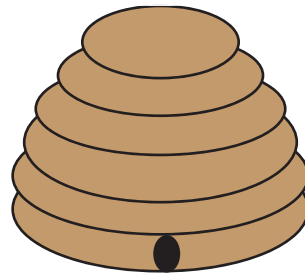


# FREE Bee Counting



Isabelle Hoag M. Ed.  
Director of Education  
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Hello Teachers,

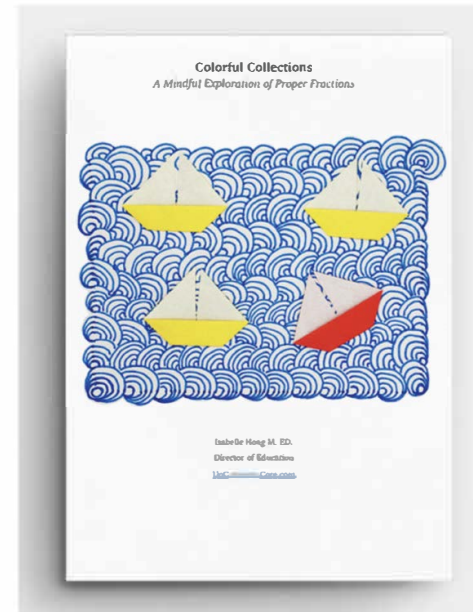
Thank you for downloading this handout. After decades of teaching, now I am sharing some of the activities I designed for my students and some new ones as well.

Please, check out the self-paced teacher education courses on UnCommon-Core.com.

While you are there, sign up for your free copy of **Colorful Collections: A Mindful Exploration of Proper Fractions**.

Also, visit my Teachers Pay Teachers store UnCommon-Core dot com.

Thank you again. All the best,



Isabelle

Isabelle Hoag M.Ed.  
Director of Education  
UnCommon-Core.com

## Bee Line Counting



### Bee Line Counting Activity Ideas

Copy pages 4 & 5 back to back and pages 6 & 7 back to back. Use thick paper so the ink doesn't show on the other side.

Cut the pages in half lengthwise. Have your students arrange the pages in 'counting order.' Staple along the left hand side (or in the middle) to make a booklet. Cover the sharp points of the staples with tape so no one gets poked.

Let your students decorate and write their names on the booklet.

When it is time to count the flowers, give your children a pointer or let them use their fingers. Before counting, explain that Bee always starts in its hive. It then flies from flower to flower as it counts. Ask students to write the number of flowers after they count.

### How Many?

Use Bee Line and pointer from the Free Bee Number Line handout. Give instructions one at a time. Ensure students know what to do.

- Bee starts on its hive.
- It makes five hops.
- How many flowers did Bee count?

Continue like this until someone notices that the number of hops is the same as the number of flowers that Bee counted. Discuss:

