

# One, Two, Tie My Shoe



## Suggested Group Size

Individual, Small Group or Whole Group

## Objective(s)

The children will chant and clap a rhyme that uses number names (spoken).

## Activity

Children will chant and clap a rhyme to begin learning number names (spoken).

## Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **A.a. Number Sense**
      - **A.a.5.** Counts and knows the sequence of number names (spoken)
        - **A.a.5.a.** Child counts and recognizes number names (spoken) in the range of 10 to 15.

## Materials

- Chart paper
- Markers
- Copy of *One, Two, Tie My Shoe* Rhyme

## Procedures

1. Ahead of time, write the words to the rhyme, *One, Two, Tie My Shoe*, on chart paper.
2. Chant the rhyme together.
3. Clap each time a number name is used (one through ten).
4. Once children are familiar with the rhyme, ask children to count to twelve, to see if they can say the number words aloud.

## Adaptations

- Use another counting song that counts up (e.g., *The Ants Go Marching*).
- Have children stand up each time they say a number word, and sit down during the rest of the rhyme.

## Extensions

- As a small or large group, recite other counting songs that count up (e.g., *The Ants Go Marching*, *This Old Man*).
- Use numbers aloud frequently when counting.
  - “I’m going to count how many children are still here. One, two, three, four...”
  - “Hmmm, how many spoons are left in this container. One, two, three, four...”
- Add related materials to classroom centers:
  - **Reading/Literacy:** Add counting books to the classroom library, or organize counting books in a separate tub accessible to children.
  - **Music:** Play counting songs.

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- chanting the rhyme and clapping each time a number name is chanted.

## Related Standards for Four-Year-Olds

- **I. Physical Development**
  - **A. Health and Wellness**
    - **A.3.** Demonstrates auditory ability to facilitate learning and healthy growth and development
  - **D. Fine Motor Development**
    - **D.2.** Uses eye-hand coordination to perform fine motor tasks
- **II. Approaches to Learning**
  - **A. Eagerness and Curiosity**
    - **A.1.** Shows curiosity and is eager to learn new things and have new experiences
- **IV. Language, Communication, and Emergent Literacy**
  - **A. Listening and Understanding**
    - **A.1.** Increases knowledge through listening
      - **A.1.a.** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.
    - **A.2.** Follows multi-step directions
  - **F. Emergent Reading**
    - **F.1.** Shows motivation for reading
      - **F.1.b.** Child interacts appropriately with books and other materials in a print-rich environment.

## **Related Standards for Four-Year-Olds (continued)**

- **IV. Language, Communication, and Emergent Literacy**

- **F. Emergent Reading**

- **F.4.** Demonstrates comprehension of text read aloud

- **F.4.b.** Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”).