

## Introduction Level Activities – Numbers – Gunnywolf

### Whole Group

- Hold up a tower of 10 unifix cubes. Have a student count them. On the board write ‘10’. Add another tower of 10. Counting by tens have students count how many there are now. Write ‘20’. Repeat to 90. Ask students if they see a pattern. (The first number tells how many towers of 10.)
- To familiarize students with base ten blocks. Pass out 10 ten sticks and 1 hundred flat to each small group of students. Have them line up ten sticks to match the hundred flat.
- Sing 10’s Song to tune of ‘Ten Little Indians’. See RM pg GW1. You may want to have students come up front and hold up sticks as song is sung.

<p><b>Computer Center</b></p> <p>Number Sense and Numeration          Topic 4: Numbers to 100          4-G: Number Blocks</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> EMC1 5-2-1 Counting to 99</li> <li><input checked="" type="checkbox"/> EMC1 5-2-2 Showing Numbers with Blocks</li> </ul>	<p><b>Writing Center</b></p> <ul style="list-style-type: none"> <li>▪ Using RM pg GW2, students cut apart pieces and paste in order to make a 10’s tree. They draw on branches. Use trees for a class mural of the Gunnywolf scene. After trees are on, add one girl and one Gunnywolf GW 3.</li> </ul>
<p><b>Activity Center</b></p> <ul style="list-style-type: none"> <li>▪ Students play War with the 10’s cards. (RM pg GW3)</li> </ul>	<p><b>Other</b></p>

## Development Level Activity – Numbers – Gunnywolf

### Whole Group

- Have one student come forward and hold up their fingers. Ask how many fingers? Write ‘10’ on the board. Have another student come forward. Ask how many fingers now? Write ‘20’. Ask how many fingers there will be if three students are up front, 4 students, etc. Write number each time. Ask students if they see a pattern. (The number of students is the same as the first number you write.)
- Call a multiple of 10 and have students hold up a corresponding number of base ten blocks. Write the numbers on the board. Ask if they see a pattern. The number of sticks is the same as the first number written.
- Sing the 10’s song, see RM pg GW1. Sing it again ‘soft and low’, varied as in Gunnywolf story.

<p style="text-align: center;"><b>Computer Center</b></p> <p>Number Sense and Numeration          Topic 4: Numbers to 100          4-G: Number Blocks  <input checked="" type="checkbox"/> EMC1 5-1-1 Making Tens  <input checked="" type="checkbox"/> EMC1 5-1-2 Tens, Follow the Dots          Topic 5: Money          5-G: MoneyBoard  <input checked="" type="checkbox"/> MTM1 How Much Money?, Level D          (Level D is dimes only)</p>	<p style="text-align: center;"><b>Writing Center</b></p> <ul style="list-style-type: none"> <li>▪ Students make a flower with 10 pedals. Put flowers on class mural along the bottom, writing 10, 20 etc under flowers creating a 10’s number line. (Suggestion: Have center circles, pedals (long and thin), stem and leaves precut or ready to be traced. Students assemble pieces.)</li> </ul>
<p style="text-align: center;"><b>Activity Center</b></p> <ul style="list-style-type: none"> <li>▪ Concentration with 10’s card. Card with ‘1 ten’ card matches ‘10’ card, ‘2 tens’ =’20’.              RM pg GW4</li> </ul>	<p style="text-align: center;"><b>Other</b></p>

## Enrichment Level Activities – Numbers – Gunnywolf

### Whole Group

- Skip around room singing alphabet song. Go around the room again and in a singsong rhythm skip count by 5's.

<p style="text-align: center;"><b>Computer Center</b></p> <p>Number Sense and Numeration Topic 5: Money 5-G: MoneyBoard <input checked="" type="checkbox"/> MTM1 How Much Money, Level B (nickels) 5-L: MoneyBoard <input checked="" type="checkbox"/> MTM1 Sticker Store, Buy Stickers, Level B (nickels)</p>	<p style="text-align: center;"><b>Writing Center</b></p> <ul style="list-style-type: none"><li>▪ Students trace hand and make a bird. See RM pg GW5 for a sample. Write 5 on each hand. Add birds to class mural.</li></ul>
<p style="text-align: center;"><b>Activity Center</b></p> <ul style="list-style-type: none"><li>▪ Give each student 21 paper circles. They write numbers by 5's to 100 on the back of each, on 21<sup>st</sup> circle they draw a face. Students then order the circles and glue them (just overlapping enough to join) to make a worm. Use worms as border for class mural.</li></ul>	<p style="text-align: center;"><b>Other</b></p>

## **Wrap It Up Activities – Numbers – Gunnywolf**

### **Whole Group**

- Sing 10's song. See RM pg GW1.
- Talk about mural. Count pedals by tens and birds by fives.
- Play Gunnywolf. The 'Gunnywolf' sits up front, with his back to the class. Put a flower on the floor behind him. He begins to skip count by 5's. As he is counting, one student is chosen to come up and take the flower, return to his seat and hide the flower in his desk or sit on it before the Gunnywolf gets to 100. The Gunnywolf then tries to guess who stole his flower. He gets 5 guesses. If he can't guess, the person with the flower gets to be the Gunnywolf.