

Buster the Balloon

A book about Comparing Two Objects




Aim

Buster the Balloon introduces size and length comparison words. Children explore concrete and pictorial representations of *biggest, taller, wider, longer, fatter, and bigger*.

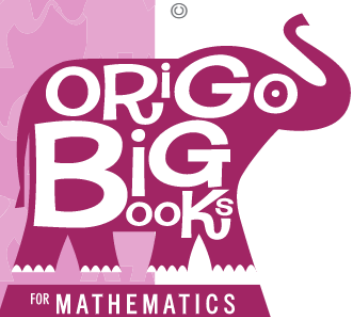
These whole-class/large group and small group activities provide children with the opportunity to:

- listen to a story about size or length comparison
- listen to the accompanying story tune
- use materials to explore size or length comparison
- use the teaching tool to compare size or length
- describe the size or length of objects in the environment using comparison words.

Activities

1. Listening to the story
2. Listening to the tune
3. Using characters to act out the story
4. Using the *Big Book tool* to compare size or length 
5. Comparing object cards
6. Ordering object cards
7. Sorting found objects
8. Using task cards
9. Modeling with playdough
10. Comparing with a partner
11. Playing feel and find
12. Comparing sizes of animals

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I. Listening to the story

Resources

- *ORIGO Big Book: Buster the Balloon*

Activity

Display the cover of *Buster the Balloon*. Before reading, ask, **What do you think this story is about? What do you think will happen?** Read the story. Then ask for possible extensions to the end of the story by asking questions such as, **What do you think will happen to Buster? What will the other balloons say or do? What will happen next?** Reread the story, pausing to ask questions about the meaning of words that might need clarification, including *boast*, *sprung*, and *leak*.

2. Listening to the tune

Resources

- *ORIGO Big Book: Buster the Balloon*
- *Big Book Tune*

Activity

Play the tune, and follow along with the book. Encourage a child to turn the pages along with the tune, as well as point to the characters as they are mentioned in the tune. Replay the tune, encouraging the children to engage in one or more of the following ways:

- singing along with lyrics
- *floating* like a balloon
- using their arms to make themselves taller, wider, or longer along with the story
- using their mouths to hold air and then *spring a leak*.



3. Using the characters to act out the story

Resources

- *ORIGO Big Book: Buster the Balloon*
- Support 1 (3 pages) — see attached
- colouring materials
- scissors
- glue
- lunch-sized paper bags, or craft sticks

Preparation

Print a copy of Support 1. Encourage children to cut out and colour the characters. The characters can be attached to craft sticks or paper bags to make puppets.

Activity

Ask for volunteers to each hold one of the characters from the story. Read the story, and encourage the volunteers to use the character puppets to act it out. Reread the story, with different children acting as the characters. Then allow the children to create dialogue for the characters. Ask, *What would your character say to Buster? Why? How does the otter feel about Buster having a fatter tail? How does your character feel about Buster leaking? What would Buster say to Marge the moose?*

4. Using the *Big Book tool* to compare size

Resources

- *Big Book tool*



Activity

Invite a child to move two characters to the working space. Have them compare the size or length of the characters. Then have that child use an *-er* word from the tool to label one of the characters. Repeat the process until each child has compared and labelled two characters. Extend the activity by using balloons that are not characters.



5. Comparing object cards

Resources

- Support 2 — see attached (retain for Activity 6)
- scissors
- bowl or other container for holding the cards (optional)

Preparation

Print enough copies of Support 2 so there are two cards for each child. Cut out the cards.

Activity

Place the cards in a container. Instruct the children to each take two cards without looking. Have them compare their cards. Ask, **Are your cards the same or different? How are they different?** Place the cards back in the bowl and repeat the activity.

6. Ordering object cards

Resources

- cards from Activity 5

Activity

Choose a set of the sequencing cards. Place them in random order, faceup, on a table.

Ask, **Are all the pictures on the cards the same? How are they different?** Encourage children to use comparison language, including *-er* words. If appropriate, encourage the use of *-est* words. For example, ask, **If this one is tall, and this is taller, what could we call this one?** (Tallest)



7. Sorting found objects

Resources

- Support 3 — see attached (retain cards for Activity 9)

Preparation

Print copies of Support 3 so there is a comparison strip for each pair of children. Cut the cards so the comparison words remain connected.

Activity

Organise the children into pairs, and give each pair one language comparison strip. Take the children on a walk outdoors and ask each pair to find two objects (for example, sticks, leaves, small rocks) that match the words on their comparison strip. In the classroom, have pairs find the other pairs with the same language strip, and form into groups. They arrange their objects with the language strips. During a sharing time, children can walk around to view the sorting for the other language strips. Talk about the sorting, and encourage children to explain their thinking. Ask, **Why did you put this leaf in the thinner group?** Extend the activity by having children collect different objects, and then identify and describe their own sorting categories. Use comparison words to label the children's categories.

8. Using task cards

Resources

- Support 4 — see attached

Preparation

Print 1 copy of Support 4 for each small group, and cut out the cards. (Add your own cards to make the tasks specific to your classroom setting and playground.)

Activity

Organise the children into small groups, and give each group a set of cards. Instruct the children to take turns to select a card from the set. Read the first card aloud, and ask all the children in the group to complete the task. If necessary, simplify the directions, or provide the commands one step at a time. When the children return to their group, talk about the objects they have found. Encourage volunteers to think of more tasks that could be added using comparison words. Repeat until each task is completed. For a challenge, use pictures of, for example, a car, apple, refrigerator, telephone, or bike to make comparisons to everyday objects the children might have.



9. Modeling with playdough

Resources

- playdough
- modeling tools (e.g. scissors, craft sticks, optional)
- cards from Activity 7

Activity

Distribute the playdough. Ask a child to choose a card strip. Read the words on the first strip, then ask the children to create two objects, each representing one of the comparison words. Repeat the process with a new pair of comparison words. Ask open-ended questions and prompts about the sculptures. Ask, *Tell me about your sculptures. What do you notice about the sculptures that are wide? What could you say about the two snakes? What other words could we write about this group?*

10. Comparing with a partner

Activity

Organise the children into pairs. Have the pairs compare themselves by asking questions such as, *Who is taller? Who has longer legs? Whose hand is wider?* For a challenge, ask the children to form groups of three. Prompt them to sequence themselves in order using *-er* and *-est* words. Ask, *Who is shorter? Who is the shortest?*



II. Playing feel and find

Resources

- long athletic sock or a *feely box* per pair of children
- small objects from the classroom or environment, e.g. a number cube, crayon, ball, bean, penny

Activity

Before the activity, place two of the objects into the box or sock. Ask a child to place their hand into the box or sock to feel the objects. Then use a comparison word as a prompt to remove one of the objects. Say, for example, **Take out the wider object**. Or, **Show me the longer one**. Then ask the child to remove the other object, and check and discuss the comparison. Encourage children to work in pairs, taking turns to feel the objects and asking each other questions.



12. Comparing sizes of animals

Resources

- *ORIGO Big Book: Buster the Balloon*
- large sheets of paper or sidewalk
- chalk

Preparation

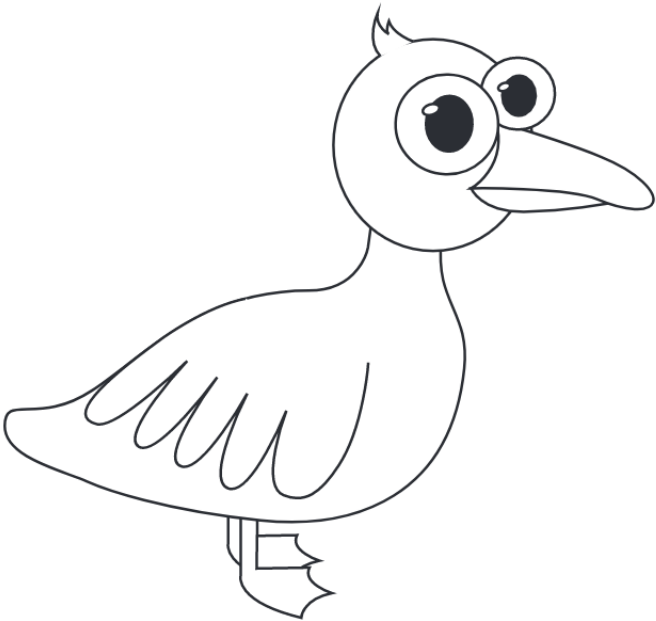
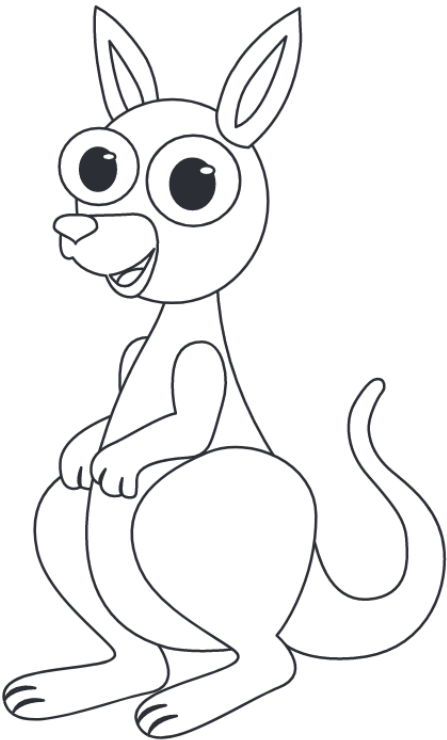
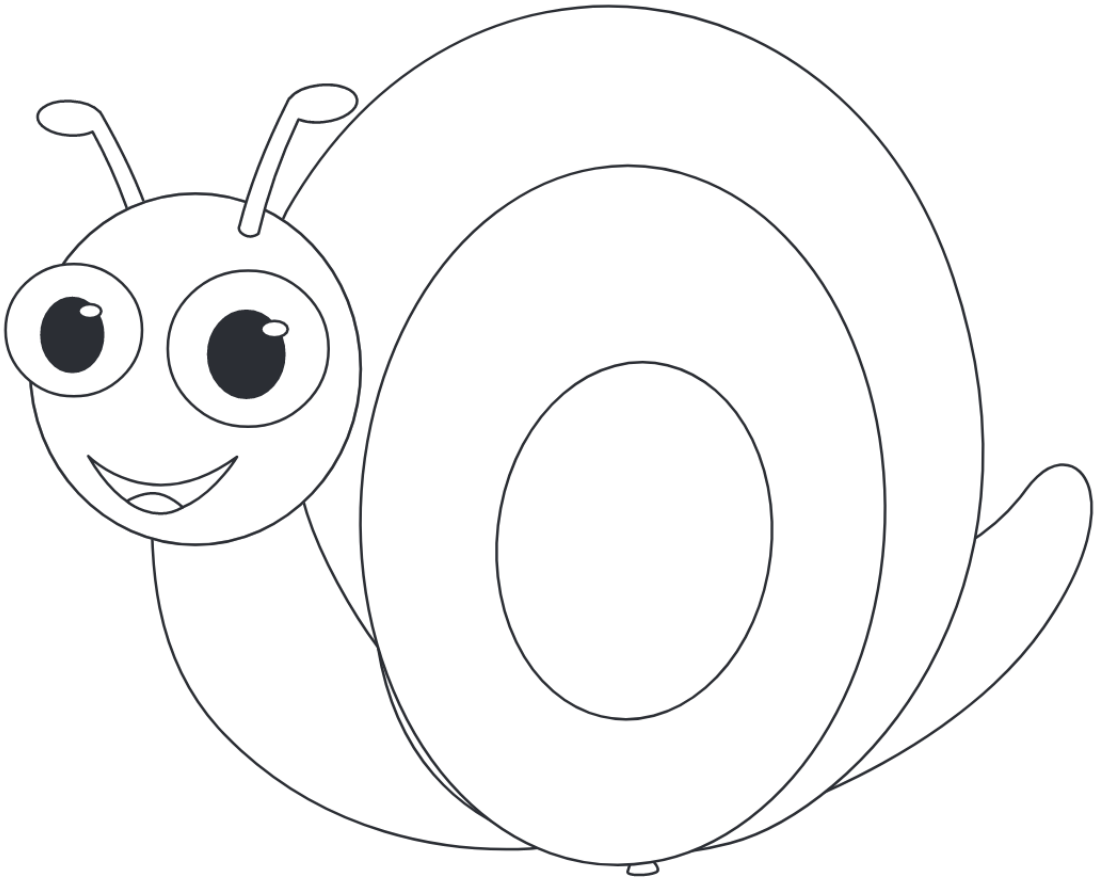
Using the measurements listed below, draw shapes to represent some of the characters in the book on paper, or with chalk on a sidewalk. Write the animal's name underneath.

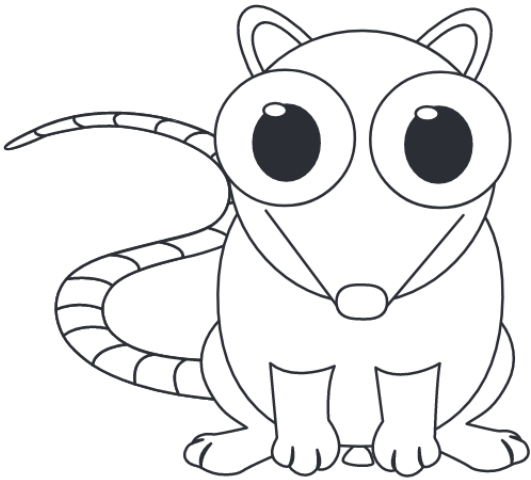
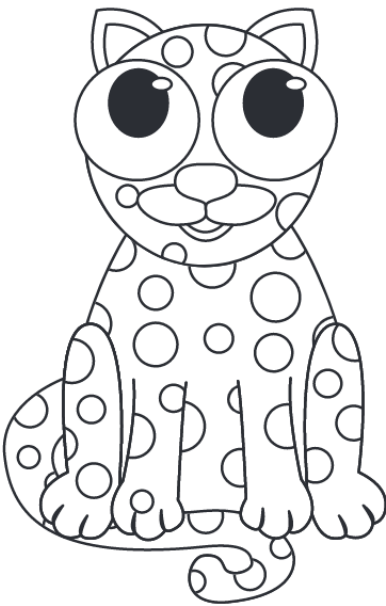
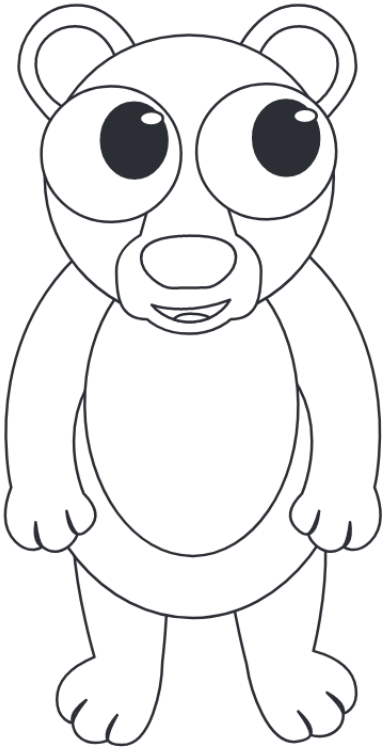
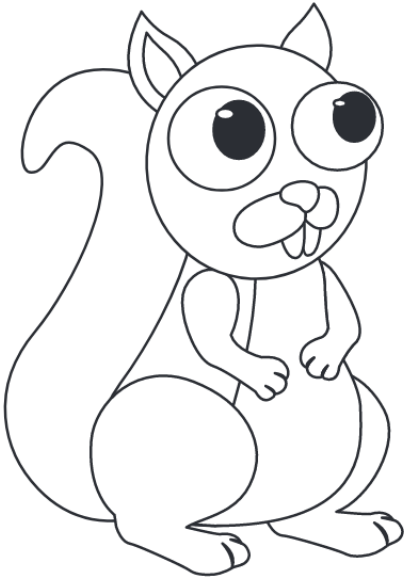
- Most snails are about 2.5 cm long, wide, and tall.
- Common tree squirrels are about 20 cm tall.
- Kangaroos are about 1.8 m tall.
- Most brown rats are 22–28 cm long (not including the tail).
- House cats are about 22 cm tall, and 45 cm long (not including the tail).
- Moose are 1.7 m tall at the shoulder. Male antlers can be 1.8 m wide from tip to tip.
- Geese are 1 m long. The wingspan of a goose is 1.5 m.
- Grizzly bears are 2 m long and 1 m tall at the shoulder.
- Otters are about 1.2 m long.

