

## The number 1!

Do you need math when you go shopping? How does a vegetable manage her money? How do your parents do this?  
Can you think of other ways to use math in daily life?

### Summary

<b>Date</b>	xxx	<b>Total duration</b>	50 min
<b>Subject</b>	Arts		
<b>Year Group or Grade Level</b>	4-5 years old		
<b>Main topic</b>	Numbers		
<b>Subtopics or Key concepts</b>	<ul style="list-style-type: none"> <li>• numbers 1-5</li> <li>• number 1</li> </ul>	<ul style="list-style-type: none"> <li>• music, drawing, colouring, photographs, sculpture</li> </ul>	

### Learning Objectives

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| <ul style="list-style-type: none"> <li>• To recognize the number and the digit 1 and associate it with the quantity.</li> <li>• To become receptive to the rhythm of beats.</li> </ul> | <ul style="list-style-type: none"> <li>• To make specific gestures necessary to write number 1 correctly.</li> <li>• To be aware of the position that number 1 has in the numerical scale.</li> <li>• To aesthetically colour the number 1.</li> </ul> |
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### Material needed

- PC
- Projector / Electronic Whiteboard
- Images (the 3 slides)
- Audio and video system

- Worksheet 1

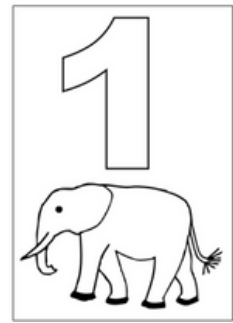


Source:  
<https://ro.pinterest.com/pin/396387204701216060/>

## Material needed


- 15 Preschool Counting Songs, Fingerplays & Rhymes  
<https://childhood101.com/15-preschool-counting-songs-fingerplays-rhymes/>
  - Counting Songs for Preschool  
<https://www.teachingexpertise.com/classroom-ideas/counting-songs-for-preschool/>
    - Flashcards with numbers 1-5/  
<https://tinyurl.com/yv957exb>

- Worksheet 2




Source: <https://coloringhome.com/coloring-page/1798296>


## Lesson Outline

	Duration	Guide	Remarks
warm-up	5 minutes	<p>Invite children to sit down in a circle. Sing a counting songs, such as 5 Little Ducks, 5 Little Monkeys, 1, 2, 3, 4 5.</p>  <p>With the class, count from 1 to 5 a few times while counting fingers and toes, counting aloud or softly, jumping five times, and clapping five times.</p> <p>As you display the number flashcards, have children name the numbers.</p>	<p>Children can learn to count forwards and backwards through counting songs, which can also contribute to their developing mathematical and number sense. Thus, the children practice saying the numbers backwards and memorize the order of the numbers. Children learn that a number is more than just a word since it denotes a value when they sing a song about 5 of something, which then changes to 4 when one leaves, then to 3, etc.</p>

## Lesson Outline

	Duration	Guide	Remarks
warm-up	5 minutes	<p>Clapping up beats: Ask children to close their eyes so they can listen.</p> <p>First, show how to do a basic, one- or two-clap pattern.</p>  <p>Then have the children open their eyes and repeat what you've just done.</p> <p>Do the same with variations in claps of 1-5, pause and repeat. Invite the children to repeat what you've just done.</p> <p>Play a few rounds and slowly increase the patterns. You can make it loud and then soft. You can make it slow and then fast.</p>	<p>This activity helps children focus and pay close attention to what they are doing. It practices repetition and works on the memory.</p>

## Lesson Outline

	Duration	Guide	Remarks
main activity	10 minutes	<p>Explain that today they will learn about the number 1 and they will write the number 1.</p> <p>Treasure hunt: Scatter objects throughout the room and ask them to find as many of one object as they can. Count how many each child has discovered. The child who has the most wins. Repeat for other objects.</p>	<p>Movement makes it easier to remember.</p> <p>The activity also addresses kinesthetic learners.</p>
	5 minutes	<p>Show pupils how to write the number 1 in the air and on the board.</p> <p>Ask children to model the number 1 from plasticine / lego and then place an object near it (1 toy/ 1 crayon/1 book). Children take pictures and assemble them into a class album on Numbers.</p>	<p>Discuss the number with the children and ask them what the number 1 looks like. Encourage their imagination (like a caterpillar/ a pole, etc).</p>
	10 minutes	<p>Ask pupils to write the number 1 in the air. Give children one worksheet (they can choose whichever worksheet they like) and invite them to colour the number 1.</p> <p>Ask pupils to write the number 1 in their notebooks (flour/ sand).</p>	<p>This will activate the motor cortex, aiding retention and comprehension.</p>
	5 minutes	<p>Statues: pair work/ role play: one of the children is the sculptor and the other one the material. The sculptor has to turn his partner into the number 1</p> 	<p>Children take pictures and assemble them into a class album on Numbers.</p>

## Lesson Outline

	Duration	Guide	Remarks
assessment	10 minutes	Project the pictures taken. The children present their statues to their peers and get feedback from their peers.	Each child shares their ideas about their peers' pictures in a supportive and non-judgmental environment.

## Assessment exercise

- Discuss with children what the number 1 looks like so that they will recognize the number 1 when they see numbers. Observe, listen and participate in activities you organize with children to get an accurate evaluation of what is happening and help when needed. Make sure all children write the number 1 correctly in sand/flour and their notebooks. Give immediate, specific, positive feedback focusing on performance. Make sure you always justify your feedback. Help children correct themselves by resorting to the criteria previously established with them (Are you sure that the number looks that way? What do you think?).
- In the case of older preschoolers, involve them in assessment. Also, give each child a chance to share their ideas in their group in a supportive and non-judgmental environment.

## Conclusions and recommendations

- Some children may find learning and especially mathematics challenging. According to research, arts and, particularly, music may energize children and stimulate their brains, preparing them for learning. Thus, understanding math may change dramatically when music is used, making math a more pleasurable experience for all.
- Mixing the two makes math more enjoyable for children and fosters a more relaxed learning environment. As well as encouraging greater learning engagement and attention during lessons, music can also stimulate memory.
- Adding movement by clapping up beats increases hand-eye coordination skills and makes it easier to remember. Music coupled with movement can help build strength, coordination, body balance and awareness for the child. Last but not least, taking pictures / drawing / colouring / role-playing on sculpture allow children to express themselves, to make meaning and thus own the topic.
- As recommendations, observe and check each child when writing the number 1. Focus on what they need and help them correct themselves. Make sure they enjoy their success.