

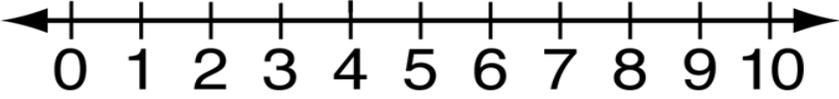
MY LOVELY BIRD

Ages 4 to 5 (Level 1)

Description:	Learners will deepen their understanding of numbers between 1 and 10 and design their own bird to grasp the concept of counting (forward & backward) and writing numbers 11 to 20.
Leading question:	How many tail feathers does your turkey have?
Age group:	4-5 (children who cannot write or read numbers)
Subjects:	Math, Art, English
Total time required:	6 days (1.25 hours per day)
Self-guided / Supervised activity:	Medium supervision by parents or older siblings
Resources required:	Papers, tracing papers or any blank paper, pencil, colors, thread, glue, scissors, ruler, any objects for counting (stones, sticks, leaves), sand, rectangular container, clay, cardboard, circular object

Day	Time	Activity and Description
1	15 minutes	<p>It is recommended that the learners first do the Jellyfish project to learn how to count and write the numbers from 1 – 10 unless they are already familiar with this.</p> <p>Today, learners will be able to write the numbers 11 & 12 and count objects using those numbers.</p> <p>Revision of numbers 1 – 10: Learners will complete the 3 worksheets in the appendix or write numbers 1 to 10 (each number 3 times) or parents/adults can draw the dotted numbers on a piece of paper and the learners can trace them out Learners will use objects to count from 1-10. The objects could be stones, straws or any other object that is readily available at home. They will assign each item a number from 1 to 10.</p> <p>Alternatively, they can find different objects and assemble them in ascending order in the following way: 1 pot, 2 books, 3 bottles, 4 boxes, 5 pencils, 6 clothes, 7 bowls, 8 plates, 9 spoons and 10 forks.</p>
	30 minutes	<p>Introduction to numbers 11 & 12: Introduce writing and counting numbers 11 & 12.</p> <ul style="list-style-type: none"> 11 is written like the shape of two sticks or straight lines – since the

	<p>10 minutes</p>	<p>learner knows how to write 1, explain that it looks like two ones</p> <ul style="list-style-type: none"> ● 12 looks like a stick (1) and the back of a duck (2). If the learner knows how to write 2, explain that 12 is written as 1 and 2 ● Learners can trace numbers 11 & 12 on dotted lines on the appendix (Day 1 Worksheet), or parents can draw the dotted lines for number 11&12and learners can trace them. Learners trace numbers 11 and 12 on paper 10 times. ● Learners can also practice drawing numbers 11 & 12 in sand/mud or in the air ● They will identify 11 objects and count these and write the number 11 next to it or place it on the sheet of paper on which they wrote 11. For example, they will place 11 stones on a piece of paper and write 11 on it ● Next, learners will identify 12 objects, count them and write the number 12 next to them <p>Literacy extension:</p> <ul style="list-style-type: none"> ● Learners can make 3 sentences using each number. For example, they can say or write “there are 12 months in a year”, “my sister is 11 years old” etc. ● For younger learners who do not know how to write sentences, the parent/adult could create the sentence for them with a space for where to fill in the appropriate number e.g. there are ____ months in a year, my sister is ____ years etc. and then support the learners to read through these. ● Ask learners to identify things that are 12 in number. For example, 12 hours, 12 eggs in a carton, 12 months in a year etc. <p>Making your bird/turkey:</p> <ul style="list-style-type: none"> ● Ask learners, do you know what an oval shape looks like? If yes, ask the learners to draw an oval shape. If no, show the learners how to draw an oval shape. ● Then ask the learners to cut 10 equal oval shapes. If the learners are so young, a parent/adult should help them with this. ● Each day, learners will use two of those oval shapes to create their bird/turkey. ● They will color the first two and write numbers 11 and 12 on them. On each oval shape, draw 11 and 12 small circles or any other shape of their own choice on the first and second oval, respectively. ● Learners will keep the two pieces they made to create the turkey/bird on day 6.
	<p>20 minutes</p>	