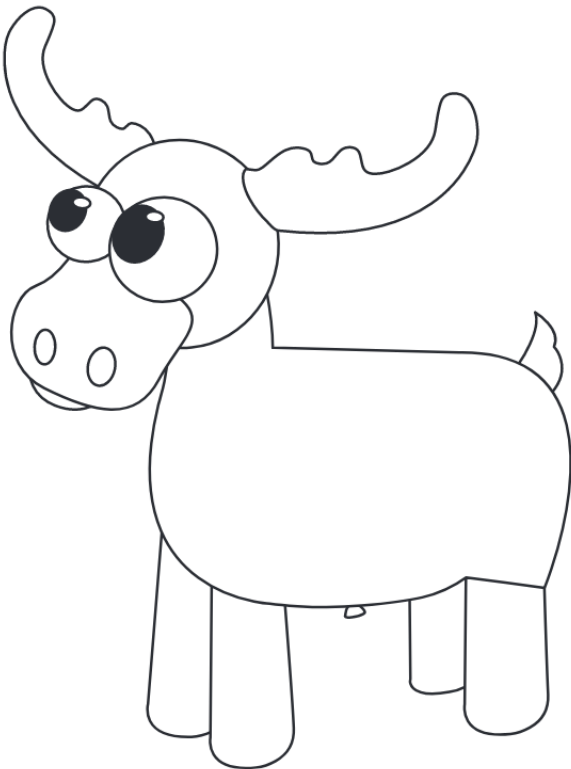
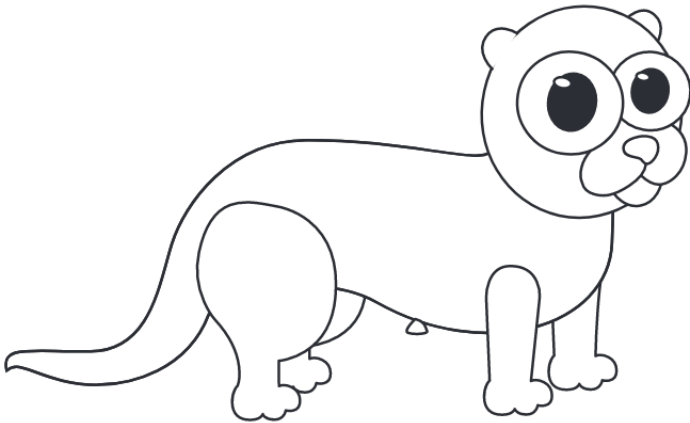
Activity

Discuss how the animals in the book are balloons, and not the same size as living animals. Ask questions about the size or length of living animals as you read the book. Ask, **Is a snail taller than a squirrel? Is a snail wider than a cat?** Use the shapes representing the animals to ask questions related to the book. **Which is taller, the snail or the squirrel? The squirrel or kangaroo?** Encourage comparisons between the children and the living animals.

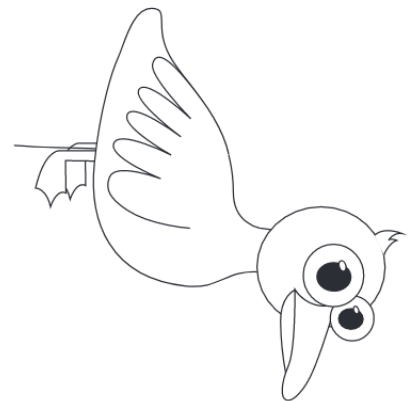
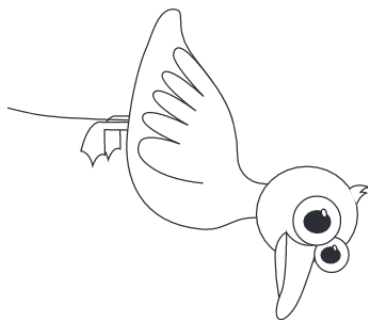
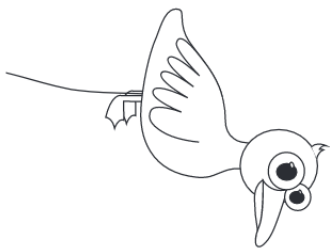
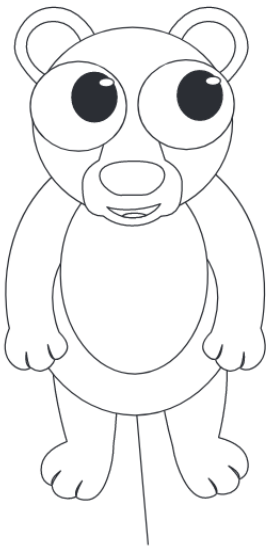
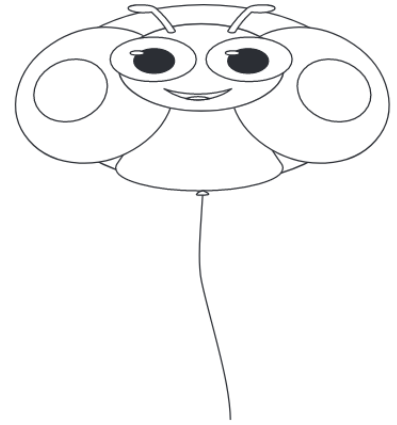
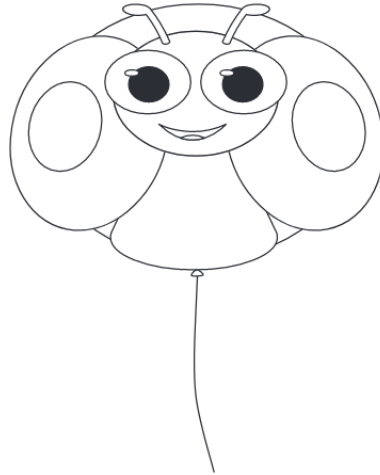
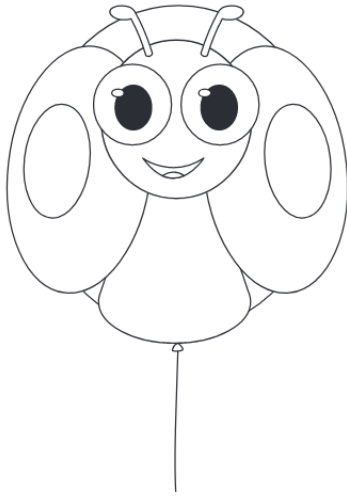








Sequencing and comparing cards





shorter

taller

bigger

smaller

longer

shorter

thinner

wider

Task cards



Find something
taller than you
and touch it with
both hands.

Find something
longer than your
foot and put your
foot on it.

Find two things
smaller than
your thumb and
touch them at the
same time.

Find something
bigger than your
arm and tap it.

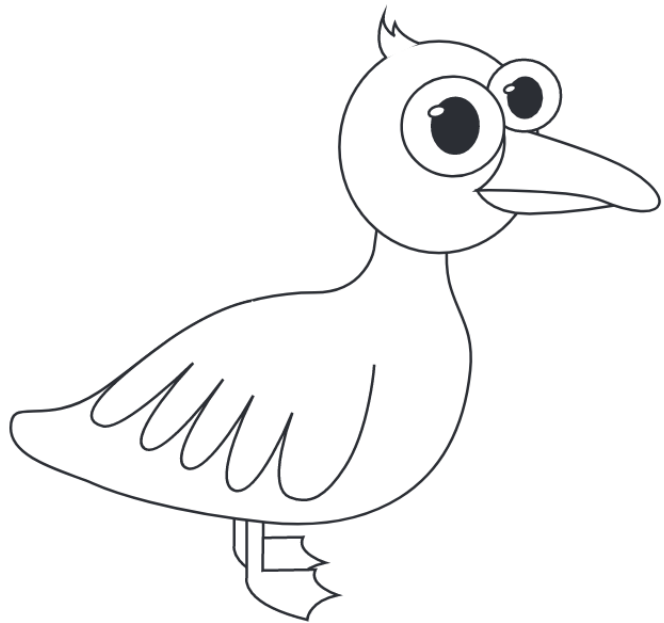
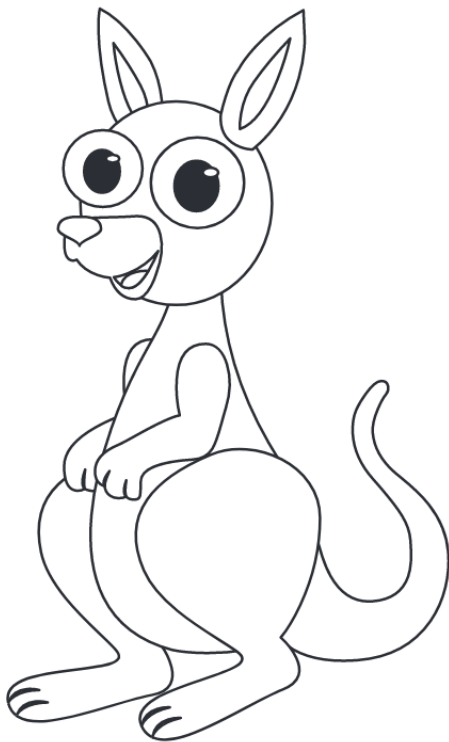
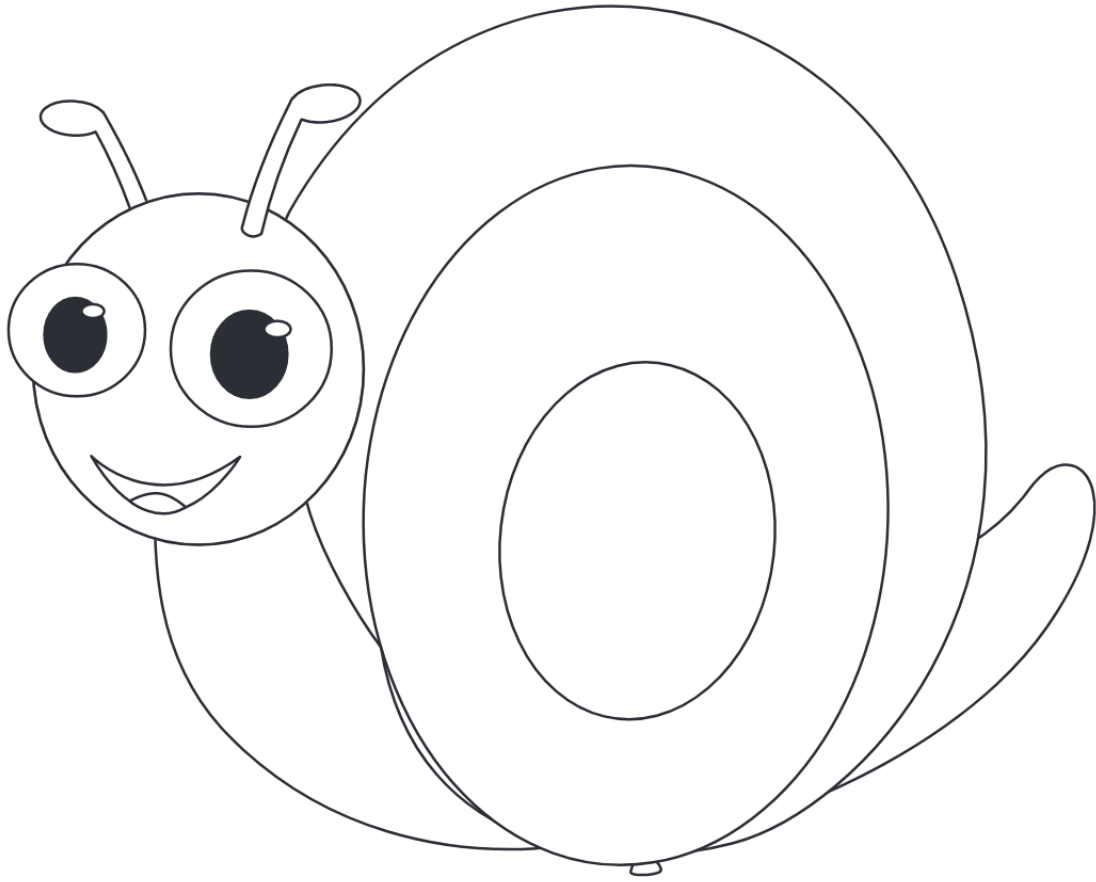
Find something
shorter than you
and sit on it.

Find something
wider than your
hand and touch it
with your leg.

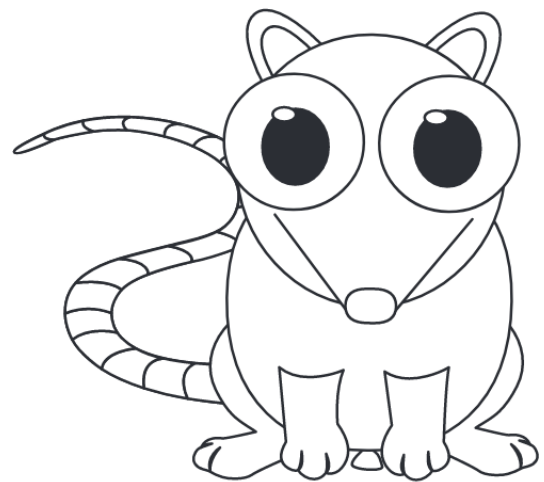
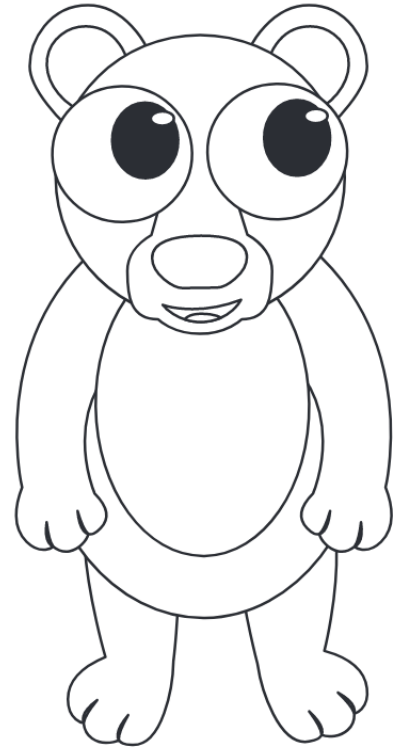
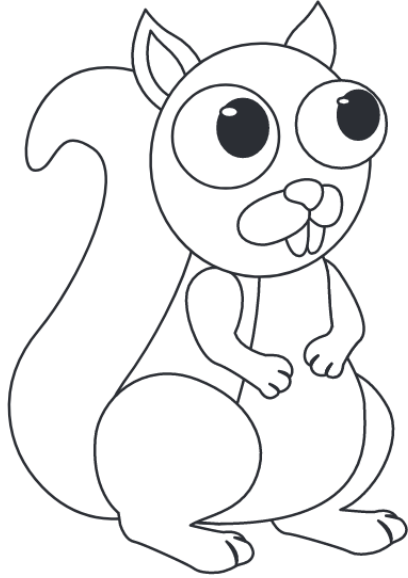
Find something
thinner than your
leg and pick it up.

