

### Number Train Necklaces

Cut out a small paper locomotive, caboose and 8 train cars. Write the numbers 1-10, one number on each of the 10 cars. Place the corresponding number of stickers on the back of each car or draw small circles to represent each number. Laminate the train cars, punch a hole in the top and string each one with a piece of yarn to make a necklace. Pass out the cars and ask those 10 children to find their place in line on the train. Show the children how to stand behind each other with their hands on the shoulders of the child in front of them. Have the other children in class blow on a train whistle and sing one of their favorite train songs, such as I've Been Working on the Railroad, This Train (Ella Jenkins) or Down By the Station.

### Down By the Station

Down by the station  
Early in the morning,  
See the little puffer bellies  
All in a row.  
See the engine driver  
Pull the little throttle,  
Puff, puff. Toot! Toot!~  
Off we go.



### Let's Play Bears in a Cave!

Using an overturned plastic sorting tray, box or cup to represent a cave and 7-8 plastic counting bears, 2 children act out a scenario in which a group of bears having a picnic decide to play hide and seek. While 1 child covers her eyes, the other child takes some of the bears and hides them in the cave, leaving the remaining bears in plain site. The child who has been covering her eyes now tries to guess how many bears are hiding in the cave.

### And One Good Friendship

This activity helps the teacher recognize and assess social development as well as children's understanding of number. Using as a model the poem "two friends," by Nikki Giovanni, children can draw pictures of their own friends. The pictures are then described using number words similar to those in the following poem.



Two Friends  
Lydia and Shirley have  
Two pierced ears and  
Two bare ones  
Five pigtails  
Two pairs of sneakers  
Two berets  
Two smiles  
One necklace  
One bracelet  
Lots of stripes and  
One good friendship

Source: Copley, Juanita. The Young Child and Mathematics. NAEYC, 2000