
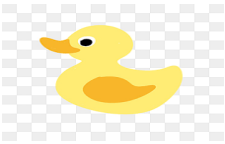





## MY JELLYFISH (LEVEL 0)


<b>Description</b>	Learners will design their 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>Total Time Required</b>	~ 9 hours over 6 days
<b>Supplies 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
<b>Subjects</b>	Numeracy
<b>Supervision</b>	Medium
<b>Learning Outcomes</b>	By the end of this project, the learner will be able to: <ol style="list-style-type: none"> <li>1. Know numbers (1-10) and the count sequence.</li> <li>2. Write numbers from 1 to 10 both numeric and in words</li> <li>3. Represent number (1-10) with objects</li> <li>4. Count to tell the number of objects</li> <li>5. Write short sentences connecting numbers and objects</li> </ol>
<b>Previous Learning</b>	None
<b>Concepts/ Topics Covered</b>	Writing and tracing numbers 1-10.

**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.


<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>10 minutes</b>	<p>Introduction</p> <ul style="list-style-type: none"> <li>● Experiment: Can you count any number of objects of which there are 1 or 2?</li> <li>● The purpose of this activity is to instill the importance of numbers and counting in our daily life by asking a few questions related to their daily lives. <ul style="list-style-type: none"> <li>- How many members do you have?</li> <li>- How many windows do you have?</li> <li>- How many sweets or slices of pizza can you eat?</li> <li>- How many toys do you want?</li> </ul> </li> </ul> <p>Looking at the body parts on your head, what parts do you only find one of?</p>

	<p>What body parts do you find two of? Critically think about the different body parts you have on your head. You can look at a photo of your own head or work with one of the other family members for this experiment.</p> <ul style="list-style-type: none"> <li>The purpose of counting is to assign a numeric value to a group of objects. Number 1 looks like the shape of the stick. Number 2 looks like the curve on the back of the duck's head and then a straight line.</li> </ul>
<p><b>20 minutes</b></p>	<ul style="list-style-type: none"> <li>Draw some shapes that you see as real-life objects around you that are like the numbers 1 and 2.</li> </ul>  <ul style="list-style-type: none"> <li>Practice drawing the following: <ul style="list-style-type: none"> <li>Draw a stick like a straight line on paper.</li> <li>Draw this stick in the air.</li> <li>Draw a simple shape of a duck or a bird on paper.</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li>Draw the duck in the air.</li> </ul>
<p><b>30 minutes</b></p>	<ul style="list-style-type: none"> <li>Trace the numbers 1 and 2 on dotted lines in the appendix (Day 1 worksheet) or parents/family members can draw the dotted lines for the numbers 1 and 2 and learners can trace them. <ul style="list-style-type: none"> <li>Trace number 1 on the paper 10 times.</li> <li>Trace number 2 on the paper 10 times.</li> </ul> </li> <li>Then, practice tracing the numbers 1 and 2 in mud (can be substituted for the ground outside the house, sugar, sand, salt, flour or any other materials)</li> </ul>

	 <p>Number Writing Salt Tray Game Plus! - Counting - Self Correction - Subitising learnwithplayathome.com</p> <ul style="list-style-type: none"> <li>• Or trace it in the air. Also count the numbers with your fingers.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid yellow; padding: 5px; text-align: center;"> <p>1 one</p>  </div> <div style="border: 1px solid yellow; padding: 5px; text-align: center;"> <p>2 two</p>  </div> </div> <ul style="list-style-type: none"> <li>• Now, explore using objects to represent the numbers 1 and 2. <ul style="list-style-type: none"> <li>- Find and collect 3-5 different items of which s/he has 1 object e.g. 1 book, 1 doll, 1 spoon, 1 pencil, 1 water bottle.</li> <li>- Find and collect 3-5 different items of which s/he has 2 objects e.g. 2 bowls, 2 towels, 2 plastic bags, 2 pieces of paper, 2 stones.</li> </ul> </li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>10 minutes</b></p>	<p>Making your jellyfish:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>- You can choose the color for your jellyfish and/or you can use recycled colored paper/plastic.</li> <li>- Keep the two strips you made today to make your jellyfish on the final day of the project.</li> </ul> 								
<p><b>15 minutes</b></p>	<p><b>Literacy extension:</b> Learn how to write the numbers 1 and 2 in words</p> <p>Tips: you may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help you practice writing by writing the names in dotted lines for you to trace the words. You can learn one or two words per day to manage the workload.</p> <table border="1" data-bbox="467 1031 1409 1201"> <tr> <td>1</td> <td>One</td> <td>1</td> <td>.....</td> </tr> <tr> <td>2</td> <td>Two</td> <td>2</td> <td>.....</td> </tr> </table> <p><b>Critique and revision:</b></p> <p>Learners present all of the day’s work to their parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>● Praise: What did you like about the learner’s work?</li> <li>● Question: Do you have any questions or clarifications about the work?</li> <li>● Suggestions: In what areas does the learner need to improve their work?</li> </ul>	1	One	1	.....	2	Two	2	.....
1	One	1	.....						
2	Two	2	.....						

