

Book Title: Counting Crocodiles by Judy Sierra



Grade Levels: K/1

Learning Outcomes:

Kindergarten

- A2 Recognize at a glance and name familiar arrangements of 1 to 5 objects or dots.
- A3 Relate a numeral, 1 to 10, to its respective quantity
- A4 Represent and describe numbers 2 to 10, concretely and pictorially.

Grade 1

- A1 Say the number sequence, 0 to 100
- A2 Recognize at a glance, and name familiar arrangements of 1 to 10 objects or dots.
- A3 Demonstrate an understanding of counting by: - (c) using the counting on strategy
- A4 Represent and describe numbers to 20 concretely, pictorially and symbolically.

Materials:

- unifix or snap blocks (at least 60 per child or pairs of children)
- Book: Counting Crocodiles by Judy Sierra
- Chart paper
- Pocket chart strips of the crocodiles

Lesson Ideas:

(adapted from Math Solutions “Counting Crocodiles A Lesson with Kindergartners” by Andrea Holmes as well as Carol Saundry’s work on her blog – “Mathematical Thinking”)

1. Warm-up students with a game of ‘Finger Flash’
 - children partner up
 - one child prepares his/her hands (behind back) with some fingers showing, for example 2 on one hand and 3 on the other
 - child flashes briefly his/her fingers to the partner – watch carefully for flashes that are a reasonably length of time rather than a blur.
 - the partner calls out the total “5” and then “2 plus 3 equals 5”
 - Note: During demonstration of the game, discuss other ways to create a sum of 5
 - Change roles
2. With the children, discuss the cover of the book and explain to the children that they need to watch and listen for the trick that the monkey does to the crocodiles.
3. Read the story (great rhymes throughout) – as the crocodiles are grouped and counted, have the children turn and whisper predictions as to what might be on the next page.
4. At the stories conclusion – debrief with the children the ‘trick’ the monkey pulled.
5. Propose the problem – how many crocodiles were there?
6. Using the chart paper – record “What we know...” and have children brainstorm the facts – could use the pocket chart cards attached. Move to “What are we trying to find out ...”
7. On a third section of chart paper, list “Strategies” and brain storm with the children strategies they will use to figure out the problem.
8. Encourage the use of cubes or blocks but give them five or more minutes to explore their approach. Stop the class and discuss the strategies being used.
9. Where appropriate, encourage making 10 (1 with the 9 etc.) when the children are getting ready to count the total. In some cases, counting on will need to be emphasized.
10. Debrief with a recap of the strategies demonstrated and shared in the class, adding to the chart if needed.