

**Activity Plan: Math ✓ Science     Social Studies**

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**Curriculum Topic: Counting**

**Title of the Activity: What Time Is It, Mr./Ms. Fox**

<b>OVERVIEW/FRAMING</b>				
<b>TOPIC</b> <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i>	The game allows children from the age of 4 to 4.5 years old to learn through play and physical movement, by working collaboratively with new friends and experiencing new perspectives. It involves the children to use simple language to practice counting using hands-on manipulatives such as friend-connectors, be immersed and actively participate in practicing taking turns between students and teachers. Additionally, the language used in the game can be translated to different languages to suit multilingual learners.			
<b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i>	Some big ideas that we would explore in this activity is that they will be able to expand and reinforce their number words and their counting ability by identifying the connectors/lines associated with the correct specific number quantity. Another big idea would be acknowledging counting sequences by understanding the order of numbers and being able to say or count them correctly using physical movement and manipulatives.			
<b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i>	Visual Arts	Music	Movement/Dance	Drama
	Emergent Literacy	Mathematics	Science	Social Studies


<b>KNOWING THE LEARNERS</b>	
<b>AGE RANGE:</b>	

<p><b>CURRENT DEVELOPMENT:</b>  <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<ul style="list-style-type: none"> <li>- 8 Students.</li> <li>- 4 boys and 4 girls.</li> <li>- All students ranged from 4.0 to 4.5 years old.</li> <li>- Two of the students are dual language learners (they are learning to speak both English and Spanish).</li> <li>- One of your monolingual female students need to focus on developing her gross motor skills.</li> <li>- Two students speak Spanish.</li> <li>- Four students are from Ecuadorian and Honduran descent.</li> <li>- One of your students is of Chinese descent.</li> <li>- Three of your students speak English only.</li> <li>- The students are interested in learning about pets, community helpers, flowers, and trees.</li> </ul>
<p><i>What misunderstandings might children in this age range have about the topic/content and how do you plan to address this?</i></p>	<p>Some students might feel that this game can only be played in English, and might feel discouraged to play it. On the contrary, the directions and time-number counting part of the game (ex. “it is 9 o’clock”) are translatable into Spanish and Chinese for dual language learners to play in. Additionally, some students may have the misunderstanding that they can only play this game if they know how to count already. This situation is addressed when the teacher and students all</p>
<p><b>SOCIO-CULTURAL CONTEXT:</b>  <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?<sup>1*</sup></i></p>	<p>I know that this group of children come from diverse cultural backgrounds, where they each contribute to unique funds of knowledge in the classroom. Two of our students speak Spanish, four of our students are Ecuadorian in Honduran descent, one student is of Chinese descent, and three of the students speak English only. amongst our Spanish-speaking students, both of them are dual language learners. Then one of our monolingual students is working on engaging in more learning experiences targeted for developing gross motor skills. In addition, this group of children consist of four girls and four boys, whose ages range from 4 to 4.5 years old. Given the gender breakdown, students are learning to play with various materials and props, and are reading from a wide range of books that talk about diverse roles in their community. Children at the age of 4 to 4.5 are engaging in learning experiences targeted to develop their physical, cognitive, language, and social-emotional domains. In terms of the physical domain,</p>

<sup>1\*</sup> Note: You are designing this activity for the three children observed for your Student Profiles assignment.

experiences would include going through obstacle courses and shaping Play-Doh into recognizable objects. For the cognitive domain, this would be putting things in order (smallest to biggest, shortest to tallest). Within the language domain, it would be following simple, unrelated directions, as well as changing speech patterns, depending on who is involved in the conversation (adult versus younger sibling). Lastly, for the social-emotional domain, students would learn to share, cooperate, be helpful, and take turns with others. The learning styles of children in this age group tend to be very hands-on oriented.

