



Cool Cats Counting

Retold by Sherry Shahan

Outcome:

Students will:

- Count from 1-10 in English and Spanish
- Sequence numbers in order
- Identify groups of objects from 1-10 in English and Spanish
- Recognize phonemes and letter/sound relationships
- Create organizer
- Name upper and lowercase letters of the alphabet
- Repeat phrases using expression and intonation
- Create a counting book and demonstrate one to one correspondence
- Identify and create rhyming words
- Create a counting mobile
- Share background knowledge about various animals
- Discuss dance/movement; share experiences
- Dance to music and share experience orally
- Relate this text to self and text to world
- Recognize movement words (verbs)
- Compose and write sentences that share experiences
- Create tongue twisters

About the Book:

Guided Reading:

E

Lexile Level:

480L

Character Traits:

Courage

Respect

Fairness

Region:

Latin America

ISBN:

978-0-8748-3757-5

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Instructional Plan

Introduction

Directions:

- Before reading, review counting from 1-10 in English.
- Students turn to partner, share and record as many animals they can within a 3 minute period.
 - Students share responses with the class
 - Teacher makes a chart
- Discuss dancing/movement. Students share dance experiences and how music makes them feel.



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First Grade

Instructional Plan

Teacher Reads the Story

- Show students the cover of the book and say the title.
 - Have them read or identify the title, author and illustrator on the cover
- As students view the pictures in the book, have them note differences and similarities.
- Students may also share background knowledge of the animals shown.
- Read the story aloud and discuss any words that might be new or difficult. Remind them to look for picture clues.
- Reread the book. This time students will repeat the word phrases using expression and intonation.

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.1.1

Ask and answer
questions about
details

CCSS.ELA-
LITERACY.L.1.1.E

Use verbs to convey a
sense of past, present,
and future

Questions for Assessing Students' Comprehension:

- Can you name the animals in the book?
- How many goats were in the book?
- How many dogs were there and all of them have shoes?
- What were the cows doing? (Ask this for each animal.)
- What was your favorite animal and why?

Follow Up Activities:

Verbs

Directions:

- Students recall verbs from the book.
- Reread each page and have students name the movement word (ex: flap, twist, shout, etc.)
- Teacher lists these on the board:
 - Students will use these verbs to create their own sentences and illustrations about animals (ex: Three geese flap their wings and fly away.)
- Take pictures of students making these motions and create a verb collage for each movement word and bind as a book or use as a bulletin board display.
- Have children listen to meringue and salsa music. Teach student simple dance steps.
 - Highlight similarities and differences between each music/dance style.
 - Discuss how the music makes them feel.



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Follow Up Activities:

Beginning Sounds

Directions:

- Discuss the beginning sounds of the number words (ex: six-“s”, five-“f”).
 - Identify classroom objects that begin with each sound.
 - Identify classroom objects that end with each sound.

Create Tongue Twisters

Directions:

- Ex: Six sheep sell shells on Saturday.
- Discuss alliteration
- Students write or type and illustrate using KidPix, Paint, or Microsoft Word.
- Label each illustration with a tongue twister. Share aloud, bind, and add to class library.

Create a Counting Book

Directions:

- Use information from “Create Tongue Twisters”
- Create a title page
- “Two”/”Dos” will have two pictures on its page.
- Students supply movement or dance words (verbs)
 - Ex: Two snakes, shake shake!
 - Discuss alliteration
- Bind book and add to class library.

Discuss Rhyming Words

Directions:

- Teacher calls out word from book
- Students supply a rhyming word
- Variation:
 - Teacher calls out a word from the book, and students use magnetic letters to form rhyming words with a partner.
 - Create a list and share/discuss

Common Core

Standards:

CCSS.ELA-LITERACY.SL.1.5

Add visual displays to descriptions

CCSS.ELA-LITERACY.L.1.5.C

Identify real-life connections between words and their use

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns



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First Grade

Common Core

Standards:

CCSS.ELA-LITERACY.SL.1.5

Add visual displays to descriptions

CCSS.ELA-LITERACY.L.1.5.C

Identify real-life connections between words and their use

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns

Follow Up Activities:

Create a Counting Mobile

Directions:

- Give students 10 index cards or construction paper cards labeled with the number words “one”-“ten” written in English and Spanish on one side.
- Students glue appropriate number of items on each card. Use buttons, macaroni, rice, cereal pieces, or cotton balls.
- Students share a sentence for each card as teacher records student sentences on the back of each card (ex: There are two red buttons.)
- Teacher helps create mobiles.

Spelling:

Directions:

- Use shaving cream and enough tin foil to cover the work surface
- Students will “write” their numbers in English and Spanish in the shaving cream.

Science

Directions:

- Compose a Venn diagram comparing two animals from the book.

Writing/Art

Directions:

- Students write a story about a party and/or dancing.
- Students independently create their own stories or they can use story starters:
 - Come one, come all to my birthday party!
 - Tap, tap went my feet on the dance floor!
- After the student writes his story, he uses a shoebox to depict the setting of his story. 3-D models may be created and added.
- Students present their stories orally to the class and share their settings.