**DAY 2** - Today you will work on writing and counting the numbers 3 and 4.


Suggested Duration	Activity and Description
5 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> <li>● Trace in the air, or write on a piece of paper, the numbers 1 and 2.</li> <li>● Then, draw 1 banana and 2 coins (the banana and coins can be replaced with any other objects that the learner is more familiar with).</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>● Practice drawing some shapes or items to help link the shape of a number to real life objects that are like the numbers 3 and 4. For example, <ul style="list-style-type: none"> <li>● Draw one tummy or half pear fruit (or half any other circular object that you may be more familiar with) on paper (this can be substituted for by sugar, salt, mud or soil in a rectangular container).</li> <li>- Then draw another half tummy or half pear fruit (or half any other circular fruit the learner may be more familiar with) below the first one.</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <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>
30 minutes	<ul style="list-style-type: none"> <li>● Introduce writing and counting the numbers 3 and 4. <ul style="list-style-type: none"> <li>- 3 is drawn like the shape of two tummies on top of each other or half of a pear fruit.</li> <li>- 4 is drawn by dragging the pencil upwards from bottom to top in a vertical line and then a diagonal line from the top to the left followed by a horizontal line from left to right. Draw these lines without lifting the pencil. This will create the number 4.</li> </ul> </li> </ul>

<p><b>30 minutes</b></p>	<ul style="list-style-type: none"> <li>● Trace the numbers 3 and 4 on dotted lines in the appendix (Day 2 worksheet). Or parents/family members can draw the dotted lines for the numbers 3 and 4 and learners can trace them.</li> <li>● Trace the number 3 on paper 10 times.</li> <li>● Trace the number 4 on paper 10 times, then practices tracing number 3 and 4 in sugar/salt/sand/soil and in the air.</li> <li>● 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.</li> </ul>
<p><b>10 minutes</b></p>	<p><b>Literacy extension:</b> Now explore using objects to represent the numbers 3 and 4.</p> <ul style="list-style-type: none"> <li>● Move around the home and find 1 item you or any other family has 3 of e.g., 3 pencils or 3 books. Then let the letter write a sentence saying that you have 3 of those items. E.g., <ul style="list-style-type: none"> <li>○ I have 3 books</li> <li>○ He has 3 pens etc.</li> </ul> </li> <li>● Move around the home and find 1 item of which you or any other family has 4 of e.g., you may have 4 pens or 4 keys. Then let the letter write a sentence saying that she has 4 of those items. E.g., <ul style="list-style-type: none"> <li>● I have 4 pens</li> <li>● He has 4 keys etc.</li> </ul> </li> <li>● If you do not know how to write sentences, the parent/adult could create the sentence for you with a space for where to fill in the appropriate number e.g. I have ____ pens, He has ____ keys etc. and then support you to read through these sentences.</li> </ul>
<p><b>15 minutes</b></p>	<p>Making your jellyfish:</p> <ul style="list-style-type: none"> <li>● Use two more of the 10 paper strips that were prepared on Day 1. <ul style="list-style-type: none"> <li>- 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> </ul> </li> </ul>

