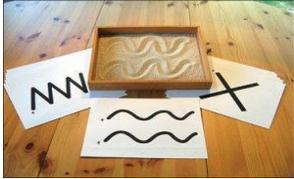


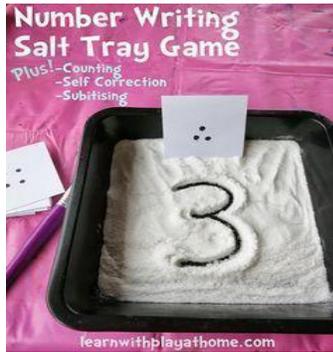
My JELLYFISH

Ages 4 to 5 (Level 0)

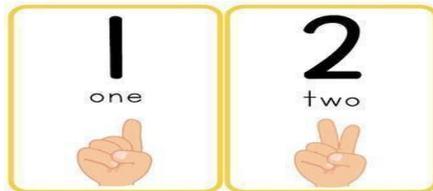
Description:	Learner will design his/her Jellyfish to grasp the concept of counting and writing numbers 1 to 10.
Leading question:	Can you count the number of legs your Jellyfish has?
Age group:	4-5 (any children who cannot write or read numbers)
Subjects:	Math, Art
Total time required:	6 days (1.25 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	10 minutes	<p>Learners will understand the importance of numbers in their daily life and learn to write and read numbers (1-2) and also count objects using these numbers.</p> <p>Introduction:</p> <p>Experiment: Can you count any number of objects of which there are 1 or 2?</p> <p>The purpose of this activity is to instill the importance of numbers and counting in our daily life by asking a few questions related to their daily lives.</p> <ul style="list-style-type: none"> • How many family members do you have? • How many windows do you have in your house? • How many sweets or slices of pizza can you eat? • How many toys do you want? <p>Looking at the body parts on your head, what parts do you only find one of? What body parts do you find two of? Encourage the learner to critically think about the different body parts they have on their head. They can look at a photo of their own head or work with one of the other family members for this experiment.</p> <p>Answer options:</p>

	<p>20 minutes</p>	<ul style="list-style-type: none"> - 1 mouth - 1 nose - 2 ears - 2 eyes <p>The purpose of counting is to assign a numeric value to a group of objects. Introduce writing and counting objects for numbers 1 and 2. Number 1 looks like the shape of the stick. Number 2 looks like the curve on the back of the duck's head and then a straight line.</p> <p>Ask the learners to practice drawing some shapes that they see as real-life objects around them that are like the numbers 1 and 2.</p>  <p>For example, you could ask the learner to practice drawing the following:</p> <ul style="list-style-type: none"> ● Draw a stick like a straight line on paper. ● Draw this stick in the air. ● Draw a simple shape of a duck or a bird on paper.  <ul style="list-style-type: none"> ● Draw the duck in the air. <p>Ask the learners to trace the numbers 1 and 2 on dotted lines in the appendix (Day 1 worksheet) or parents/family members can draw the dotted lines for the numbers 1 and 2 and learners can trace them.</p> <ul style="list-style-type: none"> ● Trace number 1 on the paper 10 times ● Trace number 2 on the paper 10 times. <p>Then, learners should practice tracing the numbers 1 and 2 in mud (can be substituted for the ground outside the house, sugar, sand, salt, flour or any other materials)</p>
	<p>30 minutes</p>	



Or trace it in the air. Also ask the learner to use his/her fingers to count.



Learners will now explore using objects to represent the numbers 1 and 2.

- Ask the learner to find and collect 3-5 different items of which s/he has 1 object e.g. 1 book, 1 doll, 1 spoon, 1 pencil, 1 water bottle.
- Ask the learner to find and collect 3-5 different items of which s/he has 2 objects e.g. 2 bowls, 2 towels, 2 plastic bags, 2 pieces of paper, 2 stones.

20
minutes

Learners can make their counting chart for the number 1. They will draw the object and write the number 1 in a circle next to it. E.g. draw a book and write the number 1 next to it to practice counting, etc.

Make a similar counting chart for the number 2. Draw the object and write the number 2 in a circle next to it. E.g. draw 2 bowls and write the number 2 next to it to practice counting, etc.

