

Mouse Count

Long Term Goals: Students will be able to: count by rote to 10; count and make sets to 10 using one to one correspondence; demonstrate understanding that numbers represent quantity.

Lesson Objective(s): Students will be introduced to: counting sets to 10; making sets to 4; the concept of one to one correspondence; the concept that numbers represent quantity.

Materials: The book, Mouse Count, mice, snakes, jars, X-over line trays.

Teaching Plan:

1. Begin by leading the students in a few Brain Gym exercises to help attention.
2. Tell the students, "We're going to talk about counting today. Who would like to count to 10 for us?" Have each child in turn rote count to 10. (Use for assessment.)
3. Read the story, Mouse Count.
4. Introduce the mice, counting trays and jars.
5. Put a pile of mice on the left side of each tray. Ask children to count out 10 mice, and then put extras away. (Use to assess if they remember how to use counting tray and how their 1-1 correspondence is.)
6. Read the story again. Pause at each counting step and have students count out the appropriate number of mice into the jar. (Teacher demonstrates each counting step and does with the students.)
7. At the end of the story have children rock the jars, dump the mice out and then count using the counting tray to check if all the mice "escaped". (Use to assess as in step 4, and compare results.)
8. Pass out snakes to each student and invite them to re-enact the story. During this time, work individually with those who need extra practice. Also, observe how students use materials to re-enact the story in sequence.

Extensions:

- Ask if any students want to re-enact the story for the others.
- Use teacher-made worksheets with children needing more practice making sets.
- Fill a jar with some mice and have the students estimate how many mice are in the jar, then count them.
- Fill two jars with different amounts of mice and ask the children which jar has more/less. Count and compare.

Possible Modifications for Anticipated Difficulties:

- *Students who cannot yet count by rote to 10:*
 1. Review the counting song with the group at the start of the lesson, and use throughout the lesson.
- *Students with attention difficulties:*
 1. Use sensory strategies if previously determined successful for individual child. (Ex. Wiggle seat, lap pillow, deep pressure, etc.)
 2. Have student sit next to adult, and not near children who react to child.
 3. Acknowledge or reinforce slow careful work, keeping eyes on the work, etc.
 4. Begin lesson with the "Good Listening" song.

NAME	USED 1/1 COORESPON- DENCE	COUNTED BY ROTE	USED TRAY CORRECTLY	COMMENTS
	MICE/SETS/INDPNT			

O == NO

X == YES