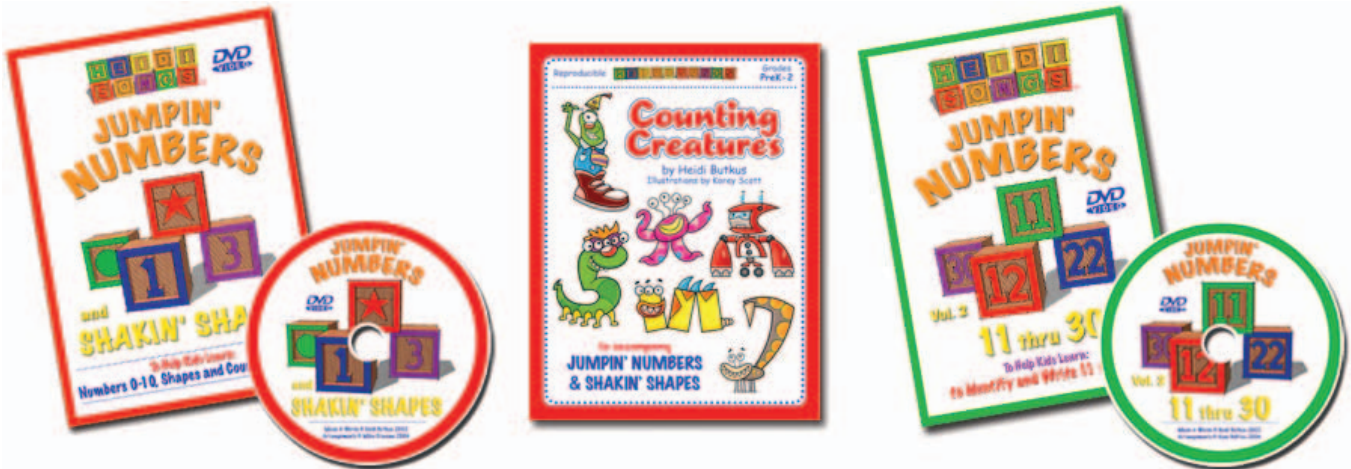


# HEIDISONGS

## Jumpin' Numbers & Shakin' Shapes User Guide for all Volumes



This manual is intended as a guide to help teachers and parents use the Jumpin' Numbers and Shakin' Shape, and Jumpin' Numbers 11-30 CD's and DVD's more successfully in their classrooms and homes. These are the methods that Heidi and other HeidiSongs users have done in their classrooms to produce the excellent results for which the program is known. However, each teacher will likely develop his or her own routine for teaching the words. My advice to administrators is that if a teacher is successful, then do not disturb! Teaching is an art form with a foundation in science, and every teacher's version of this art is likely to look a little bit different.

# Quick Start Guide

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## Jumpin' Numbers & Shakin' Shapes - Volume 1

Helps kids learn the Numbers 1-10, 7 Basic Shapes and other Counting Skills!

What is Jumpin' Numbers and Shakin' Shapes? - A general description of the program, how it works and what is involved in making this successful in your own classroom. (Page 3)

Motions for the Numbers and Shapes- Illustrated pages showing the movements and motions for this multisensory program. (Page 7)

Other Activities That Support Jumpin' Numbers and Shakin' Shapes - Reinforcement can take place in learning centers or other activities. Children are usually excited to get some practice in using a variety of materials. (Page 9)

What to Do If a Child is Not Getting It? - Assess students who are struggling, and decide on a strategy to help them be successful in the classroom. (Page 14)

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## Jumpin' Numbers 11-30 - Volume 2

Helps kids learn to Identify and Write Numbers 11 thru 30!

Moving On to Learning Numbers 11-30- Progressing to the numbers 11-30 (Page 15)

More Activities to Reinforce These Tricky 11-30 Numbers- Reinforcement can take place in learning centers or other activities. Children are usually excited to get some practice in using a variety of materials. (Page 17)

What to Do If a Child is Not Getting It? - Assess students who are struggling, and decide on a strategy to help them be successful in the classroom. (Page 25)

Heidi's Kindergarten Pacing Guide - 38 weeks to cover the year. (Page 26)

## What is Jumpin' Numbers and Shakin' Shapes?

Jumpin' Numbers and Shakin' Shapes was designed for children that have not yet learned to identify the numbers 0-10 out of order and the eight basic shapes. It is a system of teaching numeral and shape recognition through movement, music, and flash cards that contain a visual clue embedded into the numeral or shape. Therefore, children use nearly all of their learning modalities and styles (visual, auditory, musical, kinesthetic) to help them recall the names of the numbers and shapes.

To use it most effectively, you will need our specially designed number and shapes flash cards and the CD or DVD. The flash cards each have a character embedded into each number or shape that serves as a mnemonic device to help jog the memory.

### **This is how it works:**

1. The children are shown a flash card of a number or shape with a visual cue on it.
2. They make a motion that relates to the visual cue. (Ex. For number 8 they make a monkey scratching motion, since there is a monkey on the numeral eight card.)
3. They learn songs that further reinforce the names of the numbers or shapes and its corresponding motion.
4. Later, the visual cue on the number or shape is removed, and the kids respond as before, saying the name of the number and doing its motion.
5. Soon (usually after about 3 weeks of school), most Kindergartners have learned all of the numbers and shapes in a fun and painless way.



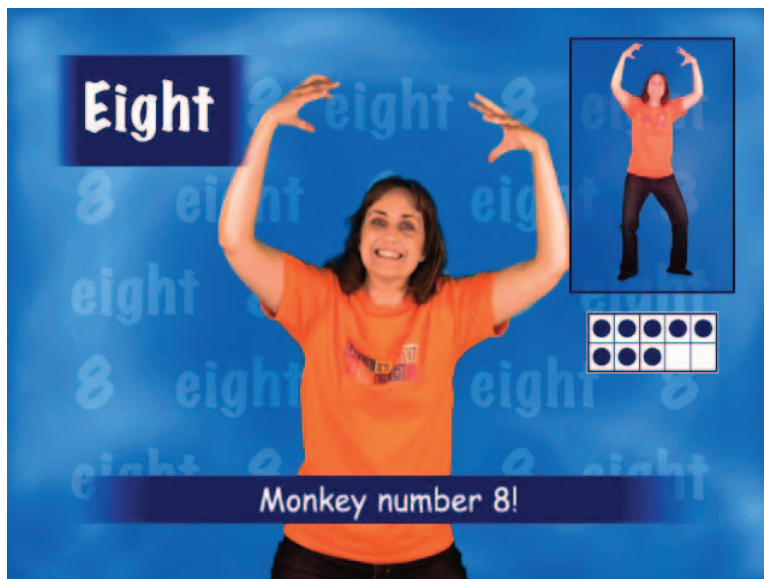
Jumpin' Numbers and Shakin' Shapes Flash-cards

For example, there is a monkey on the number eight card. When the children see it, they are coached to make a monkey motion and say, "Eight!" Often, if they cannot immediately remember the name of the numeral, when they make the motion the memory is jogged and the number often pops right out of their mouths, much to their surprise! The movement of the hands work to activate the muscle memory that some children need to help them remember the name of that number or shape. As an added bonus, many of the motions mimic the form of the number or shape. For example, the motion for number eight with the hands overhead and the knees bent forms the shape of the eight. The motion for number four is to hop with two hands up on your head like bunny ears; this is meant to look like the two top lines on a number four.



## Learning is Easy and Natural

The learning that takes place here is as easy and natural for a child as learning a nursery rhyme such as "The Eency Weency Spider." As soon as a child's hands start making motion of the spider going up the spout, they begin to sing that little song, rarely forgetting a single word. I would be very surprised if most adults reading this cannot remember this little children's song as well! This is because the movement combined with the music put that little song right into long term memory; it will probably be in most adults memories forever!



What I have done with these specially designed number and shape cards is give each one a motion and a song that also incorporates those motions. For example, the Number Eight song goes like this: (sung to the tune of "This is the Way the Ladies Ride.")

"Scritchity scratch goes number eight,  
Number eight, number eight!  
Scritchity scratch goes number eight,  
Monkey number eight!"