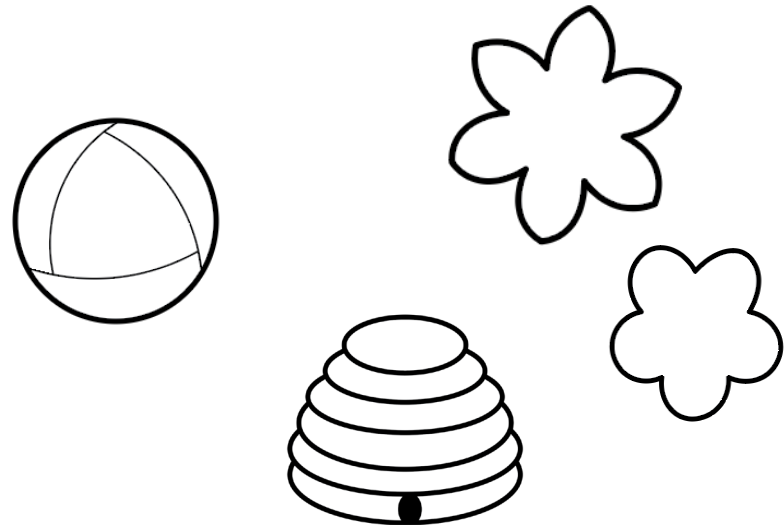
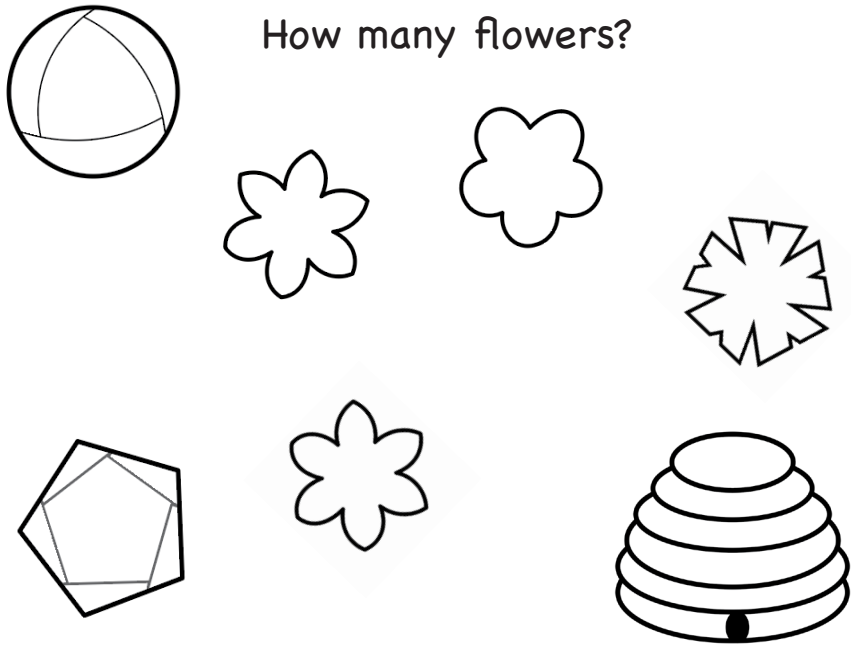
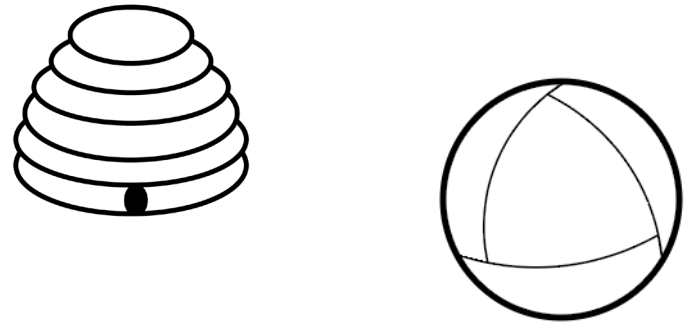
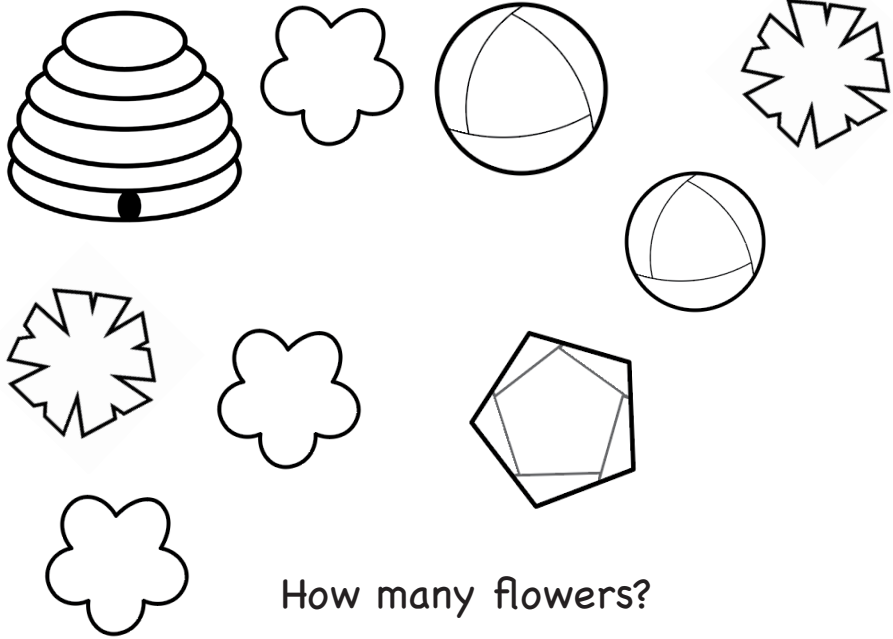
- Why don't we count the hive,?
- Why don't we count all the flowers on the number line?
- How many hops will it take Bee to get back home?
- How is counting on a number line different than counting items?

