

Outline for Early Childhood Library Activity Matching Numbers

Standards / Positions Statements

This lesson will introduce the children to the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. The focus is on identifying the numbers visually as well as their verbal name.

Children Input / Purpose

At the beginning of each class, I ask the children, "how many girls do we have today?" "Also, how many boys are in class today?" I usually have between 5 to 9 children at my work for Reiter Affiliated child care. Most children respond correctly, while the younger children repeat the number of children as we as a group say the number of girls and boys that are in class on that day. Counting and pronouncing the correct names of items and activities in the class is essential to a young child's learning. As the child learns more and more numbers, she/he will be able to count along with the rest of the class.

Theme / Main Goals

The goal for this lesson is to have the children identify the numbers. One way that we can go towards this goal is to have the children match the small number to the large corresponding number. The children will physically place the small number on top or next to the large corresponding number that will be lined up on the table or carpet. Have the children help you line the numbers 1 through 10. Then, have the children match the small number to the large number.

Small Group Opportunities

Since the numbers are 1 through 10, this activity can be completed with a small as well as big group of children. I prefer to do this activity in a big open space such as the carpet. This way the children can walk, crawl or sit by the numbers. The children can then also move around to find numbers.

Individual Opportunities

This activity can be completed by one child, small group of children, or a large group. A child can play with this activity to practice by himself/herself. A child can take more time looking at each number and engraving it in his mind.

One on One - Teacher / Child Opportunities

If a student needs extra help, a teacher can sit with the child and go through the numbers on an individual basis. Instead of matching numbers, the cards can serve as flash cards for the child. The materials can be used as desired for the student to reach his goal.

Materials / Organization

Pre-made Large cards numbered 1 through 10 (each with individual color)

Pre-made Small cards numbered 1 through 10 (each with corresponding color to the large card)

Assessment / Growth and Development of the Children in your Care

In order to see if the children are understanding the names of each number is to ask them to say the names of each number as you show them individual cards. Also, you can hold one large card in the air and have the children find the corresponding small card that will be found in front of you. You can also mix up the numbers and to see if the children are memorizing the numbers or actually can identify the number.

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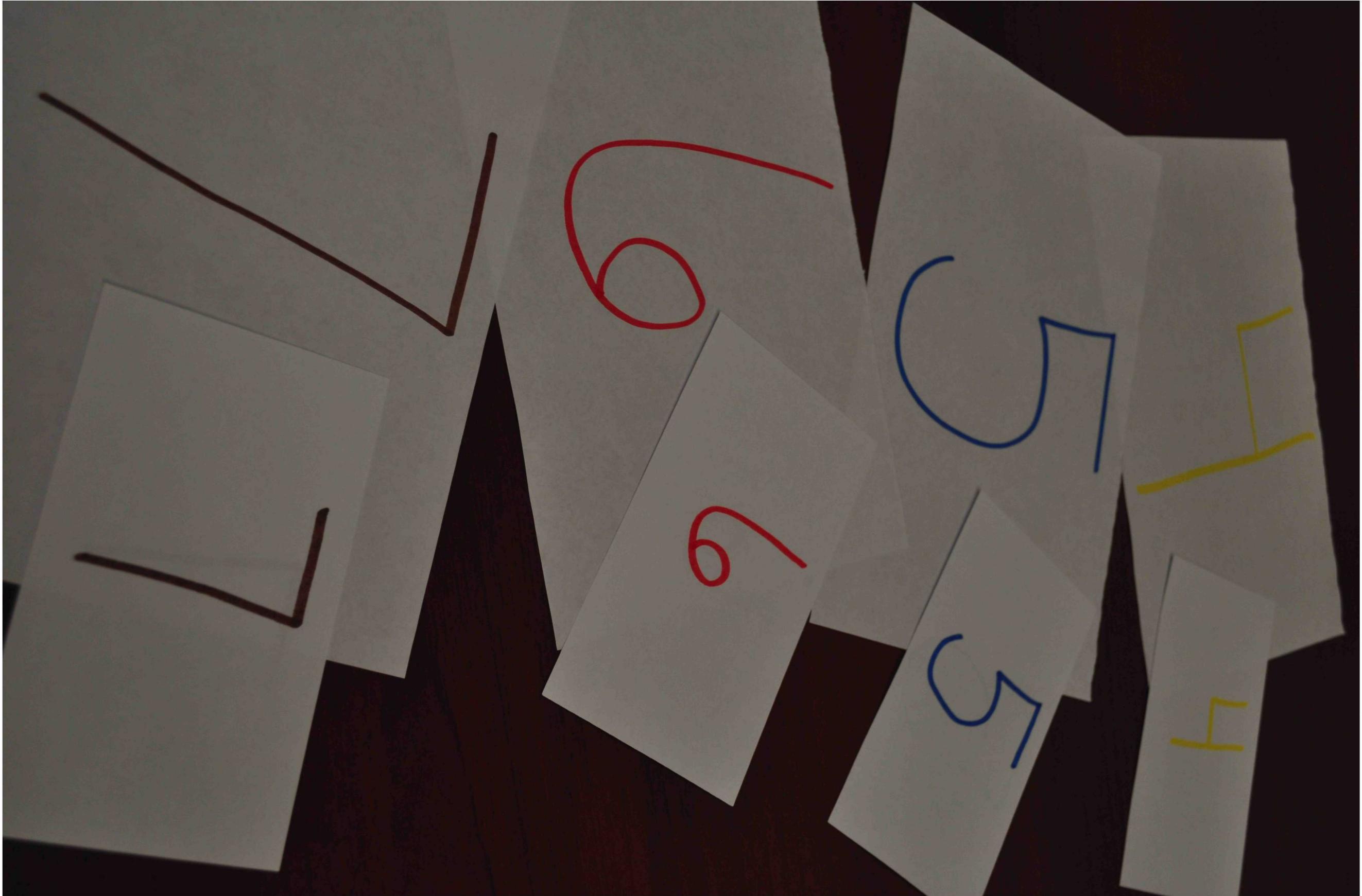
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