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Mathematics

Lingokids
“Alice the Camel”

Curriculum Connection:



Mathematics:

This lesson aligns with the Kindergarten mathematics curriculum by focusing on **counting and number sense**, specifically counting backwards from 5 and recognizing patterns.

Language Arts:

Through **listening and participating** in the song, students enhance their language skills, including listening comprehension and vocabulary.

Movement:

This lesson incorporates movement by clapping along to the rhythm of the song, engaging students in an interactive learning experience and encouraging them to display numbers on their fingers.

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Materials:

S02 E04

Lingokids
Alice the Camel

Access this episode free on:

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Lesson Supplies:

- ☒ **Lingokids: S02E04**
"Alice the Camel"
- ☐ **Sequencing cards** for each pair of students (provided)
- ☐ **Chart paper and markers**
- ☐ **Number line** (drawn on board or chart paper)



Lesson:

Introduction:

Using a number line, review counting backwards from 5 together as a class.

Viewing the episode:

Play Kidoodle.TV Show: Lingokids "Alice the Camel". Encourage students to listen, clap along to the rhythm of the song, and actively participate in counting backwards by showing the corresponding numbers on their fingers throughout the song.

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Counting Backwards and Vocabulary:

After listening to the song, discuss the counting sequence and emphasize the new vocabulary words such as "humps." Play the song again, this time inviting students to sing and count backwards along with the lyrics while displaying corresponding numbers on their fingers.

Pair Activity - Sequencing Cards:

Divide students into pairs. Provide each pair with a set of sequencing cards featuring the lyrics of the song and camel images with varying numbers of humps. In their pairs, students will work together to arrange the cards in the correct sequence to represent the song.

Teacher Circulation for Understanding:

Circulate among the pairs, observing student progress while providing guidance as needed to ensure understanding.

Pattern Recognition and Movement:

Discuss with the class the pattern they notice in the camel images. Ask them to identify how the number of humps changes as they count backwards.

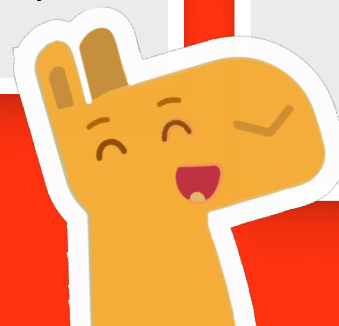
Charting the Pattern:

Create a chart on the board or chart paper. Write down the numbers from 5 to 1 and draw the corresponding camel images next to each number, showing the changing number of humps.

Recap and Sharing:

Ask students to reflect on their experience during the "Alice the Camel" lesson. Invite them to share what they enjoyed most about the song, the movement activities, and the sequencing card task. Encourage them to talk about the numbers they counted on their fingers and the patterns they noticed in the camel images.

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Extension:

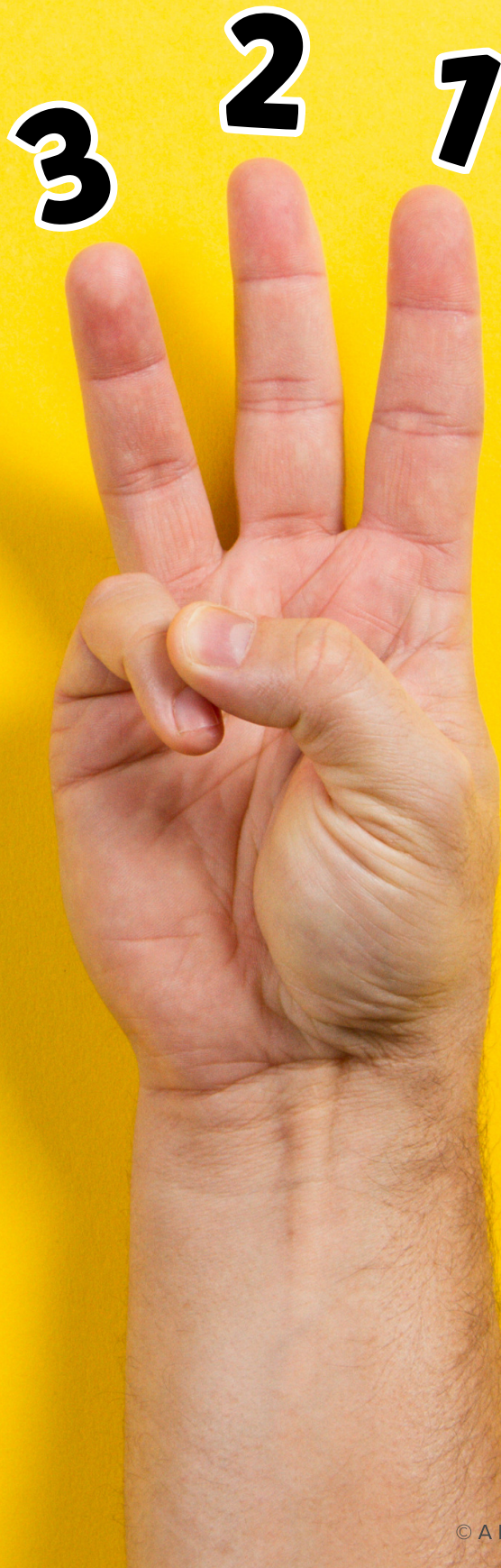
To further engage students with counting and movement, organize a "Counting Backwards Obstacle Course."

Set up a series of stations around the classroom or outdoor area, each labeled with a number from 5 to 1. At each station, students will engage in a physical activity (e.g., jumping jacks, hopping on one foot) the corresponding number of times while counting backwards aloud. For example, at station 5, they perform the activity 5 times, at station 4, they perform it 4 times, and so on.

Assessment

The assessment for this lesson will involve observing students' active participation during the song and movement activities, their ability to count backwards along with the lyrics while using finger counting, and their successful arrangement of the sequencing cards in pairs.

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