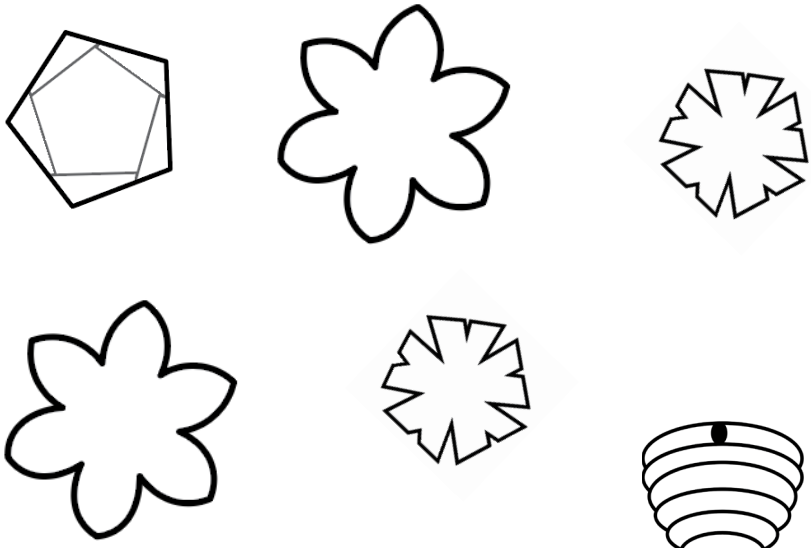
## Counting on a Number Line

When they count objects, children know they can touch them and move them around. Sometimes, they move the objects as they count ~ sorting them into 'counted' and 'uncounted' groups.

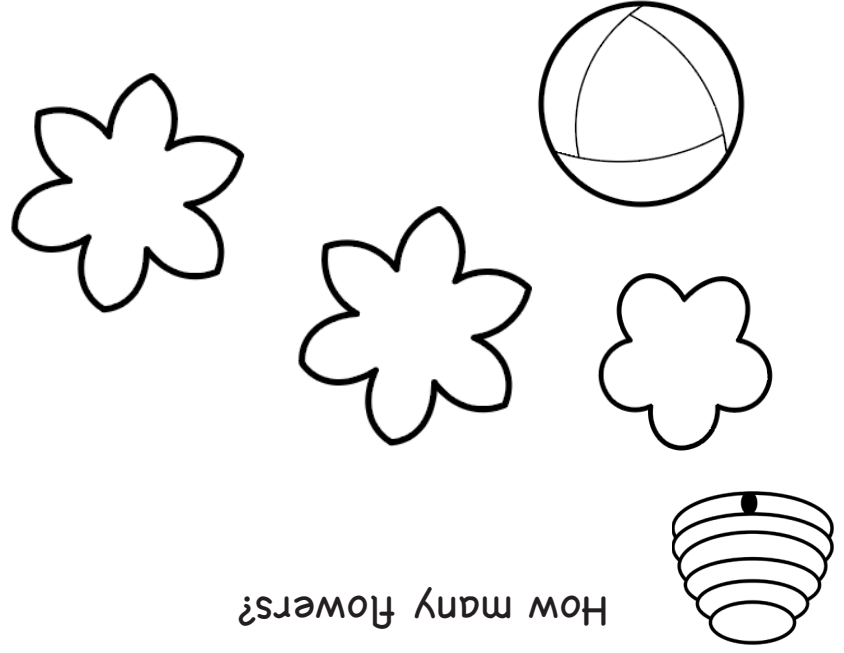
With a number line, children cannot move the items as they count. This is a big difference between counting on a number line and counting things. Another one is zero.

