


MY JELLYFISH (LEVEL 1)

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?
Total Time Required	6 days (1.25 hours per day)
Supplies 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
Learning Outcomes	<ul style="list-style-type: none"> Counting objects from 1-10 Writing the numbers 1-10 (numeric)
Previous Learning	None

DAY 1

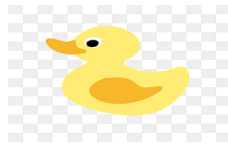
Today you will understand the importance of numbers in their daily life, and also learn to read, write and count objects for the numbers 1 and 2.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> Introduction Can you write any number? Can you count any number of objects? Instill the importance of numbers and counting in our daily life by asking a few questions related to their daily routine. <ul style="list-style-type: none"> How many members are in your family? How many windows are in your house? How many sweets or slices of pizza can you eat? How many toys do you want? The purpose of counting is to assign a numeric value to a group of objects.
20 minutes	<ul style="list-style-type: none"> Draw some shapes that you see as real life objects around you.  <ul style="list-style-type: none"> Practice drawing the following:

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<https://forms.gle/LGAP9k17fMyJrKJN7>

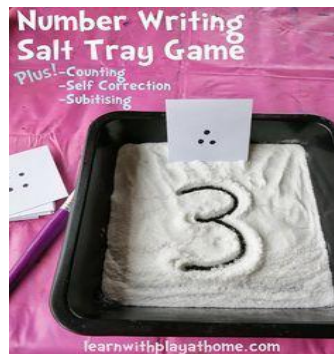
- Draw a stick like a straight line on paper.
- Draw this stick in the air.
- Draw a simple shape of a duck or a bird on paper.



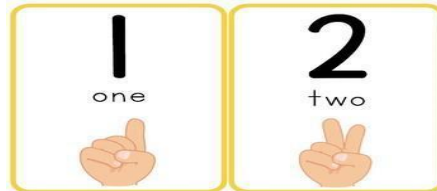
- Draw the duck in the air.
- Introduce writing and counting objects for number 1 and 2. Number 1 looks like the shape of the stick. Number 2 look like the curve on the back of the duck's head and then a straight line.

30 minutes


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



- Or trace it in the air. Also count the numbers with your fingers.



- Now, explore using objects to represent the numbers 1 and 2.
 - 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.
 - 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.
- Make your own 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.

	<ul style="list-style-type: none"> • 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. • Complete the worksheet in the Appendix for extra practice.
20 minutes	<ul style="list-style-type: none"> • Making your jellyfish: • With the help of an adult, cut out 10 equal thin paper strips of approximately 30cm length and 1cm width. Each day, use two of those paper strips to create your jellyfish. • Count and then color the first paper strip and on the bottom of the strip, then write the number 1 and on the top of it draw a circle. • Count and then color a second paper strip and on the bottom of the strip, then write the number 2 and on top of it draw 2 circles vertically along the strip. <ul style="list-style-type: none"> - You can choose the color for your jellyfish and/or you can use recycled colored paper/plastic. - Keep the two strips you made today to make your jellyfish on the final day of the project.
	

DAY 2

Today you will work on writing and counting the numbers 3 and 4.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> • Introduction: • Trace in the air, or write, the numbers 1 and 2. • Then, draw 1 banana and 2 coins.
20 minutes	<ul style="list-style-type: none"> • Practice drawing some shapes or items to help link the shape of a number to real life objects. <ul style="list-style-type: none"> - Draw one tummy or half pear fruit on paper - Draw one tummy or half of pear fruit in sugar (half full of the rectangular container).

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- 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

- Introduce writing and counting the numbers 3 and 4.
 - 3 is drawn like the shape of two tummies on top of each other or half of pear fruit.
 - 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.

30 minutes

- 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.
 - Trace the number 3 on paper 10 times.
 - 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 the number 3 is written, count and put three stones. On the where the number 4 is written, count and put four stones.

