

Day 1

Topic(s)

Foundation(s)

- Theme: Pumpkins
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

M1.2

Demonstrate a strong sense of counting.

Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	<p>Imitate verbal counting sequence not necessarily in order</p> <p>Line up or organize objects</p> <p>Identify numbers as different from letters or other symbols.</p>	<p>Count the number sequence 1-5</p> <p>Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence</p> <p>Begin to recognize that number symbols indicate quantity.</p> <p>Begin to recognize different number symbols indicate different quantities</p>	<p>Apply one-to-one correspondence with objects and people</p> <p>Count the number sequence 1-15</p> <p>Match number symbols with amount 1-3</p>	<p>Count the number sequence 1-20</p> <p>Count backward from 10</p> <p>Recognize the last number name said tells the number of objects counted</p> <p>Match number symbols with amounts 1-10</p> <p>Write numerals 1-10</p> <p>Name written numerals 1-10</p>
Activities				
<p>Teacher Says” We have learned how to count to 15. In our story Sam counts 16 pumpkins. 16 is one more than 15. L’ets read our story again and add 16 pumpkins to our 10 frames as we count along.”</p> <p>Read the story and have students add pumpkins from the patch to the wagon 10 frames as you read.</p> <p>Teacher Says: “ Great job! Now you will play a game with a partner. You will take turns rolling a dot die and adding that many pumpkins to your wagon. Once you get exactly 16, you shout “runaway pumpkins” and put all your pumpkins back. Remember you must get to exactly 16, so if a roll will make you go over 16 you won’t put any on your board and you will wait until the next turn.”</p> <p>Complete Number 11 Activity Page</p>				

Resources and Materials	
<i>Sixteen Runaway Pumpkins</i> Laminated Runaway Pumpkin Mats Number 11 Worksheet Dice Laminated Pumpkin Cards	
Topic Related Language / Key Vocabulary	Supports

Day 2	Topic(s)	Foundation(s)
	<ul style="list-style-type: none"> ● Theme: Pumpkins ● Shape: Circle ● Number: 11 ● Color: White ● Letter: Ee 	M1.2 Demonstrate a strong sense of counting.

Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	<p>Imitate verbal counting sequence not necessarily in order</p> <p>Line up or organize objects</p> <p>Identify numbers as different from letters or other symbols.</p>	<p>Count the number sequence 1-5</p> <p>Begin to apply verbal counting sequence to objects in order to develop one-to- one correspondence</p> <p>Begin to recognize that number symbols indicate quantity.</p> <p>Begin to recognize different number symbols indicate different quantities</p>	<p>Apply one-to-one correspondence with objects and people</p> <p>Count the number sequence 1-15</p> <p>Match number symbols with amount 1-3</p>	<p>Count the number sequence 1-20</p> <p>Count backward from 10</p> <p>Recognize the last number name said tells the number of objects counted</p> <p>Match number symbols with amounts 1-10</p> <p>Write numerals 1-10</p> <p>Name written numerals 1-10</p>
Activities				
<p>Teacher Says” We have learned how to count to 15. In our story Sam counts 16 pumpkins. 16 is one more than 15. L’ets read our story again and add 16 pumpkins to our 10 frames as we count along.”</p> <p>Read the story and have students add pumpkins from the patch to the wagon 10 frames as you read.</p> <p>Teacher Says: “ Great job! Now you will play a game with a partner. You will take turns rolling a dot die and adding that many pumpkins to your wagon. Once you get exactly 16, you shout “runaway pumpkins” and put all your pumpkins back. Remember you must get to exactly 16, so if a roll will make you go over 16 you won’t put any on your board and you will wait until the next turn.”</p>				

Complete Number 13 Activity Page

Resources and Materials

Sixteen Runaway Pumpkins
Laminated Runaway Pumpkin Mats
Number 12 Worksheet
Dice
Laminated Pumpkin Cards

Topic Related Language / Key Vocabulary

Supports

Teacher will help as necessary.

Day 3

Topic(s)

Foundation(s)

- Theme: Pumpkins
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

M1.2
Demonstrate a strong sense of counting.