	- Keep those two strips with the two strips from Day 1 to make the jellyfish								
<b>10 minutes</b>	<p><b>Literacy extension:</b> Learn how to write the numbers 3 and 4 in words</p> <p>Tips: you may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help you practice writing by writing the names in dotted lines for you to trace the words. You can learn one or two words per day to manage the workload.</p> <table border="1"> <tr> <td>3</td> <td>Three</td> <td>3</td> <td>.....</td> </tr> <tr> <td>4</td> <td>Four</td> <td>4</td> <td>.....</td> </tr> </table>	3	Three	3	.....	4	Four	4	.....
3	Three	3	.....						
4	Four	4	.....						
<b>15 minutes</b>	<p><b>Critique and revision:</b></p> <p>Present all of the day's work to your parents or family members for feedback and suggestions for improvement. Your parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>• Praise: What did you like about the learner's work?</li> <li>• Question: Do you have any questions or clarifications about the work?</li> <li>• Suggestions: In what areas does the learner need to improve their work?</li> </ul>								

### DAY 3 - Today you will learn to write and count using the numbers 5 and 6

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>10 minutes</b>	<p>Introduction:</p> <ul style="list-style-type: none"> <li>- Count from 1-4.</li> <li>- Practice writing the numbers 1-4 twice each.</li> <li>- Using some stones/straws/bottle tops or any other object, take the numbers you wrote and place next to them the number of stones that is equal to the number. E.g. next to number 3, learners will place 3 stones.</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Literacy extension:</b> Once you have placed the stones next to the number, write simple sentences about them e.g., I have 3 stones. They have 4 stones etc. If you do not know how to write sentences, the parent/adult could create the sentence for you with a space for where to fill in the appropriate number e.g. I have ____ stones, there are ____ stones etc. and then support you to read through these sentences.</li> </ul>
<p><b>30 minutes</b></p>	<p>Introduction to 5 and 6:</p> <ul style="list-style-type: none"> <li>- To write the number 5, draw a short line down, then a tummy/curve. Then on top of the first line, draw a short line across like a hat.</li> <li>- 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 Play Doh, clay or mud to create number 5 as shown below. Finally, practice using your fingers to count.</li> </ul>  <p style="text-align: center;"><b>Play Doh Numbers</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Practice writing the number 6 the same way they practiced the number 5 (trace dotted lines, writing it 10 times, using sugar, salt soil or sand to trace. You can also use clay or mud to create number 6).</li> <li>- Then count and put five stones next to the sheet where you practiced number 5 and do the same for number 6.</li> </ul>
<p><b>30 minutes</b></p>	<ul style="list-style-type: none"> <li>● Trace the numbers 5 and 6 on dotted lines in the appendix (Day 3 worksheet), or parents/family members can draw the dotted lines for the numbers 5 and 6 and you can trace them.</li> <li>● Trace the number 5 on paper 10 times.</li> <li>● Trace the number 6 on paper 10 times</li> <li>● If you have no paper, you can put salt, sugar, sand or soil in a rectangular bowl or you could write the numbers in the air.</li> </ul>
<p><b>10 minutes</b></p>	<ul style="list-style-type: none"> <li>● <b>Literacy extension:</b> Learn how to write the numbers 5 and 6 in words</li> </ul>



	<ul style="list-style-type: none"> <li>Tips: you may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help you practice writing by writing the names in dotted lines for them to trace the words. You can learn one or two words per day to manage the workload.</li> </ul> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>5</td> <td>Five</td> <td>5</td> <td>.....</td> </tr> <tr> <td>6</td> <td>Six</td> <td>6</td> <td>.....</td> </tr> </table>	5	Five	5	.....	6	Six	6	.....
5	Five	5	.....						
6	Six	6	.....						
<b>15 minutes</b>	<p><b>Making your jellyfish:</b></p> <ul style="list-style-type: none"> <li>Use two more of the paper strips that were prepared on Day 1. <ul style="list-style-type: none"> <li>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>Keep those two strips with the two strips from Day 1 to make the jellyfish</li> </ul> </li> </ul>								
<b>15 minutes</b>	<p><b>Critique and revision:</b></p> <p>Present all of the day's work to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>Praise: What did you like about the learner's work?</li> <li>Question: Do you have any questions or clarifications about the work?</li> <li>Suggestions: In what areas does the learner need to improve their work?</li> </ul>								

**DAY 4** - Today you will learn to write and count using the numbers 7 and 8.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>15 minutes</b>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Count from 1-6.</li> <li>Practice writing the numbers 1-6 twice each.</li> </ul>

