

SEEDS

Skill-based Educational Experiences Delivery System

BOOK #3

TEN BLACK DOTS

by
Donald Crews

Materials

Vocabulary Word Cards

Number Cards

1 Set Magnetic Numbers

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Session 1 - Steps to Success

Ten Black Dots, Donald Crews

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *one (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), ten (10)*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **Number Cards**, magnetic numbers.

Introduction of Book

- Show the children the cover of the book and point to the number 10. Ask them to identify the number. Tell the children that the book is about counting numbers. Point to and count each of the black dots on the number 10.
- Identify the title of the book and the author of the book.
- Hand the book to one child and ask him/her to point to the front and the back of the book.

Reading Aloud

- Tell the children that you will be reading a story about counting.
- Introduce the Vocabulary Word Cards – *one (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), ten (10)*. Give a child-friendly definition for each word.
- Show the Vocabulary Word Cards to the children and ask them to say the numbers.
- As you open the book, point to the page where you will begin reading. Tell the children that the book starts with the number *one*. Begin reading the book.
- **While reading the book**, help the children count the dots to answer the following questions:
 - How many moons are in the book? (one)
 - How many eyes does the fox have in the book? (two)
 - How many beads will be strung on the lace? (three)
 - How many flower seeds are planted? (four)
 - How many buttons are on the shirt? (five)
- Read the remaining pages of the book and ask the following questions:
 - How many marbles are there? (six)
 - How many dots are on the snake? (seven)
 - How many dots make the wheels of the train? (eight)
 - How many toy soldiers are there? (nine)
 - How many pennies are in the bank? (ten)

After Reading

- **After reading the book**, ask the following question:
 - There were ten balloons stuck in the tree, what happened to the balloons? (someone shook the branch and set them free)



Conversations and Vocabulary Development

- Activity 1** Take a picture walk through the book. Ask the children to point to the number on each page and use the number word in a complete sentence. Continue identifying the numbers throughout the book.
- Activity 2** Place the magnetic numbers from one through nine on the table. Sing the **Number Song** with the children while pointing to the numbers one through five. After you sing the song, give each child a number, from one to five, and ask the children to identify their numbers. Repeat the activity using numbers six through ten.

Number Song

Verse 1

This is number one, this is number two,
These are numbers three and four.
Five numbers all in a row.

Verse 2

This is number six, this is number seven,
These are numbers eight and nine.
These are numbers, all in a row.

- Activity 3** Give each child a magnetic number. Teach the children the number chant below. Have them take turns looking in their hands and identifying the number.

In My Hand

I look in my hand for a number,
I see a (three) looking back at me.

- Activity 4** Ask the children to count how many times they hear your clapping your hands. Begin clapping slowly using the numbers from one through five. Continue with numbers six through ten.

Conversations and Language Enhancement

- Activity 1** Ask the children to look at their fingers and count them. Tell the children they have ten fingers and ten toes. Display the number ten Number Card for them to see. Sing the **Ten Little Fingers** song with the children.

Ten Little Fingers

I have ten little fingers. (hold up fingers)
I can make them do things!
I can shut them tight. (make fists)
I can open them wide. (open hands)
I can put them together. (place fingers together)
I can make them hide. (put hands behind back)
Let's count our fingers.

- Activity 2** Place the magnetic numbers one through nine on the table. Point to one of the numbers and ask the children to identify the number. Continue until all of the numbers have been identified. Ask the children to show you how many fingers each number represents.
- Activity 3** Place the **Number Cards** in a random order on the table. Ask the children to put the cards in chronological order from one through ten.
- Activity 4** Place the **Number Cards** and the magnetic numbers on the table. Ask the children to match the magnetic numbers to the **Number Cards**.

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Session 2 - Steps to Success

Ten Black Dots, Donald Crews

Preparation

- Become familiar with the book by reading it.
- Review the story questions.
- Review the Vocabulary Word Cards – *one (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), ten (10)*.
- Read the Steps to Success session cards.
- You will need Vocabulary Word Cards, **Number Cards**, magnetic numbers.

Introduction

- Show the children the cover of the book and ask them to tell you what the book is about. (numbers and counting)
- Review the title of the book and the author's name.
- Tell the children that the author writes the words in the book.

Reading Aloud

- Ask the children to help you count the dots on the number 10 that is displayed on the cover of the book. Tell them they will see the numbers 1 through 10 in the book.
- Show the children the Vocabulary Word Cards. Point to the dots on the cards and ask the children to count the dots with you and say the number word of the numbers from one through ten.
- Read the book to the children while pointing to the number words and the numbers. Count the dots after reading each page.
- **While reading the book**, ask the following question:
 - The largest number in the book is 10. How many fingers do you have? Lets count them together. Lets make up a sentence using the words, *ten* fingers.

After Reading

- Go to the last two pages in the book. Read the content on the page and spend time having the children count the number of dots for the one through ten numbers.

Conversations and Vocabulary Development

Activity 1 Give each child 2-3 magnetic numbers from one through nine. Go through the pages of the book and point to the numbers on each page. Ask the children to identify the number and place the corresponding magnet number displayed on the book page. Ask individual children to count the number of the dots on the page.



- Activity 2** Place the magnetic numbers on the table. Tell the children that you are going to be showing them different numbers of fingers and they will identify the matching magnetic number. Begin with one through five fingers and continue through ten fingers. Ask the children to tell you the number name.
- Activity 3** Place the **Number Cards** face down on the table. Give each child a chance to pick up one of the number cards and identify the number on the card and make up a sentence using the number word represented on the cards.

Conversations and Language Enhancement

- Activity 1** Give children several opportunities to count. Say the following sentences:
- Count how many buttons you have on your shirt.
 - Count how many shoes you have on your feet.
 - Count how many ears you have.
 - Count how many eyes you have.
 - Count how many heads you have.
 - Count how many necks you have.
 - Count how many arms you have
- Activity 2** Give each child one of the **Number Cards**. Ask them to identify their numbers and to line up in chronological order of the numbers from one through ten.
- Activity 3** Ask each child to stand and turn around in a circle, pretending to be the caterpillar. Hold up one of the **Number Cards** and ask the children to jump the number of times that is reflected on the cards.
- Activity 4** Sing the **Tell Me a Number** song with the children. At the end of each sentence, ask the children to tell you the correct number name.

Tell Me a Number

Tell me a number that comes after (2).

Tell me a number that comes after (2).

Tell me a number that comes after (2).

Who can tell me the number?

Begin with the numbers one through five and as the children make progress, add the numbers from six through ten.

- Activity 5** Tell the children you are thinking of a number from 0-10. Ask the children to guess the number. As the children make guesses, give them “higher” or “lower” clues to help them get closer to the number. Ask them to use the number in a sentence.