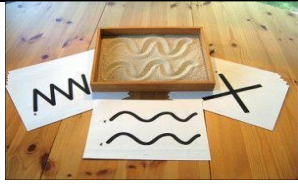


## MY JELLYFISH

Ages 4 to 5 (Level 1)

<b>Description:</b>	Learner will design his/her Jellyfish to grasp the concept of counting and writing numbers 1 to 10.
<b>Leading question:</b>	Can you count the number of legs your Jellyfish has?
<b>Age group:</b>	4-5 (any children who cannot write or read numbers)
<b>Subjects:</b>	Math, Art
<b>Total time required:</b>	6 days (1.25 hours per day)
<b>Self-guided / Supervised activity:</b>	Medium supervision by parents or older siblings
<b>Resources required:</b>	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>Can you write any number? Can you count any number of objects?</p> <p>Instill the importance of numbers and counting in our daily life by asking a few questions related to their daily routine.</p> <ul style="list-style-type: none"> <li>• How many members are in your family?</li> <li>• How many windows are in your house?</li> <li>• How many sweets or slices of pizza can you eat?</li> <li>• How many toys do you want?</li> </ul> <p>The purpose of counting is to assign a numeric value to a group of objects.</p>
	20 minutes	<p>Ask the learners to practice drawing some shapes that they see as real life objects around them.</p>



Ask the learner to practice drawing the following:

- 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.



- Draw the duck in the air.

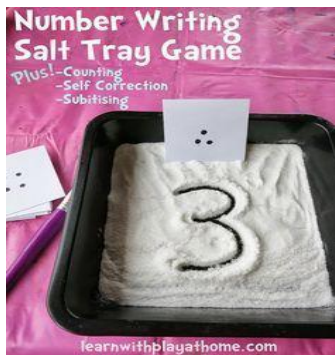
Introduce writing and counting objects for number 1 and 2. Number 1 looks like the shape of the stick. Number 2 look like the curve on the back of the duck's head and then a straight line.

30  
minutes



Ask the learners to trace the numbers 1 and 2 on dotted lines in the appendix or on dotted lines drawn by family members.


- Trace number 1 on the paper 10 times
- Trace number 2 on the paper 10 times.

Then, learners should practice tracing the numbers 1 and 2 in mud (can be substituted for sand, salt, flour or any other materials)




	<p>20 minutes</p>	<p>Or trace it in the air. Also ask the learner to use his/her fingers to count.</p> <div data-bbox="418 283 857 472" style="text-align: center;"> </div> <p>Learners will now explore using objects to represent the numbers 1 and 2.</p> <ul style="list-style-type: none"> <li>• Find and collect 5 different items that the learner has 1 object of e.g. 1 book, 1 doll, 1 spoon, 1 pencil, 1 water bottle.</li> <li>• Find and collect 5 different items that the learner has 2 objects of e.g. 2 bowls, 2 towels, 2 plastic bags, 2 pieces of paper, 2 stones.</li> </ul> <p>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.</p> <p>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.</p> <p>The learner can also complete the worksheet in the appendix.</p> <p>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.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Learners can choose the color for their jellyfish and/or they can use recycled colored paper/plastic.</li> <li>• Learners should keep those two strips to use to make their jellyfish on the final day of the project.</li> </ul>
--	-------------------	--

		
2	<p>5 minutes</p> <p>20 minutes</p> <p>30 minutes</p> <p>30 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 the numbers 1 and 2. Ask the learners to draw one banana and two coins.</p> <p>Ask the learners to practice drawing some shapes or items to help them link the shape of a number to real life objects.</p>  <ul style="list-style-type: none"> <li>● Learner draws one tummy or half pear fruit on paper</li> <li>● Draw one tummy or half of pear fruit in sugar (half full of the rectangular container).</li> <li>● Trace those shapes in the air</li> <li>● Draw one line down (vertically) and one across on paper (horizontally)</li> <li>● Trace the lines in the air.</li> </ul> <p>Introduce writing and counting the numbers 3 and 4.</p> <ul style="list-style-type: none"> <li>● 3 is drawn like the shape of two tummies on top of each other or half of pear fruit.</li> <li>● 4 is drawn by dragging the pencil upwards from bottom to top in a vertical line and then draw another horizontal line from left to right. The learner will draw both of these shapes without lifting the pencil. This will create the number 4.</li> </ul> <p>Learners can trace the numbers 3 and 4 on dotted lines in the appendix, or parents can draw the dotted lines for the numbers 3 and 4 and learners can trace them.</p> <ul style="list-style-type: none"> <li>● Learners will trace the number 3 on paper 10 times.</li> </ul>