**MATERIALS & LEARNING ENVIRONMENT PREPARATION**

<p><b>MATERIALS</b>  <i>What materials will you need to teach this activity?            List <b>all books and materials</b>, including any used during the launch/reflection and during set up and cleanup</i></p>	<p><b>LEARNING ENVIRONMENT</b>  <i>What modifications will you need to make to the classroom to support this activity?            (e.g., centers, bulletin boards, meeting spaces)</i></p>	<p><b>EVENTS/RESOURCES</b>  <i>What events or resources, including people, might you need to arrange in advance?</i></p>
<ul style="list-style-type: none"> <li>1 Full roll of Craft Tape</li> </ul>  <ul style="list-style-type: none"> <li>55 Friend Connectors aligned from quantities 1 to 10</li> </ul>	<ul style="list-style-type: none"> <li>In order to play this game, the play space or classroom needs to be clear of any objects or furniture that may obstruct students' direct path of movement in front of them.</li> <li>Prior to beginning the game, tape 10 rows of tape on the floor, with one in front of the other starting from where students will be standing, all the way to where the teacher will be standing.</li> <li>Next to each row of tape (row #1,2,3...etc), place the correct number of friend-connectors on the floor next to the tape (visual layout below).</li> </ul>	<p>Teacher(s) would need to establish a culture of togetherness and community within the class, where they will learn together and play together in cooperation.</p> <p>Prior to the game, teacher(s) would read the counting books and listen in the materials section to the students to introduce students to the topic of counting. Teachers should also prepare two translated versions of the game: one in Spanish, and one in Chinese to help connect and relate to children who are dual-lingual.</p> <p>Additionally, an additional teacher could be present to assist students</p>

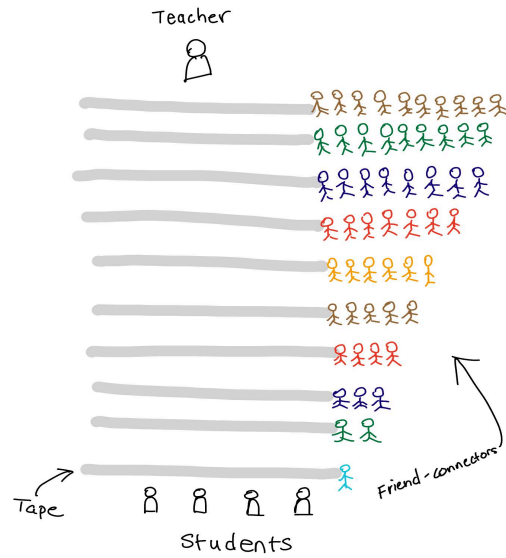


- Open playground or classroom space

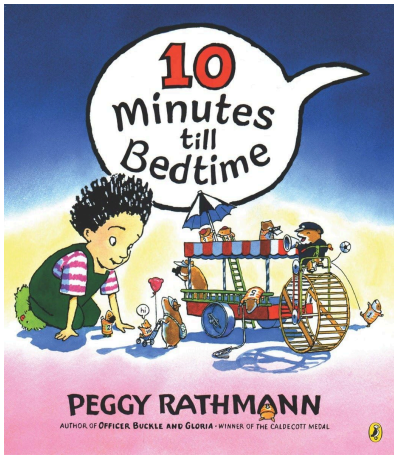


- **Books:**

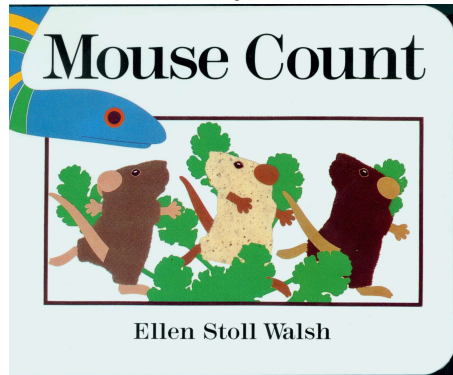
“Ten minutes till Bedtime” by Peggy Rathman



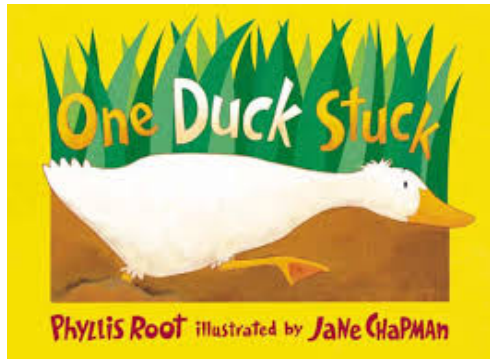
who may be in need of additional practice to their gross motor skills.



“Mouse Count” by Ellen Stoll Walsh



“One Duck Stuck” written by Phyllis Root and illustrated by Jane Chapman



## THE LEARNING EXPERIENCE

### **The launch**

*How will you engage the children in this learning experience? How will you introduce the concepts and vocabulary of the topic? How will you describe the procedures of the learning activity? What will you say and do?*

I would start by getting the kids excited! I would say something like, "Hey everyone! Today we're going to play a super fun game called "What Time Is It, Mr./Ms. Fox?" To introduce the concept of counting, I'd explain, "Counting helps us know how many steps we take and how many friends we have. It's like magic numbers!" Then, I'd walk them through the steps: "First, we'll set up the room with tape and our special friend-connectors. Then, I'll stand at one end, and you'll all line up at the other end. Then you will say, "What time is it, Ms. Fox?" I will shout back and tell you the time-numbers (ex. "5 o'clock means 5 steps) so you count it out loud while taking steps on the tape towards our friend-connectors. At the end, we will stop to count our friend-connectors to make sure we got the right time-number! Ready to have some fun? "

\*Students will observe teachers modelling how the game is played first as they explain the game.

