

## Objectives (Letter People & Common Core)

*Students will be able to...*

- Use one-to-one correspondence. (LP: M, N&NO)
- Understand that the order of the counting sequence is always the same and that items can be counted in any order. (LP: M, N&NO)
- Identify *how many* in a set of up to three or more without counting. (LP: M, N&NO)
- Understand that the number name of the last object counted is the total number. (LP: M, N&NO)
- ❖ Count to 20. {CC.M.C&C.1}
- ❖ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. {CC.M.3C&C.a}
- ❖ Understand that the last number name said tells the number of objects counted. The number of objects is the same. {CC.M.3C&C.b}
- ❖ Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects. {CC.M.C&C.4}

## Materials

- ✓ Yellow or Brown Construction Paper (to represent sand) – 1 per student
- ✓ Goldfish Crackers
- ✓ Crab Templates (5 per student) (*materials are below*)
  - Print on red construction paper.
- ✓ Underwater Mat (*materials are below*)
- ✓ “Five Little Crabs” and “Five Little Fishies” Songs (*materials are below*)

\*Suggestion: Attach the yellow or brown construction paper to the Underwater Mat using tape. They should be side-by-side. See picture below.

## Anticipatory Set

1. Ask 5 students to pretend to be crabs. (Use fewer students if there are not at least 5 in your group.)
2. Recite the rhyme “Five Little Crabs” while pretending to be the wave.
3. In each verse, pull 1 little crab away from the group.
4. Ask students to complete the sentence, “*1 less than 5 is \_\_\_\_\_.*”
5. Note: For some students, this kinesthetic practice will solidify the idea of counting backwards and help them begin to visualize the pattern of 1 less.

## Activity

1. Provide each student with an Underwater Mat, 5 crabs, and a piece of yellow/brown construction paper.
2. Have students put 5 crabs on top of the sand (construction paper) alongside the Underwater Mat.
3. Tell students: **Let’s play “Five Little Crabs!” Let’s count the crabs.**
  - a. Guide students in counting, *“1 crab, 2 crabs, 3 crabs, 4 crabs, 5 crabs. There are 5 crabs.”*
4. Act out the first line of the rhyme, using your hand as the wave to wash away 1 crab into the water.
  - a. Have students imitate.
5. Have students count the crabs, *“1 crab, 2 crabs, 3 crabs, 4 crabs. There are 4 crabs.”*
6. Act out the next line, and have students count, *“1 crab, 2 crabs, 3 crabs. There are 3 crabs.”*
7. Repeat for the remaining verses.
8. Then, show all 5 crabs in the water (on the Underwater Mat) and have students count down as you put 1 crab at a time back on the shore, counting *“5, 4, 3, 2, 1.”*
9. Collect the crabs.
10. Tell students that they are going to play another math game called “Five Little Fishies.”
11. Provide each student with 5 goldfish crackers and have them place the crackers on their Underwater Mat.
  - a. Guide students in counting the crackers, *“1 fish, 2 fish, 3 fish, 4 fish, 5 fish. There are 5 fish.”*
12. Read and act out the first verse by hiding one fish with your hand.
  - a. Have students imitate.
13. Ask: **How many fish are there now?**
  - a. Guide them to say, *“1, 2, 3, 4. There are 4 fish.”*
14. Remove the 1 fish (hidden under your hand) from the Underwater Mat. Have student’s do the same.
15. Repeat this process for the remaining verses.
16. On the teacher’s Underwater Mat, show all 5 fish. Have students count down as you hide 1 fish at a time, *“5, 4, 3, 2, 1.”*
17. Read the rhyme again and for each verse, ask: **How many fish are there now?**
18. To end the activity (if time permits), direct their attention towards you to review what they learned. Consider taking notes or using a simple checklist to note each student’s progress towards meeting the lesson objectives. This is a good opportunity to clear up any misconceptions or misunderstandings. Teachers may choose to use any combination of the questions below to help students express ideas, make connections, use new vocabulary, and explore new concepts
  - a. Some questions to ask include:
    - i. **How did you count in the “Five Little Crabs” and “Five Little Fishies” rhyme? What happened when the wave or Mr. Shark came along?**
    - ii. **What is different about counting up from 1 to 5 and counting back from 5 to 1? What is the same?**

- iii. Invite students to count down from 5 to 1. Show 5 objects, remove 1, remove another, etc.
- iv. Have students count down again from 5 to 1 without the objects.
- v. **If 4 little fishies are swimming and there is 1 less after Mr. Shark swims by, how many little fishes are still swimming?**

## Differentiation

- Higher:
  - Throughout the activity, students will count the crabs or fish and identify how many independently.
- Lower:
  - Throughout the activity, students will rote count the crabs and fish and identify how many with help from the teacher.

