January

Module 4

Cricket’s Mittens

During this module, the children tell Chirpy about mittens after he finds them along his path and cheer him on as he races his cousin Lil’ Green later in the week. They also learn the “Six Little Snow People” chant, practice making AAB patterns, and go to Work Places.

<table>
<thead>
<tr>
<th>Session</th>
<th>Number Corner</th>
<th>Problems &amp; Investigations</th>
<th>Work Places</th>
</tr>
</thead>
</table>
| **Session 1** 5–10 minutes | Children use the pattern to predict what kind of marker is hiding behind today’s background card on the Calendar Grid. Chirpy discovers a new set of cards on the number path and asks the children to tell him more about mittens. | CG The Hidden Marker  
NG Chirpy’s Mittens | Work Places 10, 12–14 (optional) |
| **Session 2** 15–40 minutes | Children update the calendar, play a matching game with Chirpy, learn and playact a new chant, and use ordinal numbers to complete a paper-pencil exercise. | CG Update  
NG Chirpy’s Mitten Match Game | 1 Six Little Snow People  
2 Six Snowmen in a Line |
| **Session 3** 15–40 minutes | Children update the calendar, play another match game with Chirpy, make pattern strips, and have another opportunity to play Comparing Reds & Blues. | CG Update  
NG Chirpy’s Mitten Match Challenge | 1 Patterning Socks & Hats  
2 Comparing Reds & Blues |
| **Session 4** 20–30 minutes | After updating the calendar, children watch Chirpy and Lil’ Green race along the number paths. Later, they go to Work Places. | CG Update  
NG Cricket Races | W10 Fill the Fir Tree  
W12 Winter Number-Picture Pairs  
W13 Bean Race to Five  
W14 Comparing Reds & Blues |
| **Session 5** 5–10 minutes | Children update the calendar and race Chirpy and Lil’ Green on a pair of child-sized paths. | CG Update  
NG Race with the Crickets | Work Places 10, 12–14 (optional) |

CG – Calendar Grid, NG – Number Games

**Half-Day Schedules** Compress Problems & Investigations to 10–15 minutes by having both adults conduct the first investigation with half the group, or one adult with the whole group. Omit the second investigation or conduct it as an option during Free Choice.

**Materials Preparation**

Each day’s session includes a complete list of materials you’ll need, as well as notes about preparation. Use this list to prepare certain materials for the entire module in advance.

<table>
<thead>
<tr>
<th>Type</th>
<th>Items &amp; Notes</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays</td>
<td><strong>Calendar Grid</strong> Before Session 1, update the Calendar Grid to show all the markers through the previous day. Hide a marker for Session 1 behind the day’s background card.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Number Path</strong> Before Session 1, display the number cards 1–8 in the top number path chart. Put the mitten cards in order below them in the lower chart. You’ll need 8 each of the blue and red number path cards for Sessions 2 and 3, so you might store them near the number path in a ziptop bag or container.</td>
<td></td>
</tr>
<tr>
<td>Paper Cutting</td>
<td><strong>Pattern Strips</strong> Before Session 4, cut a 2” × 18” strip of white paper for each student plus a few extra.</td>
<td></td>
</tr>
<tr>
<td>Minibooks</td>
<td><strong>Six Little Snow People</strong> The Module 4 Teacher Masters include pages you can optionally use to make “minibooks” of the story you’ll read together during Session 2. Children can color the minibooks and take them home to share with their families. If you want to use the minibooks, plan to copy and assemble them ahead of time. The masters are set up to run duplex with long edge flip or long edge binding.</td>
<td></td>
</tr>
</tbody>
</table>
Session 1

Children use the pattern to predict what kind of marker is hiding behind today’s background card on the Calendar Grid. Chirpy discovers a new set of cards on the number path, and asks the children to tell him more about these strange things called “mittens.”

### Kit Materials

<table>
<thead>
<tr>
<th>Number Corner</th>
<th>Calendar Grid &amp; Number Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Calendar Grid display</td>
<td></td>
</tr>
<tr>
<td>• Number Path display with number cards 1–8, mitten cards, and Chirpy the Cricket pointer</td>
<td></td>
</tr>
<tr>
<td>• Finger Pattern Display Cards 1–8</td>
<td></td>
</tr>
</tbody>
</table>

| Work Places 10, 12–14 (optional) |

### Preparation

**Number Corner**

- Update the Calendar Grid to show all the markers through yesterday. Hide the correct marker for today behind today’s numbered background card.
- Display the number cards 1–8 in the first eight pockets of the top number path chart. Put the mitten cards in order below them in the lower chart.

