


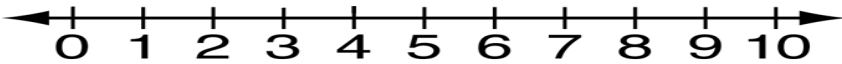
MY LOVELY BIRD

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 (any 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. By the end of this project 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). Learners will use objects to count from 1-10. 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 learner knows how to write 1, explain that it looks like two ones 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, or parents can draw the dotted lines for number 11&12 and learners can trace them. Learners trace numbers 11 and 12 on paper 10 times.


	10 minutes	<ul style="list-style-type: none"> 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 and count these 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. 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.
	20 minutes	<p>Making your bird/turkey:</p> <ul style="list-style-type: none"> Ask learners, do you know what an oval shape looks like? Show learners how to draw oval shape With the help of an adult, learners cut 10 equal oval shapes. 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 on the first and second oval, respectively. Learners will keep the two pieces they made to create the turkey/bird on day 6. 
2	20 minutes	<p>Today, learners will be able to write numbers 13 & 14, count objects using those numbers, and learn how to count backwards from 12-1.</p> <p>Introduction:</p> <p>Ask learners to draw a horizontal line using a ruler or any object that has a straight edge (for example, the side of a box or book etc.) and write numbers 1 to</p>

		<p>10 under the line, maintaining an equal distance between each number. Learners can use their finger to make sure that the distance between each number is 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, smaller and bigger. 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. Alternatively, 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.</p>
	10 minutes	
	30 minutes	<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. Alternatively, parents can draw the dotted lines for numbers 13 & 14 and learners can trace them. • 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

	15 minutes	<ul style="list-style-type: none">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” <p>Making your bird/turkey:</p> <ul style="list-style-type: none">Learners will use two of the oval pieces they prepared on day1They will color the first one, write number 13 and draw 13 small circles.Then he/she will color a second oval shape and write number 14 and draw 14 small circles.								
3	10 minutes	<p>Today, learners will be able to write numbers 15 & 16 and count objects using those numbers.</p> <p>Introduction:</p> <p>Learners will use the number line 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 larger than 7? (Answer: 8, 9, 10...)Count forward and backward from 1-14								
	30 minutes	<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 & 6Learners can trace number 15 & 16 using the dotted lines worksheet in the appendix. 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 airOn the sheet of paper where they wrote numbers 15 and 16, learners will count and put 15 and 16 stones or objects.								
	10 minutes	<p>Learners will draw a table and go around the house and try to find at least 10 different objects. They will record how many of each item they have in the house.</p> <table><tr><th>Items</th><th>Number</th></tr><tr><td>Chairs</td><td></td></tr><tr><td>Tables</td><td></td></tr><tr><td>Dishes</td><td></td></tr></table>	Items	Number	Chairs		Tables		Dishes	
Items	Number									
Chairs										
Tables										
Dishes										
	15 minutes	<p>Making your bird /turkey:</p> <ul style="list-style-type: none">Learners will use another two oval pieces prepared on day 1They will color each piece, write the numbers 15 and 16 on them, and draw 15 and 16 small circles								

4	<div>10 minutes</div> <div>30 minutes</div> <div>15 minutes</div> <div>15 minutes</div>	<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 1-16Ask learners to write the following numbers: 8, 2, 15, 10, 11, 3, 9 <p>Learners will learn how to write numbers 17, 18 and 19 using the same steps and activities from days 1-3.</p> <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. <p>Literacy Extension:</p> <ul style="list-style-type: none">Introduce how to write each number 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><tr><td>1</td><td>One</td><td>4</td><td>Four</td></tr><tr><td>2</td><td>Two</td><td>5</td><td>Five</td></tr><tr><td>3</td><td>Three</td><td>.....</td><td>.....</td></tr></table>	1	One	4	Four	2	Two	5	Five	3	Three
1	One	4	Four											
2	Two	5	Five											
3	Three											
5	<div>15 minutes</div>	<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 19Ask the learner to count after that number. You may stop them at any numberTake turns calling and counting numbersExample: 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 breadth while running wins												