	<ul style="list-style-type: none"> <li>- Using some stones/straws/bottle tops or any other object, 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 etc.</li> </ul>								
<b>20 minutes</b>	<p>Introduction to 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>- 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.</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>- Practice writing the number 8 (10 times) then practice tracing the number 8 in a container or dish filled with sugar, salt, soil or sand or in the air. Also, use Play Doh, mud or clay to create the number 8. Practice using your fingers to count.</li> </ul>								
<b>30 minutes</b>	<p>Trace the numbers 7 and 8 on dotted lines in the appendix (Day 4 worksheet), or parents/family members can draw the dotted lines for the numbers 5 and 6 and you can trace them.</p> <ul style="list-style-type: none"> <li>- Trace the number 7 on paper 10 times.</li> <li>- Trace the number 8 on paper 10 times</li> </ul> <p>If you have no paper, you can put salt, sugar, sand or soil in a rectangular bowl or they could write the numbers in the air.</p>								
<b>10 minutes</b>	<p><b>Literacy extension:</b> Learn how to write the numbers 7 and 8 in words</p> <p>Tips: you may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help you practice writing by writing the names in dotted lines for you to trace the words. You can learn one or two words per day to manage the workload.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">Seven</td> <td style="text-align: center;">7</td> <td style="text-align: center;">.....</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">Eight</td> <td style="text-align: center;">8</td> <td style="text-align: center;">.....</td> </tr> </table>	7	Seven	7	.....	8	Eight	8	.....
7	Seven	7	.....						
8	Eight	8	.....						
<b>15 minutes</b>	<p>Making your jellyfish:</p> <ul style="list-style-type: none"> <li>● Use two more of the paper strips that were prepared on Day 1.</li> </ul>								

	<ul style="list-style-type: none"> <li>- 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>- Keep those two strips with the two strips from Day 1 to make the jellyfish.</li> </ul>
<b>15 minutes</b>	<p><b>Critique and revision:</b></p> <p>Learners present all of the day’s work to their parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>● Praise: What did you like about the learner’s work done?</li> <li>● Question: Do you have any questions or clarifications about the work?</li> <li>● Suggestions: In what areas does the learner need to improve their work?</li> </ul>

**DAY 5** - Today you will learn to write and count objects using the numbers 9 and 10.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>15 minutes</b>	<p>Introduction:</p> <ul style="list-style-type: none"> <li>- Count from 1-8.</li> <li>- Practice writing the numbers 1-8 twice each.</li> <li>- Using some stones, take the numbers you wrote and place next to the number of stones/straws/bottle tops or any other object that is equal to the number. E.g., next to number 3, learners will place 3 stones.</li> </ul>
<b>20 minutes</b>	<p>Introducing 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 from the bottom right part of the circle.</li> <li>- 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</li> </ul>

	<p>air. Also, use clay to create the number 9. Practice using your fingers to count.</p> <ul style="list-style-type: none"> <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>- 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.</li> </ul>								
<p><b>30 minutes</b></p>	<p>Trace the numbers 9 and 10 on dotted lines in the appendix (Day 4 worksheet), or parents/family members can draw the dotted lines for the numbers 5 and 6 and you can trace them.</p> <ul style="list-style-type: none"> <li>- Trace the number 9 on paper 10 times.</li> <li>- Trace the number 10 on paper 10 times</li> </ul> <p>If you have no paper, you can put salt, sugar, sand or soil in a rectangular bowl or you could write the numbers in the air.</p>								
<p><b>10 minutes</b></p>	<p><b>Literacy extension:</b> Learn how to write the numbers 5 and 6 in words</p> <p>Tips: you may need more time to master writing numbers in words in addition to the activities listed above. Parents/teachers can help you practice writing by writing the names in dotted lines for them to trace the words. You can learn one or two words per day to manage the workload.</p> <table border="1" data-bbox="451 1115 1417 1291"> <tr> <td>9</td> <td>Nine</td> <td>9</td> <td>.....</td> </tr> <tr> <td>10</td> <td>Ten</td> <td>10</td> <td>.....</td> </tr> </table>	9	Nine	9	.....	10	Ten	10	.....
9	Nine	9	.....						
10	Ten	10	.....						
<p><b>15 minutes</b></p>	<p>Making your jellyfish:</p> <ul style="list-style-type: none"> <li>● Use two more of the paper strips that were prepared on Day 1. <ul style="list-style-type: none"> <li>- 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>- Keep those two strips with the two strips from Day 1 to make the jellyfish.</li> </ul> </li> </ul>								