### Calendar Grid The Hidden Marker

1. Move the *Today* card into position behind today’s numbered background card.
2. Point to and read the names of the days across the top of the grid, stopping when you reach today’s. Then move your finger down that column and restate the name of the day. Repeat and invite the children to join you.
3. Insert the *Yesterday* card behind yesterday’s numbered background card, and identify today and yesterday by name.
4. Have children predict what type of marker is hidden behind today’s background card.
5. Check their predictions by reciting the pattern as a group, using motions from the previous module to represent mittens and scarves.
6. Pull out the hidden marker to confirm the result, then put it in its place on the grid.

### Prompts & Differentiation

- When children are predicting what type of marker is hidden:
  » Ask if they can use the pattern to predict whether the marker will be a mitten or a scarf.
  » Ask them to indicate their prediction using a hand signal.
  » Invite several volunteers to share their prediction and explain their thinking.
- **CHALLENGE** Have children recite, clap and tap the pattern starting from the beginning of the previous week rather than from the beginning of the month.
- **EXTENSION** Have children count the background cards with no markers in front of them to see how many days are left in the month.

### Skills & Concepts

- Recognize, verbalize, translate, and extend an AAB repeating pattern
- Count with 1-to-1 correspondence and cardinality to 8
- Match sets and numerals to 8

### Vocabulary

- count
- days of the week
- match
- next
- number words for 1–8
- predict
- pattern
- today
- yesterday

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**Module 4 Session 1**

**January | Module 4**

**Children use the pattern to predict what kind of marker is hiding behind today's background card on the Calendar Grid. Chirpy discovers a new set of cards on the number path, and asks the children to tell him more about these strange things called “mittens.”**

**Kit Materials**

**Number Corner Calendar Grid & Number Games**

- Calendar Grid display
- Number Path display with number cards 1–8, mitten cards, and Chirpy the Cricket pointer
- Finger Pattern Display Cards 1–8

**Work Places 10, 12–14 (optional)**

**Preparation** Number Corner

- Update the Calendar Grid to show all the markers through yesterday. Hide the correct marker for today behind today’s numbered background card.
- Display the number cards 1–8 in the first eight pockets of the top number path chart. Put the mitten cards in order below them in the lower chart.

**Calendar Grid The Hidden Marker**

1. Move the *Today* card into position behind today’s numbered background card.
2. Point to and read the names of the days across the top of the grid, stopping when you reach today’s. Then move your finger down that column and restate the name of the day. Repeat and invite the children to join you.
3. Insert the *Yesterday* card behind yesterday’s numbered background card, and identify today and yesterday by name.
4. Have children predict what type of marker is hidden behind today’s background card.
5. Check their predictions by reciting the pattern as a group, using motions from the previous module to represent mittens and scarves.
6. Pull out the hidden marker to confirm the result, then put it in its place on the grid.

**Prompts & Differentiation**

- When children are predicting what type of marker is hidden:
  » Ask if they can use the pattern to predict whether the marker will be a mitten or a scarf.
  » Ask them to indicate their prediction using a hand signal.
  » Invite several volunteers to share their prediction and explain their thinking.
- **CHALLENGE** Have children recite, clap and tap the pattern starting from the beginning of the previous week rather than from the beginning of the month.
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**Skills & Concepts**

- Recognize, verbalize, translate, and extend an AAB repeating pattern
- Count with 1-to-1 correspondence and cardinality to 8
- Match sets and numerals to 8

**Vocabulary**

- count
- days of the week
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- pattern
- today
- yesterday

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Number Games  Chirpy’s Mittens

1. Have Chirpy question the children about the objects on the new number path cards.
2. Ask the children to count the mittens on each card, holding up their fingers to show how many there are as Chirpy moves down the number path.
3. Have Chirpy whisper to you, then tell the children that Chirpy thinks the number above each mitten card tells how many mittens are on the card. Do they agree? Have Chirpy point to the cards in the upper and lower charts as the children confirm his idea.