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
<p>Imitate verbal counting sequence not necessarily in order</p> <p>Line up or organize objects</p> <p>Identify number as different from letters or other symbols.</p>	<p>Count the number sequence 1-5</p> <p>Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence</p> <p>Begin to recognize that number symbols indicate quantity.</p> <p>Begin to recognize different number symbols indicate different quantities</p>	<p>Apply one-to-one correspondence with objects and people</p> <p>Count the number sequence 1-15</p> <p>Match number symbols with amount 1-3</p>	<p>Count the number sequence 1-20</p> <p>Count backward from 10</p> <p>Recognize the last number name said tells the number of objects counted</p> <p>Match number symbols with amounts 1-10</p> <p>Write numerals 1-10</p> <p>Name written numerals 1-10</p>

Activities

Teacher Says” We have learned how to count to 15. In our story Sam counts 16 pumpkins. 16 is one more than 15. L’ets read our story again and add 16 pumpkins to our 10 frames as we count along.”

Read the story and have students add pumpkins from the patch to the wagon 10 frames as you read.

Teacher Says: “ Great job! Now you will play a game with a partner. You will take turns rolling a dot die and adding that many pumpkins to your wagon. Once you get exactly 16, you shout “runaway pumpkins” and put all your pumpkins back. Remember you must get to exactly 16, so if a roll will make you go over 16 you won’t put any on your board and you will wait until the next turn.”

Complete Number 13 Activity Page

Resources and Materials

Sixteen Runaway Pumpkins

Laminated Runaway Pumpkin Mats

Number 13 Worksheet

Dice

Laminated Pumpkin Cards

Topic Related Language / Key Vocabulary

Supports

Teacher will help as necessary.

Day 4

Topic(s)

Foundation(s)

- Theme: Pumpkins
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

M1.2
Demonstrate a strong sense of counting.

Indicators	Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
	<p>Imitate verbal counting sequence not necessarily in order</p> <p>Line up or organize objects</p> <p>Identify numbers as different from letters or other symbols.</p>	<p>Count the number sequence 1-5</p> <p>Begin to apply verbal counting sequence to objects in order to develop one-to- one correspondence</p> <p>Begin to recognize that number symbols indicate quantity.</p> <p>Begin to recognize different number symbols indicate different quantities</p>	<p>Apply one-to-one correspondence with objects and people</p> <p>Count the number sequence 1-15</p> <p>Match number symbols with amount 1-3</p>	<p>Count the number sequence 1-20</p> <p>Count backward from 10</p> <p>Recognize the last number name said tells the number of objects counted</p> <p>Match number symbols with amounts 1-10</p> <p>Write numerals 1-10</p> <p>Name written numerals 1-10</p>
Activities				
<p>Teacher Says: We have learned how to count to 15 in our story, Sam counts 16 pumpkins. 16 is one more than 15. Today we will make our own mini book. In the story, Sam doubles the amount of pumpkins each time she adds them to the wagon. When you double a number you add the same amount again. When we added pumpkins, our 10 frames as we read the story were doubling our numbers.</p> <p>Complete the mini book together</p> <p>Complete Number 14 Activity Page</p>				

Resources and Materials	
Pumpkins On The Double mini book Number 14 Worksheet	
Topic Related Language / Key Vocabulary	Supports
	Teacher will help as necessary.

Day 5

Topic(s)

Foundation(s)

- Theme: Pumpkins
- Shape: Circle
- Number: 11
- Color: White
- Letter: Ee

M1.2
Demonstrate a strong sense of counting.

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
<p>Imitate verbal counting sequence not necessarily in order</p> <p>Line up or organize objects</p> <p>Identify numbers as different from letters or other symbols.</p>	<p>Count the number sequence 1-5</p> <p>Begin to apply verbal counting sequence to objects in order to develop one-to- one correspondence</p> <p>Begin to recognize that number symbols indicate quantity.</p> <p>Begin to recognize different number symbols indicate different quantities</p>	<p>Apply one-to-one correspondence with objects and people</p> <p>Count the number sequence 1-15</p> <p>Match number symbols with amount 1-3</p>	<p>Count the number sequence 1-20</p> <p>Count backward from 10</p> <p>Recognize the last number name said tells the number of objects counted</p> <p>Match number symbols with amounts 1-10</p> <p>Write numerals 1-10</p> <p>Name written numerals 1-10</p>

Activities

We have been working on counting to numbers over 10.

Assessment: Students will be asked to make the correct amount of dot in each 10 frame.

Optional Activity

Counting 15 Activity Page

Resources and Materials

10 Frame Assessment

Number 15 Activity Page

Topic Related Language / Key Vocabulary

Supports

Teacher will help as necessary.