<b>15 minutes</b>	<p><b>Critique and revision:</b></p> <p>Present all of the day’s work to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>● Praise: What did you like about the learner’s work done?</li> <li>● Question: Do you have any questions or clarifications about the work?</li> <li>● Suggestions: In what areas does the learner need to improve their work?</li> </ul>
-------------------	---

**DAY 6** - Today you will review writing and counting the numbers from 1-10 by playing a puzzle game and finish your jellyfish.



<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>20 minutes</b>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>● Complete the 3 worksheets in the appendix or write the numbers 1 to 10, each number 3 times.</li> <li>● After, use stones/straws/bottle tops or any other object to count from 1-10.</li> <li>● 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.</li> </ul>
<b>20 minutes</b>	<p><b>Puzzle Game</b></p> <ul style="list-style-type: none"> <li>● Support the learners in drawing a square using a straight object or a square shape object. <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 or any other shape or object of choice 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> </li> </ul>



- 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.

	<ul style="list-style-type: none"> <li>Finally, ask the learners to present their jellyfish to their family and friends explaining how they created it.</li> </ul>  
<p><b>15 minutes</b></p>	<p><b>Critique and revision:</b></p> <p>Present all of the day's work to your parents or family members for feedback and suggestions for improvement. The parents or family members provide feedback using the following format:</p> <ul style="list-style-type: none"> <li>Praise: What did you like about the learner's work done?</li> <li>Question: Any questions or clarifications you have about the work?</li> <li>Suggestions: In what areas does the learner need to improve their work?</li> </ul>
<p><b>15 minutes</b></p>	<p><b>Overall Project Reflection:</b></p> <p>Thinking about the activities from the entire week, can you tell us:</p> <ul style="list-style-type: none"> <li>Three things you have learned from all of the week's activities</li> <li>Two things you found interesting</li> <li>One thing that you still have a question about</li> </ul>

<b>Additional enrichment activities:</b>	<ul style="list-style-type: none"> <li>• Number Hunt: Create a scavenger hunt where learners have to find and identify objects around the house or classroom that represent different numbers. For example, find three apples, five pencils, or ten blocks.</li> </ul>
<b>Modifications for simplification</b>	<ul style="list-style-type: none"> <li>• Shorten the duration of each activity to accommodate the attention span of young learners. Instead of 30 minutes, consider reducing it to 15-20 minutes per activity.</li> </ul>

## ASSESSMENT CRITERIA

---

A majority of my learners were able to:

- Count from 1 to 10 accurately.
- Write numbers 1-10 accurately
- Creatively design a numbered jellyfish.

## APPENDIX 1

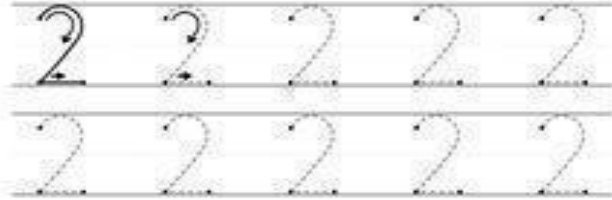
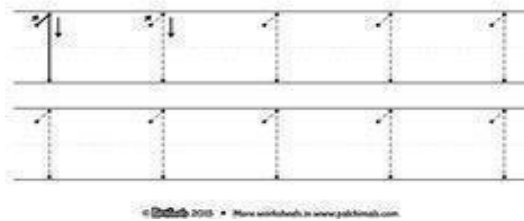
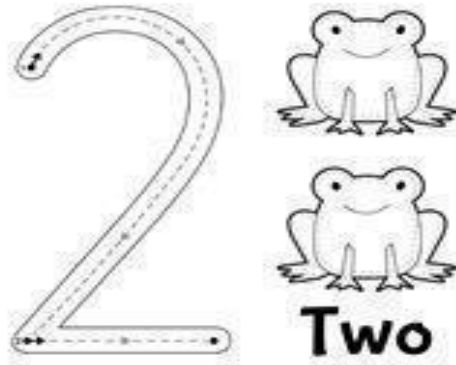
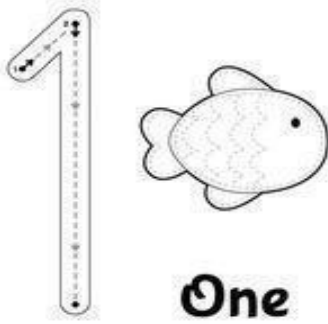
---