15 minutes


- Making your jellyfish:
 - Use two more of the paper strips that were prepared on Day 1.
 - 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.
 - Keep those two strips with the two strips from Day 1 to make the jellyfish

DAY 3

Today you will learn to write and count using the numbers 5 and 6.

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Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> ● Introduction: <ul style="list-style-type: none"> - Count from 1-4. - Practice writing the numbers 1-4 twice each. - Using some stones, take the numbers you 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. - Alternatively, you can complete the worksheet in the appendix.
30 minutes	<ul style="list-style-type: none"> ● Introduction to 5 and 6. <ul style="list-style-type: none"> - 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. - 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. You can also use clay to create the number 5. Finally, practice using your fingers to count.  <p>Play Doh Numbers</p> <ul style="list-style-type: none"> - To write the number 6, you need 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. - 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. You can also use clay to create number 6). - Then count and put five stones next to the sheet where you practiced number 5 and do the same for number 6.
15 minutes	<ul style="list-style-type: none"> ● Making your jellyfish: <ul style="list-style-type: none"> ● Use two more of the paper strips that were prepared on Day 1. <ul style="list-style-type: none"> - 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. - Keep those two strips with the two strips from Day 1 to make the jellyfish

DAY 4

Today you will learn to write and count using the numbers 7 and 8.

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> ● Introduction: <ul style="list-style-type: none"> - Count from 1-6. - Practice writing the numbers 1-6 twice each. - Using some stones, take the numbers you 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. ● Alternatively, you can complete the worksheet in the appendix.
20 minutes	<ul style="list-style-type: none"> ● Introduce to the numbers 7 and 8. <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. - 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. Also, use clay to create the number 7. Practice using your 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. - 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. Also, use clay to create the number 8. Practice using your fingers to count.
15 minutes	<ul style="list-style-type: none"> ● Making your jellyfish: ● Use two more of the paper strips that were prepared on Day 1. <ul style="list-style-type: none"> - Color one strip and on the bottom, write number 7 and at the top, draw 7 circles vertically along the strip. - Color another paper strip and on the bottom, write number 8 and at the top, draw 8 circles along the strip. - Keep those two strips with the two strips from Day 1 to make the jellyfish.

DAY 5

Today you will learn to write and count objects using the numbers 9 and 10.

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Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> ● Introduction: <ul style="list-style-type: none"> - Count from 1-8. - Practice writing the numbers 1-8 twice each. - Using some stones, take the numbers you 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. - Alternatively, you can complete the worksheet in the appendix.
20 minutes	<ul style="list-style-type: none"> ● Introduce writing and counting the numbers 9 and 10. <ul style="list-style-type: none"> - 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. - 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. Also, use clay to create the number 9. Practice using your fingers to count. - To write the number 10, first write number 1 and next to it draw a circle or an egg which is the 0. - 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. Also, use clay to create the number 10. Practice using your fingers to count.
15 minutes	<ul style="list-style-type: none"> ● Making your jellyfish: <ul style="list-style-type: none"> ● Use two more of the paper strips that were prepared on Day 1. <ul style="list-style-type: none"> - 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. - Keep those two strips with the two strips from Day 1 to make the jellyfish.

DAY 6

Today you will review writing and counting the numbers from 1-10 by playing a puzzle game and finish your jellyfish.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> ● Introduction: <ul style="list-style-type: none"> ● Complete the 3 worksheets in the appendix or write the numbers 1 to 10, each number 3 times.

