

Lesson 1:3 Which zodiac sign has more?

Materials: "My First Zodiac Book," scissors, writing utensil, 1 blank paper, glue or tape

Objective: I will know what it means when a number is more than another number.

Warmup: Ask your child/student how many boys and girls are in their family.

Parent/Educator will say, "How many girls are in your family?" "How many boys are in your family?"

(listen to responses and help child/student count) ex: say, "Mom is a girl that's 1. Sister is a girl that's 2 and another sister is 3 girls! "

- Procedure:**
1. Parent/Educator will read "My First Zodiac Book" by Nicole Sagesse (Stop and point to the dates on each page ex: Aries March 21-April 19)
 2. Parent/Educator will share how to find their birthday in the book. Adult will say, "My birthday is _____. Hmm, let me find the page that shows the date of my birthday or the dates my birthday will be in between. Oh, here it is! My birthday is in the zodiac sign of _____." Parent/Educator will grab their pre-cut zodiac character and stick to the corresponding zodiac sign on the graph chart.
 3. Parent/Educator will help child/student find their birthday and zodiac character in "My First Zodiac Book." Child will grab their pre-cut zodiac character and stick it to the corresponding zodiac sign on the graph chart.
 4. Child/student will find more family member's zodiac characters and place them on the chart. (If your child needs help. Please help them. Adjust quantity of family members as needed. Ex: age 2-4 should probably do about 3-5 family members, age 5- 7 can do about 10 family members. Write down family member names and cross them off as you go)
 5. Have child/student count each zodiac character on the graph. **Pick 2 zodiac signs to compare and ask them which one has more.** Do this at least 5 times. Ex: 3 Aries to 1 Gemini, Aries has more, 3 is bigger or is taller than 1. If child/student response is incorrect, encourage them to try again and help them. If child/student response is correct, praise them.

Summary: Child/student will know how to compare numbers to find which one is more.



Lesson 2:3 Which zodiac sign has less?

Materials: "My First Zodiac Book," previous day's graph chart

Objective: I will know what it means when a number is less than another number.

Warm Up: Count to 10 with your child/student and/or ask them when their birthday or zodiac sign is.

Procedure: 1. Review or reread "My First Zodiac Book" by Nicole Sagesse.

(Stop and point to the dates on each page ex: Aries March 21-April 19)

2. Parent/Educator will say, "Today we are going to talk about less. Less means to have the least or the littlest amount." Pull out previous day's chart.

3. Have child/student count data of the zodiac signs. **Pick 2 zodiac signs to compare and ask them which one has less.**

Ex: compare 3 Aries to 1 Gemini, Gemini has less, 1 is little or smaller than 3

4. Continue doing this at least 5 times. If child/student response is incorrect, encourage them to try again and help them. If child/student response is correct, praise them. (If possible, have your child/student ask you which one has less)

Summary: Child/student will know how to compare numbers to find which one is less.



Lesson 3:3 Which zodiac signs are equal?

Materials: "My First Zodiac Book," previous day's graph chart

Objective: I will know what it means when a number is equal to another number.

Warm Up: Count to 10 with your child/student and/or ask them when their birthday or zodiac sign is.

Procedure: 1. Review or reread "My First Zodiac Book" by Nicole Sagesse.

(Stop and point to the dates on each page ex: Aries March 21-April 19)

2. Parent/Educator will say, "Today we are going to talk about equal. Equal means to be the same or have the same amount or number." Pull out previous day's chart.