**Day 1 Worksheet:** <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 \_\_\_\_\_

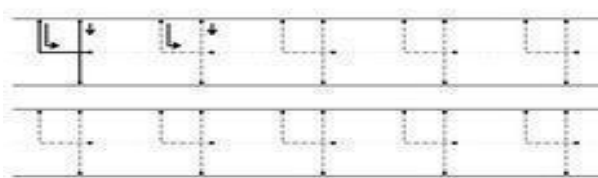
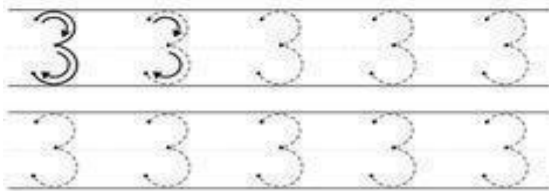
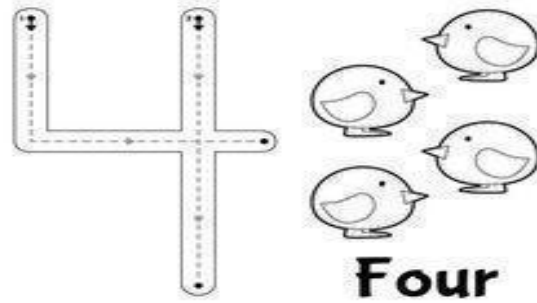


**Day 2 Worksheet:** <https://www.preschool-printable-activities.com/number-worksheets.htm>  
[https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mlcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2)

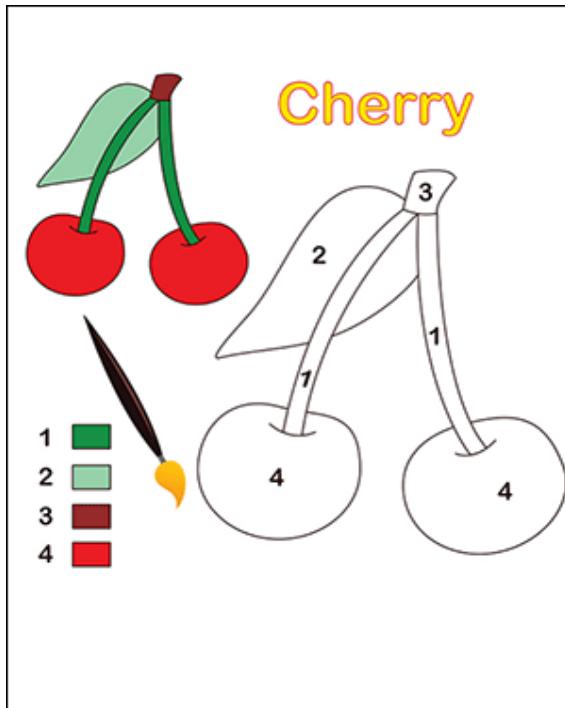


Trace the number four:

Name: \_\_\_\_\_













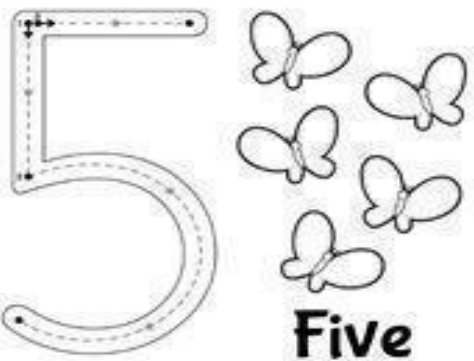
© 2015 • More worksheets at [www.pakibooks.com](http://www.pakibooks.com)



