

## **Differentiated Opportunities:** **CA Preschool Learning Foundations- Number Sense and the CCSS-Counting and Cardinality**

### **Recite numbers in order**

Children listen to numbers stories.

They act out number books.

Children sing number songs.

They recite number poems with corresponding movements.

Students jump and count.

They march while counting.

Children create a "number band" by playing instruments as numbers are counted aloud.

### **Count**

Playing "restaurant," students count plates, forks, and cups.

Building towers from a designated box of blocks, children will count how many blocks it takes to create a city of towers.

Given a number, they will make number necklaces by counting macaroni and stringing it on yarn.

Children will create a number chain, counting off the days until the holiday break.

Children play concentration by flipping over a card with a number and icon(s) of that number, matching it to a card that has icon(s) only; when students get a match, they remove the cards from the game board.

### **Recognize**

Students will play a concentration game, matching number cards.

Sitting on numbered squares, children respond when the teacher calls their number throughout that particular number day.

Playing "number detective," they will search for numbers throughout the classroom, taking a photo of the numbers they find.

Playing "hop scotch," students will say the number on which their marker lands.

### **Represent**

Using a number spinner, students will choose that many cubes to build a tower.

Acting as "sculptors," children will roll a numbered die to determine the number of items to be placed on their Styrofoam block.

Taking inventory of their "grocery market," they will pull an identified number (on the inventory sheet) of canned goods to represent that number listed.

Using a large booklet with numbered pages, students will draw that many items on each page.

### **Order a Number of Objects**

Using a peg counting board, children will place objects in numerical order.

Rolling a number die/dice, students will build unifix cube towers, placing the towers in order as the game proceeds.

Creating a "number track," (a number grid with numbers missing), students will choose numbered tiles to place in order on the track.

### **Count, recognize, represent, name and order a number of objects.**

Becoming "librarians," students count tubs of themed books, choosing number cards to place on the outside of tubs, indicating the number of books in each tub. They put the tubs in order from lowest to highest number of themed books, reporting back to the teacher.

Students create number graphs by counting and ordering classroom items/activities (i.e.- number of days for plants to grow, number of children who like certain kinds of apples, etc.)

\*Note, include "naming" numbers anywhere along the learning spectrum when and where appropriate.