With the help of an adult, learners will cut 10 equal thin paper strips of approximately 30 cm length and 1 cm width. Each day, the learner will use two of those paper strips to create their jellyfish.

The learner will count and then color the first paper strip and on the bottom of the strip, the learner will write number one and on the top of it draw a circle.

The learner will count and then color a second paper strip and on the bottom of the strip, the learner will write number 2 and on top of it draw 2 circles vertically along the strip.

10
minutes

- Learners can choose the color for their jellyfish and/or they can use recycled colored paper/plastic.

	<p>15 minutes</p>	<ul style="list-style-type: none"> Learners should keep those two strips to use to make their jellyfish on the final day of the project.  <p>Literacy extension: Introduce how to write the numbers 1 and 2 in words</p> <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="407 953 1346 1079"> <tr> <td>1</td> <td>One</td> <td>1</td> <td>.....</td> </tr> <tr> <td>2</td> <td>Two</td> <td>2</td> <td>.....</td> </tr> </table> <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? 	1	One	1	2	Two	2
1	One	1							
2	Two	2							
<p>2</p>	<p>5 minutes</p>	<p>Today, learners will be able to write and count the numbers 3 and 4.</p> <p>Introduction: Ask the learners to trace in the air or write on a piece of paper the numbers 1 and 2. Ask the learners to draw one banana and two coins (the banana and coins can be replaced with any other objects that the learner is more familiar with).</p>								

20 minutes		<p>Ask the learners to practice drawing some shapes or items to help them link the shape of a number to real life objects that are like the numbers 3 and 4. For example,</p> <ul style="list-style-type: none"> ● Ask the learner to draw one tummy or half pear fruit (or half any other circular object the learner may be more familiar with) on paper (this can be substituted for by sugar, salt, mud or soil in a rectangular container).  <ul style="list-style-type: none"> ● Then draw another half tummy or half pear fruit (or half any other circular fruit the learner may be more familiar with) below the first one. ● Trace those shapes in the air ● Draw one line down (vertically) and one across on paper (horizontally) ● Trace the lines in the air.
30 minutes		<p>Introduce writing and counting the numbers 3 and 4.</p> <ul style="list-style-type: none"> ● 3 is drawn like the shape of two tummies on top of each other or half of a pear fruit. ● 4 is drawn by dragging the pencil upwards from bottom to top in a vertical line and then a diagonal line from the top to the left followed by a horizontal line from left to right. The learner will draw \ these lines without lifting the pencil. This will create the number 4.
30 minutes		<p>Learners can trace the numbers 3 and 4 on dotted lines in the appendix (Day 2 worksheet), or parents/family members can draw the dotted lines for the numbers 3 and 4 and learners can trace them.</p> <ul style="list-style-type: none"> ● Learners will trace the number 3 on paper 10 times. ● Learners will trace the number 4 on paper 10 times, then practice tracing number 3 and 4 in sugar/salt/sand/soil and in the air. On the sheet of paper where they write number 3, learners will count and put three stones, and on the sheet of number 4, they will count and put four stones.
10 minutes		<p>Literacy extension: Learners will now explore using objects to represent the numbers 3 and 4.</p> <ul style="list-style-type: none"> - Ask the learner to move around the home and find 1 item of which s/he or any other family has 3 e.g., 3 pencils or 3 books. Then let the letter write a sentence saying that she has 3 of those items. E.g., I have 3 books

	15 minutes	<p>He has 3 pens etc.</p> <ul style="list-style-type: none"> - Ask the learner to move around the home and find 1 item of which s/he or any other family has 4 e.g., she may have 4 pens or 4 keys. Then let the letter write a sentence saying that she has 4 of those items. E.g., <p>I have 4 pens He has 4 keys etc.</p> <p>For 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. I have _____ pens, He has _____ keys etc. and then support the learners to read through these sentences.</p> <p>Use two more of the 10 paper strips that were prepared on Day 1.</p> <ul style="list-style-type: none"> • Ask the learners to color one strip and on the bottom, write number 3 and at the top, draw 3 circles vertically along the strip. • Color another paper strip and on the bottom, write number 4 and at the top, draw 4 circles along the strip. • Ask the learner to keep those two strips with the two strips from Day 1 to make the jellyfish 								
	10 minutes	<p>Literacy extension: Introduce how to write the numbers 3 and 4 in words</p> <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="407 1335 1344 1461"> <tr> <td>3</td> <td>Three</td> <td>3</td> <td>.....</td> </tr> <tr> <td>4</td> <td>Four</td> <td>4</td> <td>.....</td> </tr> </table>	3	Three	3	4	Four	4
3	Three	3							
4	Four	4							
	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? 								

