

Win the Difference

Focus

Counting to 12
One to one correspondence

Materials

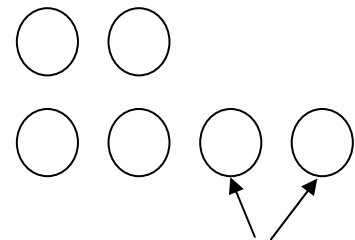
2 die
Counters of any kind in a dish

Players

Partners

Instructions

- Player 1 rolls the two die and counts the dots to find the total number.
- Player 1 counts out and takes that many counters, arranging them into a line between the players.
- Player 2 repeats the roll and collection of counters. Player 2 arranges their counters in a 1-1 correspondence with their partner.
- The player with the greater number of counters, counts and wins the difference.
- The rest of the counters go back in the dish.
- When there aren't enough counters left, each player determines the number of counters that they have won.

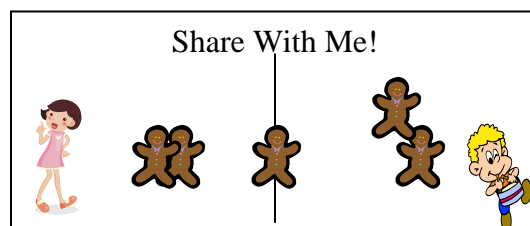


Player wins 2

Share With Me

Focus

Counting
Understanding number



Materials:

Number cards to 10
Cookie cards (or any counter)
Share With Me board, or any visual reference that indicates the number of people sharing

Players

Circle time
Partner

Instructions

- Turn over the top card. Pick up that many cookie cards.
- Share that many cookies between the characters.
- Count the number of cookies that each character receives
- Decide what to do with the any remaining cookies. NOTE: allow students to use their own language or come up with their own solutions for any remaining cookies.
- After the cookies are shared, recount all of the cookies to reinforce that even though they are shared, there are still the same number of cookies on the board.

Variations

- After the number card is determined, encourage students to make predictions about the number of cookies each character will receive. Begin the concept of making predictions by asking *Will each character receive more than 1 cookie?* Once students are easily able to answer that question, ask for more precise predictions.
- Share with 3 characters.

Share With Me



Count Caterpillar Game

Focus

Dot or number recognition depending on manipulative used
Counting
Counting on

Materials

Count Caterpillar paper
Die or number cards
One crayon for each partner (different colours)