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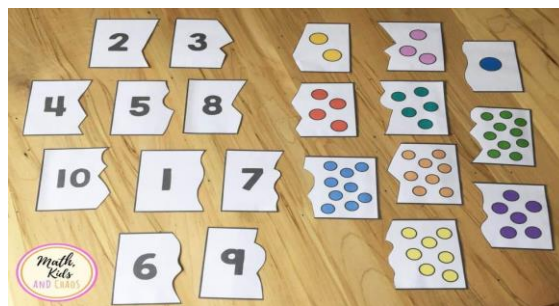
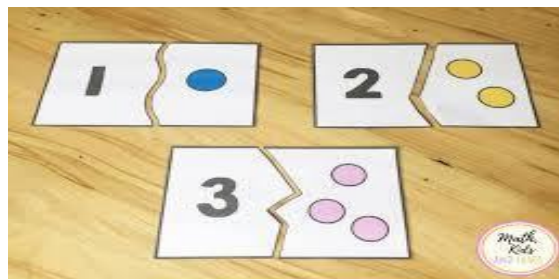
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- After, use stones to count from 1-10.
- OR write all the numbers from 1 – 10 on small pieces of paper. An adult can pull any number and the learner has to very quickly find that number of objects and come back. For example: if the adult pulls the number 3, the learner has to quickly find 3 objects like 3 spoons and come back as quickly as they can.

20 minutes

● **Puzzle Game**

- Support the learners in drawing a square using a straight object or a square shape object.
 - 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 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.

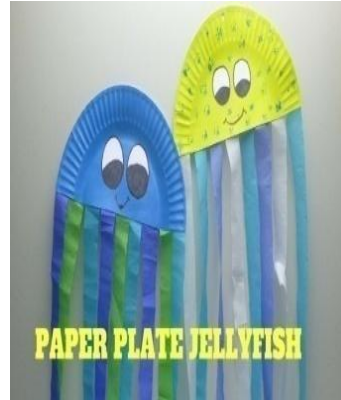


- Now, play the game with the learners. The goal of the game is to find the highest number of matching cards. I.e. where the written number and the circles drawn match.
- Ask the learners to mix all the cards and stack them face down in a deck. Players draw one card at a time; when the cards run out, 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.

25 minutes

- Now, create your jellyfish to share with your 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

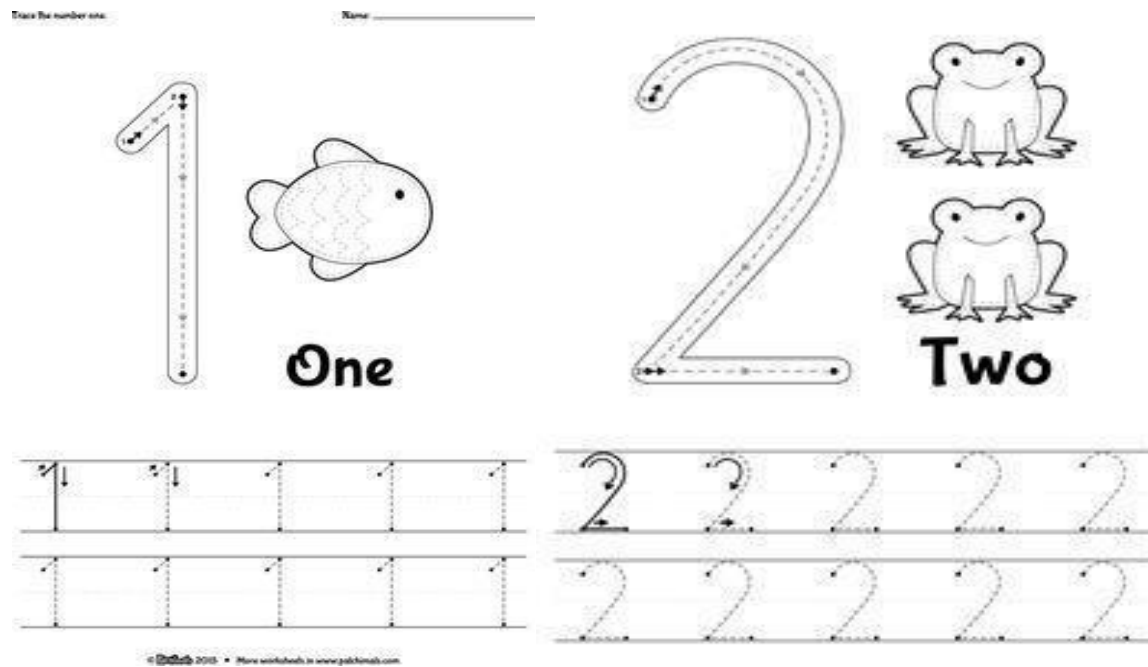
- Counting from 1-10 accurately
- Writing numbers 1-10 accurately
- Creativity in designing numbered jellyfish.

