

H Numbers and Numerals

H3 Counting with Animals



Skills practiced: vocabulary; describing textures and shapes; counting; drawing—fine motor skills.

Needed: For each student: a large sheet of paper, divided into 10 spaces by folding or drawing lines; pen or pencil.

Activity: Talk about something which an animal has just one of (a tail; a mouth; a nose). Have each student think of an animal. Have everyone say which animal they have chosen. Discuss the different shapes of tails (or mouths or . . .). Use words like hairy, soft, long, short, etc.

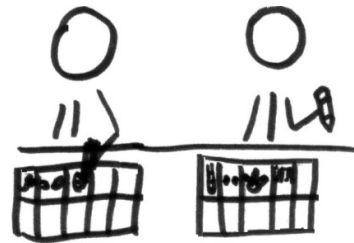
Hand out the sheets of paper. Have each student draw the animal they thought of in the first space. Make sure every drawing gets a lot of praise.

Next think of an animal that has two of something, or think of something that an animal has two of (ears, eyes, legs of a bird). Repeat discussion above. Have the students draw this animal in space number 2. As you go along, write the numerals 1, 2, etc. on the school board.

Three (ears? Oh, no, what does an animal have 3 of? Nothing?) Draw a fantasy animal with three

Show the drawings to each other, give compliments on creativity, have fun.

- Four (legs of a dog)
- Five (same as three)
- Six (legs of an insect)
- Seven (same as three)
- Eight (legs of a spider)
- Nine (same as three)
- Ten (draw an animal with 10 spots on its fur)



Write each student's name on their drawing or let them put a special mark on the paper to identify their own drawing.



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[Bridging to literacy@yahoo.com](mailto:Bridging_to_literacy@yahoo.com)

www.davar-education.eu