Players

Partners

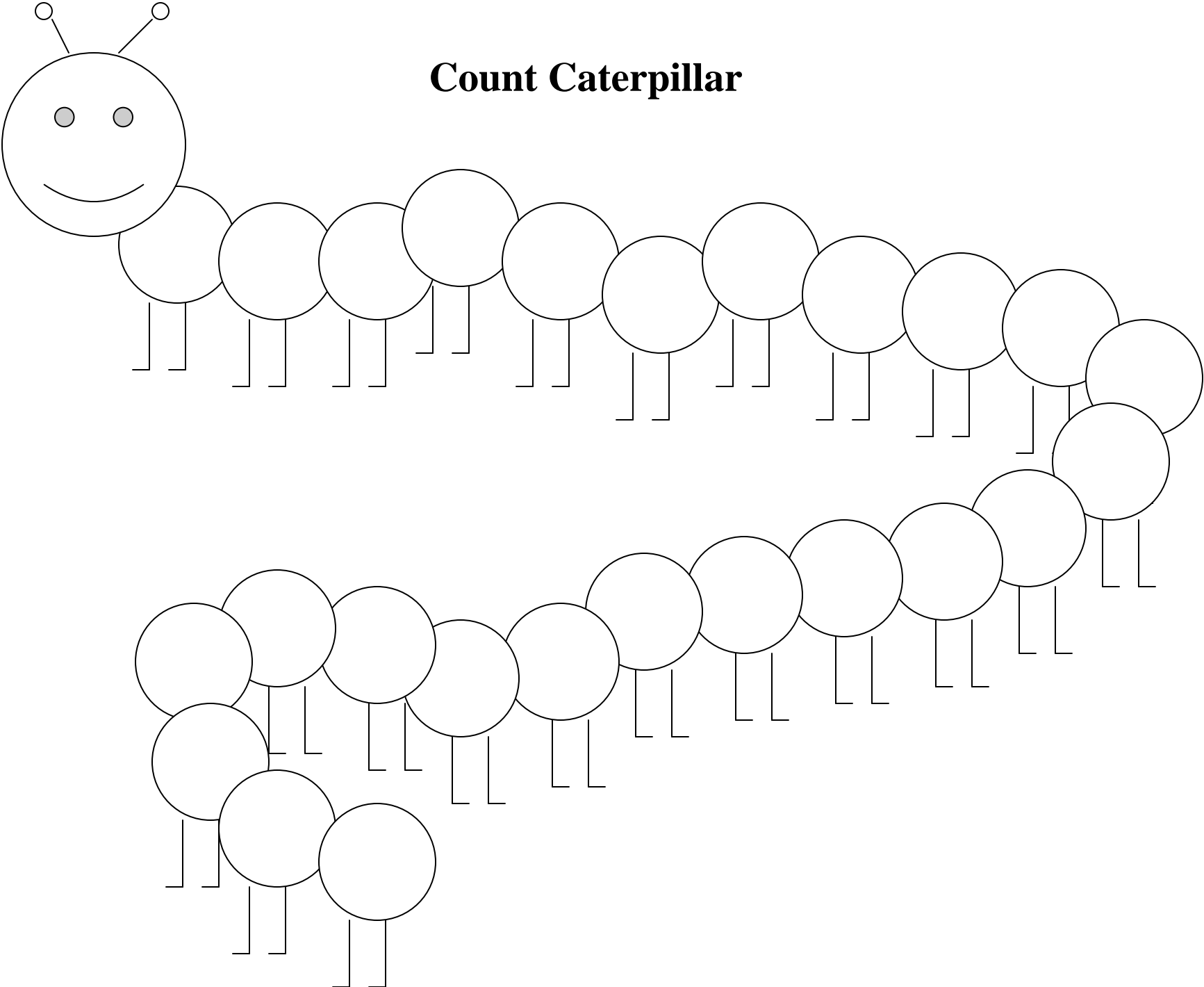
Instructions

- Player 1 rolls the dice and reads the number out loud. Player 1 then uses their crayon to colour that many spaces on the caterpillar paper.
- Player 2 then takes their turn.
- Winner is either the player who colours the last space on the caterpillar or the player who colours the most spaces.

Variations

- Play cooperatively. Players take turns to roll the dice and then colour that many spaces. They win when they roll a number that will finish the colouring exactly.

Count Caterpillar



Leaping Frogs and Toads

Focus

Patterns

Materials

5 lily pads, 2 frog hats, 2 toad hats, magic wand

Players

Circle time

Two frogs

Two toads

One 'frog director'



Instructions

- Arrange 5 lily pads in a line on the floor.
- Ask the frogs to each sit on a lily pad at one end and ask the toads to each sit on a lily pad at the other end. Frogs and toads should sit facing each other. There is one empty lily pad between the two groups
- Explain the rules
 - Frogs and toads want to end up sitting in each other's spots in the pond. That is the goal
 - Frogs can only travel the direction they are facing. Toads can only travel the direction they are facing. Neither can travel backwards
 - Frogs and toads can move by either moving to an empty lily pad in front of them, or by jumping over one other animal (either a toad or a frog)
 - The frog director will indicate where they want the frogs to move using their magic wand.

The Watering Hole, by Graeme Base

Outcomes addressed

Kindergarten

- A3 Relate a numeral, 1-10 to its respective quantity [CN, R, V]
- A4 Represent and describe numbers 2-10 concretely and pictorially [C, CN, ME, R, V]
- A5 Compare quantities, 1-10; compare two given sets through direct comparison and describe the sets using words, such as more, fewer, as many as, or the same number [C, CN, V]

Lesson Sequence

Pre-reading activities

- Familiarize students with the animals and the concept of a watering hole
 - Explore the cover of the book with students through questions such as *What animals do you see? How many animals are there? What is happening in this picture? Do you think they all drink the same amount of water? Why/ why not? How are water holes formed?*
- Make personal connections
 - Ask questions such as *How is the way you drink the same / different as these animals? Where does your water come from?*

As you read the first time

- Point to the number as you read
- Encourage students to count the animals as the story progresses
- Ask students what they notice about the watering hole as pages are turned.
- If noticed on the first read, allow students to point out and count the animals that are camouflaged, and the frogs that are present on each page.

Activities

- Counting forward and backward: Animal pictures / puppets: as pages are read, student count out and bring those animals to the 10-frame watering hole to drink and then return them, counting backwards. For the last page, students count out and return all animals to the watering hole.
- **More/Less; One to one correspondence:** As the story is read have students place that number of animal cards on the graph. At the end of the story, or during, use the assembly of animals to compare two sets of animals.
 - Ask questions such as *How many animals are at the watering hole? There are two tigers. What animals are more (or one more, two more) than the tigers? What animals are less (or one less, two less) than the number of pandas?*

Action Patterns

Focus

Pattern (Action pattern)

Materials

None

Players

Group


























Instructions

- Sit facing each other.
- Teach the class this rhyme.
Eenie, meanie, minie, mo
Here's a pattern I can show
.....
Now I have a game for you
Can you make my pattern too?
- Make up a 4 beat action pattern for students to copy, e.g.,
Eenie, meanie, minie, mo
Here's a pattern I can show
(*clap, stomp, clap, stomp*)
Now I have a game for you
Can you make my pattern too?

Variations

- After practice, have students play with a partner, taking turns to chant and make up an action pattern for their partner.
- Place stack of Action Pictures between players. First player turns over top two cards and uses those actions for their pattern.

Action Pictures

 snap	 clap	 tap	 stomp	 slap
 snap	 clap	 tap	 stomp	 slap
 snap	 clap	 tap	 stomp	 slap
 snap	 clap	 tap	 stomp	 slap
 snap	 clap	 tap	 stomp	 slap