## Possible Modifications

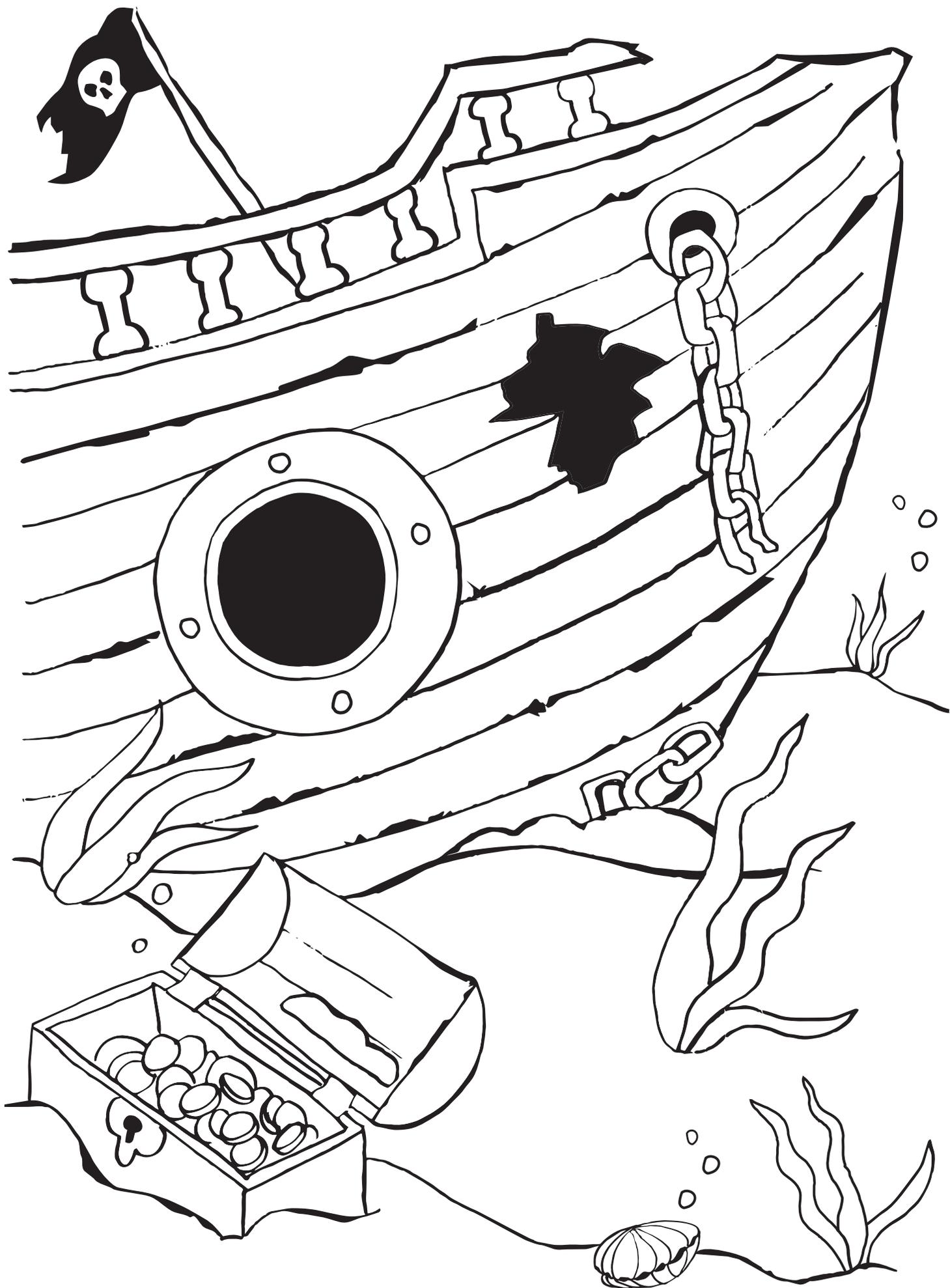
- ❖ Offer students a choice to show their understanding of the relationship between the number of objects in the group and the numbers in a variety of ways. For example, students can show their understanding using their fingers, jumps, or hops as they count down from 5 to 1.
- ❖ For students that need help with counting, draw X's (using a dry erase marker) on the Underwater Mats to indicate how many. Erase the X's as students remove crabs.
- ❖ Allow students to use other counters instead of the crabs/fish.

## Assessment

- Informal observation of where each student is in his or her development of listening skills.
- Informal observation of students' ability to use one-to-one correspondence as they count.
- Informal observation of students' understanding of the counting sequence and that the number name of the last object counted is the total number.
- Informal observation of students' ability to identify *how many* in a set with or without counting.
- Informal observation of students' ability to count from 5 to 1.

### Center Connection

- Use the dramatic play center as a place for students to dramatize “Five Little Crabs” or “Five Little Fishies.” Support students if they ask for help reciting the rhyme but encourage them to tell the story in their own words if they can remember it. For some students, this kinesthetic practice will solidify the idea of counting backwards and help them begin to visualize the pattern of 1 less.
- Use the art center as a place for students to illustrate part of either rhyme. Ask students to talk about their illustrations, using guiding questions about the number of fish if necessary, and write down responses to attach to the illustrations.





## **Five Little Crabs**

5 little crabs, wiggling on the shore,  
Swoosh went the waves, and then there were 4!  
4 little crabs, happy as can be,  
Swoosh went the waves, and then there were 3!  
3 little crabs, their legs turning blue,  
Swoosh went the waves, and then there were 2!  
2 little crabs, having lots of fun,  
Swoosh went the waves, and then was 1!  
1 little crabs, looking all alone,  
Swoosh went the waves, and carried him home.

## Five Little Fishies

5 little fishies swimming in the sea,

(hold up 5 fingers)

Teasing Mr. Shark,

(make silly, teasing faces)

“You can’t catch me, you can’t catch me.”

(in a singsong, teasing tone)

Along comes Mr. Shark, as quiet as can be

(quiet voice and slither hands)

And SNAPPED that fish right out of the sea!

(Clap hands on “snapped”)

Repeat with:

- Four little fishies...
- Three little fishies...
- Two little fishies...
- One little fishy...