		<p>equal.</p>  <p>Ask the learner:</p> <ul style="list-style-type: none"> • What number comes before 6? Answer: 5 • What number comes after 1? Answer: 2 • What number comes between 7 & 9? Answer: 8 • What number comes before 10? Answer: 9 <p>Learners can draw a number line on the floor with gaps in between. Learners can use floor tiles to make sure that the distance is equal. Ask learner to answer the following questions by jumping to the correct answer:</p> <ul style="list-style-type: none"> • What number comes after 6? (Answer: learner jumps to 7) • What number comes before 1? (Answer: learner jumps to 0) • What number comes between 4 & 6? (Answer: learner jumps to 5) <p>Alternatively, the learner can complete the relevant worksheets in the appendix.</p> <p>Ask the learner can you count backward from 12-1? Show the learner how to count backward starting with 12, 11, 10..... Using the same format used in the questions above (what number comes before 12? What number comes before 11? Etc.)</p> <p>Literacy extension:</p> <p>Ask learners to do a literacy activity to learn the following concepts: before, after, and between. Learners will use each of these 5 words in a sentence. For example, "I sleep between my parents in the bed", "we have art class after math class", "my birthday is before my father's birthday" etc.</p> <p>Learners will also do a literacy activity for the words; smaller and bigger. Learners can draw pictures to illustrate the meaning of the 5 words. For example, they can draw two items of different sizes to illustrate the concepts of smaller and bigger. Learners can also get two or more objects around the home that are different and use the words smaller and bigger to compare the objects.</p> <p>Introduction to numbers 13 & 14:</p> <ul style="list-style-type: none"> • Introduce writing numbers 13 & 14: 13 is 1 and 3. 14 is 1 & 4 • Learners can trace numbers 13 & 14 using the dotted lines worksheet in the appendix (Day 2 Worksheet). Alternatively, parents can draw the dotted lines for numbers 13 & 14 and learners can trace them.
10 minutes		
30 minutes		

	15 minutes	<ul style="list-style-type: none"> Learners will trace numbers 13 and 14 on paper 10 times. They can practice drawing numbers 13 & 14 in the sand/mud and in the air On the sheets of paper where they wrote the numbers, learners will count and put 13 and 14 stones or objects on each sheet separately 								
	15 minutes	<p>Literacy Extension:</p> <ul style="list-style-type: none"> Learners can use numbers 13 & 14 in 3 sentences. For example, “my mother has 13 dishes” For the 4 year olds who may not be able to write full sentences, the parents could write the sentences for them with a space where they can fill in the numbers e.g., in my kitchen, there are ____ dishes 								
	10 minutes	<p>Making your bird/turkey:</p> <ul style="list-style-type: none"> Learners will use two of the oval pieces they prepared on day1 They will color the first one, write number 13 and draw 13 small circles or any other shape of their own choice. Then he/she will color a second oval shape and write number 14 and draw 14 small circles. 								
	15 minutes	<p>Literacy Extension (mainly for 5-year-olds):</p> <ul style="list-style-type: none"> Introduce how to write the numbers 13 and 14 in words. <p>Tips: learners may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help learners practice writing by writing the names in dotted lines for them to trace the words. You can introduce one or two words per day to manage the workload.</p> <table border="1" data-bbox="431 1251 1370 1373"> <tr> <td>13</td> <td>Thirteen</td> <td>13</td> <td>.....</td> </tr> <tr> <td>14</td> <td>Fourteen</td> <td>14</td> <td>.....</td> </tr> </table>	13	Thirteen	13	14	Fourteen	14
13	Thirteen	13							
14	Fourteen	14							
	15 minutes	<p>Critique and revision:</p> <p>Learners present all of the day’s work to their parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> Praise: What did you like about the learner’s work? Question: Do you have any questions or clarifications about the work? Suggestions: In what areas does the learner need to improve their work? 								

3	<p>10 minutes</p> <p>30 minutes</p> <p>10 minutes</p>	<p>Today, learners will be able to write numbers 15 & 16 and count objects using those numbers.</p> <p>Introduction: Learners will use the number line created on Day 2 to answer the following questions:</p> <ul style="list-style-type: none"> • What numbers come before 4? OR What numbers are smaller than 4? (Answer: 3,2,1,0) • What numbers come after 7? OR What numbers are bigger than 7? (Answer: 8, 9, 10...) • Count forward from 1-14 and backward from 14-1 <p>Introduction to numbers 15 & 16:</p> <ul style="list-style-type: none"> • Introduce writing numbers 15 & 16: 15 is 1 and 5. 16 is 1 & 6 • Learners can trace number 15 & 16 using the dotted lines worksheet in the appendix (Day 3 Worksheet). Alternatively, parents can draw the dotted lines for numbers 15 & 16 for learners to trace. • Learners will trace numbers 15 and 16 on paper 10 times. • They can practice drawing numbers 15 & 16 in sand/mud and in the air • On the sheet of paper where they wrote numbers 15 and 16, learners will count and put 15 and 16 stones or objects. <p>Learners will draw a table and go around the house and try to find at least 15 or 16 different objects. They will record how many of each item they have in the house.</p> <table border="1" data-bbox="430 1176 917 1858"> <thead> <tr> <th>Items</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>Chairs</td> <td></td> </tr> <tr> <td>Tables</td> <td></td> </tr> <tr> <td>Dishes</td> <td></td> </tr> <tr> <td>Papers</td> <td></td> </tr> <tr> <td>Spoons</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Items	Number	Chairs		Tables		Dishes		Papers		Spoons											
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Spoons																								

