

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

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INTRODUCTION

Many young learners have difficulty recalling the names of numerals presented in traditional methods, however, they can readily remember jingles and rhymes. This book is based on that fact. *Nifty Number Names* offers a new approach to teaching the numbers 1–20. Each number is given a character picture which is correlated with a catchy name. The appearance of each numeral 1–12 and 20 is associated with a simple phrase that is either a homonym, alliteration or rhyme. The numbers 13–19 are the ‘keen teens’, and each teaches a different value lesson along with mathematical concepts. This approach can be used in conjunction with any other mathematical teaching program. In addition, varying learning styles are accommodated: visual—the children identify the numeral with a picture; auditory—the children sing repetitive songs and listen to stories; kinaesthetic—the children concretely demonstrate the numbers with their bodies or with a dramatisation; and tactile—the children play correlated manipulative games. For each numeral 1–20 the following materials and activity suggestions are included:

- picture poster
- song
- folder game with directions and patterns
- open-ended, four-part illustrated story for class big book or student mini-books
- motivational ideas
- teaching procedure
- hands-on activity
- integrated curriculum activities.

TEACHING PROCEDURE

1. Introduce one number at a time. Begin each lesson with a concrete demonstration of the number name.
2. Name and discuss the poster card of the ‘Nifty Number Name’.
3. Sing the song to the tune of ‘The Mulberry Bush’ or ‘London Bridge’. Write the words of the song on a chart and track the words while singing. Attach a copy of the song to the back of the picture poster for easy reference.
4. Review poster cards and songs from previous lessons. Repetition is the key to remembering the names.
5. Read the ‘Nifty Number Name’ story after enlarging, colouring and collating the pages into a big book format. Follow the words while choral reading. Emphasise repetitive words and number words by matching word cards, by framing words with window cards, or by circling words.

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6. Brainstorm responses to the open-ended stories. Write the children's dictated responses on experience charts.
7. Reproduce a 'Nifty Number Name' mini-book for each child. Let each child cut apart the pages and then colour them if desired. Next, they can draw and dictate open-ended responses to the stories. Provide coloured card or wallpaper samples cut to size for the book covers. Staple the cover and pages together to make a book. When finished, students will enjoy reading their books with partners or sharing them with family members.
8. Play the 'Nifty Number Name' folder game as a whole-class activity or have children work with partners.
9. Place the game in a maths centre to encourage self-discovery, peer-tutoring, and practice.
10. Provide hands-on objects or picture cut-outs related to the number name theme for counting and manipulation. Encourage the children to create sets of objects and compare the quantities, then have them make sets that are one more or one less in size and so on.
11. Correlate the number theme to other subject areas with suggested ideas.
12. After much repetition using 'Nifty Number Names', ask the children to supply the correct name to numerals written in standard form. Be sure to have the children 'think' the 'Nifty Number Name' and say each numeral name.

ASSESSMENT

There will be many opportunities to evaluate each child's progress by informally assessing the oral responses given by children and by observing them when using maths manipulatives. It is always very helpful to record your observations in anecdotal notes. Periodically, you may wish to evaluate the children individually by providing objects or pictures for each child to count and by asking the child to identify specific numerals.

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WAND ONE

Motivational Idea

Use a 'magic wand' made from a stick and foil-wrapped star to name students one at a time. Tell them as they are touched that they will enter the land of 'Nifty Number Names'.

Song

(Tune: 'London Bridge')
'One' looks like a magic wand,
Magic wand, magic wand.
'One' looks like a magic wand.
Number one.

Story

(See pages 9–10 for booklet patterns.)
This little fairy is sad. She lost her magic wand.
Please help her find it.
She now has her magic wand!
What is your one wish?

Game

(See page 11 for patterns.)

SKILLS: Numeral recognition, matching colours, one-to-one correspondence

ASSEMBLY: Photocopy the star and stick patterns on eight different colours of construction paper. Cut out the pieces. Glue the edges of matching stars together. Laminate all of the pieces for durability. Use a standard knife to cut the slit as indicated on each star. To make the holder for the game pieces, laminate a coloured manila folder closed to seal the sides and then cut along one edge to make a pocket. Place the eight stars and eight sticks in the pocket for storage.

HOW TO PLAY: Make eight colourful wands by matching each wand stick to the corresponding colour star. To do this, insert the stick into the slit on the star.





Hands-on Activity

Invite the children to count plastic, felt, magnetic, or paper cutout star shapes. Another idea is to provide miniature magic wands made from icy-pole sticks and different coloured foil sticker stars for the children to use when creating number sets.

Integrated Curriculum Activities

- ◆ **ENGLISH:** Track the words on a chart while choral reading the 'Wand One' story and singing the song.
 - Help the children to distinguish between real and make-believe.
 - Share other stories about fairies such as the tooth fairy, 'Sleeping Beauty', 'Cinderella', 'Pinocchio', and 'The Woman Who Flummoxed the Fairies'.
 - Teach the children the rhyme 'Star Light, Star Bright'.
- ◆ **SOCIAL LIVING:** Invite the children to finish the story: 'If I had a magic wand, I would change the world by _____'.
- ◆ **SCIENCE:** Encourage the children to explore optical illusions performed by magicians.
- ◆ **ART:** Let the children print shapes and designs with gadgets. Provide one of each: star biscuit-cutter, stick, spool, jar ring, block and others. Supply the children with tempera paint and large sheets of paper for this art experience.
- ◆ **MUSIC:** Sing 'Twinkle, Twinkle, Little Star'.
- ◆ **PHYSICAL EDUCATION:** Play a game similar to 'Drop the Handkerchief'. Have the children form a circle. One child walks around the outside of a circle and touches another child with a 'magic wand'. The chosen child chases the child who is holding the wand around the circle. Continue playing until all interested children have had an opportunity to use the wand.
- ◆ **PLAY CENTRE:** Place a simple fairy costume and magic wand in the dress-up centre. At rest time the teacher or a helping student pretends to be a fairy and touches each child with the 'magic wand'. The children then immediately fall asleep or at least pretend to sleep!



This little fairy
is sad. She lost
her magic wand.



Please help
her find it.

