5 DAY PRESCHOOL LESSON PLAN

Crooksie and Churro Learn to Count

story • nature • art • belonging • building

Teacher-ready invitations for ages 2-5

Your week at a glance

The goal is to help children discover that each object gets one count, that small groups can be compared, and that feelings belong in mathematical play too.

WHAT TO GATHER Keep it simple: large counters or blocks, a few baskets, paper, crayons, play dough, outdoor finds too large to swallow, and optional number cards. Set out only what you need each day. The same basket of counters can return on Monday, Thursday, and Friday.

HOW TO SUPPORT EVERY CHILD Younger children: stay with 1-3 and model slow touching. Older children: invite 1-10, two groups, or one more/one less. Children who communicate differently: accept pointing, moving, eye gaze, sign, or choosing a feeling face. Safety: supervise closely and use only objects too large to swallow.

WHAT TO NOTICE Look for one-to-one matching, self-correction, sorting ideas, comparisons such as more or fewer, spontaneous counting, turn-taking, and feeling words. Record a short quote or observation - not a score.

MONDAY Story Grove

TODAY'S INVITATION Read together and pause where Crooksie or Churro counts. Invite each child to move one large counter for each thing they notice.

SAY “Let's touch each one once.”

NOTICE Watch for one-to-one matching rather than a memorized count sequence.

QUICK SETUP Place 1-3 counters in a shallow basket beside the book. Older children may choose up to 10.

EXTEND OR REVISIT After reading, ask a child to make a tiny set that matches something in the story. Let the child decide what to count.

ONE-LINE DOCUMENTATION Child's words or action:

_____

TUESDAY Nature Lab

TODAY'S INVITATION Take a short walk. Collect or photograph small sets of leaves, stones, seedpods, or flowers. Make two groups and wonder which has more.

SAY “How could we check?”

NOTICE Follow children's sorting and checking ideas. Notice whether they line up, touch, move, or visually compare.

QUICK SETUP Bring two baskets or hoops. Review the rule: collect only safe items the teacher approves.

EXTEND OR REVISIT Return one group outdoors or make a nature-count photo for the classroom. Ask: What did you notice?

ONE-LINE DOCUMENTATION Child's words or action:

_____

WEDNESDAY Art Garden

TODAY'S INVITATION Offer paper circles, paint daubers, or collage pieces. Children create any picture they wish, then count the parts they choose.

SAY "Tell me about your picture."

NOTICE Ask about the art before assigning a number to it. Notice what the child considers a part or group.

QUICK SETUP Precut large paper shapes if needed. Avoid showing a finished model so every response can be different.

EXTEND OR REVISIT Write the child's own words on the back: I counted ___. Display art at child height.

ONE-LINE DOCUMENTATION Child's words or action:

_____

THURSDAY Culture Trail

TODAY'S INVITATION Set out pretend plates for a shared meal or market. Children distribute one item to each guest and talk about how someone might feel if left out.

SAY “Does everyone have one? What could we do?”

NOTICE Notice fair sharing, one-to-one distribution, problem solving, and empathy - not speed.

QUICK SETUP Use dolls, animal figures, or place cards as guests. Choose large pretend foods, blocks, or play-dough pieces.

EXTEND OR REVISIT Change the story: a new guest arrives. Let children decide how to welcome them and make the set fair again.

ONE-LINE DOCUMENTATION Child's words or action:

_____

FRIDAY Wonder Workshop

TODAY'S INVITATION Build a path of blocks for toy characters. Children add blocks, count jumps, and choose a feeling face for the characters' adventures.

SAY "How many jumps would your character like to try?"

NOTICE Listen for spontaneous counting and feeling words. Watch how children revise the path during play.

QUICK SETUP Set out blocks, two toy characters, and simple feeling faces: happy, excited, worried, calm, or frustrated.

EXTEND OR REVISIT Invite a child to tell the path's story. Scribe one sentence and save it with a quick sketch or photo.

ONE-LINE DOCUMENTATION Child's words or action:

_____

Notice, reflect, carry forward

Use these prompts to capture the learning you saw without turning play into a test.

1 A moment of one-to-one counting I noticed...

2 A comparison or sorting idea a child tried...

3 A feeling word or caring action I heard...

4 A child who surprised me...

5 Something worth offering again next week...

The richest evidence is often a child's strategy, story, or caring response.