	15 minutes	<table border="1" style="width: 100%; height: 100%;"> <tr><td> </td><td> </td></tr> </table>												
10 minutes	<p>Making your bird /turkey:</p> <ul style="list-style-type: none"> Learners will use another two oval pieces prepared on day 1 They will color each piece, write the numbers 15 and 16 on them, and draw 15 and 16 small circles or any other shape of their own choice <p>Literacy Extension (mainly for 5-year-olds):</p> <ul style="list-style-type: none"> Introduce how to write the numbers 15 and 16 in words. <p>Tips: learners may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help learners practice writing by writing the names in dotted lines for them to trace the words. You can introduce one or two words per day to manage the workload.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>15</td> <td>Fifteen</td> <td>15</td> <td>.....</td> </tr> <tr> <td>16</td> <td>Sixteen</td> <td>16</td> <td>.....</td> </tr> </table>	15	Fifteen	15	16	Sixteen	16					
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4	10 minutes	<p>Today, learners will be able to write (number 17, 18, and 19) and count objects using those numbers.</p> <p>Introduction:</p> <ul style="list-style-type: none"> Ask learners to count forward from 1-16 Ask learners to write the following numbers: 8, 2, 15, 10, 11, 3, 9 												

	30 minutes	<p>Introducing 17, 18 and 19: Ask the learners, over the past 3 days, what have you noticed about the numbers we have been writing?</p> <p>Answer: they have been combinations of two different numbers we learned earlier.</p> <p>Write the numbers 17, 18 and 19 on a paper and show the learner the numbers one by one. Ask them to think through what numbers make up each of these numbers.</p> <p>Answers: for 17, it is 1 and 7, for 18, it is 1 and 8 and for 19, it is 1 and 9.</p> <p>Finally ask the learners to use the same steps and activities used from day 1-3 to write numbers 17, 18 and 19.</p>												
	15 minutes	<p>Making your bird/turkey:</p> <ul style="list-style-type: none"> Learners will repeat the same steps from days 1-3 for making their turkey tail feathers. They will make 3 oval pieces for numbers 17, 18, and 19. 												
	15 minutes	<p>Literacy Extension:</p> <ul style="list-style-type: none"> Introduce how to write the numbers 17, 18 and 19 in words. <p>Tips: learners may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help learners practice writing by writing the names in dotted lines for them to trace the words. You can introduce one or two words per day to manage the workload.</p> <table border="1" data-bbox="430 1249 1372 1438"> <tr> <td>17</td> <td>Seventeen</td> <td>17</td> <td>.....</td> </tr> <tr> <td>18</td> <td>Eighteen</td> <td>18</td> <td>.....</td> </tr> <tr> <td>19</td> <td>Nineteen</td> <td>19</td> <td>.....</td> </tr> </table>	17	Seventeen	17	18	Eighteen	18	19	Nineteen	19
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5	<p>15 minutes</p> <p>20 minutes</p> <p>10 minutes</p> <p>15 minutes</p>	<p>Today, learners will be able to write number 20 and count to 20. They will also be able to identify numbers that come after and before certain numbers (1-20) using the number line.</p> <p>Play the following game with learners:</p> <ul style="list-style-type: none"> ● Call a number between 1 and 19 ● Ask the learner to count after that number. You may stop them at any number ● Take turns calling and counting numbers ● Example: player 1 calls the number 7, player 2 starts to count 8, 9, 10.... until player 1 says stop. ● Make it challenging by asking learners to count fast! ● Learners can run on the spot and count in one breadth, when they run out of air and need to breathe the next person takes over. They can do it to count forward and then backward. The person who says the maximum correct numbers in one breath while running wins <p>Introduction to number 20</p> <ul style="list-style-type: none"> ● Introduce writing number 20: 20 is 2 and 0 ● Learners can trace number 20 using the dotted lines worksheet in the appendix. Alternatively, parents can draw the dotted lines for number 20 for learners to trace. ● Learners will trace numbers 20 on paper 10 times. ● They can practice drawing number 20 in sand/mud and in the air ● On the sheet of paper where they wrote number 20, learners will count and put 15 and 16 stones or objects. <p>Literacy Extension:</p> <ul style="list-style-type: none"> ● Learners will use number 20 in 3 sentences. For the 4-year-olds who may not be able to write full sentences, the parents could write the sentences for them with a space where they can fill in the numbers e.g., my mother has ___ dishes ● Introduce how to write the number 20 in words. <p>Tips: learners may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help learners practice writing by writing the names in dotted lines for them to trace the words.</p> <table border="1" data-bbox="430 1606 1372 1669"> <tr> <td>20</td> <td>Twenty</td> <td>20</td> <td>.....</td> </tr> </table> <p>Learners will create a number line from 0-20 using the same steps from day 2. Learners will use the number line to answer the following questions by jumping to the answer:</p> <ul style="list-style-type: none"> ● What number comes before 16? (Answer: 15) 	20	Twenty	20
20	Twenty	20			