\*Teacher(s) can count the time-numbers with students, while making sure to cheer on and encourage students to count out loud together.

### **The activity**

*List the step-by-step procedures.. What will the children be doing? What will you say or do to facilitate and scaffold their learning? Be specific and detailed in your description.*

1. Set Up: Have the kids help place tape and friend-connectors from 1 to 10.
2. Line Up: Get everyone in a straight line at one end of the play space (ex. classroom, empty playground...etc).
3. Explain the Game: Tell students that they will be playing a counting game today called "What time is it, Ms. Fox?". Their teacher is "Ms. Fox" and students will begin the counting game by all asking Ms.Fox: "What time is it, Ms. Fox?".
4. Start the Game: Students ask, "What time is it, Ms. Fox?" and the teacher will respond with a time that correlates exactly with the time-number (example, "It's 4 o'clock! Let's take 4 steps on the tape towards Ms.Fox.").

	<p>5. Count Steps: Encourage students to count their steps together as they move towards the connectors (example, 1,2,3,4...etc).</p> <p>6. Touch Connectors: When they reach the time-number, have them touch and count the friend-connectors together to check if they are at the correct time-number.</p> <p>7. Switch Groups: Let another group take a turn as Ms. Fox.</p> <p>8. Wrap Up: Ask what they learned about counting.</p>
<p><b>Reflection</b>  <i>As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</i></p>	<p>1. I would gather everyone in a circle and ask, "What was your favorite part of the game?" This allows them to share their thoughts and feelings.</p> <p>2. I would provide some paper and crayons, saying, "Draw a picture of what you enjoyed most today!" This gives them a creative outlet to express themselves.</p> <p>3. I would encourage them to share one thing they learned, asking, "Can anyone tell me something new you discovered while counting?"</p> <p>4. If they're comfortable, I would invite them to share their drawings with a partner, fostering communication and collaboration.</p>
<p><b>Possible Extensions</b>  <i>What could you do on another day to build on this activity?</i></p>	<p>Some of the things I could do on another day to build on this activity are:</p> <p>1. Take the kids outside for a scavenger hunt where they have to find and count natural items like leaves, rocks, or flowers.</p> <p>2. Introduce some math games that involve counting, like hopscotch with numbers or a number line jump game.</p> <p>3. Read a book that involves counting or numbers, and then have a discussion about the story and its themes.</p>

	<p>4. Have them create their own counting books where they illustrate and write about different numbers.</p> <p>5. Incorporate songs that involve counting, like “Five Little Ducks,” and have them act it out.</p>
<p><b>Multimodal Engagement</b>  <i>Identify and explain the ways in which this activity offers opportunities to use at least three different learning modalities (kinesthetic, tactile, linguistic, visual/spatial, auditory, musical)</i></p>	<p>1. Kinesthetic Learning: The children physically move as they count and touch the connectors. This active involvement helps them learn through movement, making the experience memorable.</p> <p>2. Linguistic Learning: They engage in verbal communication by discussing their favorite parts, sharing what they learned, and responding to questions. This helps develop their language skills and reinforces understanding.</p> <p>3. Visual/Spatial Learning: The use of colorful connectors and the opportunity to draw pictures allow children to engage visually. They can see the numbers and their arrangements, which enhances their spatial awareness and understanding of counting.</p>
<p><b>Differentiation</b>  <i>How will you modify this activity for learners with different learning styles and/or special needs (SLLs, physically active, etc.)?</i></p>	<p>Some of the ways I would modify this activity for learners with different learning styles are;</p> <p>1. Use Pictures: Show charts or images to help visual learners understand numbers better.</p> <p>2. Hands-On Tools: Give them blocks or beads to count with their hands, which is great for those who like to move.</p> <p>3. Small Groups: Put kids with similar needs together so they can learn from each other.</p>