Prompts & Differentiation

- Chirpy can ask the children questions like these to prompt them to explain the objects on the new cards.
  » What are these things called?
  » What do people do with them?
  » When do people use them, and why do they need them?
  » Why do the mittens in each row look the same?
- **CHALLENGE** Ask the children to think about why Chirpy doesn’t know anything about mittens. (He’s an insect, and insects don’t have hands; crickets hibernate or die in places where it’s very cold during the winter.)
  » **CHALLENGE** Ask: If Chirpy did wear mittens, how many pairs would he need to cover the ends of all 6 legs? [3 pairs]
- **SUPPORT** When it’s time for children to show 8 on their fingers, demonstrate how to hold up 5 fingers on one hand and add 3 more on the other to total 8. Depending on the needs of your group, you can “pop up” the additional 3 fingers all at once and then count all 8, starting at 1. Or, you can hold up 5 fingers on one hand and put up the additional 3 one at a time, counting on as you go: “Five … 6, 7, 8.” Either way, have the children practice several times.
- **CHALLENGE** Have Chirpy point to the mitten cards at random instead of in order.

Work Places

You might opt to extend today’s math activities by giving children another opportunity to choose from among Work Places 10 and 12–14.
Session 2

Children update the grid, play a matching game with Chirpy, learn and playact a new chant, and use ordinal numbers to complete a paper-pencil exercise.

Copies | Kit Materials | Classroom Materials
--- | --- | ---
**Number Corner** Calendar Grid & Number Games | Calendar Grid display |  
Number Path display with 8 blue and 8 red cards and Chirpy the Cricket pointer |  
Investigation 1 Six Little Snow People | Snow People Necklaces (T1–T6) | Little Mouse’s Winter Mysteries (for Six Little Snow People story) | rug yarn (for Snow People Necklaces) |  
Investigation 2 Six Snowmen in a Line | Snowmen in a Line (T12) | crayons |

**Preparation** Number Corner
- Put a calendar marker of the correct type behind today’s numbered background card.
- Ensure the cards are face-up in order in the number paths, numbers above and mittens below, and that the blue and red cards are nearby. (If you like, remove cards to work with quantities to 6 or less.)

**Preparation** Investigation 1
Prepare the Snow People Necklaces according to the instructions on the teacher masters.

**Number Corner**

**Calendar Grid** Update
Work with the children to update the Calendar Grid as described in Session 1.

**Number Games** Chirpy’s Mitten Match Game
1. Work together to cover the numerals with blue cards and the mittens with red cards:
   - Point to the first numeral card and read it with the children. Then insert a blue card in front of the numeral to cover it. Repeat until all the numeral cards have been covered.
   - Point to the first mitten card and have children hold up fingers to show how many as they say the number. Then cover it with a red card. Repeat until all the cards are covered.
2. Lift any blue card to reveal a numeral and read it with the children. Ask them to point to the red card in the lower chart they think has that many mittens behind it and explain their reasoning to a neighbor.
3. Invite a child to come up and reveal the mittens by lifting the red card. If it’s a match, remove the red and blue cards. If not, cover both cards again.
4. Repeat steps 2 and 3 several times.

**Support** Work in order (starting with the first numeral card) rather than at random.

**Skills & Concepts**
- Recognize, verbalize, translate, and extend an AAB repeating pattern
- Count with 1-to-1 correspondence and cardinality to 8
- Match sets and numerals to 8
- Read numerals to 6
- Use ordinal numbers first through sixth to identify position in a sequence

**Vocabulary**
- count
- days of the week
- match
- number words 1–8
- number
- ordinal numbers, first through sixth
- pattern
- today
- yesterday
Problems & Investigations

Investigation 1  Six Little Snow People
1. Discuss the cover page of Six Little Snow People, then read the story to the group.
2. Read the story again, adding motions such as these.
   - Use finger patterns to show which snow person is speaking on each page.
   - Raise both arms above your head to form a circle when the sun comes out at the end.
   - Lower your arms and droop your head and shoulders when the snow people melt away.
3. Read the story a third time and encourage the children to join in with the motions.
4. Provide more practice with ordinal numbers by having the group dramatize the story.
   - Work with their help to count 6 chairs and place them in a line, side by side. Invite 6 children to come sit in the chairs.
   - Give each of the 6 children a necklace. Emphasize the connection between the ordinal number and the numeral as you distribute the necklaces:
     ```
     Teacher  Luis is sitting in the first chair, so I'm giving him the necklace with the 1 on it.
     Annie is sitting in the second chair, so she needs necklace number...
     Children  Two!
     ```
5. Read the story again with the audience joining in. Have each child wearing a necklace stand up when their snow person is speaking, and sit when you turn the page.
6. Invite the children to decide how to act out the end of the story. (Perhaps the 6 little snow people should slide off their chairs and onto the floor as they melt.)

Extension
Use the Six Little Snow People Minibook teacher masters to make a minibook that each child can color or decorate, then take home and share with their family.