	<p>15 minutes</p>	<ul style="list-style-type: none"> ● Collect the oval pieces for numbers 11-20 and start to glue or tape them under the big circle ● Glue the small circle on top of the big one. ● Add two legs on the bottom of the big circle. Make a small hole on the head of the turkey and pass a thread through it. Make a knot in the thread and hang the turkey on the wall!  <p>Learners will present their turkey/bird to their family/friends and explain what they learned about numbers 11-20. They can show their family/friends how they can count forward and backward and use the concepts of after, before, and between.</p> <p>Overall Project Reflection: Thinking about the activities from the entire week, can you tell us:</p> <ul style="list-style-type: none"> - Three things you have learned from all the week's activities - Two things you found interesting - One thing that you still have a question about
<p>Assessment Criteria:</p>	<ol style="list-style-type: none"> 1. Counting from 11-20 accurately 2. Writing numbers 1-10 accurately 3. Drawing the number lines accurately 4. Creativity in designing numbers Turkey 5. Correctly identifying smaller and larger numbers 6. Mastering sequence of numbers 1-20 	

<p>Topics/concepts covered</p>	<ul style="list-style-type: none"> - Counting numbers 1-20 - Writing numbers 11-20 - Counting in a sequence from 1-20 - Number lines - Shapes - Represent numbers 11-20 with objects - Writing short sentences
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	<ul style="list-style-type: none"> - Use of the words: before, after, between, smaller and bigger - Creativity, critical thinking and communication skills
Learning outcomes:	<p>Through this project, learners will:</p> <ul style="list-style-type: none"> - Know numbers (1-20) and the count sequence. - Write numbers from 1 to 10 both numeric and in words - Represent number (1-20) with objects and on a number line - Count to tell the number of objects - Use of the words: before, after, between, smaller and bigger for descriptions - Use of shapes to represent numbers - Write short sentences connecting numbers and objects - Enhance the learners' creativity, critical thinking and communication skills
Required previous learning:	Write numbers 1-10 (numeric) and count to 10
Inspiration:	
Additional enrichment activities:	<ul style="list-style-type: none"> - Learners can design the number line for 30 – 50 - Learners can design more games for counting 1-20. - Learners can write numbers 11-20 in words

APPENDIX 1

Day 1: <https://www.preschool-printable-activities.com/number-worksheets.htm>
https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2

Name: _____

Count the number of objects and circle the number on the right.

10 6 8
7 8 9
9 7 6
8 7 10
6 9 8

www.kidzsheets.com PreschoolCounting6-10Sheet5

www.worksheetfun.com

www.worksheetfun.com

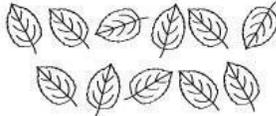
Count the items and write in the box:

www.megaworkbook.com

Count the items and write in the box:

www.megaworkbook.com

Count the items below and trace the numbers



11	11	11
11	11	11
11	11	11

Name _____ cleverlearner.com

Count the items below and trace the numbers



12	12	12
12	12	12
12	12	12

Name _____ cleverlearner.com

Day 2 Worksheet: <https://www.preschool-printable-activities.com/number-worksheets.htm>
https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2

