

# Birthday Wishes



## Suggested Group Size

Small Group or Whole Group

## Objective(s)

The children will practice counting using one-to-one correspondence and identifying and matching numerals and sets.

## Activity

Children use felt birthday cakes with candles to count using one-to-one correspondence, then identify and match numerals and sets.

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

- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **a. Number Sense**
      - **A.a.1.** Demonstrates understanding of one-to-one correspondence
        - **A.a.1.a.** Child demonstrates one-to-one correspondence when counting.
        - **A.a.1.b.** Child demonstrates one-to-one correspondence to determine if two sets are equal.
      - **A.a.4.** Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10

## Materials

- Flannel Board
- Felt shapes: cut outs of birthday cakes with various sets of candles (1-10)
- Numeral cards from 1 through 10
- CD with *Happy Birthday* song
- Books: *Happy Birthday to You* by Dr. Seuss  
*It's My Birthday, Too!* by Lynne Jonell

## Procedures

1. Cut out felt birthday cake shapes with various sets (1-10) of candles for use on the flannel board.
2. Prepare numeral cards from one to ten that can be placed on the flannel board.
3. Set up the flannel board prior to the children gathering for circle time. Have the cakes with candles easily accessible and display the numeral cards from one to ten on the bottom of the board.
4. As the children are gathering for circle time, have a CD with the *Happy Birthday* song playing. As the children join the circle, sing "Happy Birthday". If possible, provide birthday hats for each child to set the tone.
5. Place a cake on the flannel board.
6. Ask the children how many candles are on the cake. Count the number of candles with the children.
7. Ask the children to identify the numeral that matches with that set of candles.
8. When the correct numeral is identified, place it on the cake.
9. Repeat steps five through eight above until all of the numerals and sets have been identified and matched.

## Adaptations

- Be sure that the materials are large enough for young children to manipulate.
- Place the flannel board so that it is visible to all of the children.
- If the children are having difficulty with numerals one to ten, start with one to five.

## Extensions

- You may also compare:
  - Which cake has more candles? Which cake has fewer candles?
- Add related materials to classroom centers:
  - **Dramatic Play:** Add birthday related items for the children to use (e.g., cake, candles, birthday hats, napkins, plates, gift wrapped boxes).
  - **Music:** Provide musical instruments and scarves for the children to use while singing the *Happy Birthday* song.
  - **Art:** Provide materials for wrapping presents (e.g., boxes, ribbons, tape).
  - **Science:** Wrap boxes of different weights. Have the children arrange them in order of lightest to heaviest.

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- correctly counting each candle as it is touched (e.g., one-to-one correspondence)
- counting the sets of candles on each cake then identifying and matching the correct numeral.

## **Related Standards for Four-Year-Olds**

- **IV. Language, Communication, and Emergent Literacy**
  - **E. Conversation**
    - **E.1.** Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems
      - **E.1.a.** Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).
  - **F. Emergent Reading**
    - **F.1.** Shows motivation for reading
      - **F.1.a.** Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).
  
- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **Number Sense**
      - **A.a.3.** Shows understanding by participating in the comparison of quantities
        - **A.a.3.b.** Child compares two sets to determine if one set has more.
        - **A.a.3.c.** Child compares two sets to determine if one set has fewer.
  - **D. Creative Expression Through The Arts**
    - **b. Music**
      - **D.b.1.** Explores music