	<p>10 minutes</p>	<p>worksheet), or parents/family members can draw the dotted lines for the numbers 5 and 6 and learners can trace them.</p> <ul style="list-style-type: none"> - Learners will trace the number 5 on paper 10 times. - Learners will trace the number 6 on paper 10 times <p>If the learners have no paper, they can put salt, sugar, sand or soil in a rectangular bowl or they could write the numbers in the air.</p> <p>Literacy extension: Introduce how to write the numbers 5 and 6 in words</p> <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="407 835 1346 961"> <tr> <td>5</td> <td>Five</td> <td>5</td> <td>.....</td> </tr> <tr> <td>6</td> <td>Six</td> <td>6</td> <td>.....</td> </tr> </table>	5	Five	5	6	Six	6
5	Five	5							
6	Six	6							
	<p>15 minutes</p>	<p>Use two more of the paper strips that were prepared on Day 1.</p> <ul style="list-style-type: none"> ● Ask the learners to color one strip and on the bottom, write number 5 and at the top, draw 5 circles vertically along the strip. ● Color another paper strip and on the bottom, write number 6 and at the top, draw 6 circles along the strip. ● Ask the learner to keep those two strips with the two strips from Day 1 to make the jellyfish <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? 								
<p>4</p>	<p>15 minutes</p>	<p>Today, learners will be able to write numbers 7 and 8 and count objects using those numbers.</p> <p>Introduction:</p> <ul style="list-style-type: none"> ● Ask the learners to count from 1-6. 								

	20 minutes	<ul style="list-style-type: none"> • Ask the learner to practice writing numbers 1-6 twice each. • Using some stones /straws/bottle tops or any other object, as the learner, to take the numbers they wrote and place next to the number of stones that is equal to the number. E.g. next to number 3, learners will place 3 stones etc. 								
	30 minutes	<p>Introduce writing and counting the numbers 7 and 8.</p> <ul style="list-style-type: none"> • To write the number 7, draw a short line across from left to right, then without lifting the pencil, draw a straight line down. • Learners should practice writing the number 7 (10 times) then practice tracing the number 7 in a container or dish filled with sugar, salt or sand or in the air. Learners can also use clay to create the number 7. Learners can practice using their fingers to count. • To write the number 8, draw two small circles on top of each other. Or draw a wiggly line like an “S” going down, and another wiggly line going up in the opposite direction. • Learners should practice writing the number 8 (10 times) then practice tracing the number 8 in a container or dish filled with sugar, salt or sand or soil or in the air. Learners can also use Play Doh, clay or mud to create the number 8. Learners can practice using their fingers to count. 								
	10 minutes	<p>Learners can trace the numbers 7 and 8 on dotted lines in the appendix (Day 4 worksheet), or parents/family members can draw the dotted lines for the numbers 5 and 6 and learners can trace them.</p> <ul style="list-style-type: none"> - Learners will trace the number 7 on paper 10 times. - Learners will trace the number 8 on paper 10 times <p>If the learners have no paper, they can put salt, sugar, sand or soil in a rectangular bowl or they could write the numbers in the air.</p> <p>Literacy extension: Introduce how to write the numbers 7 and 8 in words</p> <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="407 1623 1344 1745"> <tr> <td>7</td> <td>Seven</td> <td>7</td> <td>.....</td> </tr> <tr> <td>8</td> <td>Eight</td> <td>8</td> <td>.....</td> </tr> </table>	7	Seven	7	8	Eight	8
7	Seven	7							
8	Eight	8							
	15 minutes	Use two more of the paper strips that were prepared on Day 1.								

