

Old MacDonald's Counting Farm



Activity: Children will sort objects, count objects, and compare sets of objects.

Objective

The children will count and compare quantities of objects in sets.

V. Mathematical Thinking

V.A.5. Constructs and counts sets of objects (one-10 and beyond)

http://www.floel.org/standardsresource/standards.html#d=V&a=four_year_olds

Day 1

1. Introduce the lesson by showing children that we can sort (categorize) farm animals in many different ways. Demonstrate, with counters, how you could put all of the red animals together and all of the blue animals together, or all of the cows could be in one set and all of the ducks in another set. Another way is to sort so that all of the adult (large) animals are together and all of the baby (small) animals are together.
2. Provide an assortment of animal counters for the children to sort. Ask them to sort the counters they choose into two sets. They could choose two colors, two types, or two sizes.
3. Discuss how the groups were sorted, whether by type, size or color.

Save each child's two sets in a plastic bag (or other container) for the next day. It's okay to put each child's two sets in one bag, because they will be able to sort it the next day.

Day 2

1. Ask the children to place each of their two sets on a counting mat. (See sample on last page of the lesson plan.)
- Count each set with each child, pointing to each object while counting, and repeating the last number at the end of counting the set (e.g., "...six, seven, eight. We have eight in this set.").

Materials Needed

Assorted farm animal counters or other farm animals in various colors and sizes
Plastic bag (or other container), one per child
Counting Mats, two per child

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- counting sets of animal counters
- creating (constructing) sets of animal counters
- comparing quantities in each set using comparison terminology (more, less, equal).

Scaffolding

-For student who may need additional support start by sorting by one characteristic (color, shape, size) and begin with smaller numbers.

Extensions

-Blocks: Add farm animals to block play for additional sorting. Include "pens" to sort animals into, which could be made with blocks, shoe boxes, plastic strawberry baskets, plastic or wooden fences, etc.
-Reading/Literacy: Include farm animal books and farm counting books in library, science area, blocks, and other areas of the classroom.

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Procedures –Continued

2. Lead the group in comparing quantities of different sets.
 - a. Which group has the most?
 - b. Which group has the least?
 - c. Are there any groups that are equal in number?
 - d. Which set has a lot more than this set (of two)?
3. Discuss how the comparisons would change if grouped differently. If the counting mats are used, different counting mats can be slid next to one another to compare sets.
 - a. “Juan and Margot both have sets of blue and yellow animals. What if we combined their blue and yellow animals? Would there be more blue than yellow? Would there be more yellow than blue animals? Would the groups be equal?”
 - b. “I notice that Chante has ten cows and Max has four cows. Which set of cows is more? Which set of cows is less? Are the sets equal?”

Day 3

1. Using farm animal counters and counting mats, ask children to construct sets in different quantities up to 15. If children haven't had much experience constructing sets, start with sets of smaller numbers first, in the one to five range. After they construct their set, count with them to confirm the quantity of the set.
 - a. “Can you make a set of ten cows?”
 - b. “Make a set of eight red animals.”
 - c. “What color of animal do you want to use? Make a set of twelve.”

Counting Mat

Make two copies of this mat for each child.

Use the mats when sorting small objects into sets and counting sets.