ADDITIONAL ENRICHMENT ACTIVITIES

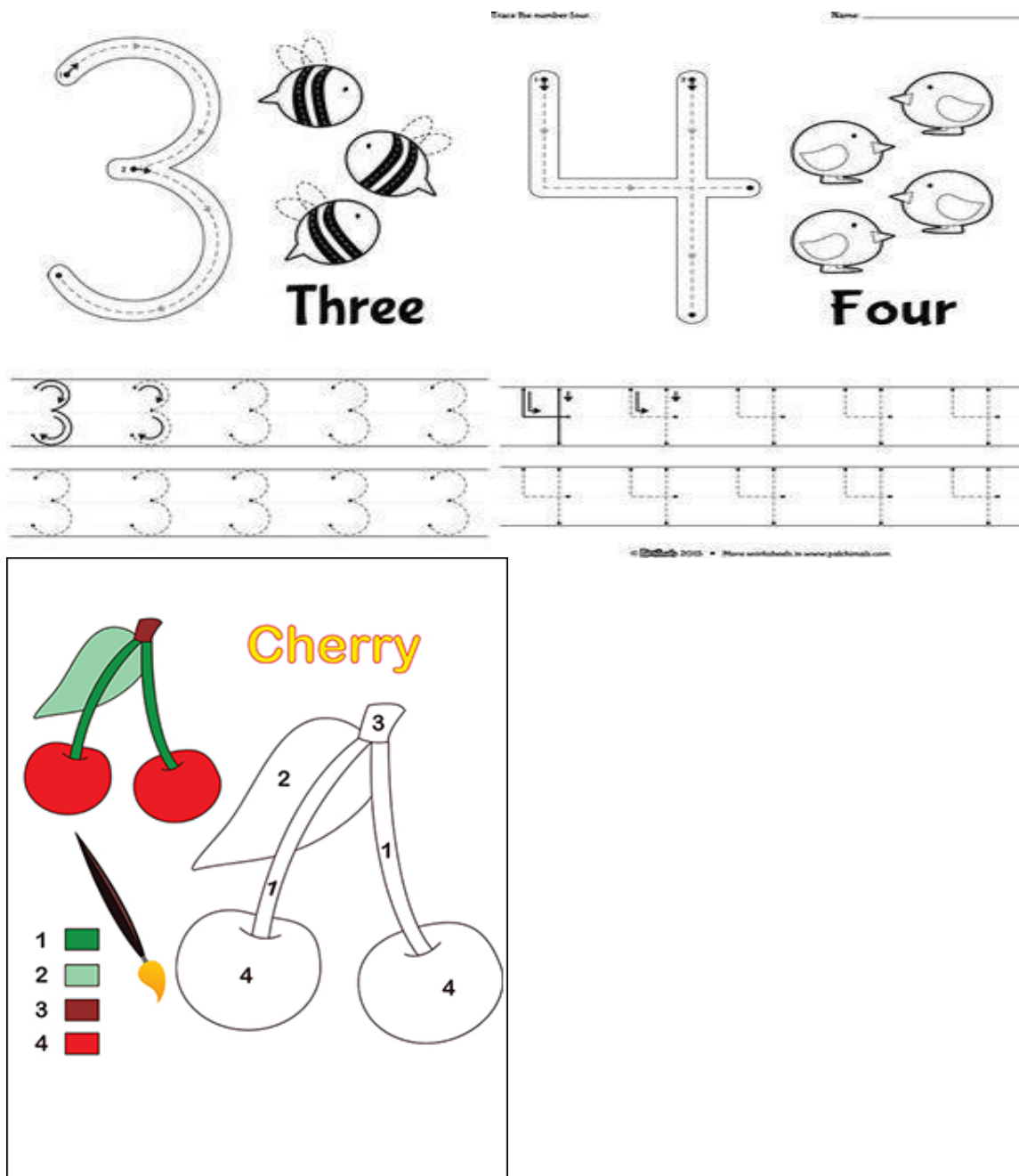
- Learners can design more games with counting 1-10