	15 minutes	<ul style="list-style-type: none"> <li>Learners will trace the number 4 on paper 10 times, then practices tracing number 3 and 4 in sugar/salt/sand 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.</li> </ul> <p>Use two more of the paper strips that were prepared on Day 1.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Color another paper strip and on the bottom, write number 4 and at the top, draw 4 circles along the strip.</li> <li>Ask the learner to keep those two strips with the two strips from Day 1 to make the jellyfish</li> </ul>
3	10 minutes        30 minutes	<p>Today, learners will be able to write numbers 5 &amp; 6 and count objects using those numbers.</p> <p>Introduction:</p> <ul style="list-style-type: none"> <li>Ask learners to count from 1 to 4.</li> <li>Ask the learner to practice writing numbers 1-4 twice each.</li> <li>Using some stones, ask 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.</li> <li>Alternatively, learners can complete the worksheet in the appendix.</li> </ul> <p>Introduce write and counting the numbers 5 and 6.</p> <ul style="list-style-type: none"> <li>To write the number 5, draw a short line down, then a tummy. Then on top of the first line, draw a short line across like a hat.</li> <li>Learners should practice writing the number 5 (10 times) then practice tracing the number 5 in a container or dish filled with sugar, salt or sand or in the air. Learners can also use clay to create the number 5. Learners can practice using their fingers to count.</li> </ul>  <p><b>Play Doh Numbers</b></p> <ul style="list-style-type: none"> <li>To write the number 6, the learner needs to know that there are two curves: one forward and one backward. First start with the forward curve and without lifting the pencil, draw a smaller backwards curve until it joins the forward curve.</li> </ul>

	15 minutes	<ul style="list-style-type: none"> <li>• Ask the learners to practice writing the number 6 the same way they practiced the number 5 (trace dotted lines, writing it 10 times, using sugar, salt or sand to trace. They can also use clay to create number 6).</li> <li>• They will then count and put five stones next to the sheet where they practiced number 5 and do the same for number 6.</li> </ul> <p>Use two more of the paper strips that were prepared on Day 1.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Color another paper strip and on the bottom, write number 6 and at the top, draw 6 circles along the strip.</li> <li>• Ask the learner to keep those two strips with the two strips from Day 1 to make the jellyfish</li> </ul>
4	15 minutes   20 minutes   15 minutes	<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"> <li>• Ask the learners to count from 1-6.</li> <li>• Ask the learner to practice writing numbers 1-6 twice each.</li> <li>• Using some stones, 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.</li> <li>• Alternatively, learners can complete the worksheet in the appendix.</li> </ul> <p>Introduce writing and counting the numbers 7 and 8.</p> <ul style="list-style-type: none"> <li>• To write the number 7, draw a short line across from left to right, then without lifting the pencil, draw a straight line down.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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 in the air. Learners can also use clay to create the number 8. Learners can practice using their fingers to count.</li> </ul> <p>Use two more of the paper strips that were prepared on Day 1.</p>

		<ul style="list-style-type: none"> <li>Ask the learners to color one strip and on the bottom, write number 7 and at the top, draw 7 circles vertically along the strip.</li> <li>Color another paper strip and on the bottom, write number 8 and at the top, draw 8 circles along the strip.</li> <li>Ask the learner to keep those two strips with the two strips from Day 1 to make the jellyfish</li> </ul>
5	<p>15 minutes</p> <p>20 minutes</p> <p>15 minutes</p>	<p>Today, learners will be able to write and count objects using the numbers 9 and 10.</p> <p>Introduction:</p> <ul style="list-style-type: none"> <li>Ask learners to count from 1-8.</li> <li>Ask the learner to practice writing numbers 1-8 twice each.</li> <li>Using some stones, ask 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.</li> <li>Alternatively, learners can complete the worksheet in the appendix.</li> </ul> <p>Introduce writing and counting the numbers 9 and 10.</p> <ul style="list-style-type: none"> <li>To write the number 9, first draw a circle (which can be called the “head”) and then draw a “leg” down or a vertical line down.</li> <li>Learners should practice writing the number 9 (10 times) then practice tracing the number 9 in a container or dish filled with sugar, salt or sand or in the air. Learners can also use clay to create the number 9. Learners can practice using their fingers to count.</li> <li>To write the number 10, first write number 1 and next to it draw a circle or an egg which is the 0.</li> <li>Learners should practice writing the number 10 (10 times) then practice tracing the number 10 in a container or dish filled with sugar, salt or sand or in the air. Learners can also use clay to create the number 10. Learners can practice using their fingers to count.</li> </ul> <p>Use two more of the paper strips that were prepared on Day 1.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Color another paper strip and on the bottom, write number 10 and at the top, draw 10 circles along the strip.</li> <li>Ask the learner to keep those two strips with the two strips from Day 1 to make the jellyfish</li> </ul>
6		Learners will review writing and counting the numbers from 1-10 by playing a puzzle game after making their jellyfish.

