Module 1

Introducing Teddy Bears

Module 1 is rich in bear-centric activities! Children discover a teddy bear in the mystery box, listen to teddy bear tales, explore combinations of 5 with teddy bear counters, create teddy bear headbands, and make teddy bear markers for the calendar.

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<th>Work Places 15–20 minutes</th>
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**Half-Day Schedules** Compress Problems & Investigations in Session 2 to 10–15 minutes by having two 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.

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<th>Items &amp; Notes</th>
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<td>Displays</td>
<td>Number Corner Display [Adjust your display for February as described and illustrated on the next page.]</td>
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<tr>
<td>Paper Cutting</td>
<td>Teddy Bear Headbands [Before Session 2, cut a class set of strips of brown paper about 2” wide and 24” long. In addition, cut five or more 3” × 3” and five or more 4” × 4” squares of construction paper in each of the following colors: red, orange, yellow, green, blue, purple, and light brown. Finally, cut a double class set of 1 1/2” × 1 1/2” white construction paper squares, plus extras.]</td>
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<td>Paper Cutting</td>
<td>Teddy Bear and Heart Markers [Read the Art Ideas section at the end of Session 3 and decide how you’ll have children make this month’s calendar markers. Cut or die-cut paper as needed.]</td>
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<tr>
<td>Special Items</td>
<td>Teddy Bear [You’ll need a stuffed teddy bear, and a box that can contain it, for activities in this module. (You’ll need it again in Module 4.)]</td>
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<tr>
<td>Minibooks</td>
<td>Teddy Bears Count to Ten [The Module 1 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>
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The Number Corner Display  February

• Remove January’s mittens and scarves from the Calendar Grid pocket chart. You can use them for classroom decoration or send them home with the children.

• Use background and title cards to set up Calendar Grid for February of the current year, as illustrated.

• Leave the Number Path pocket charts set up for Cricket Races—empty except for a leaf marker to the left of each and the front-facing Chirpy and Lil’ Green markers in the last pocket of their respective paths. Make available the Chirpy and Lil’ Green pointers, as well as the pocket die with cards inserted from the end of last month, and encourage children to race the crickets along the number paths or the child-size masking tape paths during Free Choice the first week of February.

Note: Be sure to consult a calendar of the current year for the beginning day of the month.
Session 1

Today children learn a song about the days of the week and work together to gather clues about a new object in the mystery box.

### Kit Materials

- Calendar Grid display
- Attribute Cards for all 8 colors
- Attribute Cards for all 4 use descriptions: *You can do work with it, You can play with it, You can wear it, You can eat it*
- These 4 Attribute Cards in order: *It’s made of fabric, one, soft, dry*

### Classroom Materials

- Cardboard box containing a stuffed teddy bear

### Work Places 10, 12–14 (optional)

### Preparation Number Corner

Display the Attribute Cards for color in any order. Stack the 4 Attribute Cards for function in any order, and keep them with the other 4 cards (in this order: *It’s made of fabric, one, soft, dry*) out of sight nearby.

### Number Corner

#### Calendar Grid  Days of the Week

1. Explain that the month of January is over and a new month has started. Point to and read the word *February*, and tell children they’ll make new calendar markers later this week.

2. Remind the group that a calendar helps people find out what day of the week it is. Then point to each of the day cards at the top of the calendar grid, starting with Sunday. As you point, read the name of the day.

3. Show and read the *Today* card, then put it in place behind today’s background card.

4. Explain that you have a song to teach the class that will help them remember the names of the days of the week.

   Sing the days of the week, starting with Sunday, to the tune of the first two lines of “Alouette.”

   ```
   Sunday, Monday, (Alouette)
   Tuesday, Wednesday, Thursday, (gentille Alouette)
   Friday, Saturday, (Alouette)
   And then we start again. (Je te plumerai.)
   ```

5. Sing the song a second time, touching each of the day cards as you sing its name.

6. Use the song to identify today’s name.

   - Starting with the first pocket on the chart (whether or not it has a marker in it), point and touch each pocket as you sing the name of the day for that marker.
   - Have the children chime in as soon as they are able.
   - When you reach the pocket marked with the *Today* card, call out the name of the day. Then move your pointer up the column to touch the name of the day at the top and read it to the children: *[Wednesday]! Today is [Wednesday]!*

### Skills & Concepts

- Use common calendar words including the days of the week
- Observe and describe objects
- Ask questions to gather information

### Vocabulary

- Color words
- Days of the week
- Month
- One
- February
- Today
Theme Introduction  Teddy Bear in a Box

1  Show children the cardboard box, then read each of the posted attribute cards with the group. Explain that whatever is in the mystery box is one of these colors. Then review the question they need to ask to find out which: Is it _____? (e.g., Is it blue?)