## Include Movements - EVERY Time

Always include motions of some kind. This keeps the children motivated and engaged. The songs will not be as effective unless there is some kind of movement included. If you are using a CD, you may wish to download the free written description of the handmotions that I have posted online for the volume that you purchased. You will find them by scrolling down to the bottom of each webpage that goes with each CD. Just click on the link provided and then open the document. You will see some little stick figure types of drawings and descriptions that should help you figure out what to do. Naturally, this is not as efficient or quick as watching a movie of someone doing the movements, but it is one way to get yourself started! You will probably have to fill in some gaps if you do not understand what I mean by the drawings and the descriptions, but for many people this is not a prob-

lem.

Please note that there is no magic in the movements that I have created; you could really use any movements that you like! The important thing is that both you and your students enjoy them! Some of the teachers at my school use my movements, and some do not, yet we all tend to get roughly the same results. The one unifying characteristic is that all of the teachers include movements to the songs, and all of the teachers sing the songs daily.

### **The Visual Connection is Vital!**

I always try to hold the flash cards in my hand while my class sings the number songs. Or, better yet, I simply put on the DVD and the character from the flash card will appear on the screen! I also drill the children on the flash cards apart from using the CD or DVD.

After a couple of weeks, we simply change to plain old number and shape flash cards and drill the children in the same way; by having them respond verbally and physically with the associated motion, even though the character is not there. All it takes is one or two children to remember what to do and say, and then everyone is practicing the numbers and shapes as before, but this time with their attention focused on a simple number or shape flash card! Usually, in about two or three weeks, my whole kindergarten class knows the numbers and shapes out of order on plain flash cards. (If there is a straggler or two still working on a couple of isolated numbers, I pull the children out and work with them individually on it sometime during the day.) Whenever most of the children know the numbers and shapes, we stop singing those songs and switch over to the Musical Math songs instead. After that, we sing the number songs for zero through ten "by request only." But since the numbers and shapes are useful to them, I have never had a child forget any of them during the course of the school year.

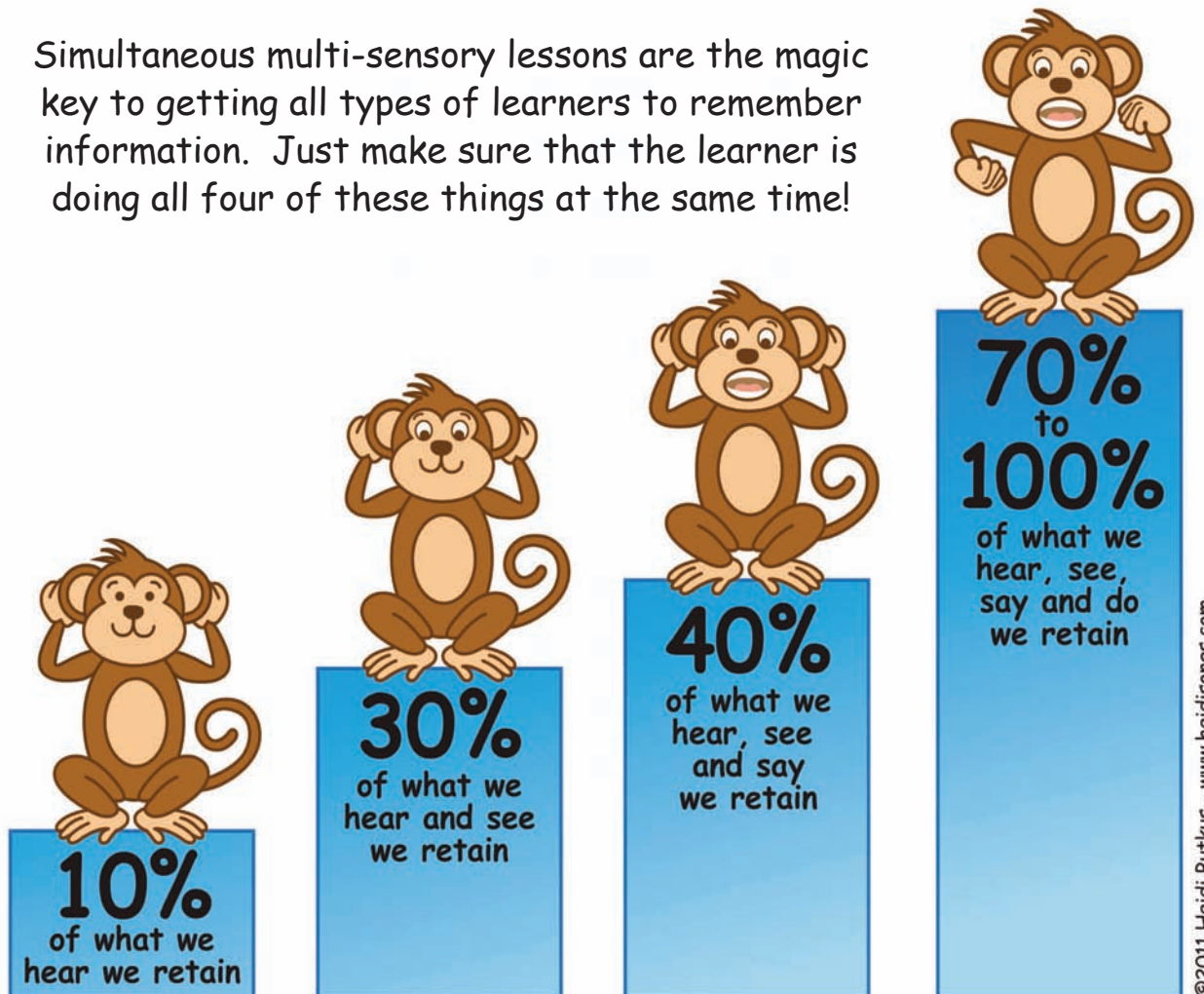


One of the best things about this system of teaching numbers and shapes is that you can practice them with your whole class at the same time without the discipline problems that come from bored children, because all of the children usually enjoy the physical activity, whether they already know them or not.

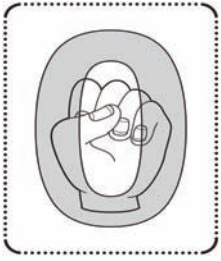
**To achieve the maximum benefit, as your students practice with the flash cards, it is very important that the children do these four things *simultaneously*:**

1. Look at the flash card that you are holding.
2. Say the name of the number or shape audibly.
3. Hear others saying the name of the number or shape, *hopefully* correctly!
4. Do the motion that goes with that card.

Simultaneous multi-sensory lessons are the magic key to getting all types of learners to remember information. Just make sure that the learner is doing all four of these things at the same time!



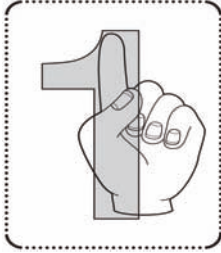
Here are the motions for the numbers and shapes cards:



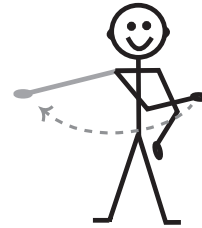
Show zero fingers with one hand. (Make a fist!)



Scratch like a cat as you say, "Six!"



Show one finger with either hand as you say, "One!"



Do a karate chop as you say, "Seven!"



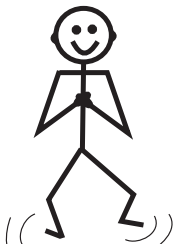
Flap your arms like wings as you say, "Two!"



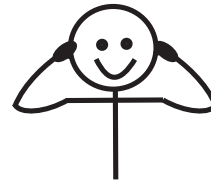
Scritchity Scratch!



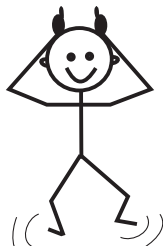
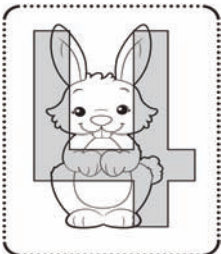
Scratch like a monkey as you say, "Eight!"



Hop like a kangaroo with your hands in front of you, as a kangaroo does as you say, "Three!"



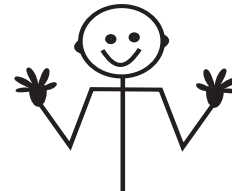
Crouch down and cup your hands behind your ears as you say, "Nine!"



Put your hands up on your head as if they were bunny ears and then hop like a bunny as you say, "Four!"



Show Ten Fingers!

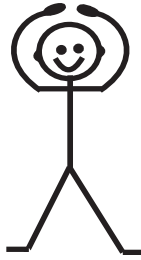


Show ten fingers as you say, "Ten!"