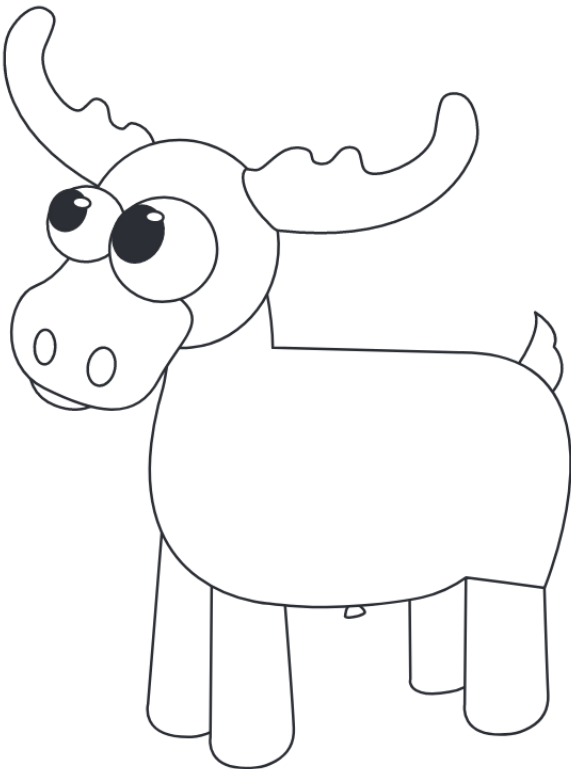
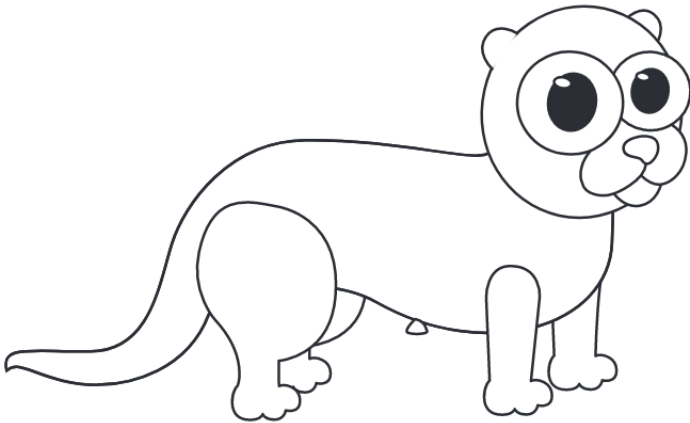
Find something
taller than your
teacher and sit
next to it.

Find something
shorter than a
table and walk
around it.

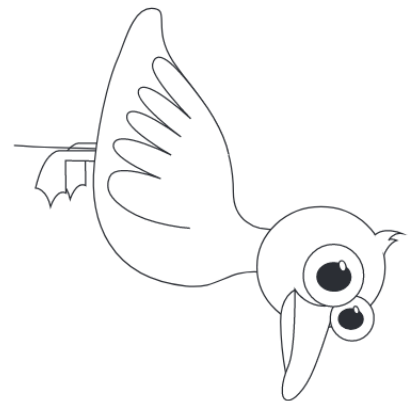
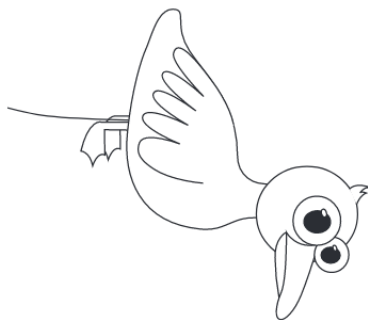
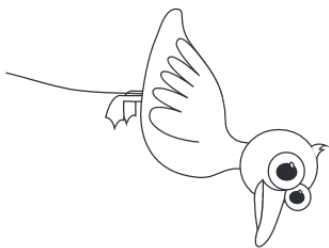
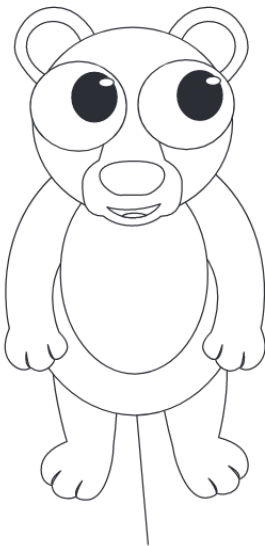
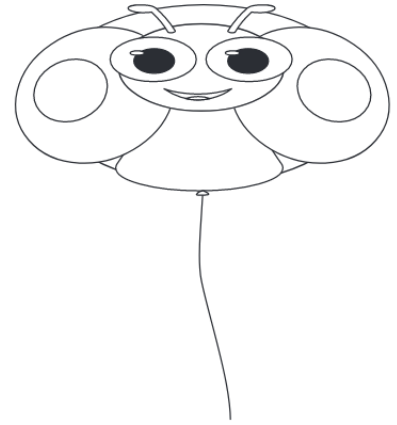
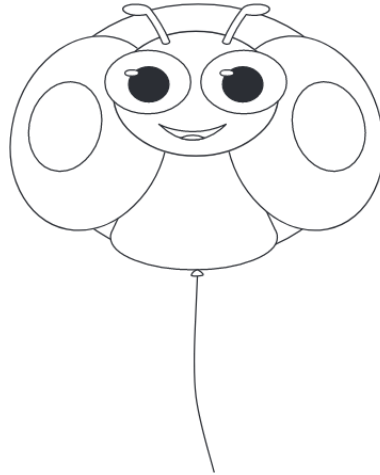
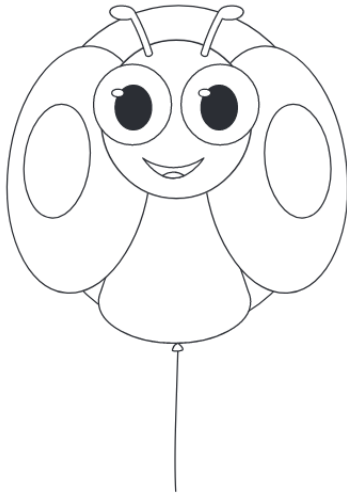


Characters





Sequencing and comparing cards





shorter

taller

bigger

smaller

longer

shorter

thinner

wider

Task cards



Find something
taller than you
and touch it with
both hands.

Find something
longer than your
foot and put your
foot on it.

Find two things
smaller than
your thumb and
touch them at the
same time.

Find something
bigger than your
arm and tap it.

Find something
shorter than you
and sit on it.

Find something
wider than your
hand and touch it
with your leg.

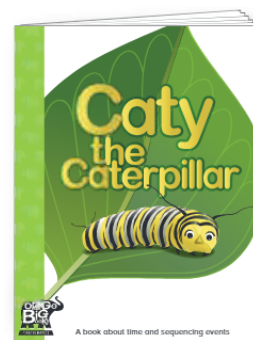
Find something
thinner than your
leg and pick it up.

Find something
taller than your
teacher and sit
next to it.

Find something
shorter than a
table and walk
around it.

Caty the Caterpillar

A book about Time and Sequencing Events



Aim


Caty the Caterpillar introduces time and sequencing events.

Children explore concrete and pictorial representations of today, now, tomorrow, later, and changes due to growth.

These whole-class/large group and small group activities provide children with the opportunity to:

- listen to a story about time and sequencing events
- listen to the accompanying story tune
- use materials to explore time and sequencing events
- use the teaching tool to sequence events
- describe the sequence of events.

Activities

1. Listening to the story
2. Listening to the tune
3. Charting changes in children over time
4. Using the *Big Book tool* to act out the story 
5. Sequencing routine cards
6. Sequencing growth and change cards
7. My changes
8. Tracking growth over time
9. Creating personal timelines

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I. Listening to the story

Resources

- *ORIGO Big Book: Caty the Caterpillar*

Activity

Display the cover of the book. Ask for predictions, **What do you think this story is going to be about? What do you think will happen?** Take a picture walk through the story, without reading the text, and ask the children to describe what is happening in each picture.

Read the story. Then make connections between what the children described in the picture walk and the text. Ask, **What did you learn by looking at the pictures? What did you learn from hearing the words?** Finish the discussion with, **What do you think will happen after Caty lays her eggs?**

2. Listening to the tune

Resources

- *ORIGO Big Book: Caty the Caterpillar*
- *Big Book Tune*



Activity

Play the tune, and follow along with the book. Encourage a volunteer to turn the pages of the book along with the tune, as well as point to the illustrations as they are mentioned in the tune. Play the tune again, and encourage children act out Caty's actions:

- wriggling and stretching tall as hatching
- munching to *eat*
- spreading arms to make themselves bigger along with the story
- brushing arms and legs to shed skin
- bending at waist to hang down from tree
- closing eyes to sleep, with titled head resting on hands
- curl into a ball while in cocoon. Say, **Cocoon is another name for chrysalis.**
- crawl and open eyes when breaking out of chrysalis
- spreading wings to fly.



3. Charting changes in children over time

Resources

- *ORIGO Big Book: Caty the Caterpillar*
- chart paper or whiteboard

Preparation

Create a three-column chart on a large sheet of paper and label it **before, now, later**.

Activity

Read the story. Then ask, **How did Caty change in the story?** After listening to responses, ask, **How have you changed? How do you look different? What do you do that is different?**

Use the appropriate columns of the chart to record the children's responses about their own changes. Ask, **How will you change when you grow up?** Record their responses.

4. Using the *Big Book tool* to sequence events

Resources

- *Big Book tool*



Activity

Invite a child to move a version of Caty (for example, egg, pupae, caterpillar, cocoon/chrysalis, butterfly, laying eggs) to the working space of the tool. Ask, **If that is Caty today, what will she look like tomorrow?** Label the picture with the word **today**. Remember that any of the other versions of Caty can happen after the version the child has chosen. To encourage more specificity in sequencing, ask **Which one comes next in the story?**

Challenge: Try sequencing the story's events backwards. To support the sequence of left to right for reading and number sequences, model the placement of the sequence of events forward in time as left to right, and backward in time as right to left.



5. Sequencing routine cards

Resources

- Support 1 — see attached

Preparation

Print a copy of Support 1 and cut out the cards. Or, to make the cards class-specific, have children assist in taking pictures of each other throughout the day to represent regular classroom routines. Print and cut out the pictures instead of the support page.

Activity

Mix the cards and place them facedown on a table. Ask a volunteer to choose two cards.

Say, **Put your cards in order, and tell us about them.** Listen for time and sequence words such as, *first, then, next, before, and after*. Model the use of these words if necessary, paraphrasing the children's language. Repeat so all the children have a turn.

Challenge: Repeat the activity with the children selecting three or more cards.

6. Sequencing growth and change cards

Resources

- Support 2 (2 pages) — see attached

Preparation

Print a copy of Support 2 and cut out the cards, keeping each set of three cards together.

Activity

Ask for a volunteer to choose a set of cards. Then say, **Tell me about your cards.** If necessary, prompt by saying, **Put your cards in order. What happens first?** Remember there are multiple ways to sequence the cards. For example, one child might start with, "You go down the slide. Then, you climb up so that you can do it again." Another might say, "First you climb up the slide, then you stand at the top, and last you slide down." Encourage children to talk about the different solutions for sequencing the cards if they don't agree. To simplify the activity, use two cards from each row.



7. My changes

Resources

- Support 3 — see attached

Preparation

Print 1 copy of Support 3 for each child.

Activity

Point to the word *younger* on the support page, and ask the children to draw a picture of what they looked like when they were younger or a baby. Say, **Tell me about your drawing.** Record each child's description on their support page. Ask the children to draw what they look like now. Have them describe their new pictures, while you record their words. Ask, **How have you changed?** Consider dividing these tasks to two different work sessions to accommodate individuals' attention spans.

8. Tracking growth over time

Resources

- variety of dried beans
- 1 small, clear ziplock bag for each child
- paper towels
- bowl of water

Activity

Give each child a bag, and write their name on it. Or encourage the children to write their own name. Allow them to choose the beans and place them in their bags. Then ask, **What will our beans need to be able to grow?** As children suggest ideas, discuss them and how they can provide what the plants will need. Encourage new solutions, and experiment with alternatives. One solution is to wet the paper towels, seal the bags, and tape the bags to a window for sunlight. Encourage a conversation, predicting what will happen with the beans. Ask, **What do you think will happen with our beans? How long will it take for them to sprout? What will happen if they grow bigger than the bags? When do you think that will happen?** Track the progress of the plants, and return to the conversation regularly.



9. Creating personal timelines

Resources

- Support 4 (3 pages) — see attached

Preparation

Print 1 copy of Support 4 for each child. Send the family letter and the personal timeline template home.

Activity

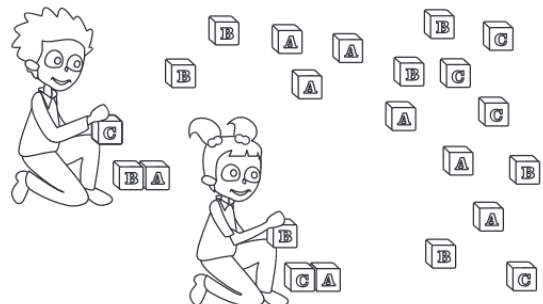
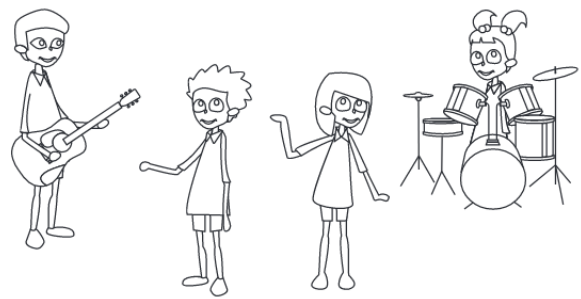
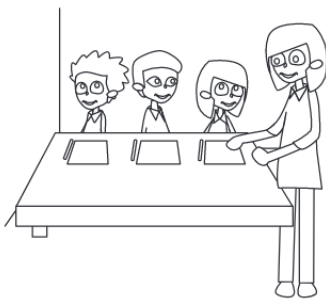
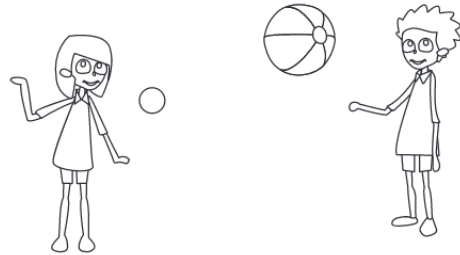
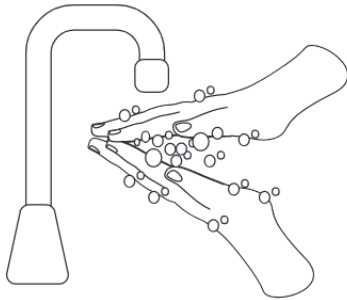
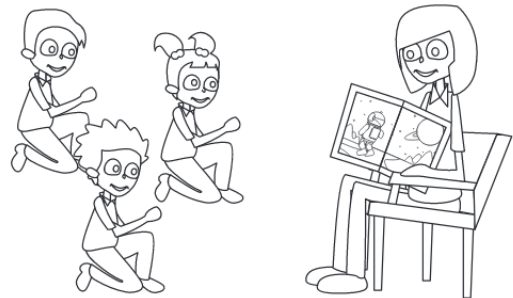
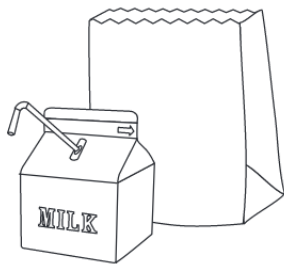
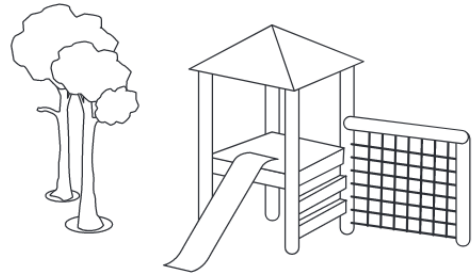
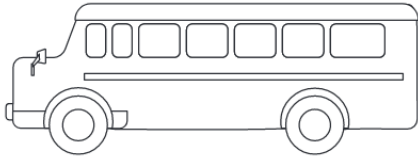
After receiving the timelines back from the families, allow children to share their timelines with a small group. Encourage them to make comparisons between their timelines.