APPENDIX 1

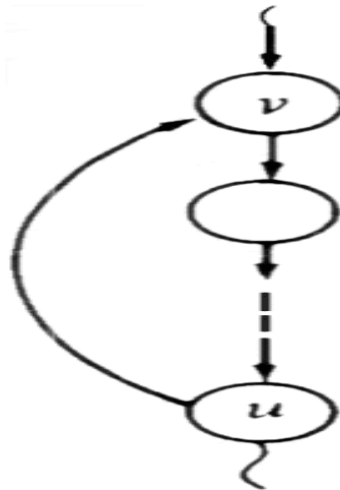
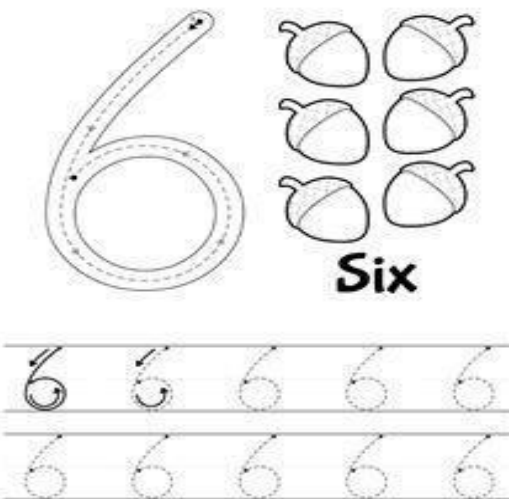
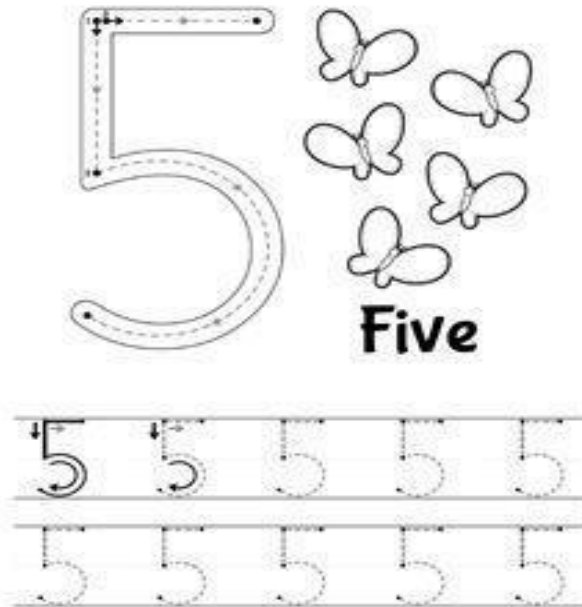
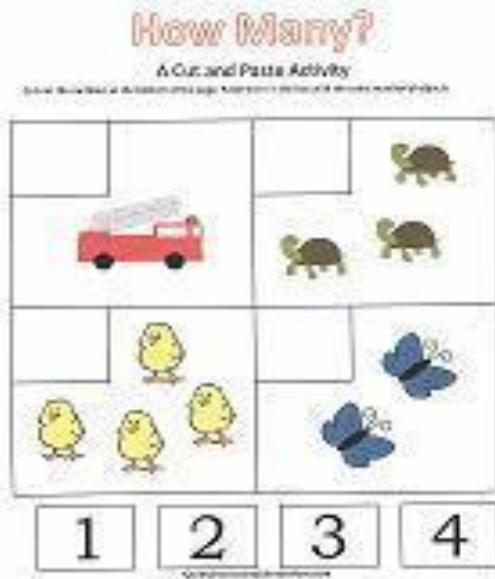
Day 1: <https://www.preschool-printable-activities.com/number-worksheets.htm>
https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2



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








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



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

TREAT MATCH

Cut number numbers to the bottom with a pair of scissors. Match the pictures to the number of pictures.