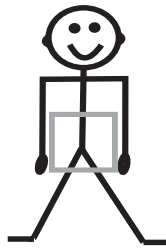
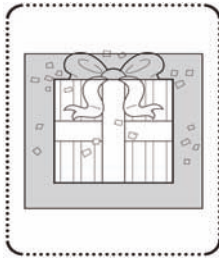


Give a salute!

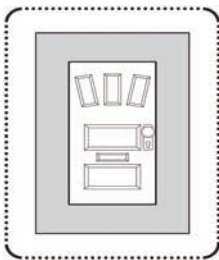
Place your hand on your temple, and "salute" each time you say "Five!"



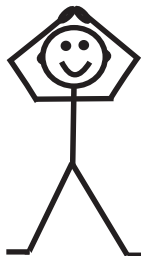
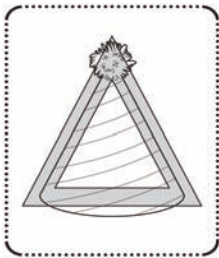
Make a circle with your arms overhead as you say, "Circle!"



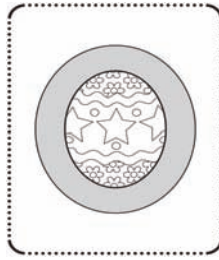
Pretend to hold out a present to a friend as you say, "Square!"



Pretend to open a door. The door squeaks as you open it, making the "r" sound, which begins the word, "Rectangle!"



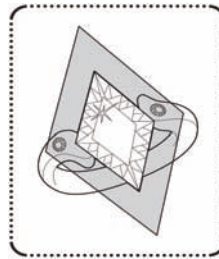
Hold your hands over your head in a triangle shape to show a pointed hat as you say, "Triangle!"



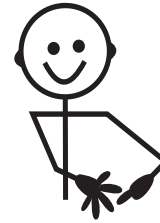
Show me an egg.



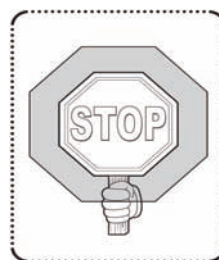
Hold your hands out in front of you as if you are showing someone an egg, as you say the word, "Oval!"



Point to Ring Finger



Point to your ring finger as you say, "Rhombus!"



Hold your hand out in front of you as if you were telling someone to stop each time you say the word, "Octagon!"



Wiggle Your Fingers!



Hold your hands up high and wiggle your fingers as if the stars were twinkling in the sky each time you say, "Star!"

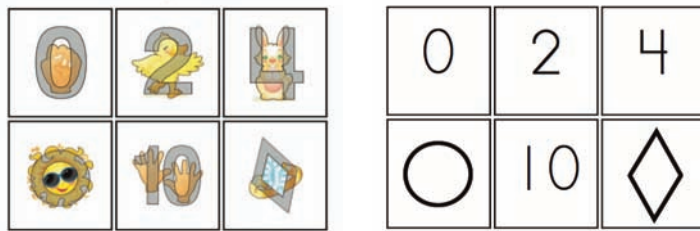


## Other Activities That Support Jumpin' Numbers and Shakin' Shapes

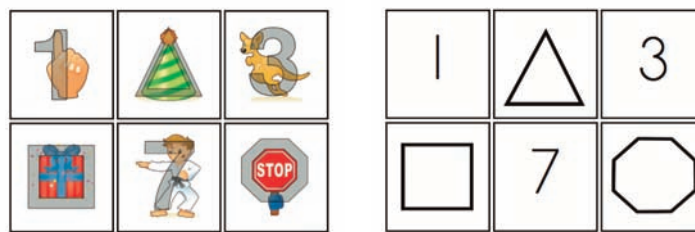
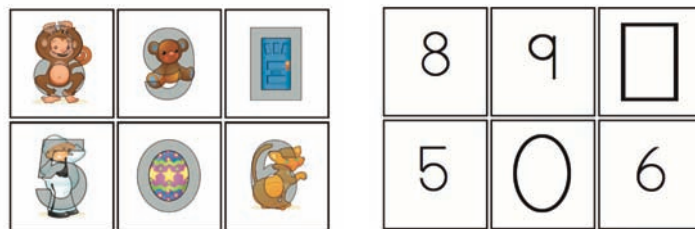
There are several things that you can do other than use the flash cards and DVD or CD to help the children practice their numbers and shapes, and they are listed below.

### **Jumpin' Numbers and Shakin' Shapes Bingo**

This is a downloadable "print it yourself" bingo game that has the numbers and shapes with their characters embedded into them on the bingo cards for the children as a clue to help them be successful. The children listen to the teacher or a helper call out a number or shape, and then try to find it on their bingo card. Each card has only six items on it, so that there are not too many per page and they are a good size for little eyes. When the children cover up all of the items on a card, they have a bingo! When we play it in my class, we continue playing until everyone in the group gets a bingo, and then we trade cards and play it again.



The bingo cards can be printed with the character cards on the front and the plain cards on the back, so that you can let children that don't need the extra picture cues play without them. Your more advanced students simply flip their cards over to the backs and play that way.



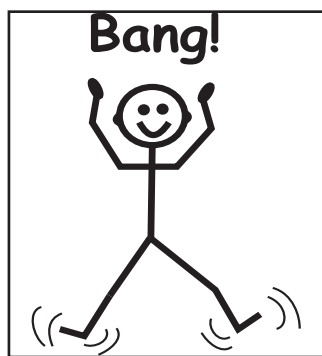
### **Match the Jumpin' Numbers and Shakin' Shapes Flash Cards to Plain Flash Cards**

For this activity, simply print out the small flash cards that come with the set, and then print out the plain flash cards on a separate piece of paper. Cut them apart, and then mix them up. Have the children try to match them up to help them form the connection between the special flash cards with the characters and the plain numbers and shapes.

## Play Games With the Flash Cards

Any card games that your child enjoys playing with other cards can be played with your Jumpin' Numbers and Shakin Shapes cards, such as Go Fish or Old Maid, etc. My students really enjoy playing a simple card game called "Bang!" as well!

To prepare the Bang game, just add a few extra flash cards to the stack that say "Bang!" on them. Then mix them into the deck. To play, deal each child in your small group one card in turn. The child should identify the number or shape on the card. But if the child receives a Bang! card, then he or she gets ALL of the cards at the table, excluding the dealer's cards! Make sure that you put one Bang! card on the bottom of the deck, and then the last person to receive a card will be the winner of the game.



This is an example of a "Bang!" card.

This card (and more like it) is a free download at <http://www.heidisongs.com/free-downloads/>.

Look for the file called "Active Responses."

Another version of Bang! can also be played with a large group of children. You will need the large flash cards for this, and then you'll need to make some large flash cards of the same size that say "Bang!" on them, and mix them into the deck. Now all you have to do is drill your students on the numbers and shapes. But when they come to a Bang! card, then they all shout "Bang!" they all get to stand up! Then you keep drilling the children as before, but with them all standing up.

When you come to another Bang! card, then they all shout "Bang!" again, but then this time they jump and sit down! And so it goes: they get up and sit down, and get up, and sit down. Little kids seem to think that this is hilarious and a really fun game! It's also a great way to keep them actively engaged. You can vary the activity by putting in other themed cards other than cards that simply say, "Bang." The cards could have a cow on them, and the children could moo like a cow, etc. Just use your imagination and little bit of clip art! We have several different themed Bang! types of games on our website, many of which help kids practice the numbers 0-10, and some of them also include the shapes. But all of them have blank cards at the back, so that you can customize the question cards to include whatever you want to drill and practice on. You can find them here: [http://www.heidisongs.com/our-products/index.php?id=1&keywords=Games\\_&\\_Worksheets](http://www.heidisongs.com/our-products/index.php?id=1&keywords=Games_&_Worksheets)



Ring the Bell!



Barnyard Bang!



Halloween Boo!



Jingle Bell Bang!