Zero is the first number on a number line. It is the starting place. Children have to get used to starting on zero but not counting it as a number. Using a pointer with a 'home base' that is different from the items being counted helps young children make sense of using a number line to count.

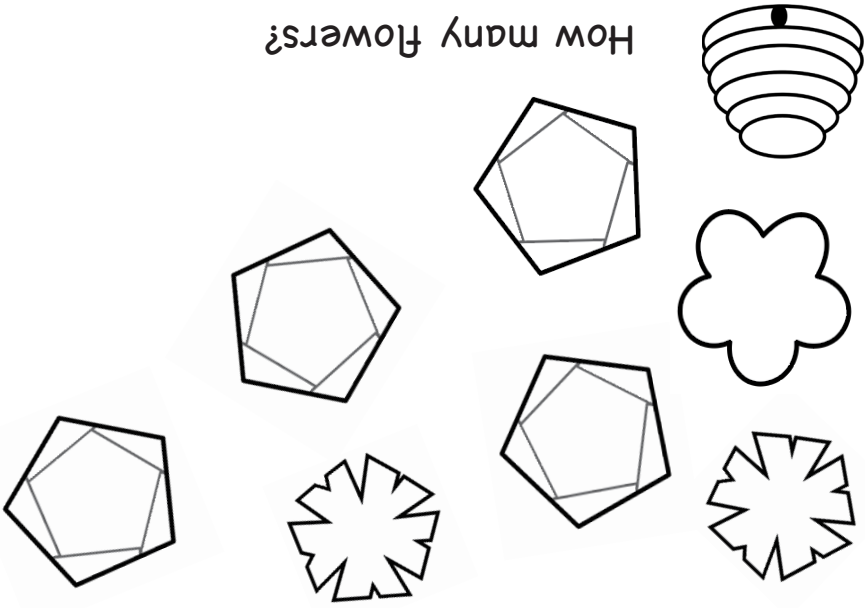




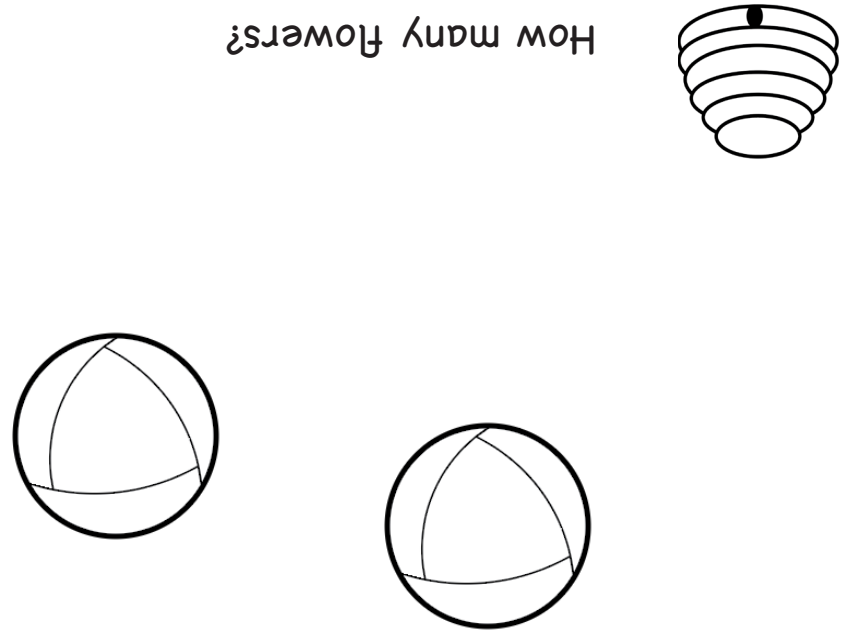
How many flowers?