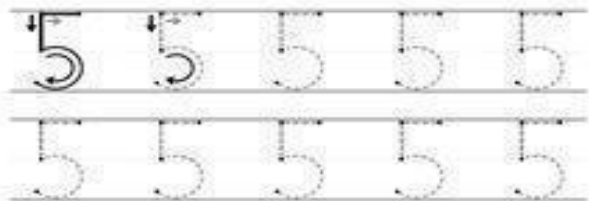
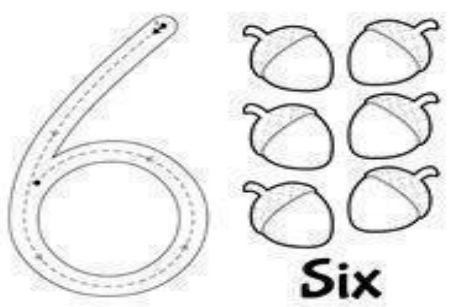
Day 3 Worksheet: <https://www.preschool-printable-activities.com/number-worksheets.htm>  
[https://www.pinterest.com/pin/536350636847470267/?nic\\_v2=1a6mlcGY2](https://www.pinterest.com/pin/536350636847470267/?nic_v2=1a6mlcGY2)

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

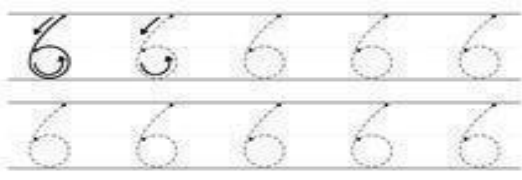
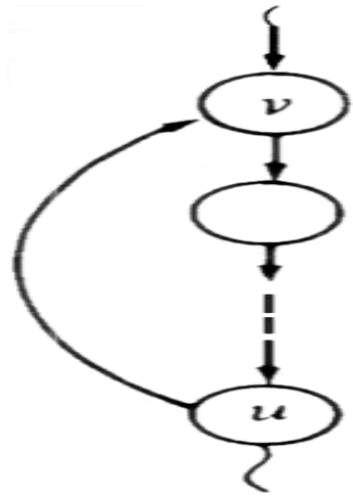
		  	
  		 	
1	2	3	4



**Five**

**Six**

**Day 4 Worksheet:** <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

Can you match numbers to the correct number of treats? Write the number in the box.

1	2	3	4	5	

### Count the Animals

Count the animals and write the number in the box.


**Seven**

**Eight**

**Day 5 Worksheet:** <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"/>
	<input type="text"/>

Anytime Patterns, product ID 2117 by Amy Remick. All rights reserved.

Trace the number

9


www.mega-workbook.com

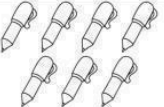





Count the items below and trace the numbers


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

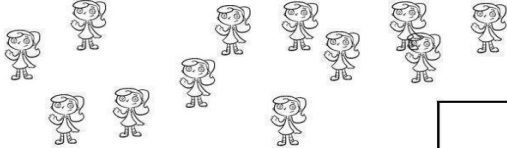
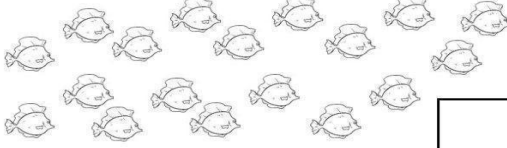
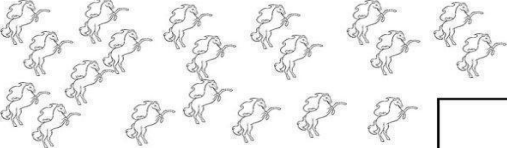
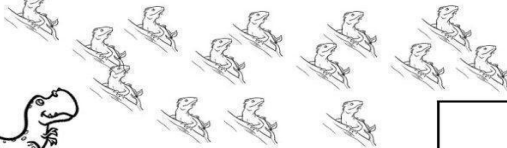
NAME: \_\_\_\_\_

## Back to School Counting

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

	
9 7 5	12 6 4
	
5 1 2	10 8 3
	
12 5 11	4 3 5




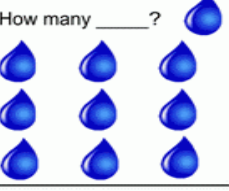
© Aina V Design and Resources

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

www.worksheetfun.com

www.worksheetfun.com

Count the items and write in the box:

www.megaworkbook.com