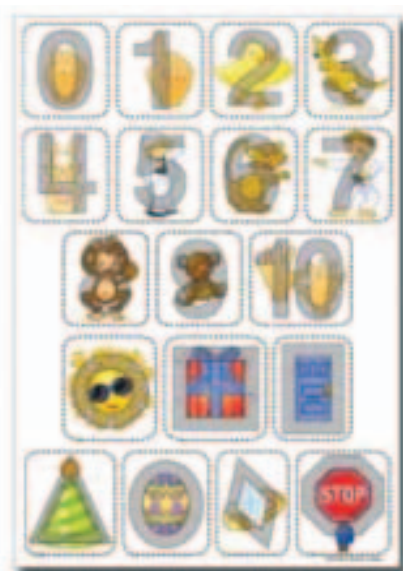
### Have Kids Rebuild the Numerals with Number Pattern Blocks

The Number Pattern Blocks set make a nice learning center that allow children the opportunity to try to rebuild the numbers with pattern blocks. This is another way to expose them to the shape of the numerals and give them more experiences with them in general. This can be done with real blocks or with blocks cut out of paper. The masters for the paper pattern blocks to cut out by hand can be downloaded free on our website here, or if you are fortunate enough to have a die cut machine at your disposal, then that is even better!



### Visual Aids Can Help

Get the Jumpin' Numbers and Shakin' Shapes poster and put it up in your room so that the children can refer to it when needed. It is less expensive than putting an extra set of flash cards on the wall, and keeps those all important numbers and shapes within view. Another game that could be played with an extra copy of the poster is to have the children draw one of the small flash cards and try to match it up to the picture on the poster. They could also place the correct number of counters on each space on the poster, or a corresponding block in the correct shape on the poster as well.





### Use the Songs in a Listening Center

Children benefit from seeing the songs that they are learning to sing in print. Let the children listen and read along with the songs by using the printable Sing Along Song Book that is sold as a download. To prepare it, simply download the book and print it out. Then bind it together into a book, either with an office binding machine or by inserting the printed sheets into page protectors and putting them into a binder. This seems to be the sturdiest way to bind up a book that small children will be handling a lot!

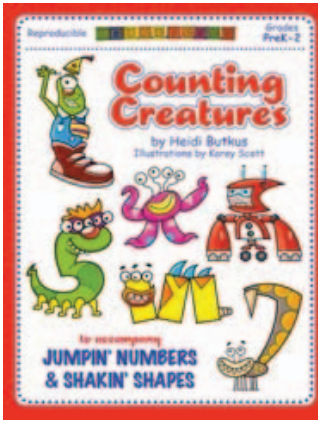
### What Else Do I Need to Do?

Jumpin' Numbers and Shakin' Shapes helps children learn to identify the numbers 0-10 out of order and the eight basic shapes. There is even a song that helps them practice counting by rote from 1-100! However, it will not help them develop one-to-one correspondence or number conservation. It will not help them form a concept of how many three is or how many five is, nor which of these numbers is greater, etc. These concepts come with time and experience counting and playing with real manipulatives, and *this cannot be emphasized enough!* Jumpin' Numbers and Shakin' Shapes is NOT a complete math program in and of itself, by any means.

### Once the Children Know the Numbers and Shapes, then Practice Them!

Repeated practice over time is the best way to reinforce a skill. The best way to do this is to have children count out real objects in certain quantities of numbers on command, and then match them to the numbers or write the numbers. Eventually, they will need to work towards learning to look at a set of objects and start to instantly recognize that there are two or three objects in that set, without stopping to touch and count each object one by one. In my experience, by the end of Kindergarten, most children can look at a group of four or five objects and simply "know" at a glance how many objects are in that set. Board games that children and their families play with dice can really help achieve this goal, because children learn to recognize the patterns of the dice automatically and learn to instantly identify those dot patterns as quantities.

Once children have a firm sense of number and quantities in their heads, then it is time to start transferring these skills to paper. Some children can count real objects with no problem, but when they are asked to count a representation of those objects on paper, that is another question entirely! These objects drawn on paper cannot be felt or moved around, and so they are simply abstract representations of the real thing. It may seem to adults that this should be an easy and natural transition, but for the very young child, it can be a challenge! There are many practice pages provided in our Counting Creatures Volume One workbook for your use.



Circle all the number 3's on this page. Name \_\_\_\_\_

three three three

Trace and write the number 5. Name \_\_\_\_\_

five five five five

Circle the correct number. Name \_\_\_\_\_

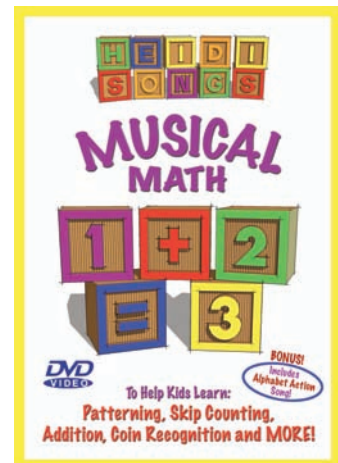
2 3 4 5	2 3 4 5
2 3 4 5	2 3 4 5
2 3 4 5	2 3 4 5

To help this process along, you may need to have children place real objects on top of the pictures of the objects on the paper, and then have your child count them aloud. After that, then remove the real objects and have your child count the objects pictured on the worksheet. Sometimes, having the child cross off the objects on the worksheet as he or she counts them can help, because they tend to count some of them twice and others not at all! Another thing that helps is teaching children to stick to a routine when counting objects pictured on a worksheet, such as always beginning at the top left and then counting from left to right and proceeding downward from there as they count.

Children will also need to recognize the shapes that they have learned to name in the world around them. Try taking them on a shape walk to see what they can find! This can even be done simply within the walls of your own home or classroom. Some teachers even let their children use their iPods or iPads as cameras and have the children take pictures of the things in their rooms that are shaped like rectangles, etc. Then they share their pictures with the rest of the class. Children also need to realize that these shapes can be turned in any direction and are still identified as the same thing. There are many iPad and iPod apps that are great for this purpose. Check my blog post on my favorite apps for some great recommendations. <http://heidisongs.blogspot.com/2012/03/great-ipad-apps-for-pre-k-and.html>

### Moving On From Number Sense

Lots of patterning, sorting, and problem solving, and counting must be done in order to develop mathematical thinking. Our Musical Math Resource CD has lots of activities for these kinds of things, plus songs to make it more fun. The CD and DVD also include songs for coin recognition, skip counting, estimation, volume shapes, addition, and subtraction! The songs help the children remember facts about each of the above topics that they will need to learn in Kindergarten and first grade. I hope you will check it out, as I find it to be an invaluable learning tool as well!



## What to Do If a Child is Not Getting It

*Remember the four multi-sensory steps must be done simultaneously for this to really work well and work fast to help children remember the numerals and shapes.*

1. **Look at the flash card that you are holding.**
2. **Say the name of the number or shape audibly.**
3. **Hear others saying the name of the number or shape, *hopefully correctly!***
4. **Do the motion that goes with that card.**

This is because Jumpin' Numbers and Shakin' Shapes takes advantage of "muscle memory" to help children remember; but if they are not looking at the card while they do the motion, what will they associate it with? If they do not say the word while they are looking at it and doing the motion, then they may *recognize* the number or shape if someone else points to it, but perhaps not be able to express what it is themselves. This is the essence of a simultaneous multi-sensory lesson; if you do it, see it, say it, and hear it- all at the same time- then you greatly increase the chances that the learner will remember the content of the lesson. Each element that you allow to be left out of the lesson decreases the chance that the learner will retain the information. So if you see a child that is doing the motion, but not looking at the card and not saying the numeral, then it is likely that he will not learn to identify that number very quickly. It's THAT important! So watch your students and encourage them and praise them when they are doing all four of these things together, because that helps a LOT! If there is a child that is not getting it, or not getting a couple of numbers, then try to find the time to pull that child out individually and work with him or her for just a few minutes, and try to get that child to look at the flash card while doing the motion, while saying the numeral or shape. Once you get the child to do all of these things for you, have him or her do it a few more times in a row for you, praising him or her as you go along. Then, when you are in a group situation again, watch that child and make sure that he does the same. Remind him and praise him when he continues to practice as directed. This will relieve you of the need to practice with the child individually, so it is well worth the effort.

### **When is it Time To Switch the Class to Drilling with Plain Flash Cards?**

I usually wait about two weeks or so into the school year, or when the children seem to have gained some automaticity with the Jumpin' Numbers and Shakin' Shapes flash cards. Then I try out drilling them with the plain flash cards that are printed on the back, just to see how they do. If they hesitate on a number, I flip the card around and give them a quick glance at the character on the back. Then I flip it back around again to the plain number side so that they have to do the motion and say the number again without the "crutch" of the character on the Jumpin' Numbers side. This seems to help "imprint" the plain numbers and shapes into their memories, just as it did before as I showed them the special cards with the characters embedded into the numbers and shapes. So essentially,

I am "weaning" the children off of the use of the special cards with the Jumpin' Numbers and Shakin' Shapes characters on them, little by little, giving them assistance and reminders as needed. The amount of time needed to do this varies by class, and takes anywhere from one to two weeks, depending on the children in the class. After that, you will naturally want to use the numbers and shapes in different activities and lessons, and teach them to write them and draw them, etc. The more you make them an essential part of their lives, the less likely it is that the children will forget them.

