

**Editor-in-Chief**

Sharon Coan, M.S. Ed.

**Editorial Project Manager**

Mara Ellen Guckian

**Illustrators**

Kevin Barnes

Blanca Apodaca

Alexandra Artigas

**Cover Artist**

Brenda DiAntonis

**Art Coordinator**

Kevin Barnes

**Art Director**

CJae Froshay

**Imaging**

Temo Parra

Rosa C. See

**Product Manager**

Phil Garcia

**Publisher**

Mary D. Smith, M.S. Ed.



# Puppet & Flannelboard Stories for Numbers, Shapes, and Colors

**PRE•K-1**



**Authors**

*Belinda Dunnick Karge, Ph.D. and  
Marian Meta Dunnick, M.S.*

***Teacher Created Resources, Inc.***

6421 Industry Way  
Westminster, CA 92683  
www.teachercreated.com

**ISBN: 978-0-7439-3699-6**

©2003 *Teacher Created Resources, Inc.*

Reprinted, 2010

Made in U.S.A.

The classroom teacher may reproduce copies of materials in this book for classroom use only. The reproduction of any part for an entire school or school system is strictly prohibited. No part of this publication may be transmitted, stored, or recorded in any form without written permission from the publisher.

# Table of Contents

<b>Introduction</b> . . . . .	3	Numeral Song . . . . .	46
<b>Standards for Language Arts</b> . . . . .	4	Number Cards . . . . .	46
<b>Standards for Mathematics</b> . . . . .	5	<b>Shapes</b> . . . . .	50
<b>Standards for Science</b> . . . . .	6	<b>Meeting the Standards: Shapes Unit</b> . . . . .	51
<b>ABC's of Storytelling</b> . . . . .	7	Shapes Song . . . . .	52
<b>Creating Flannelboards</b> . . . . .	9	Patterns for Shapes Song . . . . .	53
<b>Creating Flannelboard Characters</b> . . . . .	10	More Shapes . . . . .	55
<b>Creating Puppets</b> . . . . .	11	Patterns for More Shapes . . . . .	56
<b>Additional Uses for Patterns</b> . . . . .	13	Shape Dancer . . . . .	57
<b>Ideas for Storage</b> . . . . .	14	Patterns for Shape Dancer . . . . .	58
<b>Numbers</b> . . . . .	15	The Good Shape School . . . . .	60
<b>Meeting the Standards: Numbers Unit</b> . . . . .	16	Patterns for The Good Shape School . . . . .	62
Review One, Two, and Three . . . . .	17	Five Busy Shapes . . . . .	63
Patterns for Review One, Two, and Three . . . . .	18	Patterns for Five Busy Shapes . . . . .	65
Two Little Blackbirds . . . . .	19	Circle Time . . . . .	67
Patterns for Two Little Blackbirds . . . . .	20	<b>Colors</b> . . . . .	68
Three Red Apples . . . . .	21	<b>Meeting the Standards: Colors Unit</b> . . . . .	69
Patterns for Three Red Apples . . . . .	22	Little White Duck . . . . .	70
Four Fall Leaves . . . . .	23	Patterns for Little White Duck . . . . .	71
Patterns for Four Fall Leaves . . . . .	24	Color Birds . . . . .	73
Five Little Turtles . . . . .	25	Patterns for Color Birds . . . . .	74
Patterns for Five Little Turtles . . . . .	26	Birds in a Tree . . . . .	75
Six Little Fish . . . . .	28	Patterns for Birds in a Tree . . . . .	76
Patterns for Six Little Fish . . . . .	29	Colors in Our World . . . . .	77
Seven Little Valentines . . . . .	30	Patterns for Colors in Our World . . . . .	78
Patterns for Seven Little Valentines . . . . .	31	The Egg Who Couldn't Decide . . . . .	80
Eight Little Birds . . . . .	32	Patterns for The Egg Who Couldn't Decide . . . . .	81
Patterns for Eight Little Birds . . . . .	33	I Wore the Colors of the Rainbow . . . . .	83
Nine Little Ladybugs . . . . .	35	Patterns for I Wore the Colors of the Rainbow . . . . .	84
Patterns for Nine Little Ladybugs . . . . .	37	Mr. Brown and Mr. Green . . . . .	85
Ten Balloons . . . . .	39	Patterns for Mr. Brown and Mr. Green . . . . .	87
Patterns for Ten Balloons . . . . .	41	Green Speckled Frogs . . . . .	88
Five Little Ducks . . . . .	42	Patterns for Green Speckled Frogs . . . . .	89
Patterns for Five Little Ducks . . . . .	43	Zipper the Zebra . . . . .	90
Ten Subtraction Kites . . . . .	44	Patterns for Zipper the Zebra . . . . .	92
Patterns for Ten Subtraction Kites . . . . .	45	I See Colors All Around Me . . . . .	95
		Patterns for I See Colors All Around Me . . . . .	96

# Numbers

Number sense is a critical building block to understanding mathematics. The information and poems on the following pages provide a gradual way to introduce each number individually. The poems are great fun to learn! Introduce the number poems in numerical order. Repeat the poem throughout the week. Reinforce the number the following week when the new number is introduced.