1

2

3

4

5

Illustration: Kristin Wallden

Count the Animals

Count the number of animals in each row. Write the number in the box.







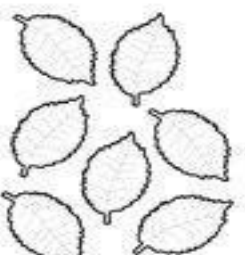
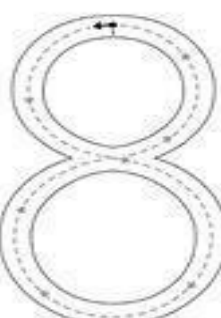
	
	
	
	
	


Illustration: Kristin Wallden






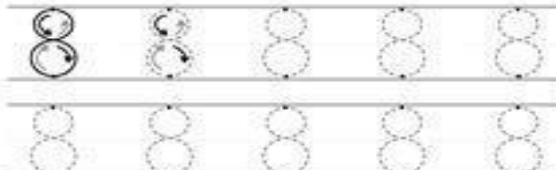
Seven



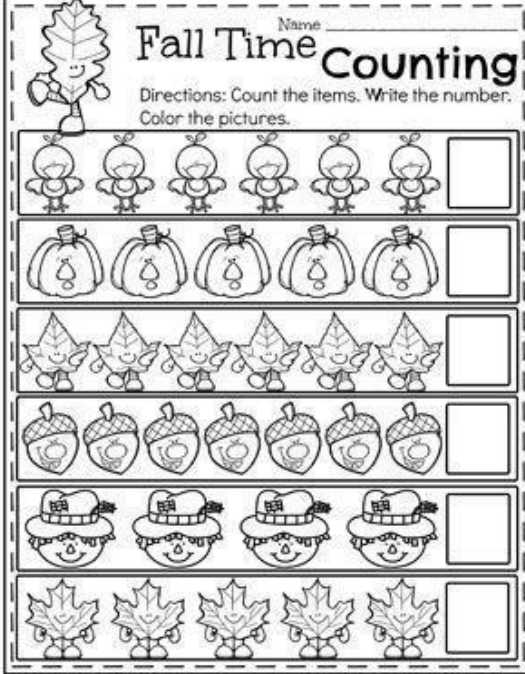


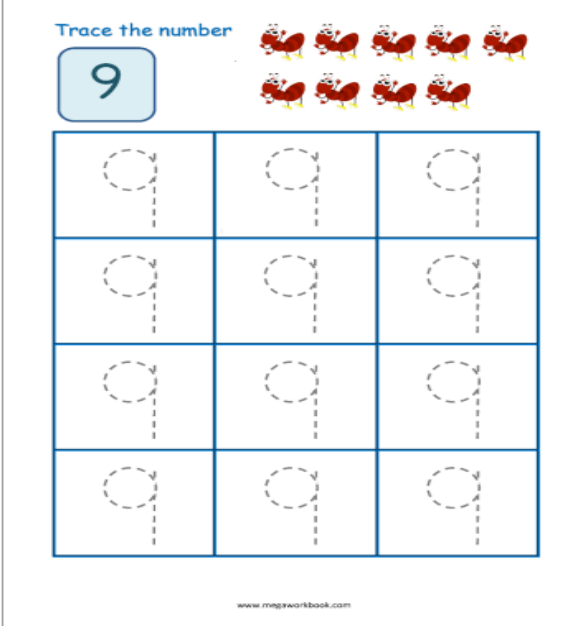
Eight

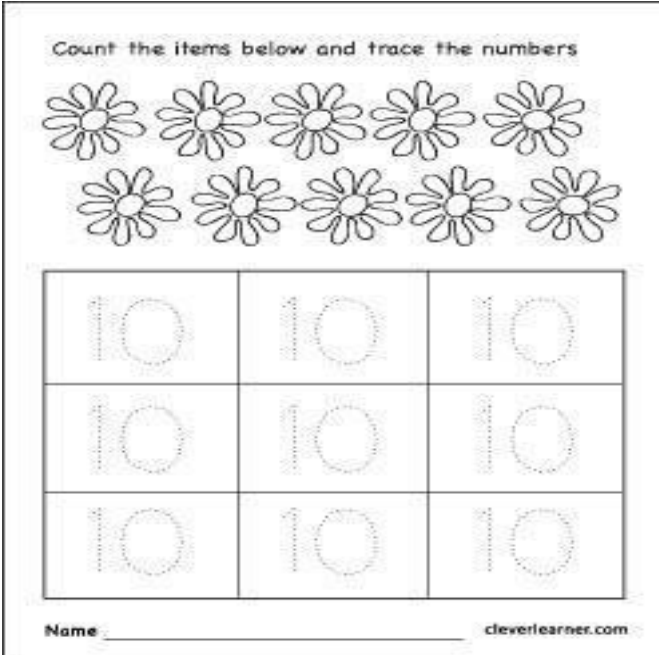




Day 5: <https://www.preschool-printable-activities.com/number-worksheets.htm>


 A worksheet titled "Fall Time Counting" with a leaf character. It includes directions: "Count the items. Write the number. Color the pictures." There are six rows of items: 6 birds, 5 pumpkins, 6 leaves, 6 acorns, 4 apples, and 5 leaves. Each row has a box for the count.


 A worksheet titled "Trace the number 9" with a box containing the number 9. It includes 10 small red birds. Below is a 5x3 grid of dashed number 9s for tracing.