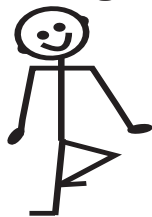
### **What About Special Needs Children?**

In my experience, the children who have gone through my class who were later diagnosed with significant learning disabilities took a few months to learn the numbers and shapes through this method. Most of the children with no learning challenges to overcome were able to learn them in an average of three weeks, with some kids needing only two weeks of practice, and some children needing four. During our practice time, we drilled on the flash cards daily for about five minutes each time as described above, and then spent about seven to ten minutes daily singing some of the songs from the Jumpin' Numbers and Shakin' Shapes DVD. So in all, we spent no more than 15 minutes a day. Any children with significant learning challenges that still did not know them were given individual drill with the flash cards later in the day, and a DVD was sent home for additional practice. I do not have any way of knowing how much the DVD was actually used at home, if at all. I can only think of three children in the past 15 years since I started developing this program that had learning challenges significant enough to cause them to take months to learn the numbers and shapes, and I work in a Title One school. But in the end, ALL of them DID learn all of the numbers and shapes. Two of these three children were placed from my class straight into a full day special education class, and the other is still going through the RTI process- but at the end of second grade, I know that he was still a non-reader.

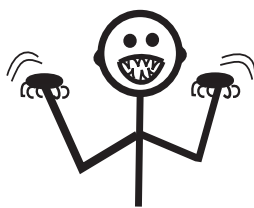
## **Moving On to Learning Numbers 11-30**

Learning to recognize the numbers from 11-30 can be quite a challenge for many children. Jumpin' Numbers Vol. 2 is a fun, multi-sensory way to practice these numbers.

**Stand like a flamingo!**



**Pretend You're a Bear!**



**Pat your legs in time with the music!**



Children in Kindergarten typically learn to identify and write the numbers from zero to ten

with few problems, but learning the numbers in the teens and twenties is a whole new challenge for many! Once again, songs and movements are my tool and have come to my rescue many a time! The Eleven Song is one case in point. One day, when helping my children write their numbers, I found myself repeating over and over that to make a number eleven, they would need to write a one and a one. I said this so many times over during the course of the day during that four group rotation that after a while, this little song just popped out of my mouth from out of nowhere! It went like this: (sung to the tune of The Fox Hunt)

*"Eleven, eleven, eleven!  
A one, a one, I'm done!"*

Suddenly, children that could not remember how to make a number eleven before could now remember it- every time! I was surprised that it worked so well! Soon, everyone in my class knew The Eleven Song, and everyone could identify and write number eleven. Shortly after that, a little boy asked me to teach them The Twelve Song! I was caught off guard, and said, "I don't have a Twelve Song!" Then one little girl with a whole lot of faith in her teacher, said, "Maybe you could go home tonight and write one, and then come back and teach it to us tomorrow!" That year, I managed to stay one number song ahead of my class each week, writing a song for each number from 11-30- and the concept for Jumpin' Numbers Vol. 2 was born! These days, I use these songs during math instruction, during transition times, when they need to get their wiggles out, and also during our calendar time. There seem to be two schools of thought on how to introduce numbers in their "Terrible Teens and Twenties." As for me, the easiest thing to do is to keep it as a part of our morning calendar routine and focus on one number per day or week.



I think that when the kids are done with all of this, they have a real understanding of what



that big number really is! So, on the twelfth day of the month, we sing the Twelve Song, etc. It's a fun way to keep reviewing as we go! I have also found it useful to choose a helper of the day to build that number with magnetic base ten blocks and write the number above it on my white board easel. It's a great way to continually reinforce how to make those numbers and record them. We also practice building those larger numbers in small groups with manipulatives and recording the number. In addition, I have found that the children also benefit from writing the numbers in while they sit in a whole group situation as the songs play on the DVD or CD.

One of the best things about this system of teaching numbers and shapes is that you can practice them with your whole class at the same time without the discipline problems that come from bored children, because all of the children usually enjoy the music and physical activity, whether they already know them or not.

### **The Visual Connection is Vital!**

I always try to hold a number flash card in my hand while my class sings the number songs. Or, better yet, I simply put on the DVD and the number will appear on the screen! I also drill the children on the numbers apart from using the CD or DVD. But no matter what, it is vital that the children see the number while they are singing the song. When the song is finished, always ask them, "What is that number?" (Either hold up a flashcard or point to the number on the screen while you ask.) Then wait for them to answer. I often ask this same question twice in a row, just to make sure that they have gotten my point.

### **Pacing**

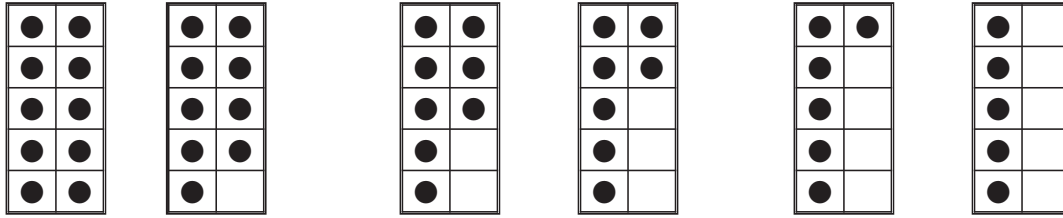
After the class has learned the numbers 0-10, then slow down and just concentrate on one number per week because the teens and twenties are harder to learn. So at that point, I usually introduce just one number song per week. For more information on pacing, see the Pacing Guide at the end of this guide.

## **More Activities to Reinforce These Tricky 11-30 Numbers**

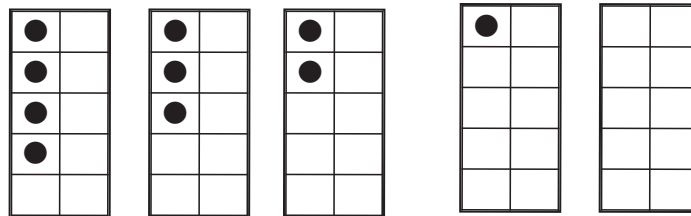
### **\* Ten Frames and Counters**

"Ten Frames" can help develop a sense of "ten-ness" at a glance. Give the children one with a completed ten and another one with a five to form 15. Have the children look at the ten frames and try to put that many objects into a modified egg carton that has just ten spaces- five on each side, plus another five in a bowl or paper plate. Then have them find number 15 on a flashcard and match it, for example. You can download ten frames free here on my website on the free downloads page. Just scroll down about half way.

<http://www.heidisongs.com/free-downloads/>



Ten Frames are a wonderful tool to help kids develop number sense.



Instead of the egg cartons, you can get the CounTEN Sorting Cartons. Ice cube trays with ten spaces also work great. Sometimes these can be found at the Dollar Store. Change the objects with the seasons or the units of study, or change them with the holidays. We use small sea animals, zoo animals, insects, Christmas counters, Valentine's Day counters, cereal, pom-poms, etc.



The Number Tree with Ten Frames



CounTen Sorting Cartons

There are blog entries about several other similar types of activities that can be done with other seasonal recording sheets and matching manipulatives, including The Number Tree (<http://www.heidisongs.com/free-downloads/>), Pumpkin Patch Counting, and Spider Web Counting. (<http://heidisongs.blogspot.com/2010/10/whats-up-week-9.html>) You can find the masters and write ups for each of these activities by following the links provided.