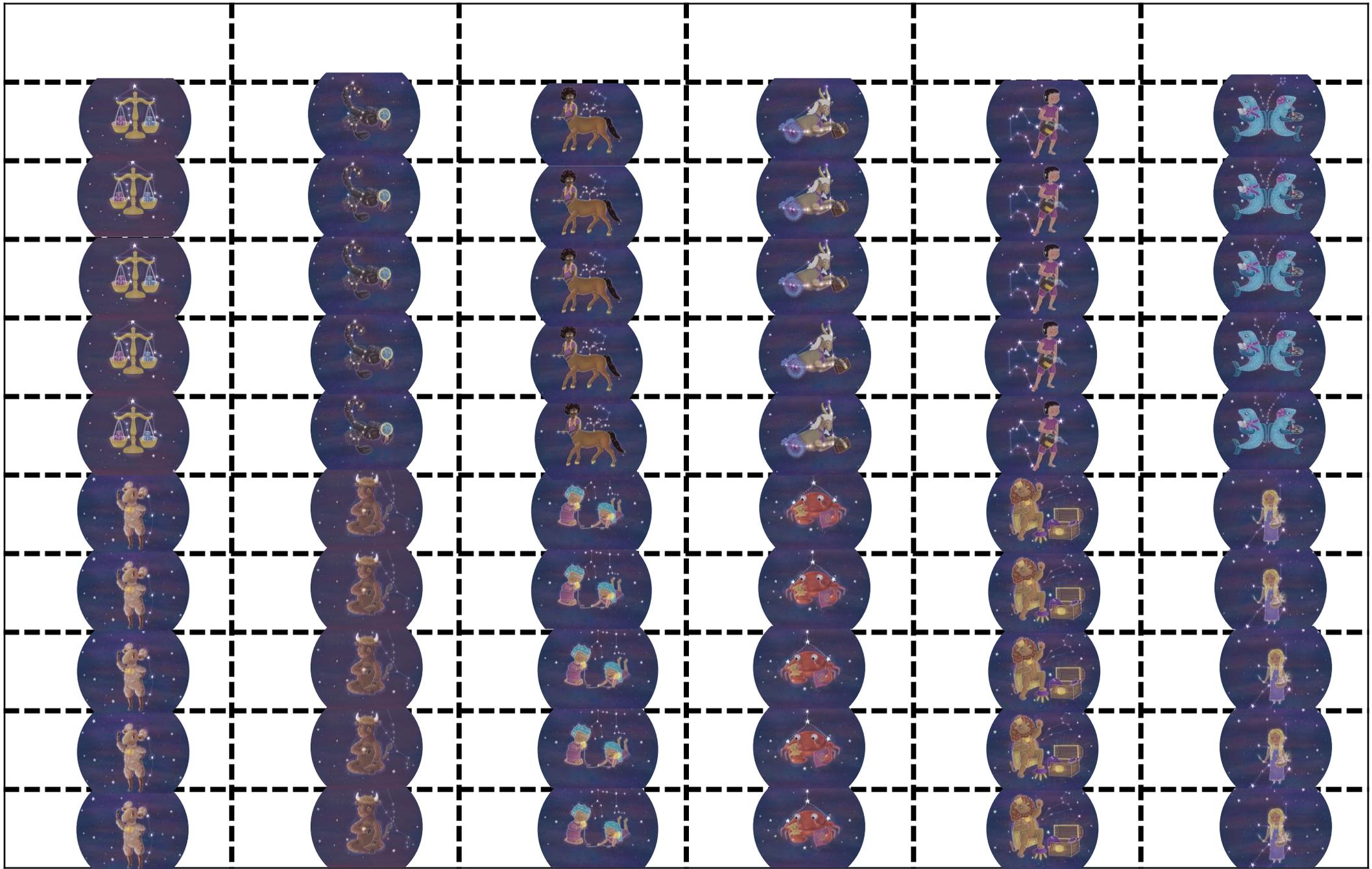
3. Have child/student count data of the zodiac signs. **Pick 2 zodiac signs to compare and ask them if they are equal.**

Ex: compare 3 Aries to 3 Gemini, they are equal because they have the same number or amount

4. Continue doing this at least 5 times. If child/student response is incorrect, encourage them to try again and help them. If child/student response is correct, praise them. (If possible, have your child/student ask you which ones are equal)

Summary: Child/student will know how to compare numbers to find which ones are equal.





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