Investigation 2  Six Snowmen in a Line
1. Give each child a strip of snowmen, and invite observations. How many snowmen do they see on the strip? How are the snowmen alike? How are they different?
2. Have children color in the hat and scarf of each snowman based on its position in line.
   - Have them point to the first (second, third, etc.) snowman and explain how they know.
     ```
     Elicit and reinforce responses that connect cardinal and ordinal numbers, e.g., “It’s second because it has a 2 on its hat; the snowman with the 4 is fourth.”
     ```
   - Have them color that snowman’s hat and scarf red (green, orange, etc.).

Differentiation
SUPPORT/ELL  Have the children identify the snowmen by the numerals on their hats, and supply the ordinal numbers yourself: “Find the snowman with the 1 on his hat. That’s the first snowman. Color the first snowman’s hat and scarf red.”
CHALLENGE  Work in random order, jumping from fourth to first to third and so on, instead of first through sixth.
Session 3

Children update the grid, play another match game with Chirpy, make pattern strips, and have another opportunity to play Comparing Reds & Blues.

### Copies | Kit Materials | Classroom Materials
--- | --- | ---
Number Corner Calendar Grid & Number Games | • Calendar Grid display  
• Number Path display  
• Chirpy the Cricket pointer |  
Investigation 1 Patterning Socks & Hats | • Sock Squares (T13)  
• Hat Squares (T14) | • 2” x 18” strips of white paper, 1 per student plus a few extra  
• glue sticks, 1 per student  
Investigation 2 Comparing Reds & Blues | • Work Place 14  
Comparing Reds & Blues (W14) | • Minigraph Mats  
• Sets Comparison Cards  
• teddy bear and vehicle counters  
• game markers  
• Unifix cubes  
• other small items, e.g., buttons, pompoms, gems, etc.  
• ziptop bags or containers with lids

**Preparation** Number Corner
- Put a calendar marker of the correct type behind today’s numbered background card.
- Put the numeral cards in backward order (from 8 to 1) in the top number path chart. Leave the mitten cards in forward order. (If you like, remove cards to work with quantities to 6 or less.) Keep 8 each of the blue and red cards nearby.

**Preparation** Investigation 1 (Challenge)
To make this task more challenging, run both masters in equal number. Give each child about 14 sock squares and 14 hat squares.

**Number Corner**

**Calendar Grid** Update
Work with the children to update the Calendar Grid as described in Session 1.

**Number Games** Chirpy’s Mitten Match Game Challenge
*If this version of the game isn’t appropriate for your students, repeat the version from last session.*

1. Point to each numeral card as you read them with the class. Invite observations.
2. Cover the numerals with blue cards as the group reads them aloud. Then cover the mittens with red cards while children show the quantities on their fingers.
3. Lift a blue card to reveal a numeral and read it together. Ask children to point to a red card with that many mittens behind it and explain their reasoning to a neighbor.
4. Invite a child to reveal the mittens by lifting the red card. If it’s a match, remove the red and blue cards. If not, cover both cards again.
5. Repeat steps 3 and 4 several times.

**Differentiation**

**SUPPORT**: Work from left to right, one numeral card at a time, rather than at random.

**CHALLENGE**: Reverse the process by lifting a red card in the lower chart first and asking the children to point to the blue card they think is covering the matching numeral.
Problems & Investigations

Investigation 1  Patterning Socks & Hats

1. Use some of the mitten and hat calendar markers to review the AAB pattern you’ve been working with this month.

2. Model how to glue sock and hat squares (2 socks, 1 hat; 2 socks, 1 hat) onto a strip of white construction paper to make an AAB pattern.

3. When children understand what to do, provide materials and let them go to work.

Differentiation

CHALLENGE  Provide about the same quantity of hats and socks to each child and let them decide which item to use for each element of the pattern. Some may decide to use hats for the first part and socks for the second—hat, hat, sock; hat, hat, sock—while others may choose the opposite.

CHALLENGE  Invite children to devise their own patterns with the hat and sock squares.

CHALLENGE  (For children who succeed in maintaining the AABAAB pattern or any other repeating pattern all the way down the length of the strip) Give children a sticky note about 1” square. Invite them to cover one of the pictures in their pattern and challenge their classmates to figure out what’s under the sticky note.

Work Sample

If you allow the children to work with little or no adult help, this task can be used as an informal assessment of patterning skills (copying and extending an AAB repeating pattern). See the Unit Assessments section of the Assessment Guide for more details.

