

TEN LITTLE FINGERS – Teacher's Guide

Beginning from the early age of three months, infants begin to discover their hands and fingers. As young children continue to learn to use their hands in multitude ways, what better way of learning to count than with a simple song using their fingers. Through the rhythm and repetitive patterns of this song, children develop their oral language and beginning counting skills.

IN THE CLASSROOM



Names of Fingers

Each of the fingers has a name. Show and name each finger: the thumb, index finger, middle finger, ring finger and little finger or pinky. Create a poster-sized hand and label each finger. You might also want to sing the song "Where is Thumbkin?"

Number Book Walk

Take a walk around the school. Provide the students a little book with a number on each page from 1 to 10. Children look around the school and draw pictures corresponding with each number. You might also provide students with stickers or small pieces of colored paper to glue onto each page of the book.



Song Substitution

Create a chart for the song "Ten Little Fingers." Leave out the words or pictures for "little fingers." Find objects around the classroom that can be used to substitute for "little fingers" in the song (e.g., yellow pencils, little children, stuffed animals). Draw pictures of those items and add them to the chart. Sing the song again substituting those items.

Counting Banner

Learning to count and recognizing numbers will be mastered through repetition. Create a horizontal banner from 1 to 10 with different colored index cards. Place the banner in a place that will be frequently seen by children. For children ages 18 months to 3 focus on numbers 1-5. For children 3 and older include numbers 1-10. Count and point to each number in a fun way throughout each day. Later create separate index cards with a number on each card. Children match each card to the banner.



COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS - K

READING Standards for Literature

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables and sound (phonemes)
 - a. Recognize and produce rhyming words.

Fluency

4. Read emergent-reader texts with purpose and understanding.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things and events and, with prompting and support, provide additional details.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Language Conventions

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - f. Produce and expand complete sentences in shared language activities.
relationships.

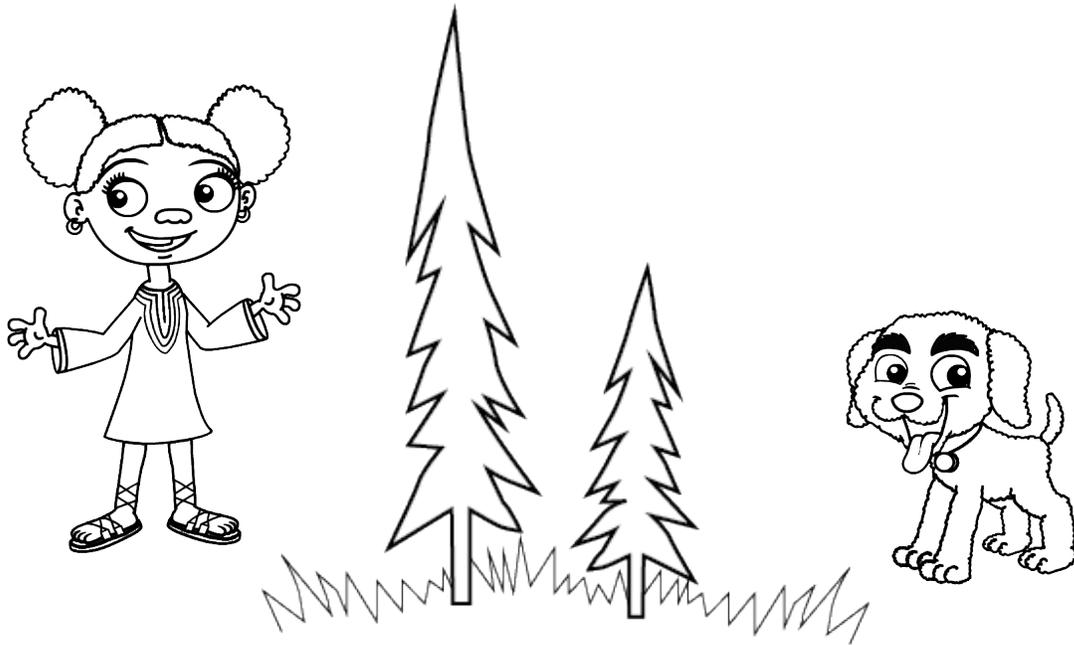
Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Additional Concepts and Skills

MATHEMATICS

- Count the numbers of objects (1-5 or 1-10).
- One to one correspondence (points to object as he says the number) when counting objects.
- Number sense.



RESOURCES

Books to read aloud:

- Anno's Counting Book by Mitsumasa Anno
- Chicka Chicka 123 by Bill Martin Jr.
- Five Little Monkeys Jumping on the Bed by Eileen Christelow
- My Little Counting Book by Roger Priddy
- Olivia Counts by Ian Falconer
- Over in the Meadow by Ezra Jack Keats
- Piggies by Audrey Wood
- The Spots on the Jaguar/*Las manchas en el jaguar* by Tom Luna
- Strange Visitors/*Una extraña visita* by Alma Flor Ada
- The Cherrios Play Book By Lee Wade

Counting Websites

Meddybemps <http://www.meddybemps.com/animalcount/index.html>

The Counting Story <http://www.magickeys.com/books/count/index.html>

Numbers Song http://www.youtube.com/watch?v=4sHOH_zsRI4&feature=channel

10 Little Numbers www.youtube.com/watch?v=dk9Yt1PqQiw&feature=channel