 so that when we take an imaginary trip to the zoo, we will be able to count how many animals are there and also share five new animals.

Step 1: Sitting in their seats, the students will be asked to trace the numbers 1—10 with a finger in the air. They will repeat this with their elbow, and again with the top of their head. The teacher will remind them of HOW they are to write these numbers (where the lines start and how they connect) to make sure students are doing this correctly.

Step 2: The students will be shown a list of action words and the teacher will lead them in a simple exploration of each sitting in their seats. These include: shake, oat, wiggle, melt, and swing. The teacher will then ask students to stand next to their desks and try these standing in place using more of their body (not just the arms). The teacher

DURATION

2; 30 minute sessions

OBJECTIVES

The students will...

Be able to demonstrate the ability to identify basic numbers, write them clearly and correctly, and also sequence them in order.

Understand the difference between moving one body part and many parts/whole body simultaneously and be able to demonstrate both clearly.

MATERIALS NEEDED

From Head to Toe by Eric Carle

VOCABULARY

shake, float, wiggle, melt, and swing

will encourage students to do each movement differently (example: one student might wiggle a finger while another wiggles a leg) but to also be clear. She will then ask students to sit and select volunteers to come to the front of the class and create a movement to represent an assigned number. Five volunteers and five movements will be chosen. Each movement will be named after the person who creates it. Students will then be asked to perform these movements in order saying the name of the person who made them at the same time. Each movement will be done four times.

Step 3: The teacher will read the book From Head to Toe by Eric Carle. The students will gather on the rug to listen to it once, and then again doing the movements in place and seated that are assigned to each animal.

Step 4: After reading the book, the students will be broken into two groups (one lead by the teacher and one by the teacher's assistant). Each group will be assigned two animals and asked to create a movement to represent them. Zoo animals used: kangaroo, snake, penguin, parrot. The teacher will model this process by creating movement for zebra and teaching it to everyone. An example of this would be the following: "I am a zebra and I wiggle my stripes. Can you do it? I can do it!" (students will "wiggle" when they join in and say together "I can do it!")

Step 5: Each group will show their animal and movement first, then the whole class will learn it, try it, dance it clearly, and then dance and say the words (I can do it!) together.

SOURCES

https://img1.wsimg.com/blobby/go/28d154bf-abab-48a6-be6cf42148251e27/downloads/1bqt478q7_351458.pdf

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