	20 minutes	Introduction to number 20 <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.
	10 minutes	Literacy Extension: <ul style="list-style-type: none"> Learners will use number 20 in 3 sentences
	15 minutes	<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) What number comes after 12? (Answer: 13) What number comes between 18 & 20? (Answer: 19) What number comes after 8? (Answer: 9)
	15 minutes	<p>Learners can complete the relevant worksheets in the appendix or play the following game to practice the concepts of “before and after”:</p> <ul style="list-style-type: none"> All players sit in a circle, player 1 starts the game by shouting out any number, for example, 5 The next player calls the number that comes after it, and the game continues until it's the first player's turn again. He/she then shouts out another number and the next player will say the number that comes after it and so on until all players have called out a number. Players must say the next number quickly. Players who do not answer in 5 seconds are disqualified. The game can be repeated in reverse so that players shout out the number that comes BEFORE the original number.
6	20 minutes	<p>Learners will collect all the oval pieces they have been creating since day 1 and use them to make their turkey.</p> <p>Introduction:</p> <ul style="list-style-type: none"> Learners will use the last piece of oval shapes. They will color it, write number 20, and draw 20 small circles on it
	30 minutes	<p>Making my bird/turkey:</p> <ul style="list-style-type: none"> Ask learners: do you know anything about turkeys? Describe a turkey. Does a turkey fly? Does it walk? Is it a bird? Show learners how to create a turkey using paper by drawing the outline based on the image below, or ask them to be creative and use any available materials to make their own turkey or any bird of their choice

	<ul style="list-style-type: none"> You can use a circular item (for example, a small round plate), to draw a circle on cardboard or paper, then cut out this circle (which will be the body of the turkey). You can then draw a smaller circle (for the head of the turkey) Draw two big eyes and a mouth on the smaller circle (turkey's face) 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>
Assessment Criteria:	<ol style="list-style-type: none"> Counting from 11-20 accurately Writing numbers 1-10 accurately Drawing the number lines accurately Creativity in designing numbers Turkey Correctly identifying smaller and larger numbers Mastering sequence of numbers 1-20

Learning outcomes:	<p>Learners will be able to:</p> <ul style="list-style-type: none"> - Write numbers 11-20 (numeric) - Count objects using numbers 11-20 - Count forward and backward from 1-20 - Identify numbers that come after, before and between other numbers - Represent numbers 1-20 using a number line.
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


www.kidzsheets.com

Name: _____


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




10 6 8




7 8 9



9 7 6



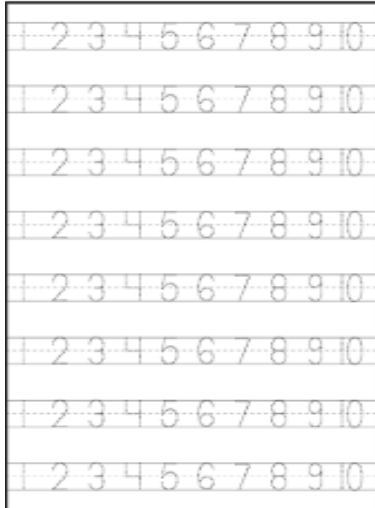
8 7 10



6 9 8


PreschoolCounting6-10Sheet5


www.worldsheetfun.com





www.worldsheetfun.com


Count the items and write in the box:





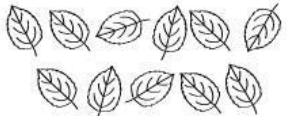






www.megaworkbook.com


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

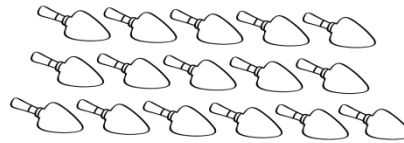
Name : _____

Tracing and writing number 15

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

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.

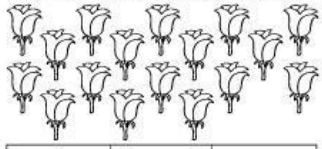
1)		
2)		
3)		
4)		
5)		
6)		

7)		
8)		
9)		
10)		
11)		
12)		

Free Math sheets, Math games and Math help
MATHS-ILLUSTRATIONS.COM

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

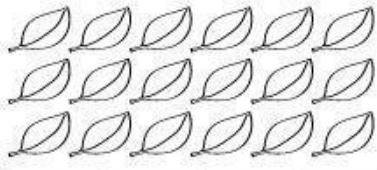
Count the flowers below and trace the numbers



17	17	17
17	17	17
17	17	17

Name _____ cleverlearner.com

Count the items below and trace the numbers

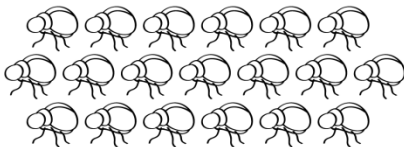


18	18	18	18
18	18	18	18

Name _____ cleverlearner.com


Name _____ Date _____

Count the bugs below and trace the numbers



19	19	19	19
19	19	19	19

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 Trace Your Number Words With Pookie!

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: <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
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: Cut out a large dot and color the number that comes before the number shown. If the correct number is not shown, color the sad face.

**123
Numbers**






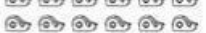




Name: _____

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Name: _____ Skill: Counting 16-20

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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