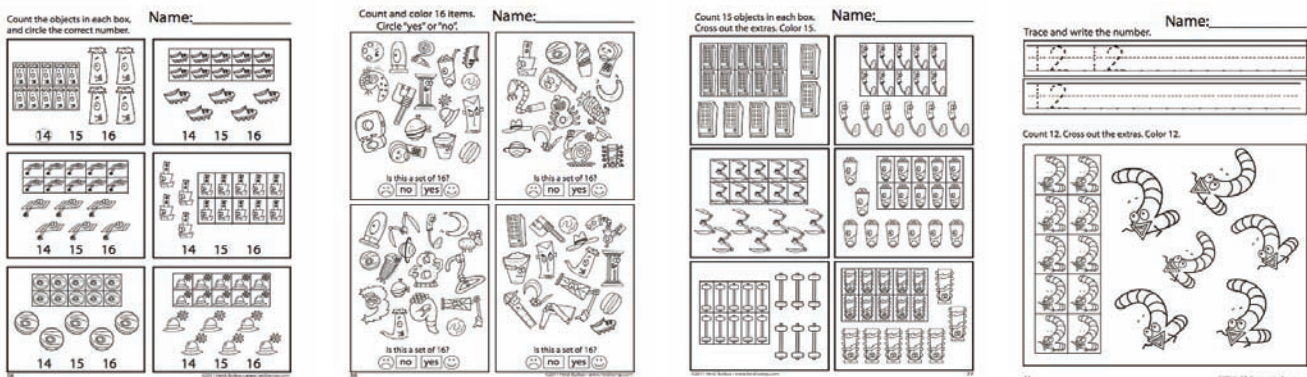
### Counting Creatures

Counting Creatures 11-20 is a workbook with a fun robot/monster theme designed to give children practice counting, identifying, and writing the numbers from 11-20. Since these

tricky numbers are often very difficult for children to master, lots of extra repetition and reinforcement is a good idea. Also, counting out quantities greater than ten can also be a challenge for many children, and requires extra practice. This workbook provides a motivational resource for teachers to use to send home for homework and for practice at school. Many elements of the worksheets can also be used as the basis for learning centers and games, simply by copying them onto cardstock, cutting, and laminating them. Watch Heidi's blog for more specific ideas for math learning centers and games! Look for the Counting Creatures 11-20 workbook here:

[http://www.heidisongs.com/our-products/details.php?id=136&keywords=Counting\\_Creatures\\_11-20\\_Number\\_Workbook](http://www.heidisongs.com/our-products/details.php?id=136&keywords=Counting_Creatures_11-20_Number_Workbook).

One great way to use these sheets is to put them in dry erase sleeves and then let the children complete as many of them as they can in a given time period. Children usually really enjoy using the dry erase markers, and this allows them to complete as many as they wish, rather than just one or two, and leaves the teacher with nothing to correct. Simply check for understanding later.



### \* Pattern Block Numbers and Rubber Stamps

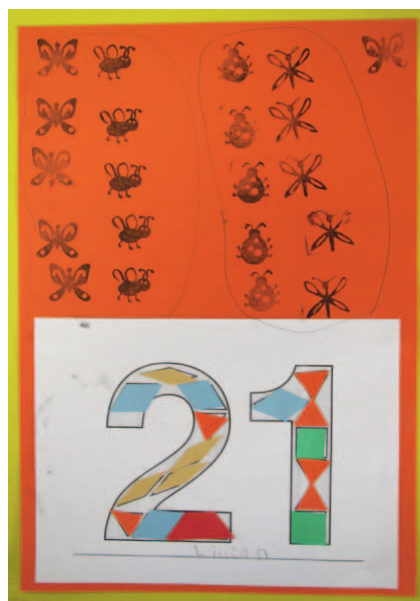
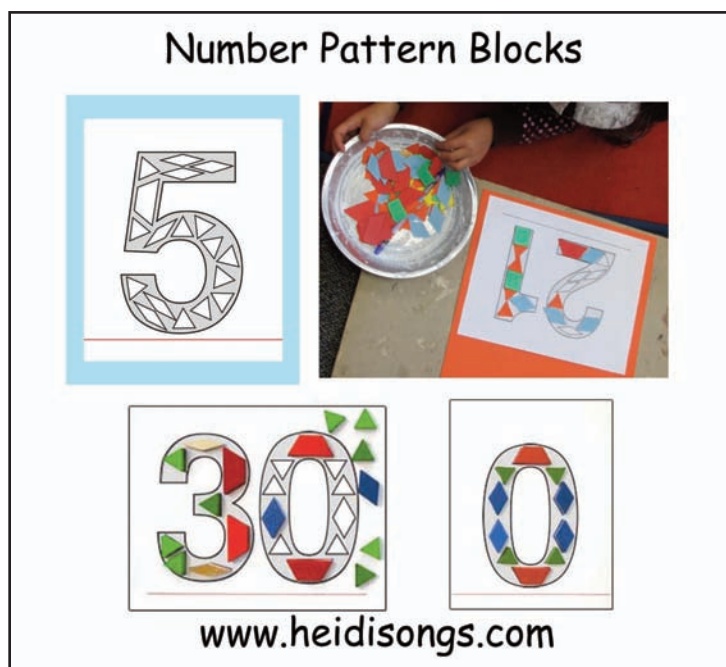
Another fun activity is to print out the black and white version of the Number Pattern Blocks and have the children glue down some paper pattern blocks in the spaces to decorate them as shown below. Then, have them try to stamp the correct number of objects above the numeral.

This can be tricky though for the children who just LOVE to go crazy with the stamps and start stamping out as many impressions as they can and subsequently wind up with way too many. I had them try for ten and circle them, and then add three more, for example, to get number 13. If you can afford it, a better way to do this might be to use stickers, because they are more easily removed if the children lay down too many. We just wound up having the children cross out the "extra" objects that they mistakenly stamped. Number Pattern Blocks available for purchase here:

[http://www.heidisongs.com/our-products/details.php?id=4&keywords=0-30\\_Number\\_Pattern\\_Block\\_Manipulatives](http://www.heidisongs.com/our-products/details.php?id=4&keywords=0-30_Number_Pattern_Block_Manipulatives).

They are printed in black and white on the backs of the cards so that you can copy and glue

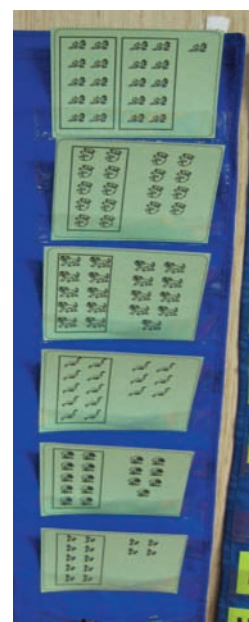
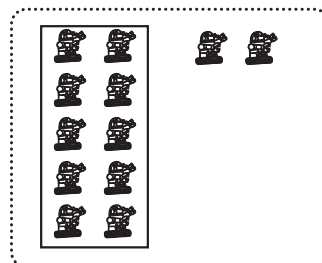
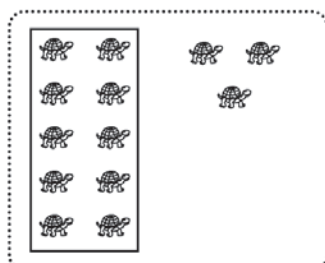
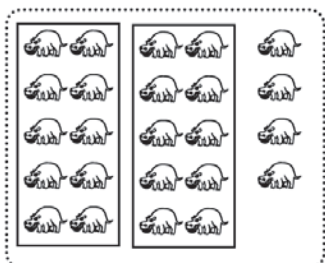
them down on another piece of paper for this activity and others.



### Matching Sets with the Teens and Twenties

Have children match the numbers to the sets by finding groups of ten and counting on from there. I taught them to say, "TEN! Eleven, twelve, thirteen...." etc. I put some 10-30 Place Value Practice Cards on a pocket chart and practiced counting on from 10 with the kids whole group for a minute or two each day after we did the calendar for a couple of weeks. This REALLY helped a lot, and it makes sense that it would! (For a free download of these cards, just go to this link: <http://www.heidisongs.com/free-downloads/>)

Research does support short, daily practice sessions to acquire a new skill. It took about two weeks for most of the children to master it. I simply asked them over and over, "How many are in a box?" "How many are in a box?" And the children would answer, "Ten!" every time.



## Stepping Stones Numbers

Combine motor development with math or language arts by writing numbers or words on "Stepping Stones" and have the kids step on them and identify the numbers as they go along. These are really called "Rigid Dome Cones" and are sold on Amazon, where you get 36 of them for about \$47 dollars. My kids LOVED to do this during our motor development time in small groups out on the grass, or during our after school tutoring inside on the carpet. A soft surface to play on IS important because they will fall off of them occasionally, although sometimes, it seems as though they did that on purpose! A fun game to play with them is to put on some music, and have them jump from stone to stone until the music stops. Then they pick up the stone that they stopped on and identify the number on it.



