Lesson 36

Objective: Count 5, 4, 3, 2, 1 using a story and the fingers of the left hand.

Suggested Lesson Structure

- Fluency Practice (6 minutes)
- Application Problem (3 minutes)
- Concept Development (13 minutes)
- Student Debrief (3 minutes)

Total Time (25 minutes)

Fluency Practice (6 minutes)

- Counting on Fingers PK.CC.3ab (3 minutes)
- Farmer Brown PK.OA.2 (3 minutes)

Counting on Fingers (3 minutes)

Materials: (S) Stickers

Note: This variation prepares students to count the Math Way freely, without the support of a template or reference point such as a table. Place a sticker or stamp on students’ left pinkies as needed.

As in Lesson 35, students start with bears in the cave (a fist), then lift each bear (finger) one by one, starting with the pinky. If students are ready for a challenge, have them count down as they close each finger one at a time to return to the original starting position.

Farmer Brown (3 minutes)

Materials: (T) Growing Up with Ella by Ella Jenkins (optional CD), apple tree, 5 green paper apples

Note: As students gaining proficiency with the song, be sure to point out how much stronger their voices are and how much more confidence they have as they count down the number of apples. Be specific with praise.

Sing the song as before in Lesson 34, again starting from 5 green apples.
Application Problem (3 minutes)

Materials: (T) “Five Little Crabs” (Lesson 35 Template 2)

Ask 5 students to pretend to be crabs. Recite the rhyme while pretending to be the wave. In each verse, pull 1 little crab away from the group. Ask students to complete the sentence, “1 less than 5 is ____.”

Note: For some students, this kinesthetic practice will solidify the idea of counting backward and help them begin to visualize the pattern of 1 less.

Concept Development (13 minutes)

Part 1: Concept Introduction

Materials: (T) “Five Little Fishies” (Template 1), underwater mat with fish (Template 2)

Many songs can be used for this activity, such as “Five Little Ducks Went Out to Play,” “Five Little Monkeys Jumping on the Bed,” and “Five Green and Speckled Frogs.”

1. Show students the underwater template. Say, “Let’s play Five Little Fishies! Count them with me.”
2. Guide students in counting, “1 fish, 2 fish, 3 fish, 4 fish, 5 fish. There are 5 fish.”
3. Read and act out the first verse by hiding 1 fish with a hand.
4. Ask students, “How many fish are there now?” Guide them to say, “1, 2, 3, 4. There are 4 fish.”
5. Repeat the process for the remaining verses. Then, show all 5 fish, and hide 1 fish at a time while students count down, “5, 4, 3, 2, 1.”
6. Read the rhyme again, and for each verse ask, “How many are there now?”

Part 2: Practice

Materials: (S) Per pair: underwater mat with fish (Template 2)

1. Tell students, “Now, you get to play Five Little Fishies on your own!” Have partners count the 5 fish on their mat and say, “1 fish, 2 fish, 3 fish, 4 fish, 5 fish. There are 5 fish.”
2. Tell students, “Partner A will be Mr. Shark and hide 1 fish at a time. Partner B will touch and count how many fish there are in the sea.”
3. Read the first verse as Partner A hides 1 fish and Partner B counts.
4. Continue the process to 1, repeating step 3. Then, have the students count, “5, 4, 3, 2, 1.”
5. Partners switch roles.
**Student Debrief (3 minutes)**

**Lesson Objective:** Count 5, 4, 3, 2, 1 using a story.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child’s progress toward meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Student Debrief. Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary.

- How was your counting today the same as your counting in the Five Little Crabs game? What happened when the wave or Mr. Shark came?
- Let me hear you count down from 5 to 1. (Show 5 objects, remove 1, remove another, etc. Have them try again as objects are removed faster. Then, see if they can do it without objects.)
- Are you getting better at counting down from 5 to 1? Why?
- If 4 little fishies are swimming, and there is 1 less after Mr. Shark swims by, how many little fishies are still swimming? Show me on your fingers.

**NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:**

Allow students to respond to Student Debrief questions in a variety of ways. Some students are more comfortable sharing in a small group or with a partner first before sharing with the whole class. More kinesthetic learners or students with expressive language delays may feel more comfortable answering questions using movements or gestures.

**CENTER CONNECTION:**

Use the rhyme as inspiration for the dramatic play center as described in the last lesson or in the art center. Invite children to illustrate a part of the story. Ask them to talk about their illustrations, using guiding questions about the number of fish if necessary, and write down responses to attach to the illustrations.
Five Little Fishies

Five little fishies swimming in the sea (hold up 5 fingers),
Teasing Mr. Shark (make silly, teasing faces),
“You can’t catch me, you can’t catch me” (in a singsong, teasing tone).
Along comes Mr. Shark, as quiet as can be (quiet voice and slither hands)
And SNAPPED one fish right out of the sea! (Clap hands on “snapped.”)

Repeat with
- Four little fishies...
- Three little fishies...
- Two little fishies...
- One little fishy...

“Five Little Fishies”
Lesson 36: Count 5, 4, 3, 2, 1 using a story and the fingers of the left hand.

underwater mat with fish