 A worksheet titled "Count the items below and trace the numbers". It shows two rows of 5 flowers each. Below is a 3x3 grid of dashed numbers 10 for tracing. At the bottom, there is a line for the name and the website "cleverlearner.com".

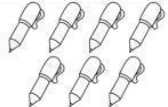





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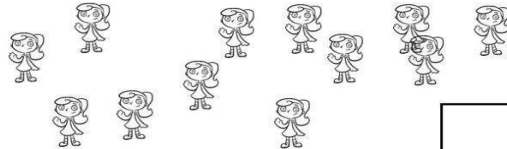
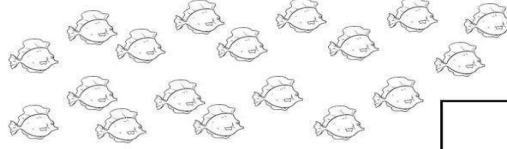
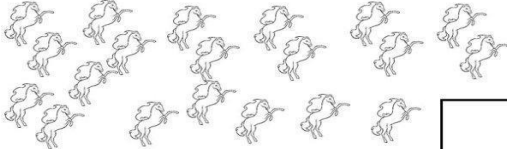
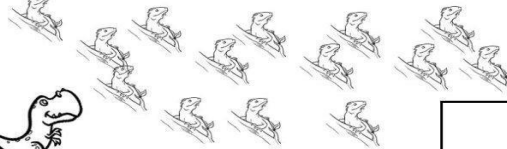
NAME: _____

Back to School Counting

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

 <div>9 7 5</div>	 <div>12 6 4</div>
 <div>5 1 2</div>	 <div>10 8 3</div>
 <div>12 5 11</div>	 <div>4 3 5</div>




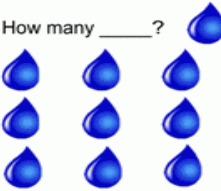
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Count to 20 Kindergartenprintables.com