20 minutes	Introduction:	<ul style="list-style-type: none"> <li>Learners will complete the 3 worksheets in the appendix or write the numbers 1 to 10, each number 3 times.</li> <li>After, learners will use stones to count from 1-10.</li> <li>OR Learners 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.</li> </ul>
20 minutes	<p><b>Puzzle Game</b></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"> <li>Draw the square on a piece of cardboard or paper. Make 10 such squares.</li> <li>On each square, write a number on one side and draw a circle/s 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.</li> <li>Support the learners in cutting a zigzag line down the center of each card.</li> </ul>  <ul style="list-style-type: none"> <li>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 circles drawn match.</li> <li>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.</li> </ul>



25  
minutes

Now, ask the learner to create their jellyfish to share with their family and friends. The jellyfish can be done in two ways.

Idea 1:

- 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.

Idea 2:

- 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.

Finally, ask the learners to present their jellyfish to their family and friends explaining how they created it.



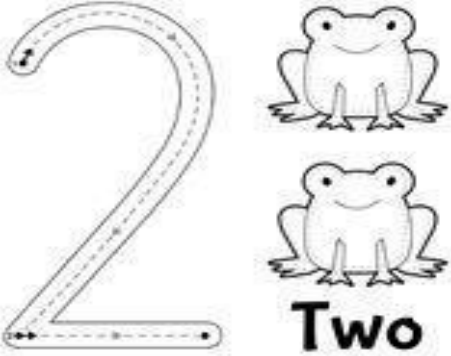
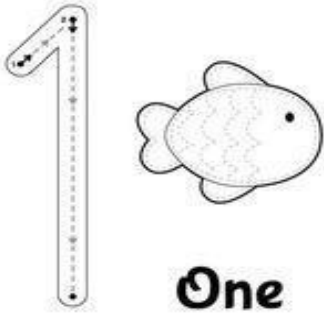
Assessment Criteria:	1. Counting from 1-10 accurately. 2. Learner writes numbers 1-10 accurately. 3. Creativity in designing numbered jellyfish
Learning outcomes:	Learners will be able to: - Write numbers 1-10 (numeric) - Count objects from 1-10
Required previous learning:	None
Inspiration:	None
Additional enrichment activities:	- Learners can design more games with counting 1-10

# APPENDIX 1

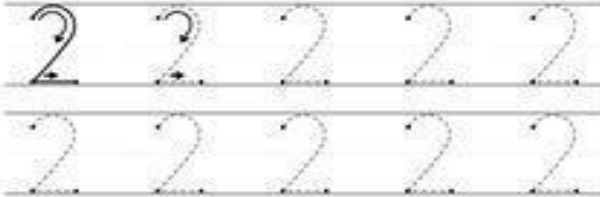
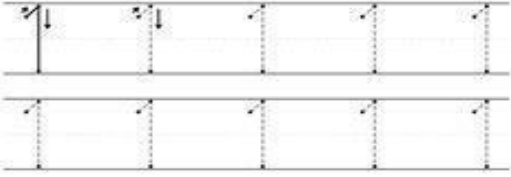
---

**Day 1:** <https://www.preschool-printable-activities.com/number-worksheets.htm>  
[https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mlcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2)

Trace the number one: \_\_\_\_\_ Name: \_\_\_\_\_



© 2015 • More worksheets in [www.gahome.com](http://www.gahome.com)



Day 2: <https://www.preschool-printable-activities.com/number-worksheets.htm>  
[https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mlcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2)

Trace the number three. \_\_\_\_\_ Name \_\_\_\_\_

Three

Four

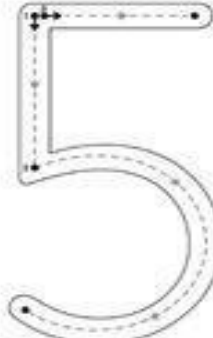

Cherry

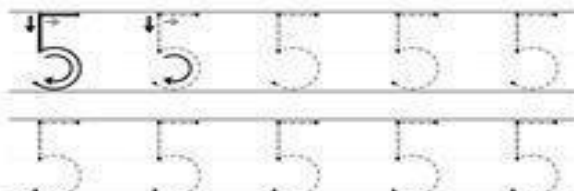
- 1
- 2
- 3
- 4

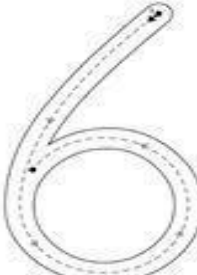
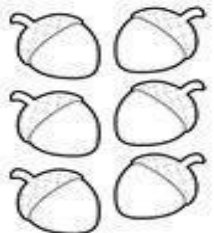
**Day 3:** <https://www.preschool-printable-activities.com/number-worksheets.htm>  
[https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mlcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2)