	10 minutes	<ul style="list-style-type: none"> - Learners will trace the number 9 on paper 10 times. - Learners will trace the number 10 on paper 10 times <p>If the learners have no paper, they can put salt, sugar, sand or soil in a rectangular bowl or they could write the numbers in the air.</p> <p>Literacy extension: Introduce how to write the numbers 5 and 6 in words</p> <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="407 722 1346 844"> <tr> <td>9</td> <td>Nine</td> <td>9</td> <td>.....</td> </tr> <tr> <td>10</td> <td>Ten</td> <td>10</td> <td>.....</td> </tr> </table>	9	Nine	9	10	Ten	10
9	Nine	9							
10	Ten	10							
	15 minutes	<p>Use two more of the paper strips that were prepared on Day 1.</p> <ul style="list-style-type: none"> • Ask the learners to color one strip and on the bottom, write number 9 and at the top, draw 9 circles vertically along the strip. • Color another paper strip and on the bottom, write number 10 and at the top, draw 10 circles along the strip. • Ask the learner to keep those two strips with the two strips from Day 1 to make the jellyfish 								
	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 done? • Question: Do you have any questions or clarifications about the work? • Suggestions: In what areas does the learner need to improve their work? 								

6	<p>20 minutes</p> <p>20 minutes</p>	<p>Learners will review writing and counting the numbers from 1-10 by playing a puzzle game after making their jellyfish.</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Learners will complete the 3 worksheets in the appendix or write the numbers 1 to 10, each number 3 times. • After, learners will use stones/straws/bottle tops or any other object to count from 1-10. • OR Learners can write all the numbers from 1 – 10 on small pieces of paper. An adult can pull any number and the learner has to very quickly find that number of objects and come back. For example: if the adult pulls the number 3, the learner has to quickly find 3 objects like 3 spoons and come back as quickly as they can. <p>Puzzle Game</p> <p>Support the learners in drawing a square using a straight object or a square shape object.</p> <ul style="list-style-type: none"> • Draw the square on a piece of cardboard or paper. Make 10 such squares. • On each square, write a number on one side and draw a circle/s or any other shape or object of choice on the other side. For example, write 3 on one side and on the other side, draw 3 circles. Do this for all numbers from 1 to 10. • Support the learners in cutting a zigzag line down the center of each card.  <ul style="list-style-type: none"> • Now, play the game with the learners. The goal of the game is to find the highest number of matching cards. I.e. where the written number and the
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	<p>25 minutes</p>	<p>circles drawn match.</p> <ul style="list-style-type: none"> Ask the learners to mix all the cards and stack them face down in a deck. Players draw one card at a time; when the cards run out, the player with the highest number of matching numbers and circles cards wins! In order to determine the winner, learners will also have to count who has the maximum number of matching card pairs. <p>Now, ask the learner to create their jellyfish to share with their family and friends. The jellyfish can be done in two ways.</p> <p>Idea 1:</p> <ul style="list-style-type: none"> Help and support the learners in using a circular item, for example, a small round plate, to draw a circle on cardboard. Then cut out this circle and fold it into two halves. On one half of the circle, draw two big eyes and color the outside part of the circle. Collect the number strips for numbers 1-10 and start to glue them one by one under the half circle. The learner can also make a small hole and use a thread at the top of the half circle to hang the jellyfish on the wall. <p>Idea 2:</p> <ul style="list-style-type: none"> Draw two eyes on a paper cup and color the paper cup. Then, glue all the number strips for numbers 1-20 inside the cup so that they are hanging from the cup. <p>Finally, ask the learners to present their jellyfish to their family and friends explaining how they created it.</p> <div data-bbox="407 1287 1149 1690"> </div>
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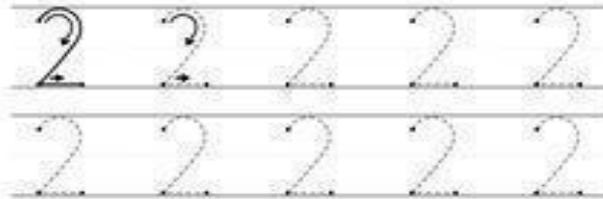
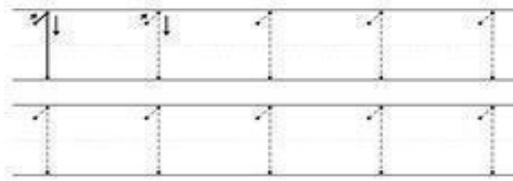
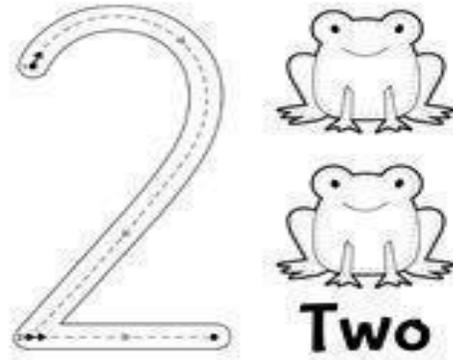
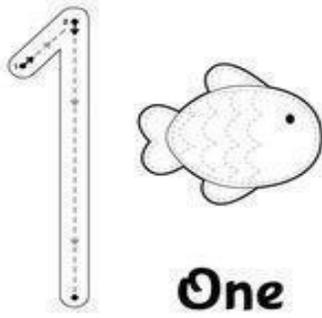
	<ul style="list-style-type: none"> - Write numbers from 1 to 10 both numeric and in words - Represent number (1-10) with objects - Count to tell the number of objects - Write short sentences connecting numbers and objects - Enhance the learners' creativity, critical thinking and communication skills
Required previous learning:	None
Inspiration:	None
Additional enrichment activities:	- Learners can design more games with counting 1-10

