Counting Pirates and Musical Numbers

Preschool Learning Guidelines and/or MA Learning Standards:

- Mathematics - Counting and Cardinality
    - MA.1. Listen to and say the names of numbers in meaningful contexts.
    - MA.2. Recognize and name written numerals 0–10.

Lesson Focus: Children will work on recognizing numbers 1 - 10

Location: Classroom

Materials:

- Number flash cards (1 through 10)
- Deck of Playing cards (4 suits, Numbers 1-10 only)
- Music
    - Musical Chairs with music stops

Initial Activity and Teaching Cues: N/A

Treasure Hunt and Hit the Deck

Directions: The students will line up behind the teacher and follow directions as they are led through a “treasure hunt”. The teacher may hold up number cards as they start each action.

1. Off the ship (1 broad jump)
2. Log roll under the fort wall (2 rolls)
3. Belly crawl under the fishing nets (3 low crawls)
4. Hop across the hot sand (4 hops)
5. Jump high to grab a coconut (5 jumps)
6. Swim across the stream (6 swim strokes on belly)
7. Duck under the jungle branches (7 squatting walks)
8. March with high knees through the mud (8 marches)
9. Run 9 paces around the quicksand (jog in place 9x)
10. Jump for joy - found the treasure (10 jumps)

Numbers at Sea

Directions: The teacher will hold up each number card and ask the students to say the number. Each number is assigned to an activity (e.g., to dig for treasure, students will count out loud and dig 8 times). The sequence can be repeated 1 to 2 times if time permits.

1. Hit the deck (1 belly to the ground)
2. Jump aboard (2 jumps)
3. Island hopping (3 hops)
4. Do the jig (4 kicks or dance moves)
5. Eyes ahead (5 “twists”)
6. On the run (6 stationary jogs)
7. X marks the spot (7 X jumps)
8. Dig for treasure (8 shovel digs)
9. Hoist the flag (9 arm pulls)
10. Walk the plank (10 marches)

Counting Statues

Directions: Number flashcards 1 through 5 will be used for this activity. When the music begins, students will be instructed to move safely around their space. When the music stops, students should “freeze”. The teacher will hold up a card number, and the students should stay frozen and count to the number displayed on the card.

Movement Patterns:

- Walking sideways
- Side shuffle
- Walking on toes
- Walking on heels
- Crawling
- Leaping
- Galloping

Count and Balance

Directions: When the music begins, students will be instructed to move safely around their space. When the music stops, students should “freeze”. The teacher will hold up a card number, and the students should stay frozen and count to the number displayed on the card.

However, balance challenges will be tied in. (Example: If a 5 card is held up when the music stops, the students should freeze and balance on one foot for 5 seconds while counting out loud).

- Balance on toes
- Balance on heels
- Balance on 1 foot
- Balance on 2 knees
- Balance on 1 hand and 1 foot
- Balance on 1 hand and 1 knee

Jumping Digits

Directions: When the music begins, students will be instructed to move safely around their space. When the music stops, students should “perform one of the actions below”. The teacher will hold up a card number, and the students should stay frozen and count to the number displayed on the card.

In this activity, an action will be added instead of freezing. (Example: If a 5 card is held up when the music stops, the students should jump 5 times while counting out loud.)

- Standing jump
- Star jump
- Jumping Jacks
- Ski Jumps
- Hop