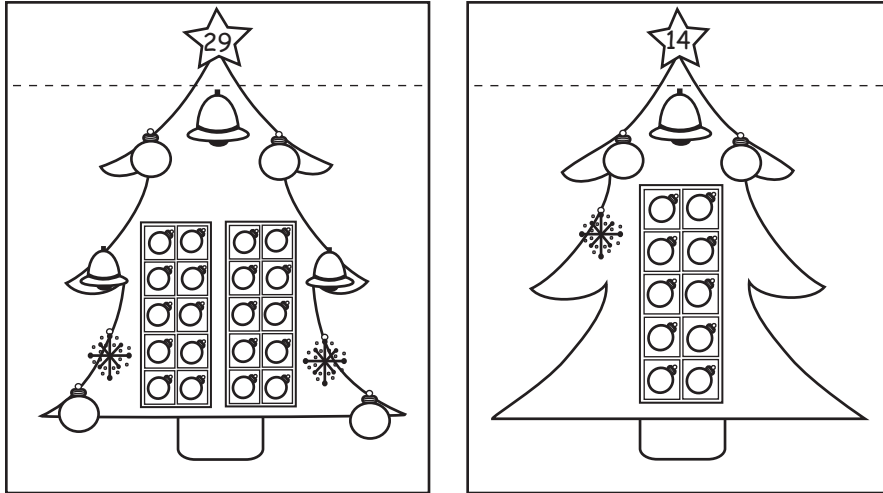
Stepping Stones Numbers is a fun and active way to practice number identification.



## More Practice in Matching Sets

Continual practice throughout the year is a good method for keeping skills sharp. Check out the free download of the Christmas Tree Match Sets Cards at this link for a great seasonal activity:

<http://heidisongs.blogspot.com/2010/12/counting-down-to-christmas-vacation.html>.



Christmas Tree Match Sets Cards

To use the Christmas Tree Match Sets cards, cut off the top of the tree on the dotted line. Have children count the ornaments and match it to the correctly numbered star.

There are also other free downloads of some great seasonal Match Sets Worksheets that I use with the dry erase sleeves for more practice on paper:

Count the objects in each box, and circle the correct number. Name: \_\_\_\_\_

<p>3    13    23</p>	<p>2    12    22</p>
<p>4    14    24</p>	<p>5    15    25</p>
<p>8    18    28</p>	<p>10    20    30</p>

Count the objects in each box, and circle the correct number. Name: \_\_\_\_\_

<p>3    13    23</p>	<p>5    15    25</p>
<p>1    11    21</p>	<p>6    16    26</p>
<p>8    18    28</p>	<p>4    14    24</p>

<http://heidisongs.blogspot.com/2010/12/counting-down-to-christmas-vacation.html>, and also here: <http://heidisongs.blogspot.com/2010/12/welcoming-holidays-week-17.html>.

There are even more of these matching sets worksheets for purchase here, most of which have a spring theme rather than a holiday theme.

[http://www.heidisongs.com/our-products/details.php?id=108&keywords=Matching\\_Sets\\_Worksheets\\_11-30](http://www.heidisongs.com/our-products/details.php?id=108&keywords=Matching_Sets_Worksheets_11-30).

## Singing the Number Songs as a Transitional Activity

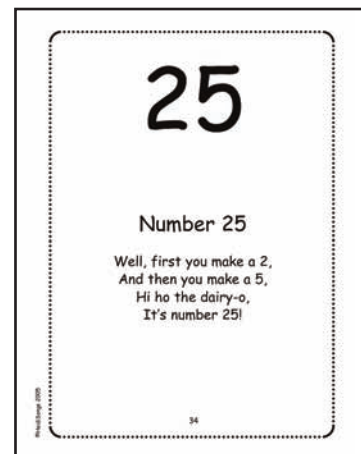
Virtually every single day in my classroom, we sing songs as we are transitioning from one activity to another. This helps get the blood moving through the body and sends oxygen to the brain to help prep the kids for their next lesson. It also makes the room a happier place, and gives the children a reason and permission to move. Did you know that happy children learn more? It's a fact!

To do this more efficiently, have the DVD or music ready to go before school begins in the morning. Then, all you have to do is press "play" to start it up. As some children are cleaning up or finishing their activity, just invite those that are already finished to join you in singing a few songs while they wait! As the others finish, they should join you. This helps take advantage of lots of unused instructional minutes in the classroom!

## Use Sing Along Songbooks for the Number Songs in a Listening Center

You can incorporate literacy into your math lessons by making song books with the song lyrics. You can buy this songbook as a download here:

[http://www.heidisongs.com/our-products/details.php?id=30&keywords=Jumpin%27\\_Numbers\\_Songbook\\_and\\_%22Classic%22\\_Flashcards](http://www.heidisongs.com/our-products/details.php?id=30&keywords=Jumpin%27_Numbers_Songbook_and_%22Classic%22_Flashcards). Or, you can type them up yourself by copying the words to the songs provided in the download of the handout. This makes a nice listening center. Some teachers have told me that they even use individual DVD players or laptops and show the DVD's at their listening centers with headphones! The children are to write the words or numbers as the songs play.



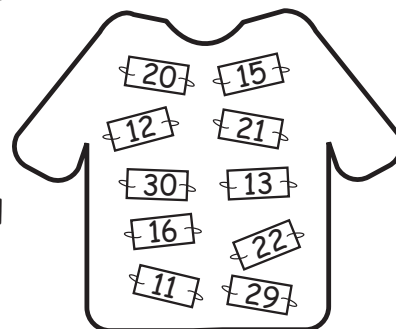
## Write the Numbers While the DVD Plays

This activity is best done with white boards and dry erase markers. The children sit and watch the DVD play and write the number as it plays, and usually can write it several times during one song! I encourage them to write the number as many times as they possibly can. I usually wind up doing this type of thing more often with the sight word DVD's than for the Number DVD's, since time always is an issue. So last year when I had a little girl who by February was still missing numbers 12 and 20, I sent home the Jumpin' Numbers Vol. 2

DVD with her. I gave her the assignment to watch it each night for a week and write the numbers after each song. I also noticed that her parents wrote the numbers on her binder and also pinned them to her backpack, so they were probably just looking for ways to ask her to identify the numbers several times a day, which is another great suggestion to give parents. When her parents felt she knew the numbers, they sent it back.

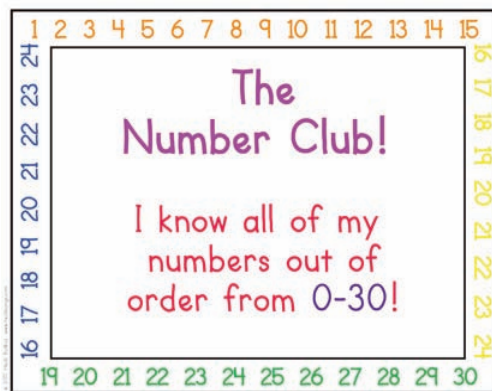
### Provide a Little Motivation

Here is an idea for parents that want to work on the numbers at home. A little boy's mom devised this reward system, and it really worked well: she bought the child a special t-shirt that he really wanted, and safety pinned the numbers to it. She tacked the shirt to the wall in her hallway. Each time they walked by, she asked him the numbers. When she felt he knew each number, she took it off the shirt and tacked it to the wall nearby for review. When the shirt had no more numbers pinned to it, he got to wear it! This same idea would work at home with a toy with flash cards taped to it, or even a picture of an activity in a sheet protector with flash cards on sticky notes, etc.



### The Number Club

As the children master all of the numbers from 0-30, (or whatever your goal is,) then let them write their name on a chart as a reward. Children enjoy seeing their names up on charts like this! To use it, all you have to do is mount it to the top half of a standard size piece of construction paper. Then, as the children meet their goal, let them write their names on the bottom half of the construction paper chart, under the Number Club Master. I laminated mine so that all I have to do is just tape it to a fresh piece of construction paper for the kids to write their names on when they reach the goal. For a free download of the Number Club chart, visit this blog post:



<http://www.blogger.com/blogger.g?blogID=6359999521868731050#editor/target=post;postID=6744229221685456375>



## What to Do if They Are Still Not Getting It

Children usually grasp the things that they need for use in their daily lives. Make sure your kids NEED the numbers and have to use them! Here are some ideas to help make that happen.