APPENDIX 1

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

Trace the number one.

Name _____



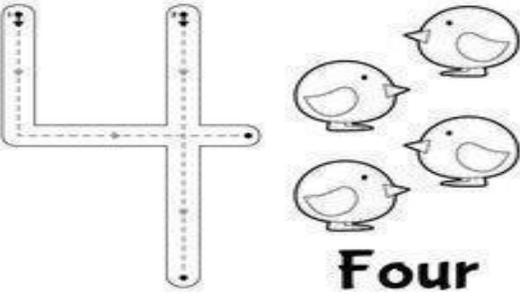
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Day 2 Worksheet: <https://www.preschool-printable-activities.com/number-worksheets.htm>
https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2

Trace the number **Three** _____



Trace the number **Four** _____

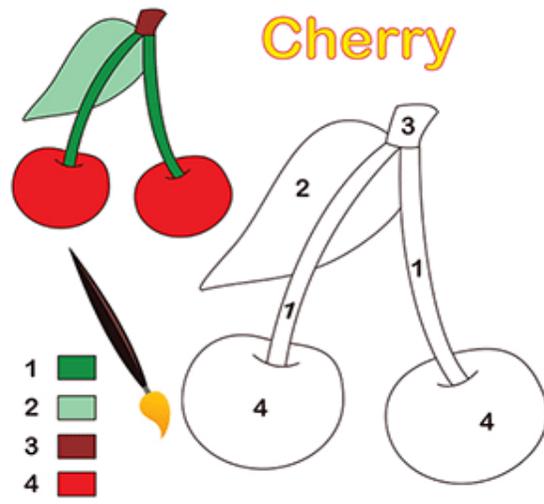


Tracing practice for the number 3: two rows of five dashed '3's on a four-line grid.

Tracing practice for the number 4: two rows of five dashed '4's on a four-line grid.

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Cherry



1 [Green Swatch]
2 [Light Green Swatch]
3 [Brown Swatch]
4 [Red Swatch]

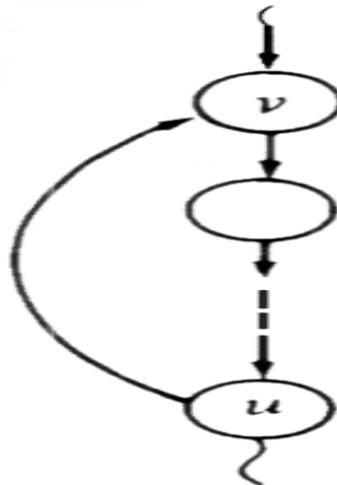
Day 3 Worksheet: <https://www.preschool-printable-activities.com/number-worksheets.htm>
https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2

How Many?
A Cut and Paste Activity

1 2 3 4

Five

Six



Day 4 Worksheet: <https://www.preschool-printable-activities.com/number-worksheets.htm>
https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2

TREAT MATCH

On a sunny morning in the kitchen, Mrs. Sami made delicious cupcakes. Her little grandchildren loved them very much.