2  Call on individuals and support them as needed in asking the question.
   •  If the answer is no, turn that card over or remove it from the display.
   •  If the answer is yes, remove the rest of the cards so only the correct one remains.

3  Display the four use cards and read them with the children. Then follow a similar process to have the children find out how people use the object.

   Abigail  Is it a coat?
   Teacher  I’ll bet you’re looking at the card that says You can wear it, right? (pointing to the card)
   Abigail  Yep!
   Teacher  The thing in the box isn’t a coat, but if you want to know if it’s something to wear, you need to ask, “Can you wear it?”
   Abigail  Can you wear it?
   Teacher  No, you can’t wear it. I’ll turn over the card that says You can wear it to help us remember. Who’s next? Trevon?

4  Once color and use are identified, post the other four cards, reading each as you go. Review all six attributes and invite children to predict what’s in the box.

5  Reveal the teddy bear and discuss it with the children, posing questions like these:
   •  What is this?
   •  Who do you think it belongs to? (If this is your personal teddy bear, you might introduce it by name and tell the children a little about it.)
   •  Do you have something like this at home?
   •  Where do you keep it? What do you do with it?
   •  Why do you think people like teddy bears so much?

6  Finally, reread the attribute cards one by one, and stop to confirm each with the class (e.g., Is this teddy bear brown? Can you play with this teddy bear? Is this teddy bear made of fabric?).

Tips & Prompts
Support children in asking questions that can be answered with yes or no (e.g., “Is it ___?”), and see the “Asking Questions to Gather Information” section of the January Introduction for more ideas about prompting children to ask questions this way.

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

After updating the Calendar Grid with the class, you’ll share a mathematical version of the “Teddy Bear, Teddy Bear” chant. Later, the children investigate combinations of 5 and make headbands for use in upcoming sessions.

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<td>* Teddy Bears Count &amp; Play book (for Teddy Bears Count to Ten story)</td>
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<td>Investigation 1 Five Little Teddy Bears</td>
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<td>* Forest Storyboard (T5)</td>
<td>* red and blue teddy bear counters</td>
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<td>* 1 Dots &amp; Numbers 1–4 Spinner (borrow from Work Place 10 Fill the Fir Tree)</td>
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**Preparation Investigation 1**

Each child needs 4 red and 4 blue countables in a small cup. If you don’t have enough teddy bear counters to go around, supplement with Unifix cubes or other red and blue counters.

**Preparation Investigation 2**

- Cut five or more 3” × 3” and five or more 4” × 4” squares of construction paper in each of the following colors: red, orange, yellow, green, blue, purple, and light brown.
- Cut a double class set of 1 ½” × 1 ½” white construction paper squares, plus extras.

**Calendar Grid Today & Yesterday**

1. Move the Today card into position behind the correct background card.
2. Sing the Days of the Week song (see Session 1) with the group to identify today’s name.
3. Show the Yesterday card and read it with the children. Insert it behind the correct background card, and identify today and yesterday by name.

**Theme Introduction Teddy Bears Count to Ten**

1. Read *Teddy Bears Count to Ten* to the group. After you read the verse on each page, point to each of the numerals as you and the children count with the teddy bear.
2. Read the story a second time. Invite the children to pantomime the motions as well as count with the teddy bears.

**Extensions**

- **CHALLENGE** Read and discuss the equation and illustration at the bottom of each page.
- Later this week or next, use the Teddy Bears Count Minibook teacher masters to make a minibook for each child to color, take home and share with their family.

**Skills & Concepts**

- Count with 1-to-1 correspondence and cardinality to 10
- Add 1 to quantities less than 10
- Decompose quantities of 5 into pairs in more than one way
- Compose simple shapes to make pictures

**Vocabulary**

- add
- circle
- days of the week
- how many
- number words 1–10
- plus
- today
- yesterday
Problems & Investigations

Investigation 1 Five Little Teddy Bears

1. Give each child a forest storyboard and a cup of red and blue counters (teddy bears or Unifix cubes), and take a set of materials for yourself. Let children briefly explore the counters and storyboards, then have them clear their boards.

2. Together, count the boxes in the frame on the board to establish that there are 5.

3. Invite a child to spin the spinner. Have everyone watch to see where it lands, count that many red “bears” into the five-frame, and fill in the other boxes with blue bears.