Say, **Let's look at what is on our timelines when we were born. What is the same?**

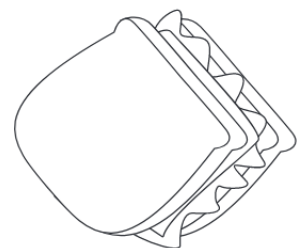
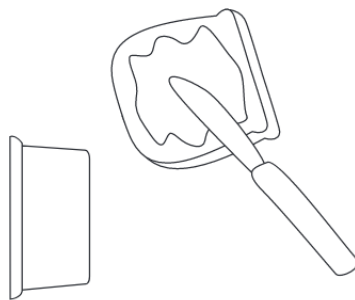
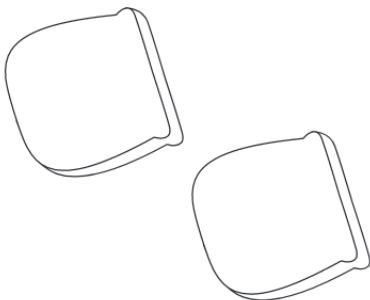
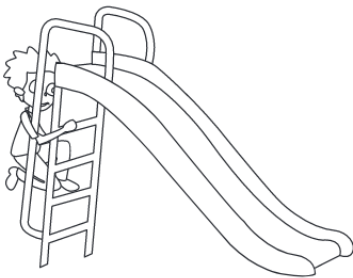
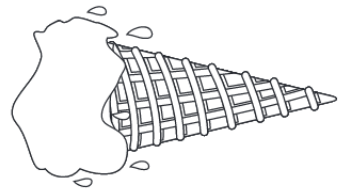
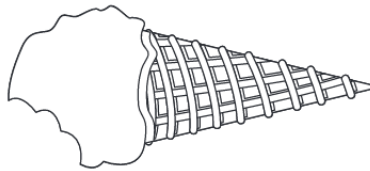
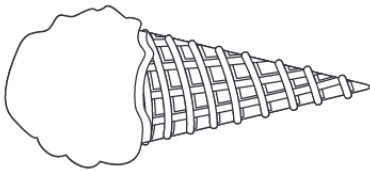
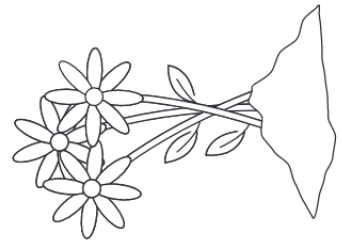
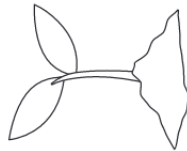
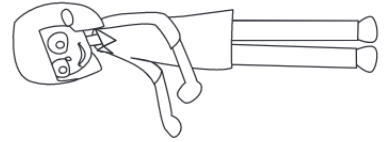
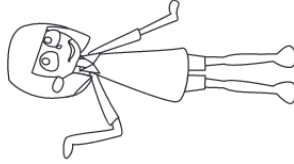
What is different? Encourage children to think about what might be next on their timelines as they grow.

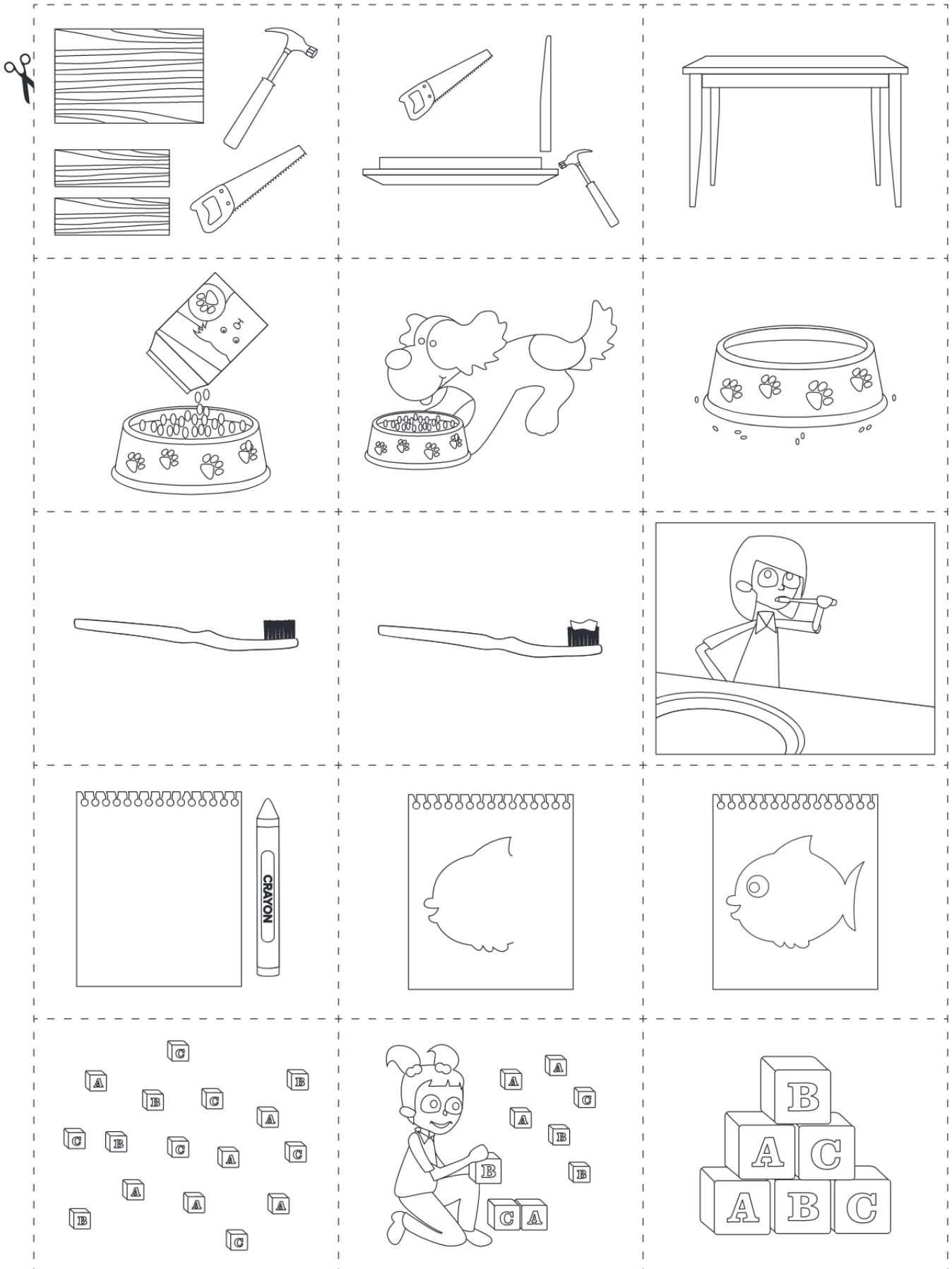


Sequencing routines



Growth and change cards





My changes



		Name: _____
Younger		
Now		

Creating personal timelines



Dear family,

We are studying time through the sequence of events. Time is a very abstract idea for preschool children. It helps them work with events that are relevant to them. Attached is a Personal Timeline template that you can complete with your Pre-K child.

Think of milestones or events that your child likes to hear about. Work with your child to write and draw about them. Please feel free to get creative and make your own timeline if you prefer.

We will be displaying and discussing the timelines at school the week of:

Thank you for your support.

Sincerely,

Creating personal timelines



Personal timeline for _____

Birth	
1 year old	
2 years old	

Creating personal timelines

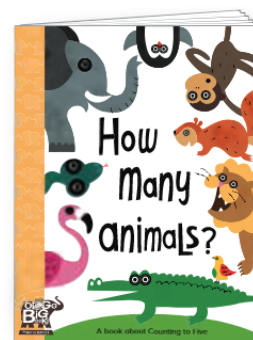


Personal timeline for _____

3 years old	
4 years old	
5 years old	

How Many Animals?

A book about Counting Groups




Aim

How Many Animals? introduces counting groups of one to five. From this, children explore concrete and pictorial materials to count groups of objects.

These whole-class/large group and small group activities provide children with the opportunity to:

- listen to a story about counting groups
- listen to the accompanying story tune
- use materials to explore counting groups
- use the teaching tool to represent quantity
- represent quantities using objects in the environment.

Activities

1. Listening to the story
2. Listening to the tune
3. Using the *Big Book tool* to represent quantity 
4. Pretending to fill work orders (getting a number from a collection)
5. Building quick images
6. Playing five-frame memory
7. Playing magic number
8. Sorting groups by quantity
9. Telling stories about the zoo
10. Counting fingers
11. Finding objects in the sensory bin

I. Listening to the story

Resources

- *ORIGO Big Book: How Many Animals?*

Activity

Display the book cover and ask, *What do you think this book will be about?* If no one discusses the setting, ask, *Where do you think this story will happen? Is there a place where you could find all of these animals?* Read the story. Then ask, *What was the book asking us to do?* Reread the book, pausing to talk about each picture and the counting groups. Point out the picture cues that help identify the groups (for example, say *EEE-EEE-EEE, like to dive, lay in the sun*), and prompt the children to say the rhyming words.

2. Listening to the tune

Resources

- *ORIGO Big Book: How Many Animals?*
- *Big Book Tune*

Activity

Play the tune while following the words in the book. Encourage a volunteer to point to each word as it is sung, helping if needed. Replay the tune. Invite the children to join in as you model the movements mentioned in the tune, and make the animal sounds.



3. Using the *Big Book tool* to represent quantity

Resources

- *Big Book tool*



Activity

Invite a child to choose an animal to move to the zoo area (working space) and ask, **How many do you want in your group?** After they count out the group, encourage them to label the group with a number name or number symbol, and the phrase *group of*. Ask, **What are your animals doing?** Allow other children to create and label groups. For some children, you may want to provide prompts such as, **Try making a group of three that likes to roar.**

4. Pretending to fill work orders (getting a number from a collection)

Resources

- Support 1 — see attached (2 pages; retain for Activity 5)
- Support 2 — see attached (optional)
- collection of objects, such as buttons, beads, rocks, tiles, and blocks
- cups or small containers

Preparation

Print 1 copy of Support 1 and cut out the cards. Print 1 copy of Support 2 and cut out the cards (optional).

Activity

Shuffle the cards from Support 1 and place them in a stack on a table. Explain the cards are *work orders* that show how many of the objects each *customer* would like to buy. Ask one child to choose a card. They put together a group of objects from the large collection to match the number on the card. The objects and work order are then placed in a container. The activity is repeated until all the children have filled a work order. Ask, **How do you know that you have five? How did you keep track of the ones you counted?** Model different counting strategies, such as moving objects that have been counted, touching objects while saying each number aloud, and picking up each item as it is counted.

Challenge: use the Number name cards (Support 2) and/or larger number symbols, and ask the children to record the order using tallies or numbers before filling the order.



5. Match quick images

Resources

- Dot cards from Activity 4
- 8 counters per child
- 1 paper plate or work mat for each child
- Support 3 — see attached (optional, retain for Activity 6)

Preparation

Print 1 copy of Support 3 per pair of children (optional).

Activity

Give each child a plate or work mat and 8 counters. Explain that you are going to quickly show them one dot cards at a time, and they will recreate that image on their plate/mat. Hold up a dot card for about 2 seconds. After the children have created their image, show the card again, leaving it visible while talking about what they made to match. Ask, **How many dots are on your plate? Did you show the same number? Does it look the same? Try to make yours look just like the card.** If necessary, create images that remain visible rather than shown quickly. Some children may need to place counters over the image on a dot card before trying to recreate it.

Variation: Use five-frame cards (Support 3) to recreate quick images of five-frames.

6. Playing five-frame memory

Resources

- Number cards and Dot cards from Activity 4
- Support 4 — see attached (optional, retain for Activity 8)
- 2 Five-frame cards from Activity 5 (optional)

Preparation

Print 1 copy of Support 4, and cut out the cards (optional).

Activity

Organise the children into pairs. Mix the cards and place them facedown in an array on a table. The first child chooses a card. A second child selects a card, trying to find the matching image. As the game progresses, encourage the first child to help if they know where to find the matching card. If the cards match, they are placed faceup in a pile. If the cards do not match, they are returned to their original positions. The players alternate roles, and continue the activity until all the cards are matched.

Alternate version: Repeat the activity using one set of the numeral cards from *The Number Case* (or Support 4), and 2 five-frame strips to create pairs of matching numerals and five-frame quantities.



7. Playing number match

Resources

- Dot cards from Activity 4
- Number picture cards from Activity 6

Activity

Mix the cards and place them facedown in a pile on a table. Ask a child to think of a number from one to five and say it out aloud. Have the others take turns to select a card. They then take turns to read aloud the number on their card. Ask, *Did anyone get the same as (Chloe's) number?* If more than one child has the number, ask, *What do you notice about the cards? How are they the same? How are they different?* If no one has (Chloe's) number, ask, *Is your number more than or less than (Chloe's) number?* Repeat the activity with different children selecting and saying the number to match.

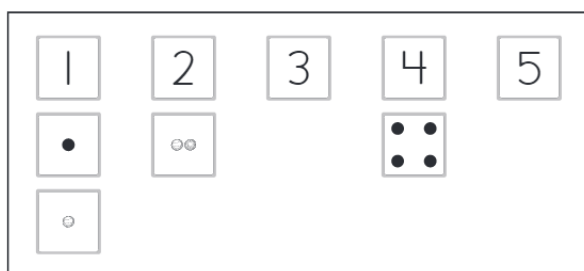
8. Sorting groups by quantity

Resources

- Number cards and Dot cards from Activity 4
- Number picture cards from Activity 6

Activity

Place the number cards in a row in sequence. Mix the remaining cards and place them facedown in a stack. Have children take turns to choose a card and place it beneath the number, sorting it by quantity. Ask questions about the groups of cards, such as, *Do we have more cards that show one or four? Do any of the groups have the same number of cards?*



9. Telling stories about the zoo

Resources

- Support 5 — see attached
- counters and/or plastic animals

Preparation

Print 1 copy of Support 5 for each child.

Activity

Distribute the materials. Ask them to imagine that the counters or animals are animals at the zoo. Say, **Tell me about your animals.** Encourage them to tell a story about how many animals they have and what they are doing. Use the language from their story to ask for more specific information, such as, **How many of your lions are roaring? Why did your monkeys run away? Are more of your zebras awake or asleep?**

10. Counting fingers

Resources

- 5 connecting cubes (preferably all the same colour) per child
- connecting cubes made into towers of one, two, three, four, and five

Activity

Give each child five cubes. Show them a tower of two cubes. Ask, **How many cubes are in my tower? Show me that many cubes on your fingers.**

Demonstrate by placing two blocks on your fingers (as shown), and holding your hand up. When the children understand the directions, they match tower cube numbers with cubes on their own fingers. Be flexible, as it might be easier for some children to raise certain fingers. If a child uses different fingers to show the same number say, for example, **You all have four fingers and four cubes. Four can look different.**



II. Finding objects in the sensory bin

Resources

- Support 6 — see attached
- 1 sensory bin, or tub filled with dried rice, dried beans, or a similar material
- objects shown on Support 6: 4 pennies, 2 paper clips, 5 markers, 3 crayons, 2 dice, and a paintbrush

Preparation

Print 1 copy of Support 6 for each child.

To create a sensory bin, place the real-life objects from Support 6 in the bin and cover them with filler material.

Activity

Distribute a copy of Support 6 to each child. Encourage them to take turns to search through the sensory bin to find the objects. As they search, encourage them to use the support page to keep count of the objects. Ask, **How are you keeping track of the objects you have found? How many paper clips do you still need to find?** After each child finishes the hunt, they share their finds with another child, and then return the items to the bin.