1	2
3	4
5	

Count the Animals

Seven

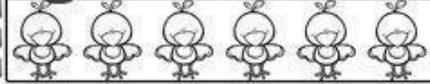
Eight

Day 5 Worksheet: <https://www.preschool-printable-activities.com/number-worksheets.htm>

Name _____

Fall Time Counting

Directions: Count the items. Write the number.
Color the pictures.

	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

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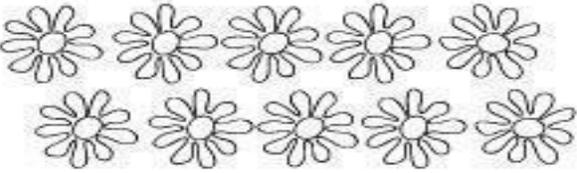
Trace the number

9 

www.mrgworkbook.com

Count the items below and trace the numbers



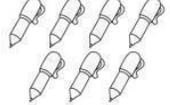
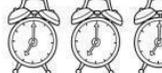
10	10	10
10	10	10
10	10	10

Name: _____ cleverlearner.com

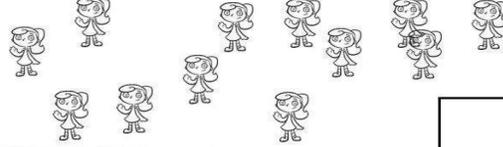
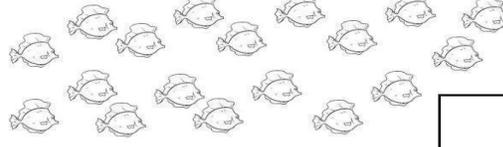
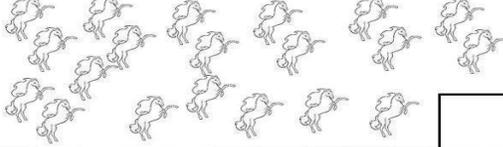
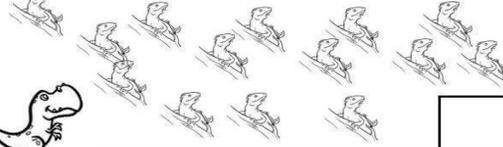
NAME: _____

Back to School Counting

Directions: Count the objects in each box. Color the matching number.

 <div style="display: flex; justify-content: space-around;"> 9 7 5 </div>	 <div style="display: flex; justify-content: space-around;"> 12 6 4 </div>
 <div style="display: flex; justify-content: space-around;"> 5 1 2 </div>	 <div style="display: flex; justify-content: space-around;"> 10 8 3 </div>
 <div style="display: flex; justify-content: space-around;"> 12 5 11 </div>	 <div style="display: flex; justify-content: space-around;"> 4 3 5 </div>

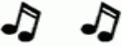
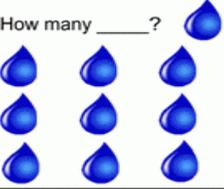
© Aina V Design and Resources

Count to 20 Kindergartenprintables.com

K5 Learning
Counting Numbers 1-10
Kindergarten Numbers & Counting Worksheet

Count the number of objects:

How many ____? 	How many ____? 
How many ____? 	How many ____? 

Online reading & math for K-5 www.k5learning.com

Day 6 Worksheet: https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2

www.worksheetfun.com

Tracing practice sheet with ten rows of numbers 1 through 10 on a dashed line background.

www.worksheetfun.com

Count the items and write in the box:

Counting activity with five rows of food items and empty boxes for answers:

- Row 1: 10 popcorn buckets
- Row 2: 5 lemonades
- Row 3: 8 sandwiches
- Row 4: 10 burgers
- Row 5: 7 pizza slices

www.megaworkbook.com

Count and Color worksheet with a cat illustration and four counting sections:

- Section 1: 10 fish
- Section 2: 5 eggs
- Section 3: 10 hats
- Section 4: 6 cats

Each section includes the text "How many?" followed by a blank line for the answer.