	<p>4. Clear Instructions: Keep directions simple and easy to follow for everyone.</p> <p>5. Different Ways to Show Learning: Let kids show what they learned by drawing or telling stories instead of just tests.</p>
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<p><b>GROWTH AND LEARNING</b></p> <p><i>How will this learning experience support the children's growth and learning in the following domains? Use your knowledge of child development.</i></p>	
<b>Cognitive/thinking</b>	<ol style="list-style-type: none"> <li>1. Problem-Solving: As children count and manipulate objects, they learn to solve problems and think critically about how to organize and group items.</li> <li>2. Understanding Numbers: Engaging with counting activities helps them understand number concepts, patterns, and relationships, which are essential for math skills.</li> <li>3. Memory and Recall: Discussing their favorite parts and sharing what they learned helps improve their memory and recall abilities.</li> <li>4. Focus and Attention: Participating in hands-on activities encourages children to stay focused and attentive, which is important for learning new concepts.</li> </ol>
<b>Physical</b>	<ol style="list-style-type: none"> <li>1. Gross-motor traveling skills: As students take steps towards the friend-connectors, they are using their leg-gross motor skills to travel one leg in front of the other across the space purposefully with control.</li> <li>2. Balance skills: As students keep walking forward, and later stop to reach down to count the friend-connectors, they are learning to sustain balance and not fall over.</li> </ol>

	<p>3. Wrist and finger movements: As students touch the friend-connectors, moving wrist and fingers into pointing position to count each connector one by one.</p>
<b>Social/emotional</b>	<p>1. Manage feelings: As students wait for the teacher to tell them what o'clock it is, students is able to practice patience and delay the gratification of immediately walking before the teacher provides instruction.</p> <p>2. Follows limits and expectations: While playing the game, students will listen to the game's instructions and take turns with the teacher with occasional reminders or redirection to progress in the game.</p> <p>3. Interacts with peers: While playing, students will practice cooperating and sharing with each other to take steps walking on the tape, then later counting the friend connectors.</p>
<b>Language/literacy</b>	<p>1. Notices and discriminates rhyme/alliteration: As students listen to the teacher reading aloud the book "One Duck Stuck" written by Phyllis Root and illustrated by Jane Chapman, they will be able to listen, and notice to the rhymes present in the book. They will also be able to practice noticing alliteration and pointing it out during book interactions.</p> <p>2. Uses expansive and expensive vocabulary: As students listen to the teacher reading "Mouse Count" by Ellen Stoll Walsh, students will be able to learn expressive vocabulary that can be scaffolded and implemented into daily use.</p> <p>3. Uses conventional grammar: As students listen to the book readings, and actively participate (ex. verbally) in the game, they are practicing their use of speaking in a whole sentence composed of four to six words.</p> <hr style="border-top: 1px dashed black;"/> <p>List 10-15 target vocabulary words:</p> <ul style="list-style-type: none"> <li>● Slog</li> <li>● Plop</li> <li>● Trudge</li> <li>● Stuck</li> <li>● Slither</li> </ul>

	<ul style="list-style-type: none"> <li>● Escape</li> <li>● Trap</li> <li>● Creep</li> <li>● Peek</li> <li>● Muck</li> </ul>
<b>Content Area(s)</b>	<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>● Counting</li> <li>● one to one correspondence principle</li> <li>● stable order principle</li> </ul>

**STANDARDS/GOALS**

*What Pre-K Common Core Learning Standards are addressed in this activity?*

*Use the PKFCC to respond.*

*Be specific—choose those standards that are **actually targeted** by this learning activity (e.g., can development in regard to the standard be measured by the evidence gathered (authentic assessment) during this learning activity?)*