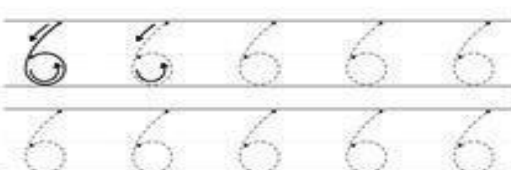
**How Many?**  
A Cut and Paste Activity

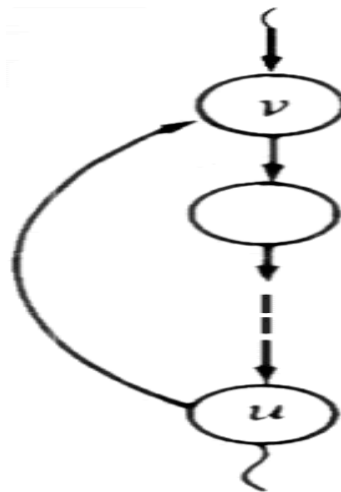
			
			
1	2	3	4

   
**Five**



   
**Six**





**Day 4:** <https://www.preschool-printable-activities.com/number-worksheets.htm>  
[https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mlcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2)

### TREAT MATCH

Cut along the lines to fit the boxes. Use the pictures to match the numbers.

2	2	
4	4	
1	1	
3	3	
5	5	

www.preschool-printable-activities.com

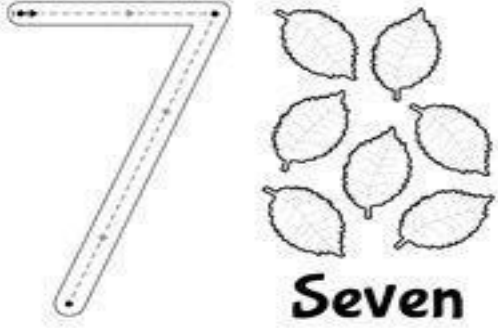
### Count the Animals

Draw the number of animals in each box.


3	
2	
4	
1	
5	

www.preschool-printable-activities.com




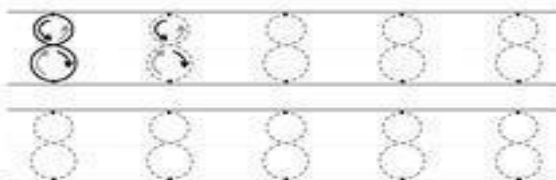
Seven



Eight





Day 5: <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"/>

A coloring page product © 2017 by Amy Nelson. All rights reserved.


Trace the number

9




www.mega-workbook.com

Count the items below and trace the numbers



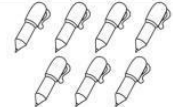




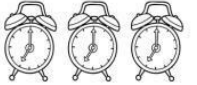
10	10	10
10	10	10
10	10	10

Name \_\_\_\_\_ cleverlearner.com

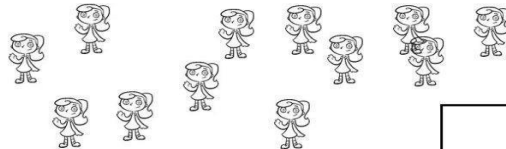
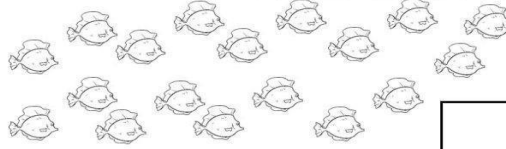
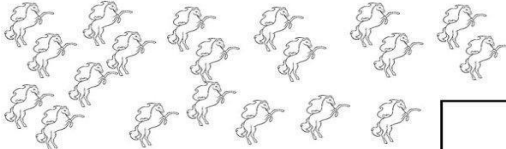
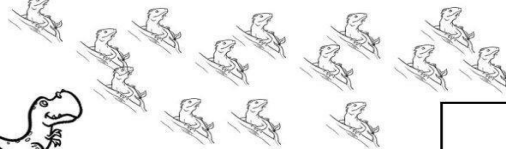
NAME: \_\_\_\_\_

### Back to School Counting

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

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

© Alina V Design and Resources



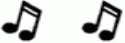
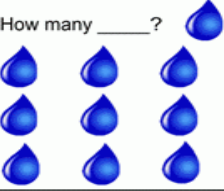
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

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](http://www.k5learning.com)

Day 6: [https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mlcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2)