Number cards and Dot cards



1

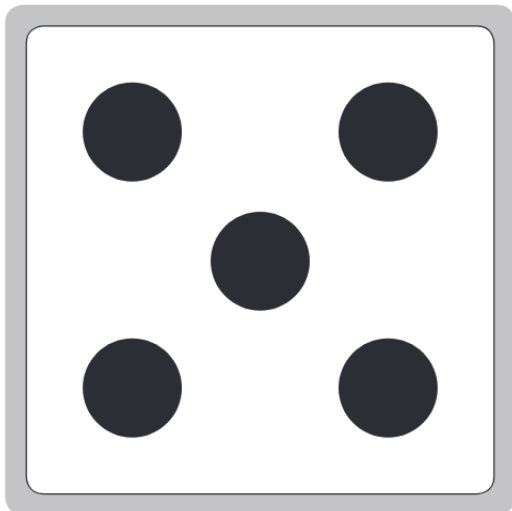
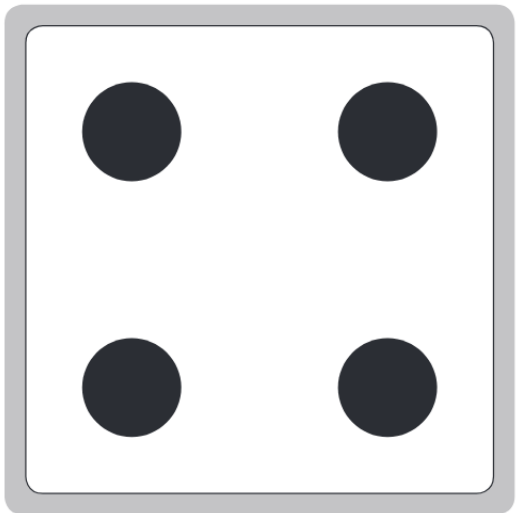
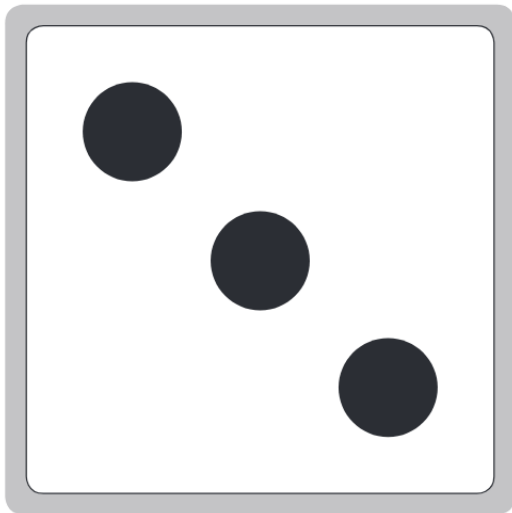
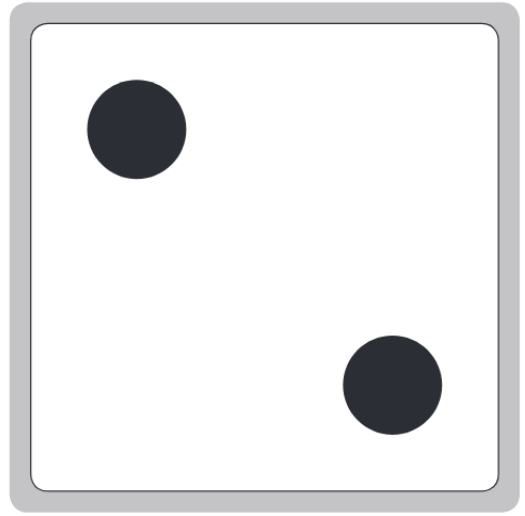
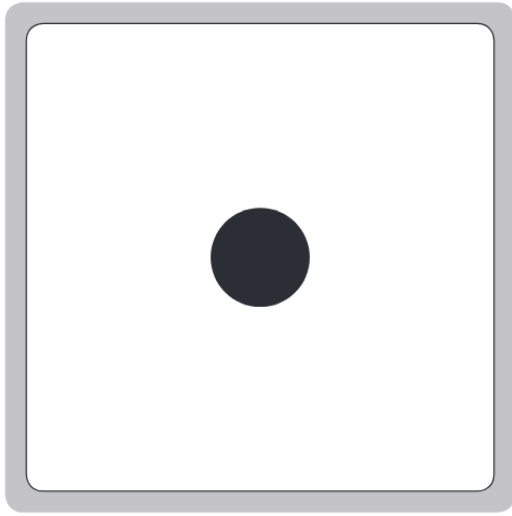
2

3

4

5

Number cards and Dot cards



Number name cards 1–5



two

four

one

three

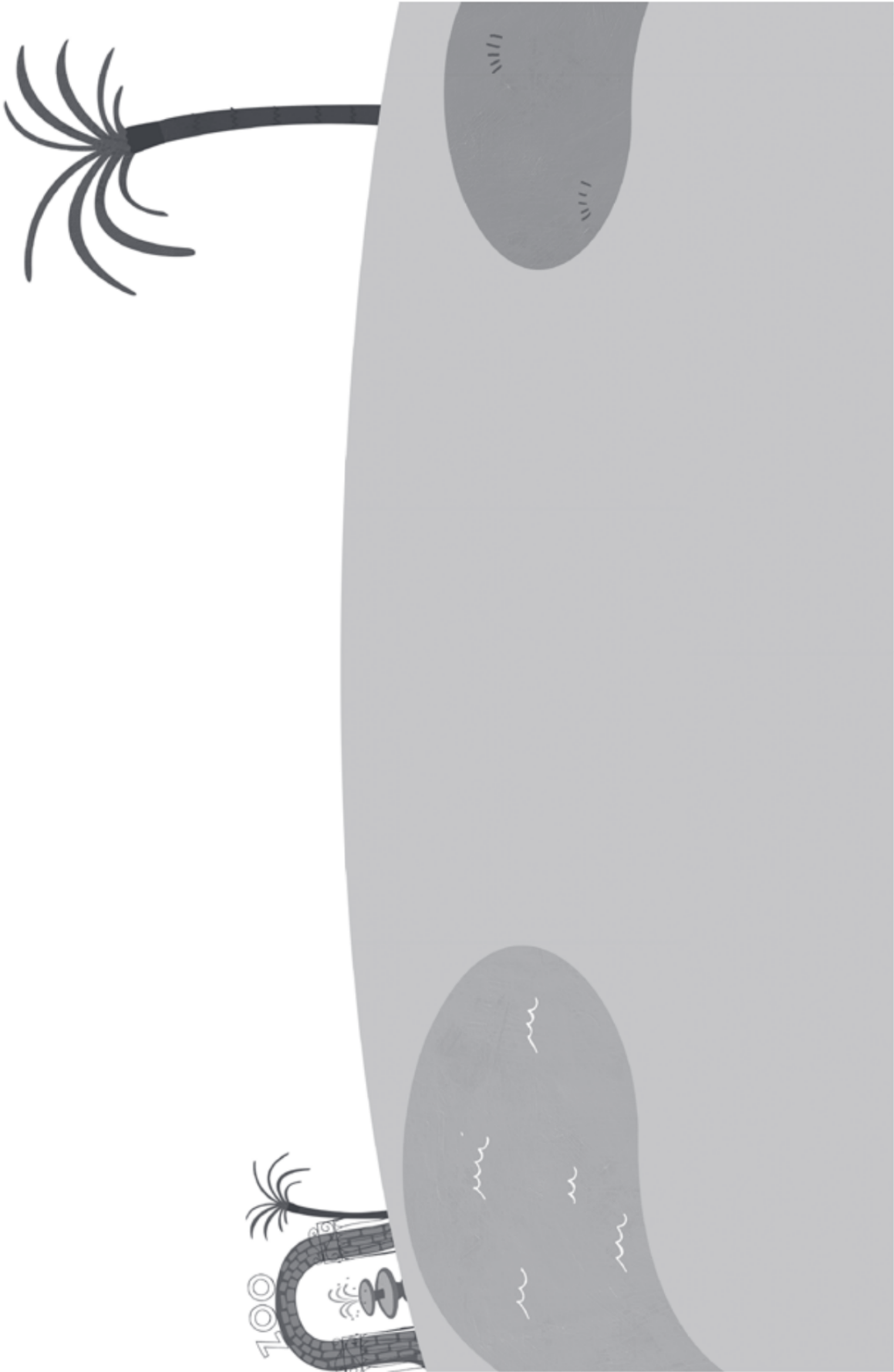
five

Five-frame cards

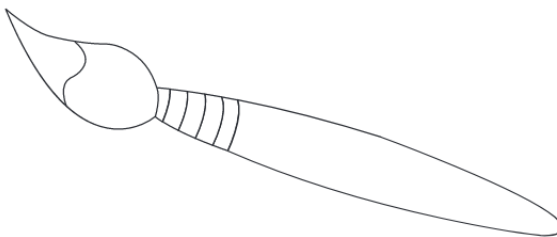
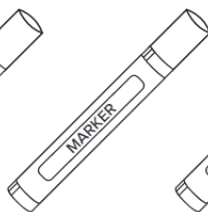
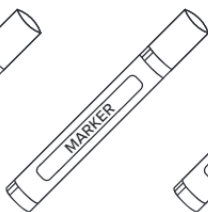
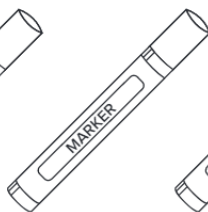
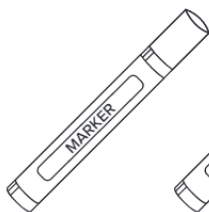
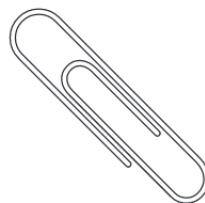
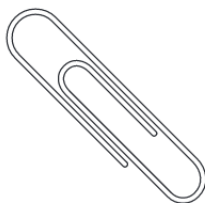


Number picture cards





Scavenger hunt



I Think I'll Go Flying

A book about Position




Aim

I Think I'll Go Flying introduces positional words and their opposites. Children explore concrete and pictorial representations of the words: *above, below, in, out, over, under, front, back, inside, and outside.*

These whole-class/large group and small group activities provide children with the opportunity to:

- listen to a story about position words
- listen to the accompanying story tune
- use materials to explore position words
- describe objects in the environment using position words
- use the *Big Book tool* to move objects from the story and label with position words.

Activities

1. Listening to the story
2. Listening to the tune
3. Using materials to act out the story
4. Using the *Big Book tool* to represent position 
5. Playing *I Spy*
6. Playing the *Match Me* game
7. Playing memory game
8. Charting differences inside and outside
9. Drawing to represent position words

I. Listening to the story

Resources

- *ORIGO Big Book: I Think I'll Go Flying*

Activity

Display the book's cover, and ask the children to predict what the story will be about.

Take a picture walk through the book, stopping at each spread to ask, **What is happening?**

Prompt with questions such as, **Where is the bird now? Where is the bird going? Why do you think the bird is going there? What do you think will happen next?** Slowly read the story.

Reread it, encouraging volunteers to predict the last rhyming word on each spread (or the opposite position word).

2. Listening to the tune

Resources

- *ORIGO Big Book: I Think I'll Go Flying*
- *Big Book Tune*

Activity

Play the tune while following with the book. Encourage a volunteer to point to each word as it is sung, helping if needed. Replay the song, and invite the children to pretend to be the bird, *flying* with the movements mentioned in the song. If necessary, model the movements mentioned in the song.



3. Using materials to act out the story

Resources

- *ORIGO Big Book: I Think I'll Go Flying*
- Support 1 — see attached
- whiteboard or chart paper
- craft sticks

Preparation

Print 1 copy of Support 1, and cut out the bird and kite. Attach each to a craft stick.

Draw a nest and a cloud on the whiteboard.

Activity

Read the book, and for each spread, ask a volunteer to come to the board and position the bird to match the story. Ask another child to hold the kite when the bird flies in front of the kite and behind it.

4. Using the *Big Book tool* to represent position

Resources

- *Big Book tool*



Activity

Invite a child to move the bird and another object (e.g. kite, nest) onto the working space of the tool. Have them describe where the bird is in comparison to the object. Help them find the appropriate word to represent the position, and ask them to move it to the working space. Have a different child change the position of the objects. Or they could restart the activity with new objects on the board, repeating the process of naming the position and labelling it with a position word. *Note:* The third cloud is transparent when placed over the bird (to show inside). Click on an exposed part of the bird to bring it to the front (outside).

5. Playing *I Spy*

Activity

Use a position word to describe an object that can be seen by the children. For example, say, **I spy something that is under the clock.** Ask volunteers to guess the object. If needed, give clues, such as other attributes (**small** or **green**.) Give one clue at a time. Have the children take turns to lead a round of *I Spy*. Encourage them to give clues as needed.



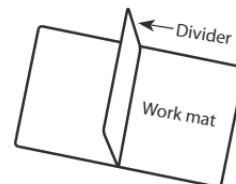
6. Playing the *Match Me* game

Resources

- 2 file folders
- 2 large paper clips
- 2 groups of matching objects for each group or pair, for example, cups, blocks and plastic animals, or objects from the environment. Place each set of objects in a bowl.

Preparation

Use the paper clips to join the file folders to make a divider and work mat (as shown). Place a bowl of materials on either side of the divider.



Activity

Organise the children into pairs or small groups. Ask the first child of each group to choose two objects from their bowl. Have them place the two objects on their work mat. Ask them to give the other child clues about where to put their objects so they are in the same positions on the mats. For example, the child could place the animal inside the cup, or the block under the cup. If needed, prompt the first child, with questions such as, **Where does the block go?** to encourage the use of position words. After the first child has given a clue, the second child tries to place their objects in the same position. Ask the children to check if the objects look like they are in the same position on the mats. Have them switch roles.

Challenge: Have the children use three or more objects for a turn.

7. Playing memory game

Resources

- Support 2 — see attached (2 pages)

Preparation

Print two sets of cards from Support 2 for each pair of children onto two different colours of card, or paper thick enough so the print doesn't show through. Cut out the cards.

Activity

Organise the children into pairs. Mix each set of cards and arrange them in two arrays, facedown. The first child chooses a card from one array. The second child selects a card from the other array, trying to find the matching image. As the activity progresses, encourage the first child to help if they know the position of the matching image. If the cards match, they are placed faceup in a pile. If the cards do not match, they are returned to their original positions. After each turn, the children trade roles. Continue until all the cards are matched.

Challenge: Repeat this activity using the position words from the support page instead of the picture cards.

8. Charting differences inside and outside

Resources

- chart paper or whiteboard

Preparation

Create a T-chart to draw and label the differences between **inside** and **outside**.

Activity

Ask children questions such as, **What things are ONLY outside? What rules do we have for ONLY inside? What are things we can ONLY do outside? What do we wear ONLY outside?**

Encourage discussion about why the rules are different in different places. For example, **Why can we run about outside, but not in the classroom?** Place the chart, so you can refer to it before you go outside or when returning to the classroom. Review the differences in rules and routines when needed.

9. Drawing to represent position words

Resources

- Support 3 — see attached

Preparation

- Print 1 copy of Support 3 for every 4 children, and cut out the cards.

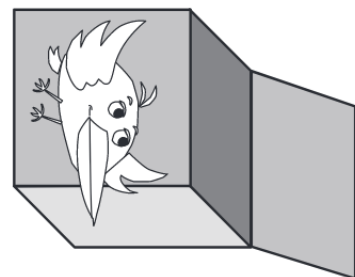
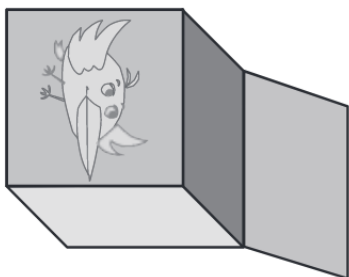
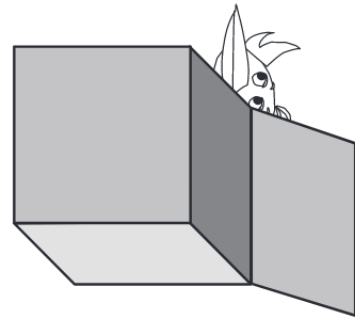
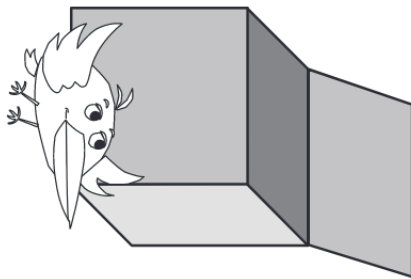
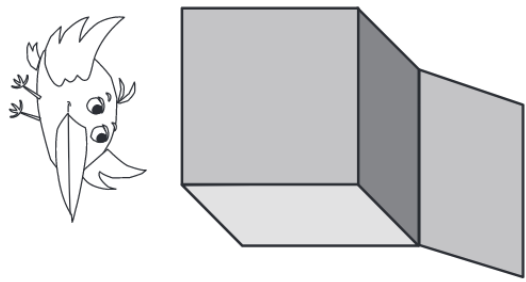
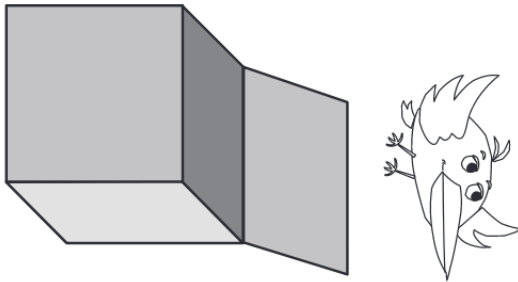
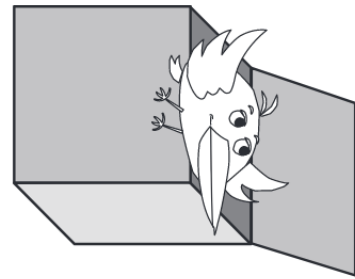
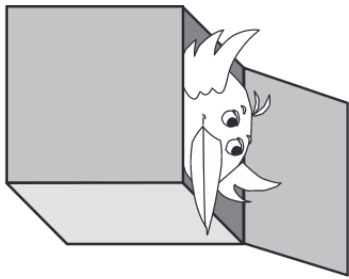
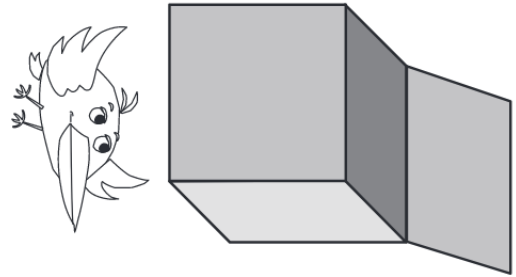
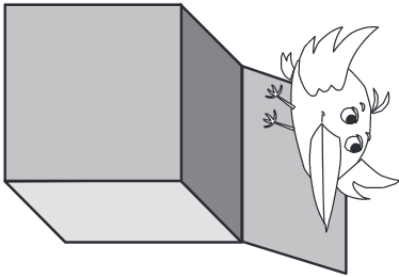
Activity

Provide each child with a figure. Ask what the figure in their picture is doing, for example, *standing, crawling, jumping, or sitting*. Ask each child questions, such as, **What is something you can stand over? What is something you can crawl under? What is something you can jump over?** Ask them to draw their answer. After they have completed their drawing, ask them to explain it.