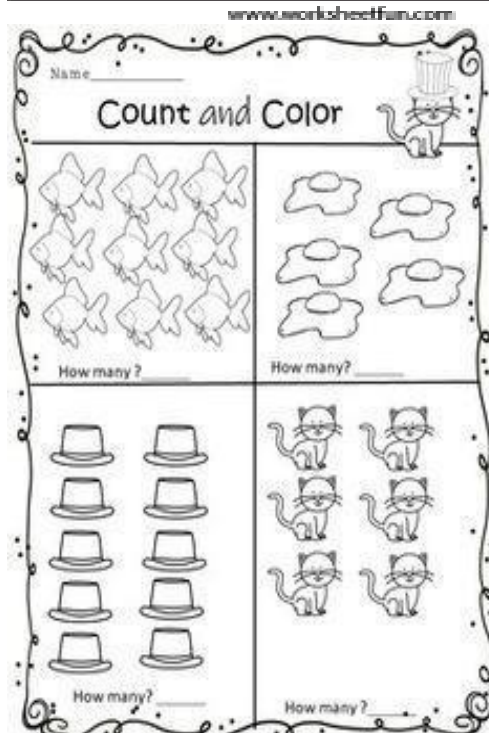
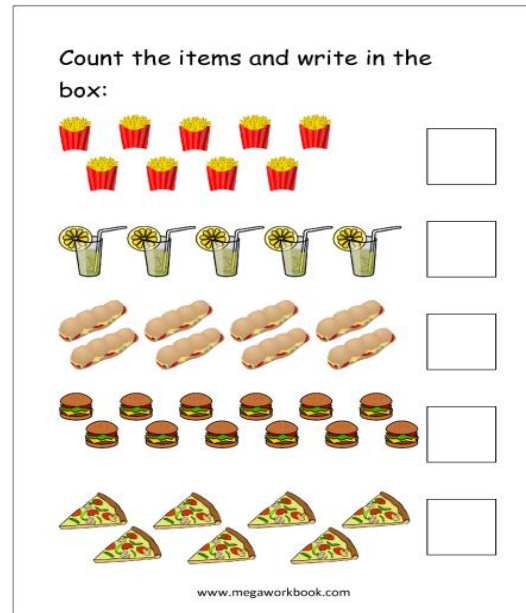
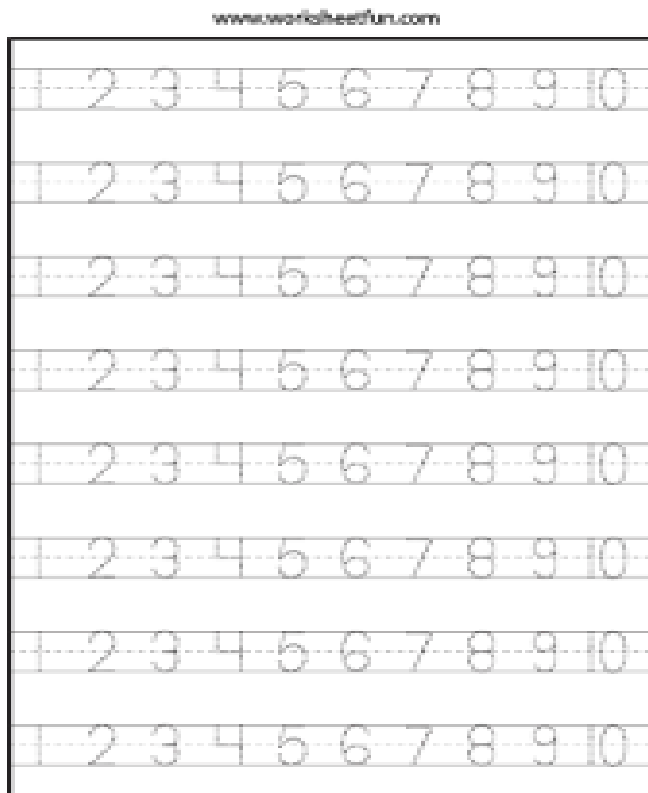
K5 Learning
Counting Numbers 1-10
Kindergarten Numbers & Counting Worksheet

Count the number of objects:

<p>How many ____?</p> 	<p>How many ____?</p> 
<p>How many ____?</p> 	<p>How many ____?</p> 

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

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



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