

COUNTING

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Learning Expectations

The Full Day Early Learning - Kindergarten Program, Ontario Ministry of Education 2011

Language

1.1 explore sounds, rhythms, and language structures

Mathematics

NS1.1 investigate the idea that quantity is greater when counting forward and less when counting backwards

NS1.4 demonstrate understanding of the counting concepts of stable order and of order irrelevance

The Arts

D4.1 - express their responses to drama and dance by moving, by making connections to their own experiences

M2.2 - explore different elements (e.g., beat, sound quality, speed, volume) of music

M3.1 use problem-solving skills and their imagination to create music

M4.1 express their responses to music by moving, by making connections to their own experiences

M5.1 - communicate their ideas about something through sounds, rhythms and music

Lesson Plans

Before Teaching the Song

Have the numbers from one to ten written on chart paper as numerals, and then the written word. In groups of three colour match 1,2,3 in red, 4,5,6 in orange, 7,8,9 in yellow, 10,11,12 green, then 13,14,15,16,17,18,19,20 in blue. Have the students match the number with the word. Say and point to the numbers 1,2,3 then without missing a beat, have the students repeat 1,2,3 up to the number 12. After this, have them say and point to the numbers 13-20. You can make a classroom display with the numbers as a rainbow. You can use this display also to teach the primary and secondary colours.

After Teaching the Song

Using the written numerals, give each student a number written on a piece of card. Have the students who have the number 1,2,3 hold up the numbers and say their numbers. Have the class repeat "1,2,3" after them. Do the same with all of the numbers. When you get to the numbers 13-20, have the entire class say all of the numbers together at the same time. Do the same exercise with the number words. Try doing this to the music to see if the students can do it to the beat of the music.