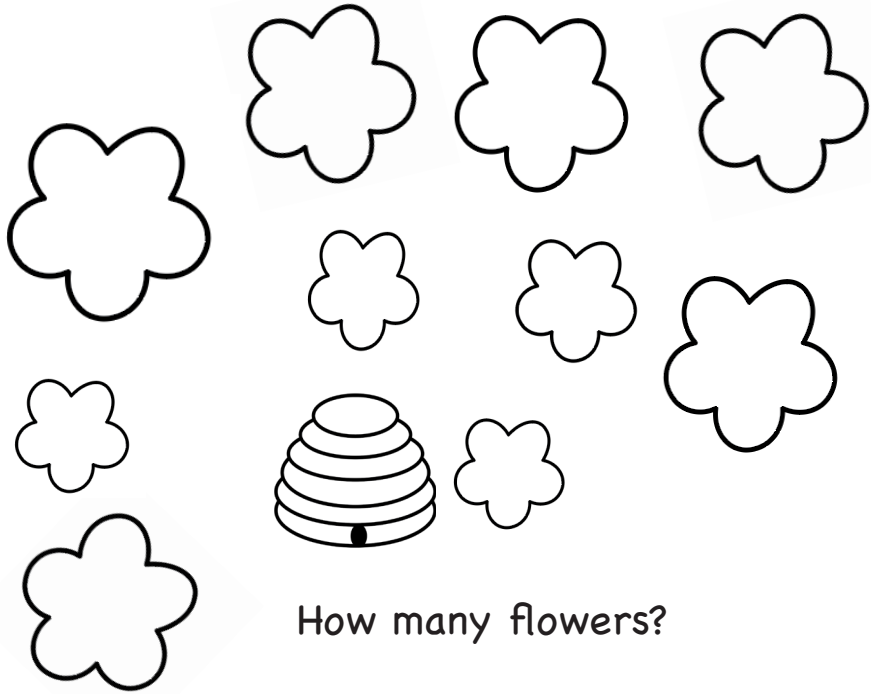
How many flowers?



How many flowers?

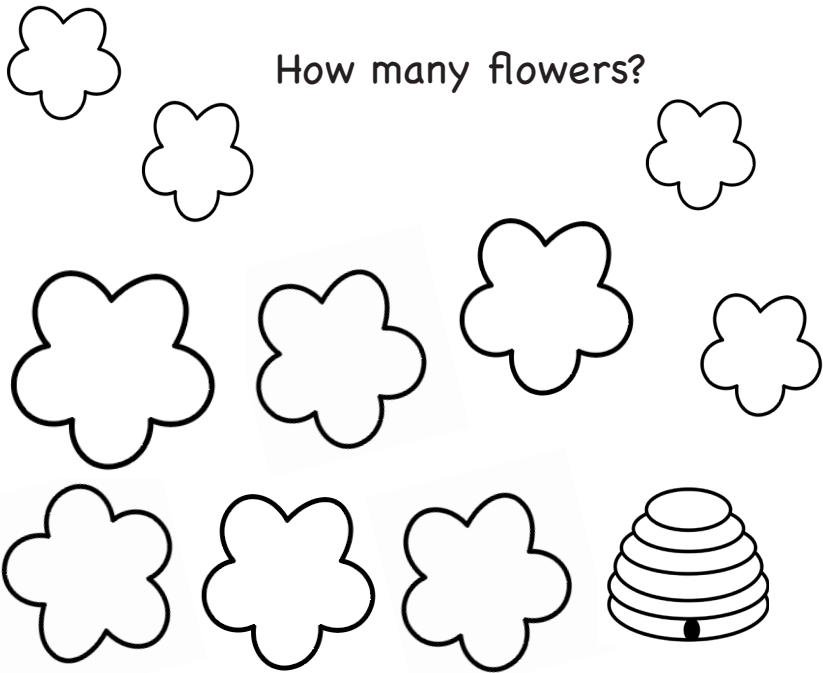


How many flowers?