1. Line up by standing on words or numbers. Just tape some number flash cards down on the floor and have them line up on a certain number each time they line up. Change the numbers that they need to look for periodically.
2. Number your chairs and pencils, and have the children find certain ones that they must use each day when they sit down at your command.
3. Number your carpet squares and have them go to certain ones. If they need to know the numbers, they will learn them!

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HeidiSongs Kindergarten Pacing Guide									
Week No.	Letters and Sounds	Number	Color Wd. or Wd. Family	Shape/Coin	Sight Words	Language Arts Concepts	Math Concepts		
1	A-D	0-5	red, yellow	circle	none	write name, rhyme,	sorting, counting aloud, count objects to 10	Theme/Singable Book	© Heidi Burkus 2009
2	E-H	6-10	green, blue	square	none	beginning sounds, name writing, rhyme	sorting, counting aloud, graphs, days of the week, patterns,	Wiggles Learns the Rules at School, Wiggles' First Day at School	
3	I-L	0-10 review	purple, orange	triangle	the	Write letters, rhyme, beginning sounds	matching sets 0-10, numbers in order, sorting, patterns	Round Is a Pancake Book	
4	M-P	0-10 review	brown, black	rectangle	I, see	review and practice above, concepts of print (title, title page, front cover, back cover)	review and practice above; compare sets with more, less, and equal	Wiggles Learns to Pay Attention, Round Is a Pancake Book	
5	Q-U	11	white, pink	oval	like	review and practice above, concepts of print (letters vs. words)	review and practice above; compare sets with more, less, and equal, count aloud to 20	The Shape Song Book	
6	V-Z	12	gray	rhombus	is, a	review and practice, concepts of print (letters vs. words vs. sentences)	review and practice above;	Finish Shape Song Book, start Our School Farm book	
7	review	13	practice blending sounds	octagon	my	review and practice above; blending onsets and rimes, concepts of print (L-R progression, tracking words, return sweep)	review and practice	Our School Farm Book	
8	review	14	practice blending sounds	star	and	review and practice above; blending onsets and rimes	review and practice	The Rhyme Song Book	
9	review	15	practice blending sounds	hexagon	can, as	review and practice above; blending CVC sounds orally	Measurement; review and practice	Finish The Rhyme Song Book; Begin the Halloween Song Book	

10	review	16	practice blending sounds	review	am, at	review and practice above; blending CVC sounds orally	Measurement; review and practice	The Halloween Song Book
11	review	17	at family words	model & draw	go, to	review and practice	review and practice	Study Fall; do Fall page from The Seasons Book
12	review	18	at family words	model & draw	play, you	review and practice	review and practice	Dinner's Ready Book
13	th	19	at family words	model & draw shapes	for, it, that	review and practice, introduce the th sound	Identify and build numbers from 11-20, matches sets 0-20, numbers in order to 20	Dinner's Ready Book
14	th	20	an family words	Make large shapes out of small ones	with, in	listening comprehension (predict, characters, setting) write alphabet (A-H), th sound	Identify and build numbers from 11-20, matches sets 0-20, numbers in order to 20	Gingerbread Man Play, Christmas Around the World; Christmas Countdown 20-10 Book
15	th	21	an family words	Make large shapes out of small ones	here, he	Role of author & illustrator; write alphabet (P-Q) th sound	More complicated patterning; continue working on concepts with numbers 11-20.	Gingerbread Man Play, Christmas Around the World; Christmas Countdown 20-10 Book
16	sh	22	an family words	Make large shapes out of small ones	had, she	Identify topic of informational text, write alphabet (R-Z). sh sound	More complicated patterning; continue working on concepts with numbers 11-20.	Gingerbread Man Play, Christmas Around the World; Christmas Countdown 20-10 Book
17	sh	23	it, in family words	sphere	have, on, if	review writing alphabet A-Z, sh sound,	Numbers in order to 20 (or 30 if they can), matching sets to 20 or 30	Study weather; Let's Build a Snowman
18	ch	24	it, in family words	cube	we, up	review listening comprehension, writing alphabet,	Numbers in order to 20 (or 30 if they can), matching sets to 20 or 30	Study Winter; Do Winter page from the Seasons Book
19	ch	25	it, in family words	cone	one, said	phoneme segmentation & deletion, review story comprehension, practice dictation and alphabet writing	Introduce addition; continue practicing concepts for numbers 11-30	Study Sea Animals; Look Out, Fishies! Book

20	ar	26	ip, ig family words	review all volume shapes	his, by	phoneme segmentation & deletion, review story comprehension, practice dictation and alphabet writing	Addition; continue practicing concepts for numbers 11-30	Study Sea Animals; Look Out, Fishies! Book
21	er, ir, ur	27	ip, ig family words	review all volume shapes	was, are	phoneme segmentation, identification of medial sounds	Introduce decomposing numbers in addition; continue practicing concepts for numbers 11-30	Study Sea Animals; Look Out, Fishies! Book
22	or	28	ip, ig family words	review shapes and position words	two, of	review and practice above; encourage writing of more sentences, identification of medial	Addition & decomposing numbers; continue practicing concepts for numbers 11-30, review patterning	100th Day of School; 100's theme
23	ing	29	op, ot, ox family words	review shapes and position words	they, from	review and practice above; identification of medial sounds	Addition & decomposing numbers; write numbers 0-30, review patterning	Valentine's Day Theme; begin Addition Doubles Book
24	ink	30	op, ot, ox family words	review shapes and position	this, will	Identification of non-fiction topic, introduce writing about non-	Addition & decomposing numbers; write numbers 0-30, review patterning	President's Day Theme; Addition Doubles Book;
25	ay	review	op, ot, ox family words	review shapes and position	review all sight words	Introduce writing about non-fiction	Introduce subtraction, review and practice above	Study Insects; Addition Doubles Book
26	ee	#'s to 100	et, en, eg family words	penny, nickel	review all sight words; introduce more words as they are needed	Introduce story writing with characters, setting, beginning, middle, and end	Introduce subtraction, review and practice above	Insects; Begin Very Hungry Caterpillar Book
27	oo as in book	#'s to 100	et, en, eg family words	penny, nickel, dime		Introduce story writing with characters, setting, beginning, middle, and end	Practice subtraction, review and practice above	Insects; Very Hungry Caterpillar Book
28	oo as in boot	#'s to 100	et, en, eg family words	penny, nickel, dime, quarter		Introduce story writing with characters, setting, beginning, middle, and end	Practice subtraction, review and practice above	Seasons Book: Spring Page; Life Cycle of the Frog (use Wide Mouthed Frog Songs), Plants: Tops and

29	ow	#'s to 100	e't, en, eg family words	penny, nickel, dime, quarter		Identification of ending sounds, review and practice	Practice subtraction, review and practice above	Frogs: Plants: Tops and Bottoms Book, Spring
30	ou	#'s to 100	ug, ut, un family words	review		Identification of ending sounds, review and practice, work on	Practice subtraction, review and practice above	Begin Rosie's Walk Book: life cycle of the chicken
31	oy	#'s to 100	ug, ut, un family words	review		Identification of ending sounds, review and practice, work on reading fluency	Introduce problem solving with word problems, review and practice above	Get ready for Easter (chicks, bunnies, ducks)
32	aw	#'s to 100	ug, ut, un family words			review and practice, work on reading fluency	Introduce problem solving with word problems, review and practice above	Finish Rosie's Walk Book
33	unk	#'s to 100	ug, ut, un family words			review and practice, work on reading fluency	Introduce problem solving with word problems, review and practice above	Mother's Day: Cinco de Mayo
34	Bossy E	#'s to 100	review			review and practice, work on reading fluency	Introduce problem solving with word problems, review and practice above	The Zoo Book: Sing The Wide Mouthed Frog zoo animal songs
35	Bossy E	#'s to 100	review			Practice skills to be retested: alphabet writing, dictation, phoneme deletion, etc.	Introduce problem solving with word problems, review and practice above	The Zoo Book: Sing The Wide Mouthed Frog zoo animal songs
36	Magic Y	#'s to 100	review			Practice skills to be retested: alphabet writing, dictation, phoneme deletion, etc.	Introduce problem solving with word problems, review and practice above	The Zoo Book: Learn the rest of the Wide Mouthed Frog songs
37	review	#'s to 100	review			review	review	The Zoo Book: Perform the Wide Mouthed Frog play
38	review	#'s to 100	review			review	review	Last week! Last day of school: Pirate Day!