Position pictures and words





above

below

in

out

over

under

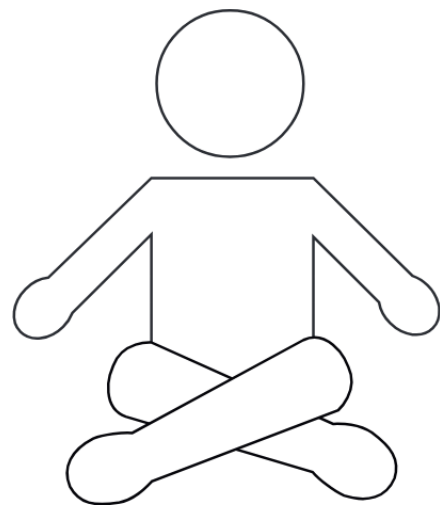
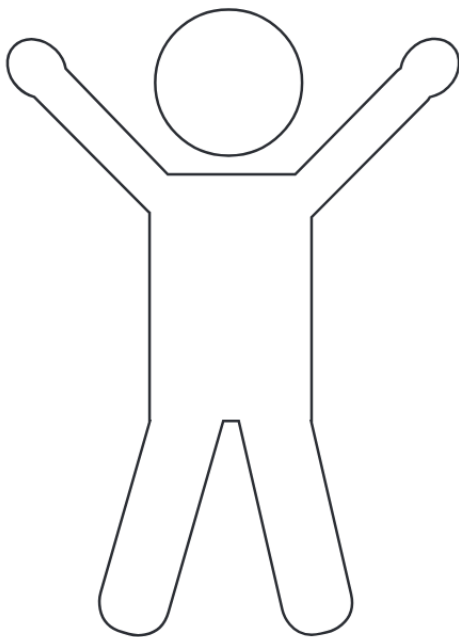
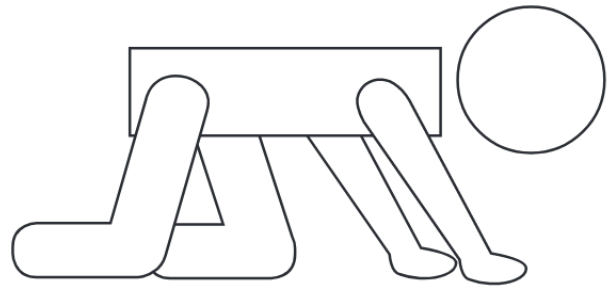
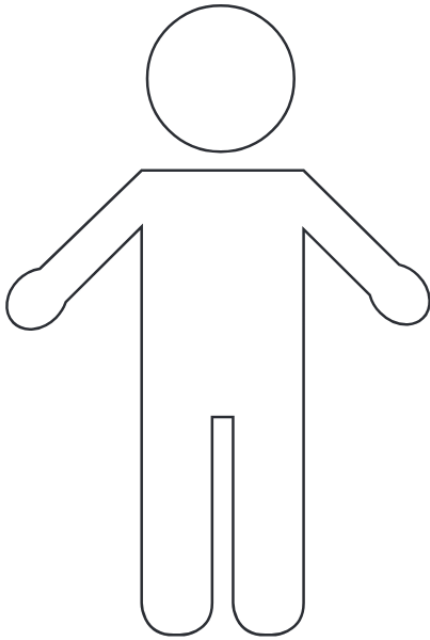
front

back

inside

outside

Movement figures



Look and See

A book about 3D Objects



Aim


Look and See introduces three-dimensional objects: the *cube*, *cylinder*, *rectangular prism*, *cone*, *pyramid*, and *sphere*.

Children identify and describe 3D objects in the environment around them. They talk about the characteristics of these objects using terms such as *flat*, *curved*, *roll*, and *stack*.

These whole-class/large group and small-group activities provide children with the opportunity to:

- listen to a story about 3D objects
- listen to the accompanying tune
- use materials to identify and describe objects that have three dimensions
- use the teaching tool to identify, describe, match, sort, and compare 3D objects
- represent 3D objects using real-life materials from the environment.

Activities

1. Listening to the story
2. Listening to the tune
3. Using the *Big Book tool* to identify, describe, match, sort, and compare 3D objects 
4. Scavenger hunt
5. Sorting objects
6. Comparing objects
7. Looking for flat faces and curved surfaces
8. A feely bag
9. Three objects in a row game
10. Home activities

I. Listening to the story

Resources

- *ORIGO Big Book: Look and See*

Activity

Display the book's cover, and read the title aloud. Ask, *What do you think this book will be about?* If no one discusses the setting, ask, *Where do you think this story will happen? Look at the animals on the cover, what do we call them?* Take a picture walk through the story. Ask the children to describe the shapes. Read the story. Then read it again, pausing to talk about each picture and identify the different 3D objects shown on each spread. For each 3D object that the children find in the story, ask them to find a 3D object in the classroom that looks the same.

2. Listening to the tune

Resources

- *ORIGO Big Book: Look and See*
- *Big Book Tune*

Activity

Play the tune while following the words in the book. Encourage a volunteer to turn the pages along with the song, and point to each shape word as it is sung, helping if necessary. Play the tune again, and encourage the children to participate in one or both of the following ways:

- singing along with the music
- collecting solid shapes that can be held up when they are referred to in the tune.



3. Using the *Big Book tool* to identify, describe, match, sort, and compare 3D objects

Resources

- *ORIGO Big Book: Look and See*
- *Big Book tool*



Activities

- Read each spread and have a child place objects on the tool's working space to match the object in the book. Ask the child to describe the object.
- Place one 3D object on the working space and invite a child to place a 3D object that is the same on the space. Have the child describe why the objects are the same. Clear the space, and repeat for the other D objects.
- Place a 3D object on the working space, and invite a child to place a 3D object that is different on the space. Have the child describe why they are different. Repeat for two more objects.
- Place six objects on the work area (for example, three cubes and three cylinders) and invite a child to sort the objects and describe each group.
- Place four 3D objects on the working space, three that have the same attributes and one that is different. Invite a child to remove the different object from the space and replace it with a 3D object that is the same.



4. Scavenger hunt

Resources

- *ORIGO Big Book: Look and See*
- 3D objects from the classroom (i.e. cube, rectangular-based prism, cylinder, cone, pyramid, and sphere; retain for Activity 8)
- pencil and paper
- camera (optional)
- easel with language chart paper

Activity

Read the book, stopping at the end of each spread and encouraging the children to describe the different objects they see. Display classroom 3D objects and talk about the attributes of the objects. Ask the children to match the objects in each scene with the classroom 3D objects. Organise the children into six groups, and give each group a 3D object. Say, **We are going for a walk around the school. As we walk around the grounds, look for objects that match your 3D object.** As children walk around, ask them to draw or take photos of the 3D objects they see that match their group's object. They may also be able to take some of the objects back to the classroom to display them. After the walk, encourage the children to describe the objects they found. Write the name of each 3D object on the chart, and record the children's descriptions. Display the chart so it can be referred to during future activities. Encourage the children to describe or say more object words for the list.



5. Sorting objects

Resources

- Small objects that can be displayed on a table (retain objects for Activity 6):
 - a. *cube*, for example, dice, building block, sugar cube, connecting cube, gift-wrapped cube;
 - b. *sphere*, for example, balls (different types), marble, orange, cherry, globe of Earth;
 - c. *cylinder*, for example, can of food, vase, wide straw, candle, cooking pot, battery, glass, cup (without a handle);
 - d. *cone*, for example, party hat, ice cream cone, building block;
 - e. *pyramid*, for example, building block, chocolate box, candle, clocks, lamps;
 - f. *rectangular-based prism*, for example, gift box, juice box, brick, tissue box, assorted food boxes, eraser.

Activity

Provide an assortment of suggested objects that have different shape attributes. Ask the children to sort the objects into groups, and to describe each group. The children's descriptions may include references to texture, such as *rough* and *smooth*, or terms that refer to shape, such as *straight*, *curved*, *round*, *flat*, *corners*, *can roll*, and *can stack*.

6. Comparing objects

Resources

- Support 1 — see attached
- small objects from Activity 5 (retain for Activity 8)

Preparation

Print 1 copy of Support 1 for each pair.

Activity

Organise the children into pairs, and distribute copies of Support 1. One child from each pair chooses two objects from the collection and places them on the support page. They describe something that is the same, or something that is different, about the objects. The children take turns to find objects with the same or different attributes. Take photographs of their choices, which can be printed and made into a class object book. Write the children's descriptions of each photo for the book.



7. Looking for flat faces and curved surfaces

Resources

- child-friendly magazines and catalogs
- scissors and glue
- sheets of paper

Preparation

Remove pages showing object pictures from the magazines and catalogs.

Activity

Organise the children into small groups. Give each group pages with a selection of objects. Ask the children to find and cut out pictures of objects that have only flat faces, then paste them onto their paper. Repeat with pictures of objects that have only curved surfaces, which are on another sheet of paper. Afterward, invite each group to display their collections of objects. Ask, **How are the objects different? How are the objects the same?**

8. A feely bag

Resources

- 1 large opaque bag
- 3D classroom objects from Activity 4
- 1 of each type of everyday object from Activity 6, and fabric to cover

Activity

Place the classroom 3D objects beside the bag. Refer to the six everyday objects, and encourage the children to describe their attributes. Ask one child to look away while you place one of the objects in the bag. Cover the remaining five objects with the fabric. Ask the child to turn around and place their hand inside the bag to feel the object. Ask, **Does this object have flat or curved faces? Does it have any straight or curved edges? Does it have any corners?** Ask the child to point to the classroom 3D object that feels the same as the one in the bag. Ask them to take the object from the bag to check their prediction. Repeat with other children until all six small objects have been used.

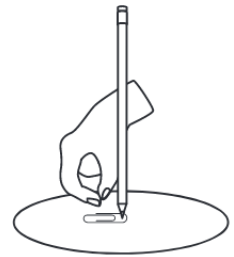
9. Three objects in a row game

Resources

- Support 2 — see attached
- Support 3 — see attached
- 2 sets of 6 different colour counters for each pair of children
- 1 pencil for each pair of children
- 1 extra large paper clip for each pair of children

Preparation

Print 1 copy each of Support 2 and Support 3 for each pair of children. Demonstrate how to place the paper clip and pencil on the center of the spinner chart (as shown). Use your pointer finger to flick the paper clip so that it spins around the pencil point.



Activity

Organise the children into pairs. Distribute the materials to each pair.

The first child spins the paper clip and names the object shape where it has stopped. They look at the game board and place a counter on a picture that has the same attributes as the object spun. The other child has a turn. A child misses a turn if counters have covered all the matching object pictures. Play continues until one child has placed three of their counters in one row or column.

On another day, ask the children to draw, cut out, and paste their pictures onto a blank game board. They can play the game with the same spinner chart and their game board.

10. Home activities

Resources

- Support 4 — see attached

Preparation

Print 1 copy of Support 4 for each child.

Activity

Give each child a copy of Support 4. When they return the letters to school, ask them to talk about the different objects they found at home.



Comparing objects

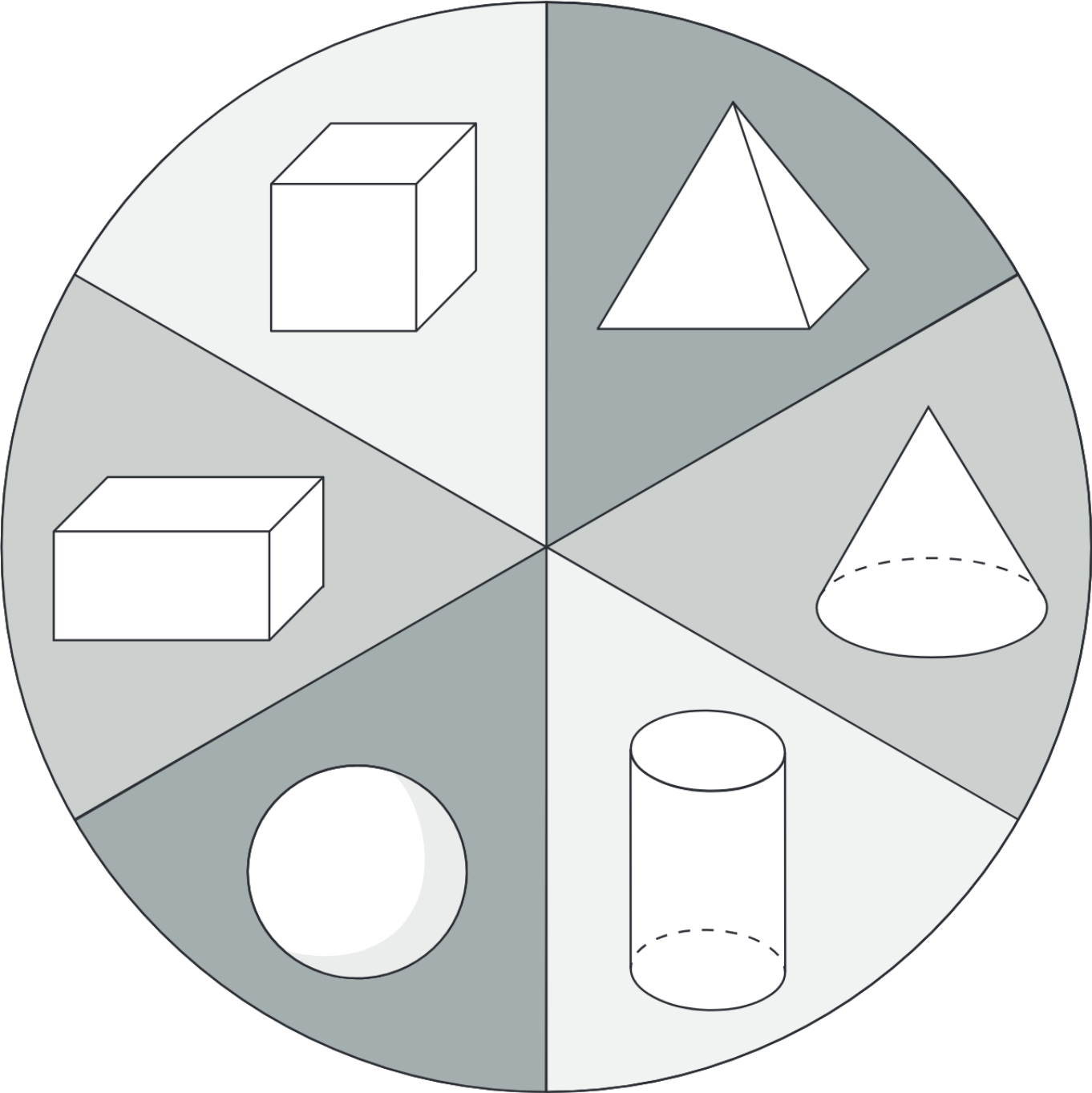


These objects have something that is the same.