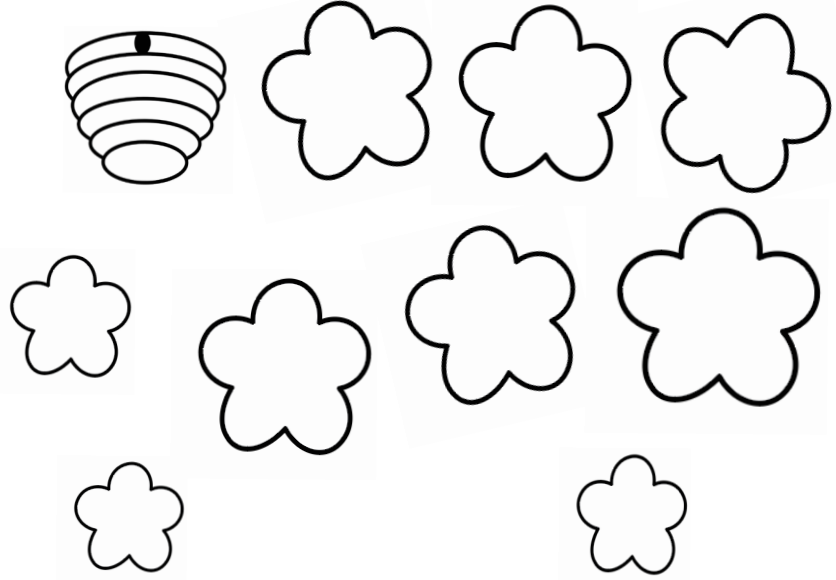
How many flowers?

Bee Line Counting



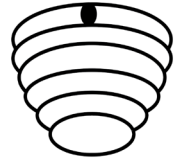
How many flowers?

Bee Line Counting



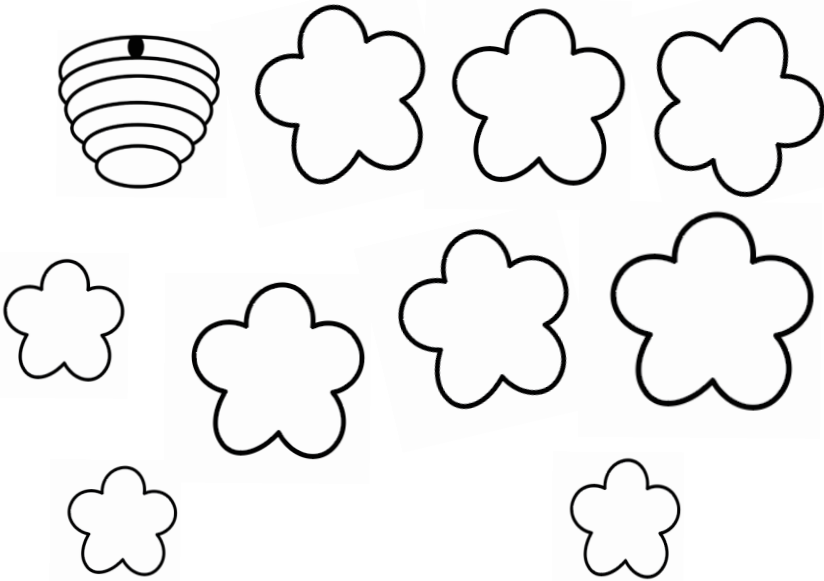
How many flowers?

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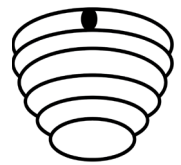


How many flowers?

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How many flowers?



How many flowers?

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