## Teaching Tips

- When using puppets or flannelboard figures with young children, begin with fewer figures. For example, two little blackbirds (reinforce the number two). When the concept of two is understood by most of the children, add three, four, etc.
- The last poem in the number series is called Ten Subtraction Kites. For each kite shape, cut a strip (tail). Attach one to ten bow shapes to the strip for each kite. These are the kite tails. These felt kites and tails can be used to match colors, to count bows one to ten, and to clarify less and more.
- At the end of this unit there are ten number cards. These cards can be used for one-to-one correspondence and number recognition.



## Art Activity

Photocopy the number cards on pages 46–49. Provide a copy of each number card to each child. Put several pie pans filled with shaving cream in the center of the art table. To color the shaving cream, mix several drops of food coloring into it. Give each child a paintbrush. Have them paint their number cards with the shaving cream.

## Supporting Children with Special Needs

Repeat the poem “Review, One, Two, and Three” on page 17 daily. As new poems are introduced, continue to reinforce one, two and three. The goal is for your children with special needs to identify one, two, and three in a given length of time. Continue to program the child with special needs for success by identifying, holding, or replicating the numbers one, two and/or three as other numbers are introduced. Continue to teach additional numbers to the rest of the children.

## Enrichment

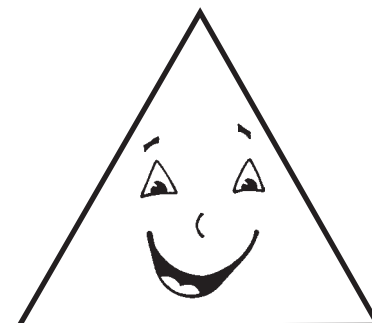
Encourage children to create their own number poems. Write them out and teach them to the class.

## Book Suggestions

Barber, Shirley. *Count with Me*. Five Mile Press, 1998.

McGrath, Barbara Barbieri. *The M&M's Chocolate Candies Counting Book*. Charlesbridge Publishing, Inc., 1998.

Toft, Kim Michelle and Allen Sheather. *One Less Fish*. Charlesbridge Publishing, Inc., 1998.



# Meeting the Standards: Numbers Unit

## Mathematics

- Conceptualizes one-to-one correspondence
- Compares whole numbers
- Connects math with the real world
- Connects math with other disciplines
- Counts to ten
- Divides objects into categories
- Estimates quantities
- Implements a problem-solving strategy
- Is learning number names
- Is learning number symbols
- Makes predictions
- Recognizes and collects data
- Reads whole numbers to ten
- Solves simple equations
- Uses verbal communication
- Uses pictorial communication
- Uses symbolic communication
- Understands the problem

## Language Arts

- Demonstrates competency in speaking as a tool for learning
- Demonstrates competency in listening as a tool for learning
- Identifies and sorts common words into basic categories
- Listens
- Produces meaningful linguistic sounds
- Produces rhyming words in response to an oral prompt
- Recites familiar stories and rhymes with patterns
- Recites short stories
- Recognizes meaningful words
- Uses picture clues to aid comprehension
- Uses picture clues to make predictions about content

## Science

- Applies problem-solving skills
- Classifies
- Discusses changes in seasons
- Explores animals
- Explores insects
- Explores reptiles
- Identifies objects by properties
- Identifies objects by shape
- Identifies objects by size
- Observes, identifies, and measures objects
- Predicts
- Problem solves through group activities

# Review One, Two, and Three

**One finger,**

*(Hold up your index finger.)*



**Two fingers,**

*(Hold up your index finger and middle finger.)*



**Now I have three.**

*(Hold up your first two fingers and the ring finger.)*



**Listen again and count them with me!**

**One, two, three.**

*(Use index finger from other hand and point to each finger as you say the number.)*



.....  
Use the number pattern above and the patterns on page 18.  
.....

# Patterns for Review One, Two, and Three



# Two Little Blackbirds

**Two little blackbirds**

*(Sit down and hold up two blackbirds.)*

**Sitting on the hill**

*(Rest the birds on your knees.)*

**One named Jack,**

*(Show one blackbird.)*

**And the other named Jill.**

*(Show the other blackbird.)*

**Fly away, Jack.**

*(Move one blackbird behind your back.)*

**Fly away, Jill.**

*(Move second blackbird behind your back.)*

**Come back, Jack.**

*(Bring one blackbird back to the "hill" [knees].)*

**Come back, Jill.**

*(Bring the other blackbird back to the "hill.")*

**Two little blackbirds sitting on the hill.**



.....

Use the pattern pieces on page 20 to create two little blackbirds.

1. Cut out two black felt bodies and two black felt wings.
2. Attach a wing to each body.
3. Add google eyes, an orange beak, and two orange feet.

.....