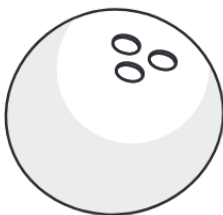
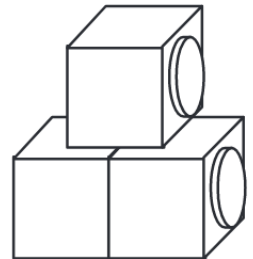
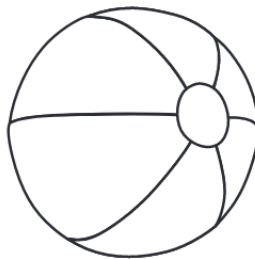
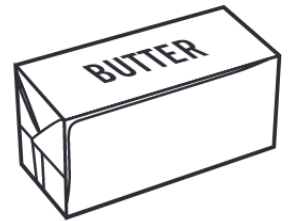
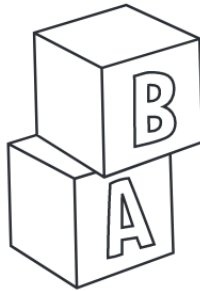
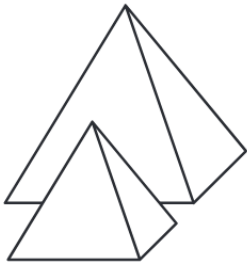
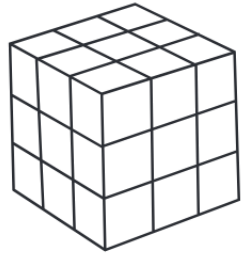
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These objects have something that is different.

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Everyday objects



Letter to home



Student's name _____

Dear Family,

The activities I am sending home on this letter will help your student to find and describe different objects that he or she sees every day. Please help the student to do the following:

Ask the student to think of a small object in the kitchen. Then as you try to guess the name of the object, ask questions such as:

Is it big or small?

Is it heavy or light?

Is it rough or smooth?

Does it have flat or curved faces?

How many faces does it have?

Will it roll?

Can it stack?

Does it look like another shape I might have seen?

Then go to another room and ask your student to think of another object they can see there. Ask the same questions in a different order.

Ask your student to choose two objects in the kitchen. They then tell you something that is the same about both of them, and something that is different about them. Repeat this activity in another room.

I would like to know how you both worked on and liked the activities.

Ask your student to tell you what to write on the back of this letter.

Please add any comments of your own.

Yours sincerely,

Parker's Patterns

A book about Repeating Patterns




Aim

Parker's Patterns introduces algebraic thinking language (making statements and asking questions). Children explore concrete and pictorial representations by finding, identifying, and extending patterns when they state what part of the pattern is repeating and ask, "What comes next in the pattern?"

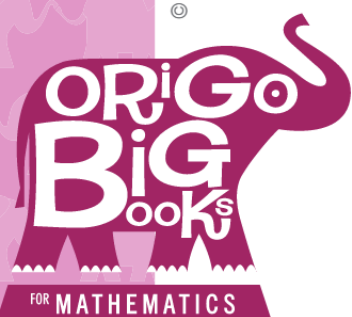
These whole-class/large group and small group activities provide children with the opportunity to:

- listen to a story about repeating patterns
- listen to the accompanying story tune
- use materials to explore repeating patterns
- use the teaching tool to analyze, extend, and create repeating patterns
- describe repeating patterns in the environment by making statements and asking questions about repeating patterns.

Activities

1. Listening to the story
2. Listening to the tune
3. Using puzzle pieces to act out the story
4. Using the *Big Book tool* to match, describe, and extend patterns 
5. Teddy tie patterns
6. Parker's present patterns
7. Sand play patterns
8. Cookie playdough patterns
9. Parker picks patterns
10. Parker's bike wheel patterns
11. Memory pattern game

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I. Listening to the story

Resources

- *ORIGO Big Book: Parker's Patterns*

Activity

Display the book cover, and ask, *What do you think this story is going to be about? What can you see on the front cover? What do you notice about the way the mountains have been illustrated? What about the birds? Can you see any other objects that make a pattern?* Read the story. Then ask for possible extensions to the ending by asking questions such as, *After the fair, where could Parker go to see more patterns? If Parker came to our classroom, what patterns would he see?* Reread the story, pausing to ask questions about the meaning of words, or the name of the pictures that may need clarification, including *seaside, low tide, fish frenzy, frame, shovel, pitch fork, hay bales, and windmill*.

2. Listening to the tune

Resources

- *ORIGO Big Book: Parker's Patterns*
- *Big Book Tune*

Activity

Play the tune while following along with the book. Encourage a volunteer to turn the pages along with the tune. They can also point to the objects as they are mentioned in the tune. Replay the tune, and encourage the children to engage in one or more of the following ways:

- singing along with music;
- a group of volunteers replicate the pattern of objects in the story with their own body movements or positions. (For example, a group of six children position their bodies to match the sandcastle pattern: large sandcastle, small sandcastle, large sandcastle, small sandcastle, large sandcastle, small sandcastle; or sitting teddy, standing teddy, sitting teddy, standing teddy, sitting teddy, standing teddy.)



3. Using objects to act out the story

Resources

- *ORIGO Big Book: Parker's Patterns*
- real-life objects from the story

Preparation

Encourage the children to be involved with the preparation for this activity by bringing in, with an adult's permission, objects from home (for example, hats, umbrellas, shells, patterned towels, toys such as bears, cars, boats, marbles, construction blocks, sports equipment, and plants or flowers from their garden; request that the objects be marked with the family name so they can be returned). In craft activities, have children make kites, balloons with faces or shapes drawn on them, or pinwheels.

Activity

Ask for a volunteer to act as the character Parker. Ask for volunteers to hold the other objects from the scene. Ask Parker and the volunteers holding the objects to stand in front of the class. Read the story. Encourage the child playing Parker to look at and describe the pattern (for example, red kite, blue kite, red kite, blue kite, red kite, blue kite). Ask for a different volunteer to act out each new scene. After reading the story, allow the children to create dialog for Parker. For example, before stating each pattern, Parker may say:



Patterns here, patterns
there, I see patterns
everywhere. I see...

4. Using the *Big Book tool* to match, describe, and extend patterns

Resources

- *ORIGO Big Book: Parker's Patterns*
- *Big Book tool*



Activity

- Read each scene and have a child place objects on the working space to match a pattern in the scene. Have them describe the pattern.
- Create a pattern (with two repeats) on the working space. Then invite a child to match and describe the pattern.
- Create a pattern (with two repeats) on the working space. Then invite a child to match, describe, and extend the pattern on the space.
- Ask a child to create a pattern (with two repeats) on the working space. Then invite another child to match, describe, and extend the pattern.
- Ask a child to create a pattern (with two repeats) on the working space. Match and describe the pattern using different objects on the working space (for example, the child creates the pattern red kite, blue kite, red kite, blue kite, red kite, blue kite. You match and describe the pattern using car, truck, car, truck, car, truck, car, truck).

5. Teddy tie patterns

Resources

- Supports 1 and 2 (2 pages) — see attached

Preparation

Print copies of Support 1 so each pair of children has 6 bears. Cut out bears. Print copies of Support 2 so each child has three ties. Cut out the ties, and colour them.

Activity

Organise the children into pairs, and distribute 6 bears to each pair. Each child collects three ties that are the same but are different to those chosen by their partner. Each pair decides the pattern they will make using their ties. They create the repeating pattern by placing one tie on each bear (for example, star tie, spot tie, star tie, spot tie, star tie, spot tie). They share their tie patterns with the whole group. Take a photograph of the tie patterns. On another day, give each pair of children a copy of another pair's photograph, and ask them to match and describe the pattern. On another day, the children can use craft materials to create six ties of their own design, or draw shapes on the blank tie outlines.



6. Parker's present patterns

Resources

- various sized empty boxes from household items (3 boxes the same size per student)
- gift-wrapping paper (different colors and designs), ribbon (different colors, designs, and widths), stick-on birthday trim such as bows or rosettes

Preparation

Prior to this lesson, craft activities may include children creating gift-wrapping paper designs, and making bows or rosettes. Each gift-wrap design is used to cover three boxes. Children could cover the boxes on days before this activity.

Activity

Each child chooses three boxes that have the same gift-wrap paper, and three lengths of ribbon or trim that are the same to decorate their boxes. When they have completed decorating the boxes, ask for two volunteers to create a pattern using their decorated boxes. Ask the pair to describe their pattern. Repeat until all the children have created and discussed a pattern.

7. Sand play patterns

Resources

- *ORIGO Big Book: Parker's Patterns*
- trays filled with sand, or use an outdoor sand pit
- beach toys (for example, sand castle pails, shovels, cups, variety of molds of crabs, shells, castles, etc.)
- real-life beach objects (e.g. shells, driftwood)

Preparation

Place the toys and real-life objects in the center of a table. Place the trays of sand around the toys and objects.

Activity

Open the book to the beach scene on pages 4–5, and ask, **What patterns can Parker see on the beach? How could we make patterns using the sand, beach toys, and objects?** Discuss the children's ideas. They use the toys, molds, and real-life objects to make repeating patterns. Organise children into pairs to share and describe their patterns. Take a photograph of the sand play patterns. On another day, give each child a copy of another child's photograph, and ask them to match and describe the pattern.



8. Cookie playdough patterns

Resources

- cookie cutters of various shapes and sizes
- 1 rolling pin per child
- playdough or plain cookie dough
- Support 3 — see attached

Preparation

Print 1 copy of Support 3 per child, and 1 copy (laminated) for yourself. Prepare playdough or plain cookie dough.

Activity

Organise the children into small groups. Select a portion of playdough, and demonstrate how to roll it out. Then choose two cookie cutters and make three shapes with each cutter. Give each child a portion of playdough and ask them to each select two cookie cutters. They roll out the playdough and make three shapes with each of their cutters. Place your shapes in a repeating pattern (for example, star, heart, star, heart, star, heart) on the support page. The children place their cookie shapes on their *baking tray* to match your repeating pattern. Repeat, creating a different pattern to be matched.

Optional: The children can make their own repeating pattern on the third line of their baking tray, and describe it to another child. They record their repeating pattern by drawing it on the support page. If real dough is used, the cookies can be baked, and decorated when cool.



9. Parker picks patterns

Resources

- 1 craft stick per child
- Support 4 — see attached
- paints or crayons
- craft materials for decorating (e.g. color tissue paper, glitter, buttons, stickers of various shapes and colors)
- glue or adhesive tape
- sticky tack
- 3 egg cartons (turn over each carton and pierce the bottom of each egg compartment so a craft stick flower can be inserted to stand up)

Preparation

Print enough copies of Support 4 onto thick card for one flower per student. Each child chooses a flower outline and decorates it using craft materials prior to this activity. Help students attach their flower to a craft stick. At a later time, the children can draw patterns on the craft sticks, or use craft materials to create patterns.

Activity

Place egg cartons upside down so the lids are flat on the table and end to end.

Have all the decorated flowers lying flat and faceup on the table. Ask for a volunteer to be Parker, who chooses six flowers to create a repeating flower pattern (for example, 🌻, 🌻, 🌻, 🌻, 🌻, 🌻), and places each flower in an egg compartment. Parker describes the pattern. Ask Parker to turn around so they can not see the flowers. Another child hides one flower behind their back. Parker turns around and tells the group which flower type is missing. Repeat until all the children have had a turn at being Parker, and a turn at hiding a flower.

10. Parker's bike wheel patterns

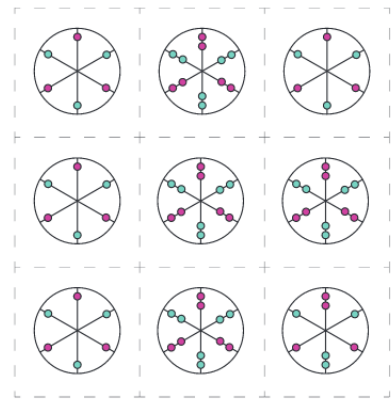
Resources

- Support 5 and 6 — see attached
- threading materials (e.g. beads, buttons, pasta, straws, etc.)
- coloured counters (extend the activity by using bears, buttons, bottle lids, wooden shapes, shells, coins)
- 6 shoelaces per copy of Support 6 (optional, for fine-motor activity)

Preparation

Print enough copies of Support 5 so each child has a card. Cut out the cards, and colour beads to match the image on right before laminating them. Print and laminate 1 copy of Support 6 per student.

Alternative fine-motor activity: Copy Support 6 onto thick card and make a hole at the end of each spoke, and in the centre. Thread a shoelace into each of the holes in the spokes, and tie a knot in each lace at the rear of the card.



Activity

Place the Support 5 cards faceup in the center of the group. Take a card and use the counters to demonstrate how to match the pattern on the spokes on Support 6. Each child takes a card from the center and matches the pattern on their Support 6 spokes. Give each child the opportunity to describe their repeating pattern. The cards are returned, and the children choose a different pattern. Repeat until the children have matched and described three repeating patterns. On another day, extend the activity by giving the children other objects to match and describe repeating patterns displayed on the cards.

Fine-motor activity: Ask the children to thread beads onto the shoelaces to match the pattern on their card.

II. Memory pattern game

Resources

- Support 7 — see attached

Preparation

Print 2 copies of Support 7 and cut out the cards.

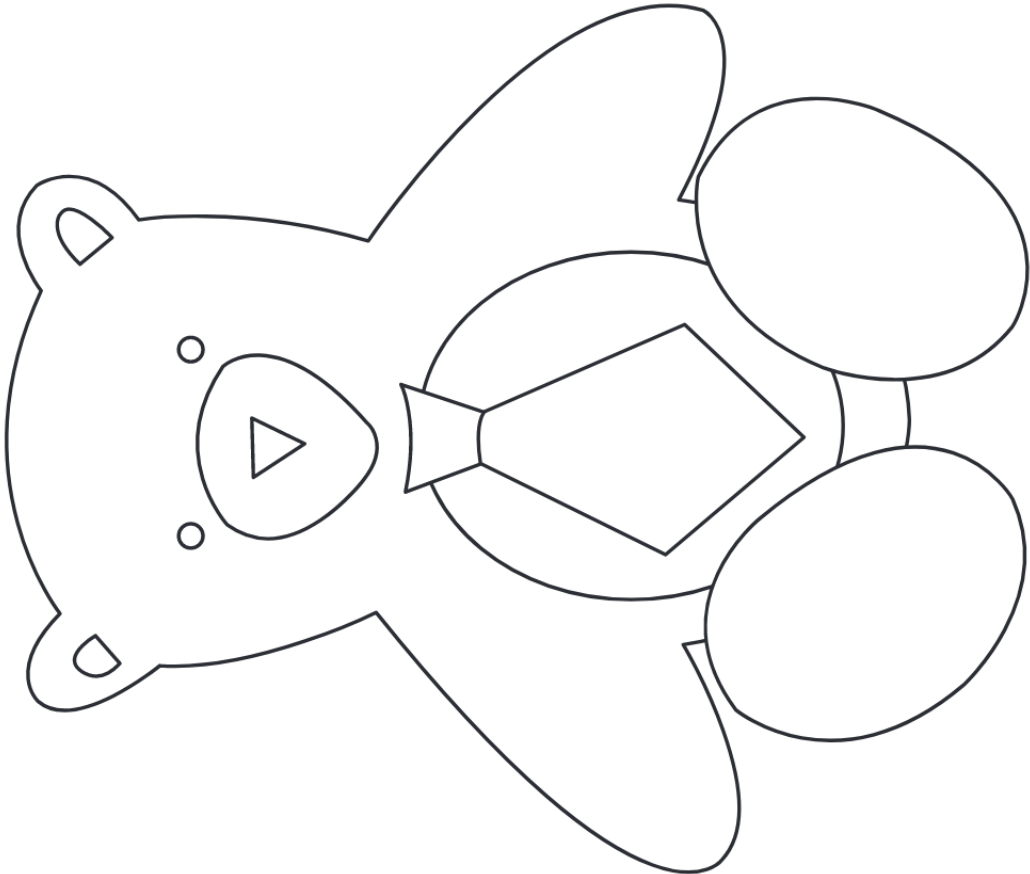
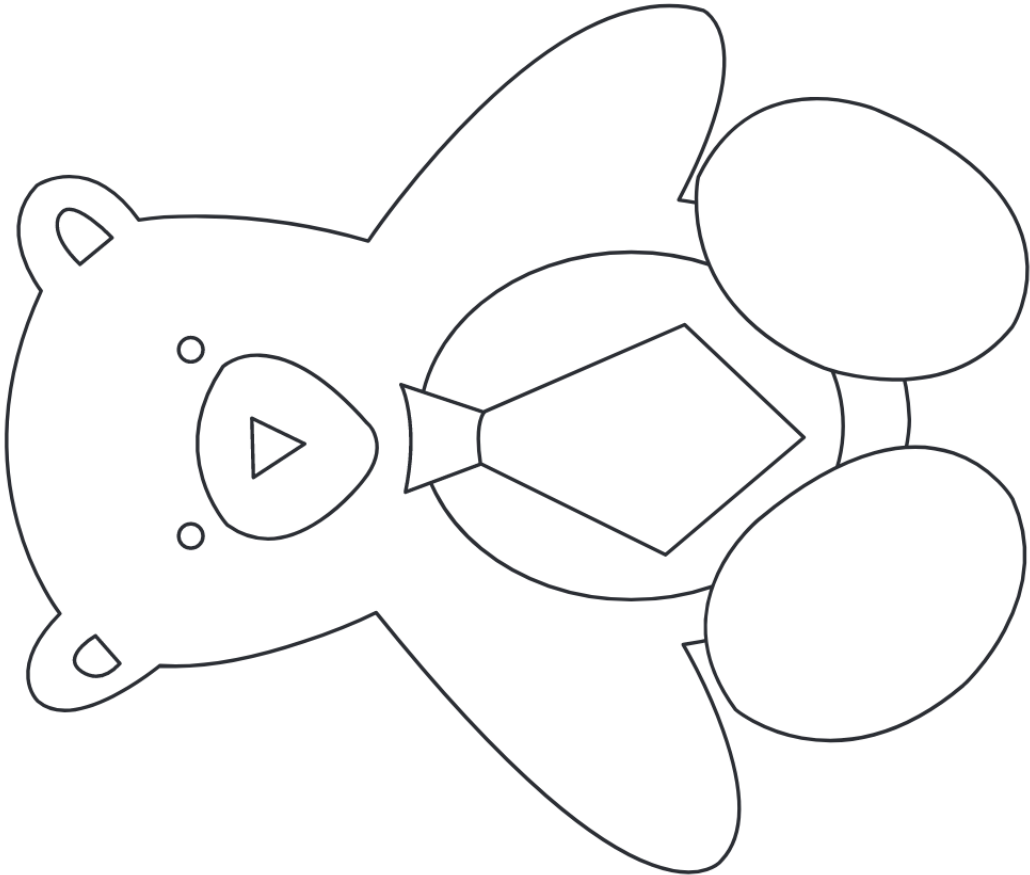
Activity