Investigation 2  Comparing Reds & Blues

1. Model Comparing Reds & Blues again, using the tips and prompts from Module 3, Session 3.

2. Provide each pair of children with materials, then observe and support as they play.

See the Work Place Guide for teaching tips and developmental variations.
Session 4

After updating the grid, children help Chirpy and Lil’ Green race along the number paths. Later, they go to Work Places.

<table>
<thead>
<tr>
<th>Copies</th>
<th>Kit Materials</th>
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</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>• Calendar Grid display</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Number Path display with Leaf Number Path Markers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lil’ Green and Chirpy Number Path Markers (front-facing view)</td>
<td></td>
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</tr>
<tr>
<td>• pocket die with Die Face Cards: Dots &amp; Numbers, Finger Patterns, or Numbers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Places</th>
<th>Prepared Work Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>• January Work Place Observation Checklist (from Assessment Guide)</td>
<td>• Work Place 10 Fill the Fir Tree</td>
</tr>
<tr>
<td></td>
<td>• Work Place 12 Winter Number-Picture Pairs</td>
</tr>
<tr>
<td></td>
<td>• Work Place 13 Bean Race to Five</td>
</tr>
<tr>
<td></td>
<td>• Work Place 14 Comparing Reds &amp; Blues</td>
</tr>
</tbody>
</table>

**Preparation** Number Corner

- Put a calendar marker of the correct type behind today’s numbered background card.
- Insert Die Faces cards, 2 each for 1–3, into a pocket die. Select cards with dots and numbers, finger patterns, or numbers only depending on the needs of your group.
- Remove all cards from both number paths and post a leaf marker to the left of each path. Place the Chirpy marker near the upper leaf, and the Lil’ Green marker near the lower one.

**Skills & Concepts**

- Recognize, verbalize, translate, and extend an AAB repeating pattern
- Count with 1-to-1 correspondence and cardinality within 10
- Read numerals to 3
- Subitize quantities to 3

**Vocabulary**

- count
- days of the week
- how many
- more
- number words 1–10
- pattern
- today
- yesterday
Number Corner

Calendar Grid Update

Work with the children to update the Calendar Grid as described in Session 1.

Number Games Cricket Races

1. Draw attention to the number path display, and invite children's observations.

2. Explain that Lil' Green has challenged Chirpy to a number path race. Each cricket will start on their own leaf and take turns making hops according to a die roll.

3. Have a child roll the die while everyone watches. Have them hold up fingers to show how many hops Chirpy gets to take, then count as you hop Chirpy’s marker along the path and into the designated pocket.

4. Repeat step 3 for Lil' Green. Then have the crickets take turns until they’ve both reached or gone beyond the end of the paths.

5. If time and interest allow, race the crickets again, but let Lil' Green go first this time.

*Leave the cards in the pocket die for use next session. Leave the number paths as they are, with the leaves posted and the crickets in the last pocket of their charts, for children to use during Free Choice.*

Prompts

Pose questions and prompts like these as the crickets race:

• How many hops does Chirpy/Lil' Green get to take this time?
• Which cricket is ahead? By how much?
• How many more hops does Chirpy/Lil' Green need to get to the end of his/her path?
• Which cricket do you think is going to get to the end of their path first? Why?

Work Places

Reintroduce Work Place time much as you did in Module 3, Session 4.

Work Place Tips

- Show children the contents of each bin and review protocols for using the materials.
- Ask them to think about where to start. Then call them one by one to choose. Have them begin work immediately so everyone can see if a Work Place is getting crowded.
- Display sample photos of the Work Places so children can visualize the four choices.
- Observe, monitor, and talk with students about their work. The Work Place Guides include tips and prompts you can use to support and differentiate.
- Consider taking digital photos to document children’s work.
- Use the January Work Place Observation Checklist to record children’s math skills.

Interval Counting

In this game, you’re counting the spaces between the pockets rather than the pockets themselves: the space between the leaf and the first pocket is counted as 1, between the first and second pockets as 2, and between the second and third pockets as 3. Interval counting, as it’s called, can be challenging (as you know if you’ve ever tried to teach young children not to count the starting space on a board game as 1).

See the January introduction for more information about interval counting, and how it differs from discrete counting.
Session 5

Children update the grid and race Chirpy and Lil’ Green on a pair of child-sized paths.