4. Work with children’s input to record the resulting combination in words and numbers. Then have everyone clear their boards.

5. Repeat steps 3 and 4 until the group has generated several different combinations of 5.

Differentiation & Extensions

CHALLENGE Write an addition equation to match each combination and read it together.

CHALLENGE Have the children show and solve teddy bear counting problems with up to 8 counters on their boards. Move outside the 5-frame to place “teddy bears” in and around the fir trees and even on the clouds. Invite children to tell some of the counting problems.

Investigation 2 Teddy Bear Headbands

You might have children make teddy bear headbands in various colors to wear while dramatizing stories this month. There are many ways to make such headbands; the instructions below feature one option.

1. Review Teddy Bears Count to Ten and note with the group that the bears come in different colors. Flip to the last page of the story and invite children to count the 10 little bears at the bottom with you and identify their colors.

2. Show children the materials and demonstrate how to make a teddy bear headband:
   - Trim away the corners of two 1 ½” white paper squares to make circles for the eyes.
   - Trim a 4” paper square (any color) to make an oval or circle for the muzzle.
   - Trim two 3” paper squares to make circles for ears. Use the same color as the 4” square.
   - Glue the cut pieces near the midpoint of a 24” strip of brown paper and use paper, crayon or marker to add eyeballs, nose, mouth, and any other details you like.

3. Distribute materials and have children go to work. When their creations are dry, help cut the strips to the correct length and staple or tape them to make headbands.

Label and keep children’s headbands for use in future sessions.

Extension

Let children wear the headbands for a reading and performance of Teddy Bears Count to Ten.
Session 3

The group reviews terms to describe position as your teddy bear plays in and around a box. The children also make teddy bear and heart markers for the calendar.

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**Investigation 1** Making Teddy Bears & Hearts for the Calendar

- Heart Outlines (T9, optional)
- colored or die-cut paper for making heart and bear calendar markers (see Art Ideas, next page)
- scissors, crayons, markers, glue, wobble eyes, or other art supplies

### Preparation

**Number Corner**

Post the attribute cards for positions (which feature bears and boxes) in your discussion area.

### Number Corner

**Calendar Grid Update**

Work with the children to update the Calendar Grid as described in Session 2.

**Theme Introduction** The Bear & Box Game

1. Bring out your bear and the box. Explain that the bear likes to play games with the box.
2. Place the bear in various positions relative to the box (inside, in front of, behind, etc.), and describe what you’re doing as the children watch.
3. Call on children to come place the bear in more positions relative to the box.
4. Draw attention to the attribute cards. Point to each and ask the children to describe the bear’s location relative to the box. Then read the word or phrase to the class.

*Leave the attribute cards on display for next session, and throughout the month if possible.*

### Prompts, Differentiation & Extensions

- Use prompts like these to invite children to position the bear relative to the box.
  - Amanda, will you put the bear beside the box?
  - Carlos, can you make the bear fly above the box?
  - Who wants to move the bear so it’s far away from the box?
  - Okay, let’s bring the bear back near the box.

- **CHALLENGE** Invite children to describe the positions on the Bear & Box Cards in multiple ways.
  - *Teacher* Where’s the bear this time?
  - *Jiang* He’s out of the box.
  - *Teacher* That’s true; he is out of the box. Who has a different way to tell where he is?
  - *Gabriel* He’s in front of the box. On that other card, he’s behind it.
  - *Teacher* Okay! Does someone have a different idea?
  - *Rola* He’s right next to the box—very close.

- Have children wear their teddy bear headbands and place themselves in different locations relative to an object such as a hula hoop or a traffic cone on the gym floor, or a carpet square on the rug. Give instructions such as, “Teddy bears, teddy bears, sit on (near, beside, in front of, behind) your square.” Or, have pairs take turns giving each other directions.

- Make a teddy bear and box available during Free Choice.

### Skills & Concepts

- Describe the location of one object relative to another object using words such as inside, outside, beside, behind, in front of, above, below, and so on
- Place an object in a specified position
- Compose simple shapes to make pictures

### Vocabulary

- above
- behind
- below
- beside
- circle
- days of the week
- in front of
- inside
- on top of
- outside
- today
- underneath
- yesterday
Problems & Investigations

Investigation 1 Making Teddy Bears & Hearts for the Calendar

Have each child make a teddy bear and a heart to use as calendar markers this month.

