



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)

About the Book:

Guided Reading:

E

Lexile Level:

480L

Character Traits:

Courage

Respect

Fairness

Region:

Latin America

ISBN:

978-0-8748-3757-5

978-1-9414-6042-9

Instructional Plan

Introduction

Directions:

- Before reading, review counting from 1-10 in English.
- Students look around the room to identify items they see in groups of 1-10.
- Discuss dancing/movement. Students share dance experiences and how music makes them feel.



Cool Cats Counting

Kindergarten

Instructional Plan

Teacher Reads the Story

- Show students the cover of the book and ask students to point to the title, author, and illustrator.
 - Have them key in on the phrases “by” and “illustrated by” to differentiate between the two.
- As students view the pictures in the book, have them share what they see.
 - How are the animals’ clothes the same?
 - How are they different?
- 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.K.1

Ask & answer
questions about
details in text

CCSS.ELA-
LITERACY.RL.K.6

Author & illustrator

CCSS.ELA-
LITERACY.L.K.1.B

Use frequently
occurring nouns and
verbs

CCSS.ELA-
LITERACY.L.K.5.B

Demonstrate
understanding of
frequently occurring
verbs and adjectives

Questions for Assessing Students’ Comprehension:

- Can you name the animals in the book?
- How many numbers were in the book?

Follow Up Activities:

Animal and Number Chart; “Auditory Match” Worksheet

Directions:

- Print, cut cards, and distribute one card to each child.
- Reread the book, page by page, highlight each illustration, and have the students repeat after you.
- The students holding the number and animal card that corresponds with each page you read, stand up.
- Help students place their card in a chart, or affix to the board.

Movement Words (Verbs)

Directions:

- Reread each page and have students name the movement word (ex: flap, twist, shout, etc.)
- Make a chart of these movement words.
- Take pictures of students making these motions.



Cool Cats Counting

Kindergarten

Common Core

Standards:

CCSS.ELA-LITERACY.L.K.1.B

Use frequently occurring nouns and verbs

CCSS.ELA-LITERACY.L.K.5.B

Demonstrate understanding of frequently occurring verbs and adjectives

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions.

Follow Up Activities:

Create a Verb Collage

Directions:

- Create a verb collage for each movement word and bind as a book.
- Students will relate these pictures to their life experiences and share information (ex: My rabbit had 7 babies last spring).
- Teacher makes a chart of student responses and includes the child's name next to his response.
- Students share background knowledge of these pictures (ex: Cows make the milk we drink each day).
- Teacher constructs a chart of student responses and includes the child's name next to his/her response.

Beginning Sounds

Directions:

- Discuss the beginning sounds of the number words (ex: six-"s", five-"f").
- Students look around the room to identify words that begin with each sound (ex: "s"-storybook, "f"-fire extinguisher).

Create a Counting Book

Directions:

- Use the information from "Beginning Sounds" to make a counting book.
 - Discuss alliteration
 - Students generate movement and dance words (ex: Two snakes, shake shake!)
 - Bind book and add to class library

Discuss Rhyming Words

Directions:

- Teacher calls out word pairs
 - Boat, goat; dog, dig; geese, goose; cow, how; pig, wig
- If the words rhyme, students clap their hands.
- If words do no rhyme, students tap their feet.



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Kindergarten

Common Core

Standards:

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions.

CCSS.ELA-LITERACY.RL.K.7

Relationship between illustrations and story

CCSS.ELA-LITERACY.SL.K.1

Collaborative conversations

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.

Music/Writing

Directions:

- Students listen and dance to salsa and meringue music.
- Teacher takes pictures of students.
 - Print/develop pictures and have students discuss this experience.
 - Teacher records student comments on sentence strips.
 - Use pictures, movement words, and student comments to create a bulletin board.

“Memory Match” Worksheet:

Directions:

- Cut out each card on the “Memory Match” worksheet.
- Students mix up their cards and place them face down in a grid or symmetric pattern.
- Each student chooses two cards.
- If the cards match, students keep them; if they do not match, flip them back over.

Spelling

Directions:

- Have plastic container of cereal available for students to use.
- Students look at the number words in English and Spanish. Build each number word (“one,” “two,” “three”) using the macaroni pieces or other items.



Cool Cats Counting

Kindergarten

Name _____

Date _____

Auditory Match

1



2



3





Cool Cats Counting

Kindergarten

Name _____

Date _____

Auditory Match

4



5



6





Cool Cats Counting

Kindergarten

Name _____

Date _____

Auditory Match

7



8



9



10





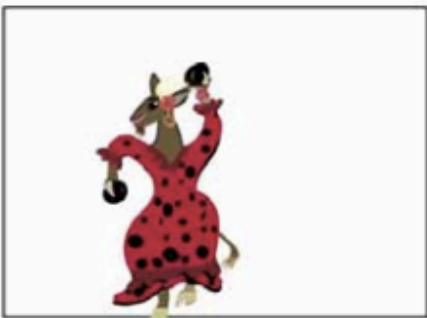
Cool Cats Counting

Kindergarten

Name _____

Date _____

Memory Match





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Name _____

Date _____

Memory Match





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Name _____

Date _____

Memory Match