<table>
<thead>
<tr>
<th>Kit Materials</th>
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</tr>
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<tr>
<td><strong>Number Corner</strong> Calendar Grid &amp; Number Games</td>
<td><strong>Calendar Grid display</strong></td>
</tr>
<tr>
<td>• Calendar Grid display</td>
<td>• masking tape</td>
</tr>
<tr>
<td>• Chirpy and Lil’ Green pointers</td>
<td>• pocket die with cards inserted from last session (Dots &amp; Numbers, Finger Patterns, or Numbers, 2 each for 1–3)</td>
</tr>
<tr>
<td>• masking tape</td>
<td>• masking tape</td>
</tr>
<tr>
<td><strong>Work Places 10, 12–14</strong> (optional)</td>
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</tr>
</tbody>
</table>

**Preparation** Number Corner

- Put a calendar marker of the correct type behind today’s numbered background card.
- Use masking tape to create a child-sized version of Chirpy’s number paths near your discussion area (see illustration). The columns should be about a foot apart, and each square about 10 by 10 inches in size. Tape an X below each column to signify the starting location.

*You will need this “race track” for more games in upcoming units, so you might try to leave it in place. If so, use painter’s tape, which can be easily removed even after months on the floor.*

**Number Corner**

**Calendar Grid Update**

Work with the children to update the Calendar Grid as described in Session 1.

**Number Game Race with the Crickets**

1. Hold up both cricket pointers and explain that the crickets will race again today. This time, however, the children will do the hopping on the large floor paths you’ve made.
2. Choose two children. Give each a cricket pointer and have them take their places on the starting Xs.
3. Ask a third child to roll the die while everyone watches and holds up their fingers to show how many hops the child holding the Chirpy pointer gets to take. Then have them count as that child takes the designated number of hops.
4. Repeat step 3 for the child holding the Lil’ Green pointer, and then have the children take turns until they’ve both reached or gone beyond the end of their path.
5. If time and interest allow, choose two more children to race the crickets, but let the one holding the Lil’ Green pointer go first this time.

*If possible, leave the “race track” in place for use in future sessions and during Free Choice.*

**Prompts & Differentiation**

- Pose questions and prompts like these as the children race with the crickets:
  » Who is ahead? By how much?
  » How many more hops does [cricket/child] need to get to the end of their path?
  » Who do you think is going to get to the end of their path first? Why?
- **SUPPORT** Support children as needed in counting the hop between the starting X and the first square as 1 rather than jumping on the X itself and counting that as 1.

**Extension**

Make the cricket pointers and pocket die available during Free Choice so children can repeat the activity on their own.

**Skills & Concepts**

- Recognize, verbalize, translate, and extend an AAB repeating pattern
- Count with 1-to-1 correspondence and cardinality within 10
- Read numerals to 3
- Subitize quantities to 3

**Vocabulary**

- count
- days of the week
- how many
- more
- number words 1–10
- pattern
- today
- yesterday
Work Places

You might opt to extend today’s math activities by giving children another opportunity to choose from among Work Places 10 and 12–14.
Snow People Necklaces 1 of 6

1 copy, trimmed, with a piece of yarn run through 2 punched holes to create a necklace
Snow People Necklaces 2 of 6

1 copy, trimmed, with a piece of yarn run through 2 punched holes to create a necklace
Snow People Necklaces  3 of 6

1 copy, trimmed, with a piece of yarn run through 2 punched holes to create a necklace
1 copy, trimmed, with a piece of yarn run through 2 punched holes to create a necklace.

Snow People Necklaces  4 of 6

4
1 copy, trimmed, with a piece of yarn run through 2 punched holes to create a necklace
Snow People Necklaces page 6 of 6

1 copy, trimmed, with a piece of yarn run through 2 punched holes to create a necklace
Six Little Snow People

The fourth one said,

I’m ready for a thrill!
Six little snow people came out to play in the middle of the forest one winter day.

The fifth one said, "Let’s run and run and run!"
The first one said,

Let’s stomp on the ground!

The sixth one said,

Here comes the sun!
The second one said,

Let's roll around!

Then out came the sun,
I’m sad to say...
The third one said,

"Let's slide down the hill!"

And the six little snow people melted away!
Snowmen in a Line

Name ________________________________

1 2 3 4 5 6

Snowmen in a Line

Name ________________________________

1 2 3 4 5 6

Snowmen in a Line

Name ________________________________

1 2 3 4 5 6

One-third class set plus a couple extra, cut apart.
Sock Squares

14 sock squares per student (2 sheets per 9 students) on colored copy paper
Hat Squares

7 hats per student (1 sheet per 9 students) on colored paper; see Session 3 for challenge option