*If you have fewer than 19 or 20 students, have some make extra teddy bears—you'll need 19 or 20 teddy bears and 9 hearts for Calendar Grid.*

Art Ideas

Teddy Bears

Have children draw large (imperfect) circles on 4” squares of brown paper, then cut them out and glue on scraps of brown or black paper for ears and muzzles. They can glue on scraps of white paper or wobbly eyes for the eyes, and draw in additional features such as nose and mouth. The resulting bears will vary quite a bit in size and shape, and that’s fine.

Hearts

There are many ways you might have children make paper hearts; here are a few ideas:

• Have them decorate hearts cut from the Heart Outlines teacher master.

• Have them use sponge paint or bingo daubers to color die-cut hearts (from a die-cut machine or a craft store).

• Show them how to fold a 4” square of white, pink, or red paper in half, draw a half-heart shape along the fold, cut, and decorate.
Session 4

In Number Corner, children use the language of position and location as they follow the adventures of a naughty little teddy bear hiding from his owner. At Work Places, they choose among four activities carried over from January.

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| Work Places |
| • February Work Place Observation Checklist (from Assessment Guide) |
| Prepared Work Places |
| • Work Place 10 Fill the Fir Tree |
| • Work Place 12 Winter Number-Picture Pairs |
| • Work Place 13 Bean Race to Five |
| • Work Place 14 Comparing Reds & Blues |

Number Corner

Calendar Grid Update

Work with the children to update the Calendar Grid as described in Session 2.

Theme Introduction Where’s the Bear?

1. Read Where’s the Bear? to the group. When you get to the first two or three pages that show the teddy bear hiding, ask children to describe the bear's hiding place.

2. After a few pages, invite children to make predictions before you turn each page. Ask questions like these to prompt their thinking.
   • Where do you think the teddy bear will hide next?
   • Do you think Michael will find him there?

3. Read the story a second time, and encourage the children to describe the teddy bear’s hiding places in as many ways as they can.

Prompts & Differentiation

SUPPORT/ELL. Review the words and phrases on the Bear & Box Cards before rereading the story.

Extensions

• Have each child draw a picture of the teddy bear hiding somewhere indoors or out and describe its location as you take dictation. Compile the drawings to create a class book, or display them for everyone to enjoy.

• Encourage children to retell the story with a teddy bear counter or other small teddy bear in a dollhouse if you have one. Children may also enjoy using the blocks to build a replica of Michael’s house in which to re-enact the story.

• Have children work in pairs to pantomime the story as you read it or on their own during Free Choice. One of them can wear their headband to play the part of the mischievous teddy bear while the other plays the searching child.

Skills & Concepts

• Describe the location of one object relative to another object using words such as inside, outside, beside, behind, in front of, above, below, and so on

Vocabulary

• above
• in back of
• behind
• below
• beside
• days of the week
• in front of
• inside
• on top of
• outside
• today
• underneath
• yesterday
Work Places

Reintroduce Work Place time using the four Work Places from the end of January.

Work Place Tips

• Show children the contents of each bin and review protocols for using the materials.
• Ask them to think about where they want 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.
• SUPPORT/ELL If you have sample photos of the Work Places, spread them out for all to see so children can remember and 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 February Work Place Observation Checklist to record children’s math skills.
Session 5

Children work with you to pattern the teddy bear and heart markers they made earlier in the week.

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**Work Places 10, 12–14 (optional)**

### Number Corner

**Calendar Grid Update**

Work with the children to update the Calendar Grid as described in Session 2.

**Theme Introduction Patterning Bears & Hearts**

1. Use a rhythmic sequence of movements to introduce the AAB sequence for the marker pattern this month—clap, clap, tap your head; clap, clap, tap your head; and so on. Ask the children to join in as soon as they can.

2. Invite them to suggest other motions to use in place of tapping their head, and incorporate some of their suggestions.

3. Display the tray of calendar markers and explain that the class is going to use them to make the same kind of pattern as the one you’ve been clapping and tapping together.
   - Ask the children whether they want to use the teddy bears or the hearts for the claps.
   - Work with their input to arrange the markers accordingly.
   - Try out suggestions until the group discovers that using teddy bears for the claps and hearts for the taps works (or, if none of the children suggest it, propose this yourself).

4. When all 28 (or 29) markers have been arranged, invite a child to point to them one by one as you and the class “read” the pattern—*teddy bear, teddy bear, heart; teddy bear, teddy bear, heart;* and so on.

![Pattern of teddy bears and hearts]

Collect the markers and put them in a small ziptop bag for use in future sessions.

