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MUSICAL NUMBER WORDS

ONE

Tune: "Three Blind Mice"

O-N-E, O-N-E,
Spells one for me,
Spells one for me.
I have 1 mouth, 1 nose, 1 head.
Just 1 little chair and 1 little bed.
Just O-N-E is what I said,
And that spells one—
O-N-E.



TWO

Tune: "She'll Be Coming 'Round the Mountain"

Can you think of all the things that come in 2s? 2! 2!
Can you think of all the things that come in 2s? 2! 2!
There are ears, hands, and eyes,
If you really want to try,
Just spell it T-W-O.
That says two.

Can you think of all the things that come in 2s? 2! 2!
Can you think of all the things that come in 2s? 2! 2!
You have arms and legs and feet—
You don't have to repeat.
It's just T-W-O
To spell two.

Players: 1

4

TOE-HEEL WALK

You'll need: Scissors, masking tape, 1 friend, pencil, mini math lab book

1. Cut pieces of masking tape in different lengths and stick them to the floor.
2. Do a heel-toe walk along the tape (making sure the heel of your front foot touches the toe of your back foot with each step) and compare the number of footsteps it takes for each strip.
3. Ask someone else to walk the strips. Are your footstep numbers the same? Why or why not? Talk about any differences.
4. Write about your discoveries in your mini math lab book.

Players: 1

5

FRIENDS ON THE FLOOR

You'll need: Classroom blocks (all the same size), pencil, mini math lab book, 5 friends

1. Have 1 friend lie on the floor.
2. Measure this friend's height using classroom blocks. Count the number of blocks used.
3. In your mini math lab book, record your friend's name and how many blocks tall he is.
4. Repeat with 4 other friends.
5. In your mini math lab book, write what you notice about any differences. ("Johnny is 3 blocks taller than Suzy.")

MOUNDS OF MENU Choices 4

You'll need: Menu, pencil, math journal

Write your answers to **all** of these questions in your math journal.

1. You have \$4.00. Make a list of all the things you could buy from the menu.
2. How many different meals can you make with \$4.00?
3. What 3 things could you buy and still get change?



MAPS MAKE MATH MEANINGFUL 1

You'll need: Map of your state, Unifix cubes, pencil, math journal

Complete **all** of these steps.

1. Find our city on the map.
2. Decide what city you want to travel to.
3. Lay Unifix cubes next to each other along the road between the 2 cities.
4. Each cube equals 100 miles. Count the cubes to find out how many miles away that city is and write the answer in your math journal. ("Houston to Galveston = ____ miles.")
5. Repeat for 5 other locations in the state.

Water Preferences

WHOLE GROUP

MATERIALS

- Marker
- Paper
- Tape
- 2 identical clear plastic containers (each 1 quart or larger)
- Water
- Water bucket
- Small plastic cup

Preparation

Create 1 label for each of a pair of survey statements related to water. Tape 1 of the statements to each container. Possible statements include:

"I like swimming in a pool better." Or, "I like swimming in a lake better."

"I took swimming lessons last summer." Or, "I did not take swimming lessons last summer."

"I was on a swim team last summer." Or, "I was not on a swim team last summer."



Procedure

Each child fills a cup with water from the bucket and places the water in the container with the label that best describes his water experience. The height of the water in each container tells the math story. Have students write independently in their math journals about what they observe from the data, or ask them to buddy up and compare responses.