Name : _____

Tracing and writing number 13

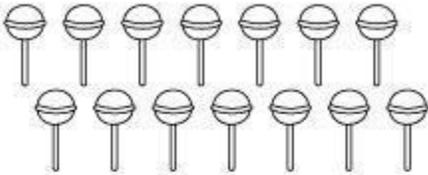




13	13	13	13	13
13	13	13	13	13
13				
13				

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Count the items below and trace the numbers



14	14	14	14
14	14	14	14

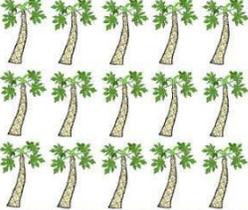
Name _____ cleverlearner.com

Day 3 Worksheet: <https://www.preschool-printable-activities.com/number-worksheets.htm>
https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2

Name : _____

Tracing and writing number 15

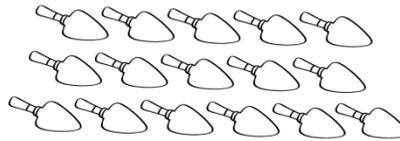
15



15	15	15	15	15
15	15	15	15	15
15				
15				

Name _____ Date _____

Count the items below and trace the numbers



16	16	16	16
16	16	16	16

www.cleverlearner.com

Name _____

Date _____



WHICH HAS MOST? SHEET 3

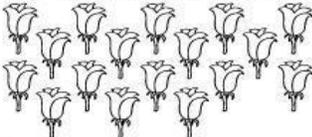
Shade the frog which has the most.

<p>1)  </p> <p>2)  </p> <p>3)  </p> <p>4)  </p> <p>5)  </p> <p>6)  </p>	<p>7)  </p> <p>8)  </p> <p>9)  </p> <p>10)  </p> <p>11)  </p> <p>12)  </p>
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Day 4 Worksheet:

<https://www.preschool-printable-activities.com/number-worksheets.htm>
https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2

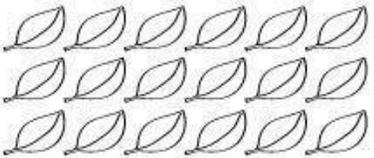
Count the flowers below and trace the numbers



17	17	17
17	17	17
17	17	17

Name _____ cleverlearner.com

Count the items below and trace the numbers

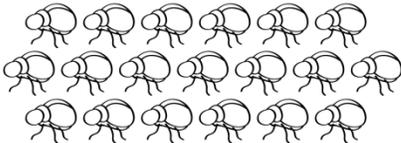


18	18	18	18
18	18	18	18

Name _____ cleverlearner.com

Name _____ Date _____

Count the bugs below and trace the numbers



19	19	19	19
19	19	19	19

www.cleverlearner.com

 Trace Your Number Words With Pookiel!

one	one	one	one	1
two	two	two	two	2
three	three	three		3
four	four	four	four	4
five	five	five	five	5
six	six	six	six	6
seven	seven	seven		7
eight	eight	eight		8
nine	nine	nine	nine	9
ten	ten	ten	ten	10

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Day 5 Worksheet: <https://www.preschool-printable-activities.com/number-worksheets.htm>
https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2

Trace the Numbers
20 TWENTY

20	20	20	20	20	20
20	20	20	20	20	20
20	20	20	20	20	20
20	20	20	20	20	20
20	20	20	20	20	20

Name: _____
Apple Count On

Print the number that comes after:

2	—	6	—
9	—	4	—
1	—	8	—
5	—	3	—

Number Order 1-10

Numbers 1-10
Write each missing number.

Trace the Numbers

11	11	11	11	11
12	12	12	12	12
13	13	13	13	13
14	14	14	14	14
15	15	15	15	15
16	16	16	16	16
17	17	17	17	17
18	18	18	18	18
19	19	19	19	19
20	20	20	20	20

Name: _____

What Comes Before (1-10)
Directions: Color with a large number or color the number that comes before the number shown. If the correct number is not shown, color the sad face.

5	8	2
3 6 4 ☹	7 9 10 ☹	3 1 0 ☹
6	10	4
7 4 8 ☹	8 6 9 ☹	5 3 6 ☹
3	7	9
5 2 4 ☹	8 5 9 ☹	7 8 10 ☹

© 2010 K123
123 Numbers
Name: _____
© TV App Studios

Name _____ 5th Counting 19.20

Count the number of objects in each row.
Circle the correct numeral.

16 17 18	
19 20	
16 17 18	
19 20	
16 17 18	
19 20	
16 17 18	
19 20	
16 17 18	
19 20	

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