**Skills & Concepts**

- Recognize, verbalize, and extend an AAB repeating pattern
- Translate a repeating pattern into another format

**Vocabulary**

- days of the week
- line
- pattern
- repeat
- today
- yesterday
Tips & Prompts

• In step 2, continue soliciting ideas for a replacement motion for the B part of the AAB pattern from the class as time allows or until ideas wane.

  Teacher  What could we do instead of tapping our head when we get to that part of the pattern?
  Asia    Let’s jump!
  Teacher  Okay, we’ll need to stand up for that. Here we go! (Claps twice and jumps. Repeats the sequence 6 or 7 times with the class.) Who has a different idea?
  Ethan   Quack like a duck!
  Teacher  That’s a funny one! Let’s put our hands in front of our mouth and open them like a duck’s bill every time we quack. Ready, everyone?

• In step 3, try out the class’ ideas for using the markers, even if their plan won’t work. Have the children clap and tap along until you run out of markers to continue the pattern, then invite discussion about what to do.

  Teacher  Looks like most of you want to use hearts for the claps and bears for the taps. Let’s try that. You clap and tap, and I’ll line up the markers with a heart for every clap and a bear for every tap.
  Children  [Clap, clap, tap; clap, clap, tap; clap, clap, tap … ]
  Teacher  Oh no! We’re out of hearts, and we have a whole pile of teddy bears left! Now what?
  Children  Make more hearts!
  Put all the other teddy bears at the end!
  Make a different pattern!

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.
Run pages 1 and 2 back-to-back and cut them out along the heavy dashed lines. Fold along the light gray lines and collate the folded sheets, along with those made from pages 3 and 4, into a booklet. Staple along or tie a ribbon around the fold to hold the booklet together.

Teddy Bear, Teddy Bear
shut the gate,
Teddy Bear, Teddy Bear,
count to eight.

1, 2, 3, 4, 5, 6, 7, 8

7 + 1 = 8

Teddy Bear, Teddy Bear
play and have fun,
Teddy Bear, Teddy Bear,
count to one.

1

Teddy Bear, Teddy Bear
draw a line,
Teddy Bear, Teddy Bear,
count to nine.

1, 2, 3, 4, 5, 6, 7, 8, 9

8 + 1 = 9
Teddy Bears Count Minibook  page 2 of 4

Run pages 1 and 2 back-to-back and cut them out along the heavy dashed lines. Fold along the light gray lines and collate the folded sheets, along with those made from pages 3 and 4, into a booklet. Staple along or tie a ribbon around the fold to hold the booklet together.

Teddy Bear, Teddy Bear
tie your shoe,
Teddy Bear, Teddy Bear,
count to two.

1, 2

1 + 1 = 2

Teddy Bear, Teddy Bear
get your bike revvin’,
Teddy Bear, Teddy Bear,
count to seven.

1, 2, 3, 4, 5, 6, 7

6 + 1 = 7

Teddy Bear, Teddy Bear
in your den,
Teddy Bear, Teddy Bear,
count to ten.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

9 + 1 = 10

TEDDY BEARS COUNT TO TEN

by Allyn Fisher with art by Amber Cooper

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Teddy Bears Count Minibook page 3 of 4

Run pages 3 and 4 back-to-back and cut them out along the heavy dashed lines. Fold along the light gray lines and collate the folded sheets, along with those made from pages 1 and 2, into a booklet. Staple along or tie a ribbon around the fold to hold the booklet together.

Teddy Bear, Teddy Bear pick up sticks,
Teddy Bear, Teddy Bear, count to six.

1, 2, 3, 4, 5, 6

5 + 1 = 6

Teddy Bear, Teddy Bear climb a tree,
Teddy Bear, Teddy Bear, count to three.

1, 2, 3

2 + 1 = 3
Teddy Bears Count Minibook  page 4 of 4

Run pages 3 and 4 back-to-back and cut them out along the heavy dashed lines. Fold along the light gray lines and collate the folded sheets, along with those made from pages 1 and 2, into a booklet. Staple along or tie a ribbon around the fold to hold the booklet together.

Teddy Bear, Teddy Bear  
open the door,            
Teddy Bear, Teddy Bear,  
count to four.           

Teddy Bear, Teddy Bear     
jump and jive,        
Teddy Bear, Teddy Bear,  
count to five.          

1, 2, 3, 4               
3 + 1 = 4               

1, 2, 3, 4, 5           
4 + 1 = 5

Teddy Bears Count to Ten

by Allyn Fisher
Art by Amber Cooper
Forest Storyboard
Heart Outlines

enough for each student to make at least 1 heart marker (optional, see Session 3)