<b>Domain 1: Approaches to Learning</b>	<p>PK.AL.1.a. Interacts with a variety of materials and peers through play</p> <p>PK.AL.1.b. Participates in multiple play activities with same material</p> <p>PK.AL.1.e. Uses “trial and error” method to figure out a task, problem, etc</p> <p>PK.AL.1.f. Demonstrates awareness of connections between prior and new knowledge</p> <p>PK.AL.2.d. Engages with peers and adults to solve problems</p> <p>PK.AL.3.a. Uses materials/props in novel ways to represent ideas, characters and objects</p> <p>PK.AL.3.e. Demonstrates innovative thinking</p> <p>PK.AL.4.a. Ask questions using who, what, how, why, when, where, what if</p> <p>PK.AL.4.d. Investigates area of interest</p> <p>PK.AL.4.e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts, and bolts)</p> <p>PK.AL.4.f. Willingly engages in new experiences and activities</p> <p>PK.AL.5.a. Maintains focus on task</p>
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<b>Domain 2: Physical Development and Health</b>	<p>PK.PDH.1.a. Identifies sight, smells, sounds, tastes, and textures</p> <p>PK.PDH.1.c. Communicates to discuss sight, smells, sounds, tastes, and textures</p> <p>PK.PDH.2.c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)</p> <p>PK.PDH.3.a. Displays an upright posture when standing or seated</p> <p>PK.PDH.3.b. Maintains balance during sitting, standing, and movement activities</p> <p>PK.PDH.4.c. Participates in a series of large motor movements or activities (e.g., dancing pedaling, following the leader, participating in games/sports)</p> <p>PK.PDH.6.b. Participates in activities designed to strengthen major muscle groups</p> <p>PK.PDH.6.c. Participates in activities to promote balance and flexibility</p>
<b>Domain 3: Social and Emotional Development</b>	<p>PK.SEL.3.a. Interacts with significant adults</p> <p>PK.SEL.4.b. Interacts with other children (e.g., in play, conversations, etc.)</p> <p>PK.SEL.4.c. Shares materials and toys with other children</p> <p>PK.SEL.4.d. Sustains interactions by cooperating, helping, and suggesting new ideas for play</p> <p>PK.SEL.4.e. Develops friendship with one or more peers</p> <p>PK.SEL.6.a. Displays an understanding of the purpose of rules</p> <p>PK.SEL.6.c. Uses materials purposefully, safely and respectfully as set by group rules</p>
<b>Domain 4: Communication, Language, and Literacy</b>	<p>PK.AC.1.b. Asks questions</p> <p>PK.AC.1.c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)</p> <p>PK.AC.1.e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)</p> <p>PK.AC.2.b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them</p> <p>PK.AC.2.c. Attempts to use new vocabulary correctly</p> <p>PK.AC.4.a. Understands and follows spoken directions</p> <p>PK.AC.4.b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)</p> <p>PK.ELAL.8. Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)</p> <p>PK.ELAL.23. Identifies the speaker</p> <p>PK.ELAL.27. Explores and uses new vocabulary in child-centered, authentic, play-based experiences</p> <p>PK.ELAL.29. Uses words and phrases acquired through language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences</p>

<b>Domain 5: Cognition and Knowledge of the World</b>	<p>PK.MATH.2. Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects)</p> <p>PK.MATH.3. Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (1:1 correspondence)</p> <p>PK.MATH.4a. Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many ___ are there?)</p> <p>PK.MATH.4b. Given a number from 1-10, counts out that many objects</p> <p>PK.MATH.6. Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group</p> <p>PK.MATH.7. Identifies first and last related to order or position</p> <p>PK.MATH.9. Duplicates and extends simple patterns using concrete objects (e.g., what comes next?)</p> <p>PK.MATH.11. Sorts objects and shapes into categories; counts the objects in each category (Note: Limit category counts to be less than or equal to 10)</p>
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<b>AUTHENTIC ASSESSMENT</b>	
<i>What will you do to gather evidence to assess each child's developmental progress?</i>	<p>I will observe and document each child's participation during the Ms. Fox activity, paying attention to how they follow the directions, count steps as they walk, and count the friend-connectors. I will use anecdotal notes, photos, and short videos to record how children engage with the activity individually and as a small group ( within eight students in total, create two groups with four students in it each). I will also listen for counting accuracy, math related vocabulary (numbers 1 to 10), counting order to assess their understanding of stable order and one correspondence within the concept of counting.</p>
<i>How will you determine whether or not individual children are getting the Big Ideas and/or exploring the Overarching Questions?</i>	<p>I will also analyze each child's responses during the activity to see if they demonstrate and understanding of counting, spatial positioning (walk forward, bend down to touch friend-connectors, stop...etc), and how they will be taking turns with the teacher who will be playing with them as Ms. Fox. I will observe whether they can connect physical movement, the tactile touch and count of the connectors to see if they show improvement in their counting skills over time. students ability to follow Ms. Fox's prompts (ex. "tt's 3 o'clock) and connecting the steps (with touching the connectors) to counting will show me who understands this concept and who may need additional support.</p>
<i>Evidence may include responses recorded during a group discussion, a visual</i>	

*arts project, a performance,  
etc.*

*Your assessment activity  
MUST be connected to the  
Big Ideas and Overarching  
Questions.*

**The assessment activities and evidence may include:**

- Responses during group discussions.
- Anecdotal notes of individual engagement.
- A simple drawing of the steps they took and the number of friend connectors.
- A reflection about the game.
- videos or pictures of them engaging in the activity (walking steps, touching connectors...etc).