Mix the cards and place them facedown in an array on the table. The first child turns over two cards and places them faceup on the table. If the same repeating pattern is on each card, it is a match. Ask the child to describe the pattern. If the cards do not match, they are returned, facedown, in their original position. The activity continues with different children until all the pairs of repeating pattern cards have been found.

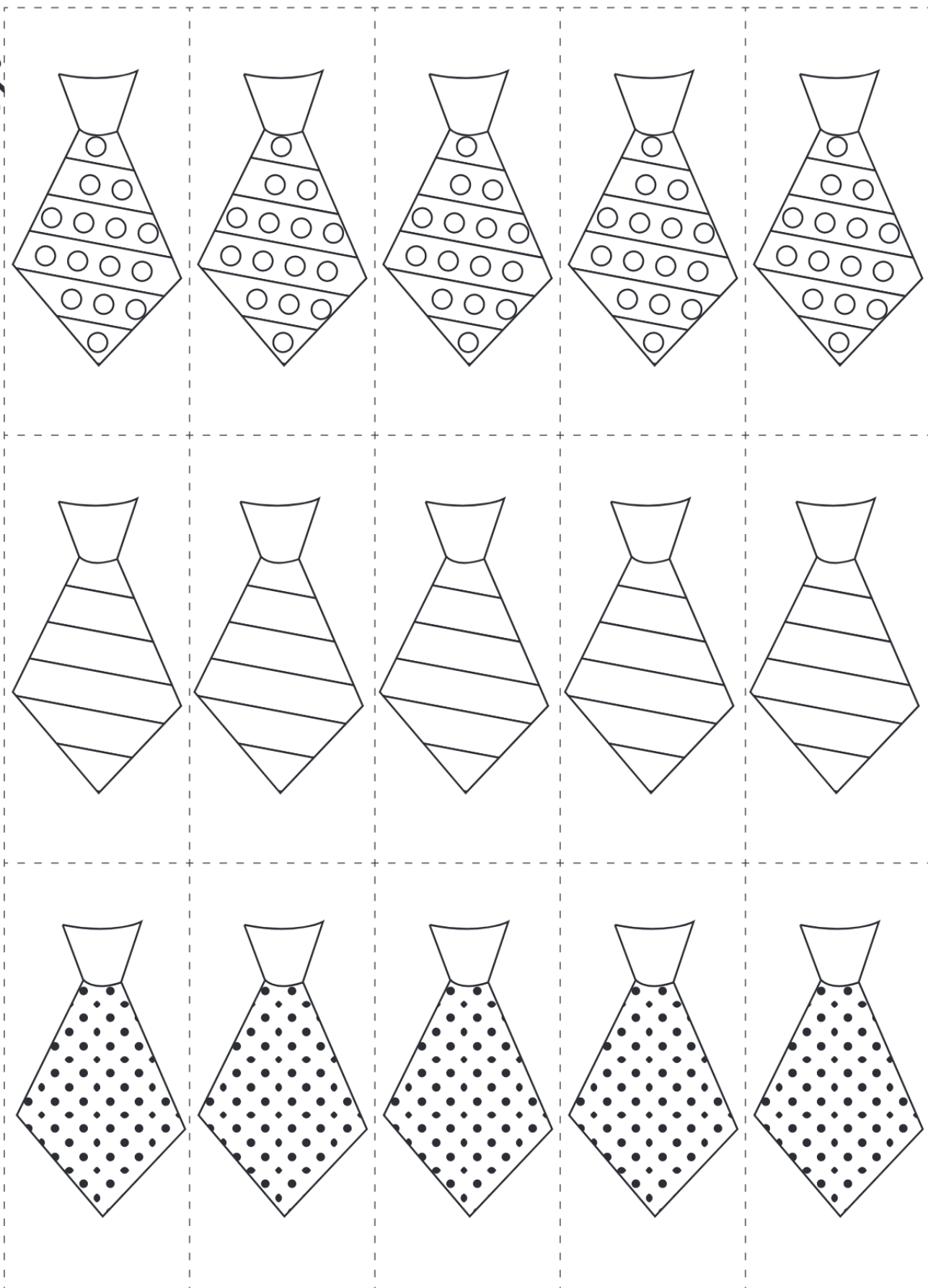
Extension: The children use other objects (for example, bears, buttons, bottle lids, wooden shapes, shells, and coins) to create a matching repeating pattern that is then drawn on a blank card. Take photographs of the object patterns and include them in the card set.



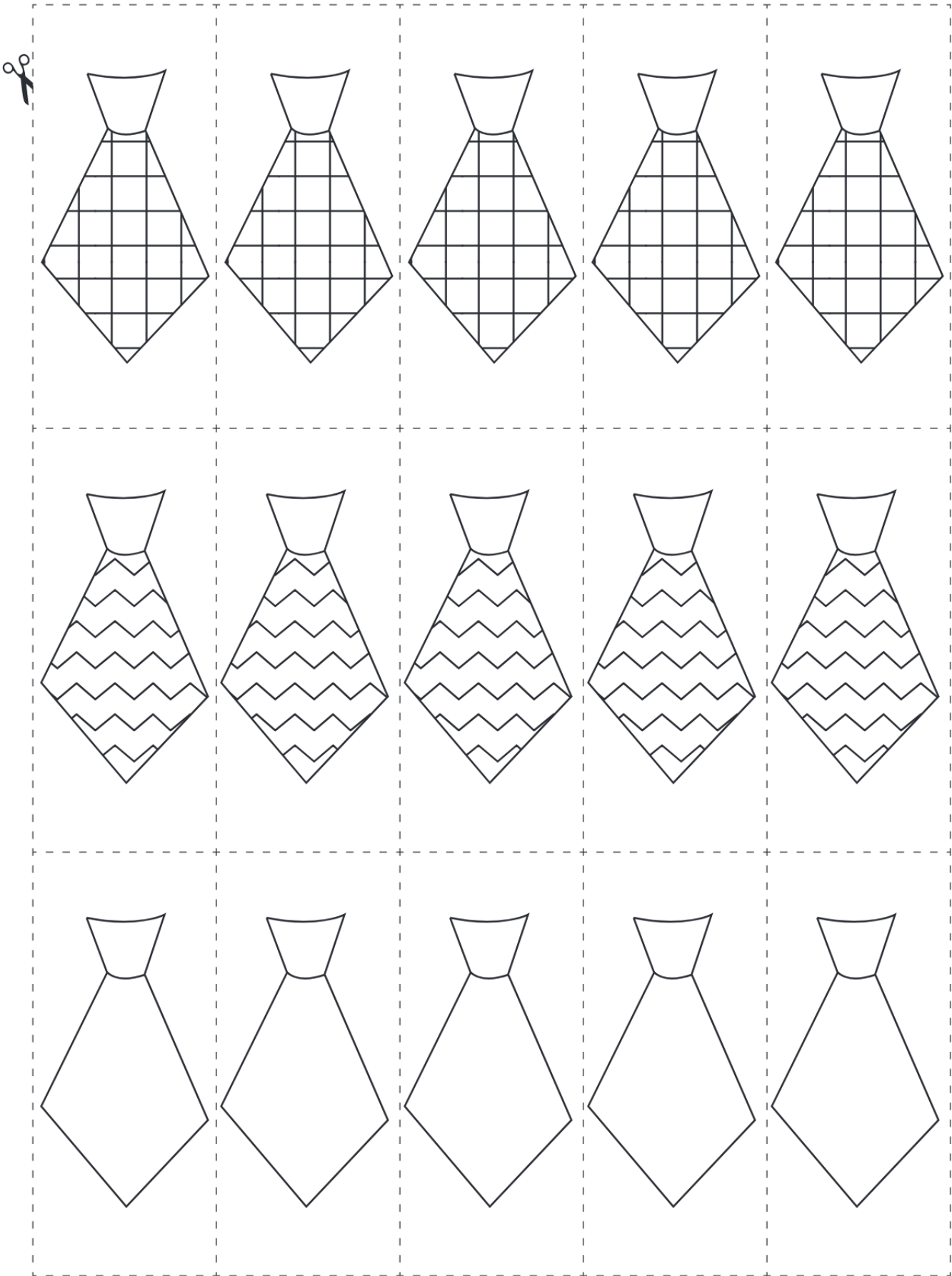
Teddy bears



Tie patterns



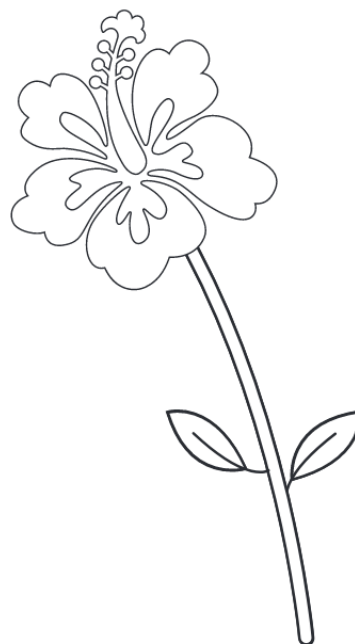
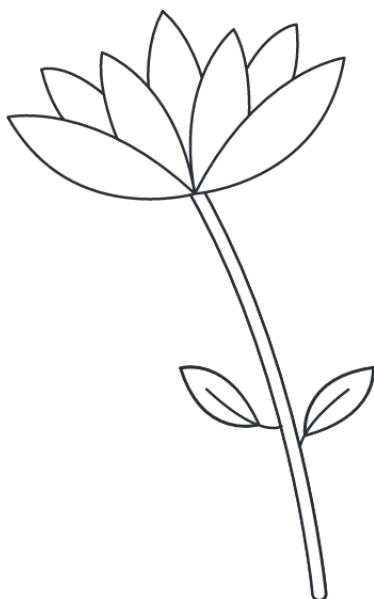
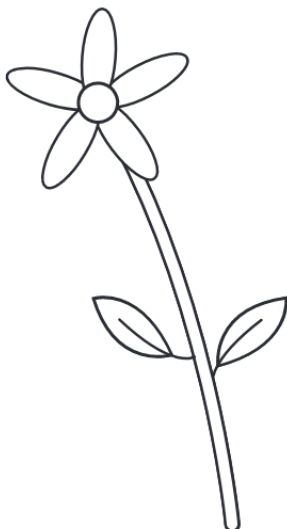
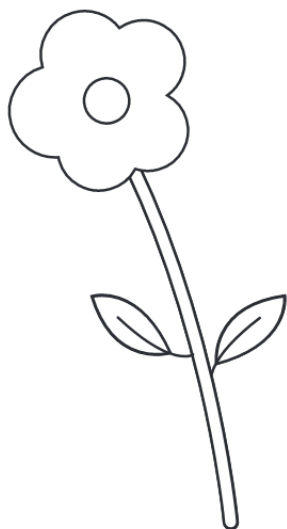
Tie patterns



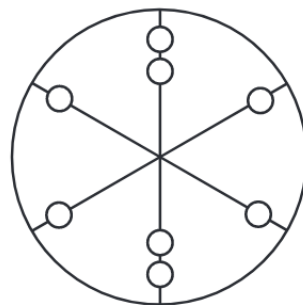
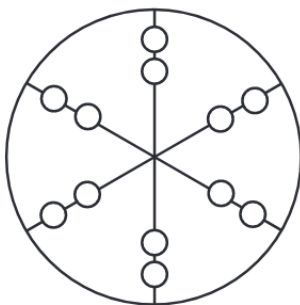
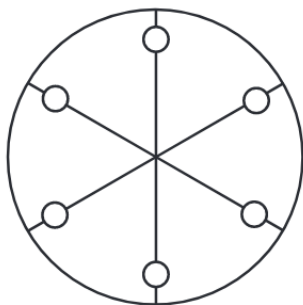
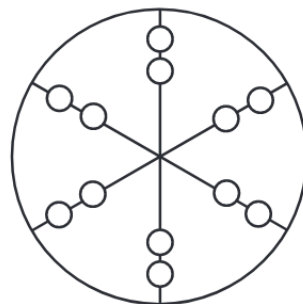
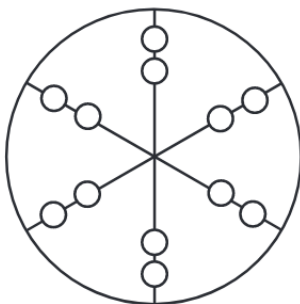
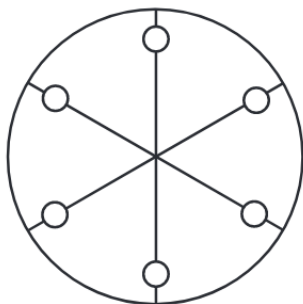
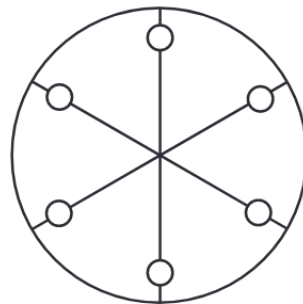
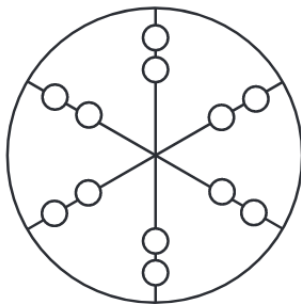
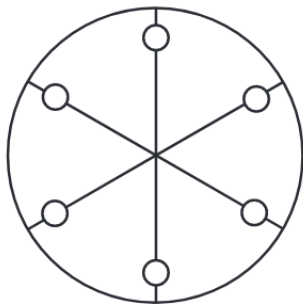
Baking tray

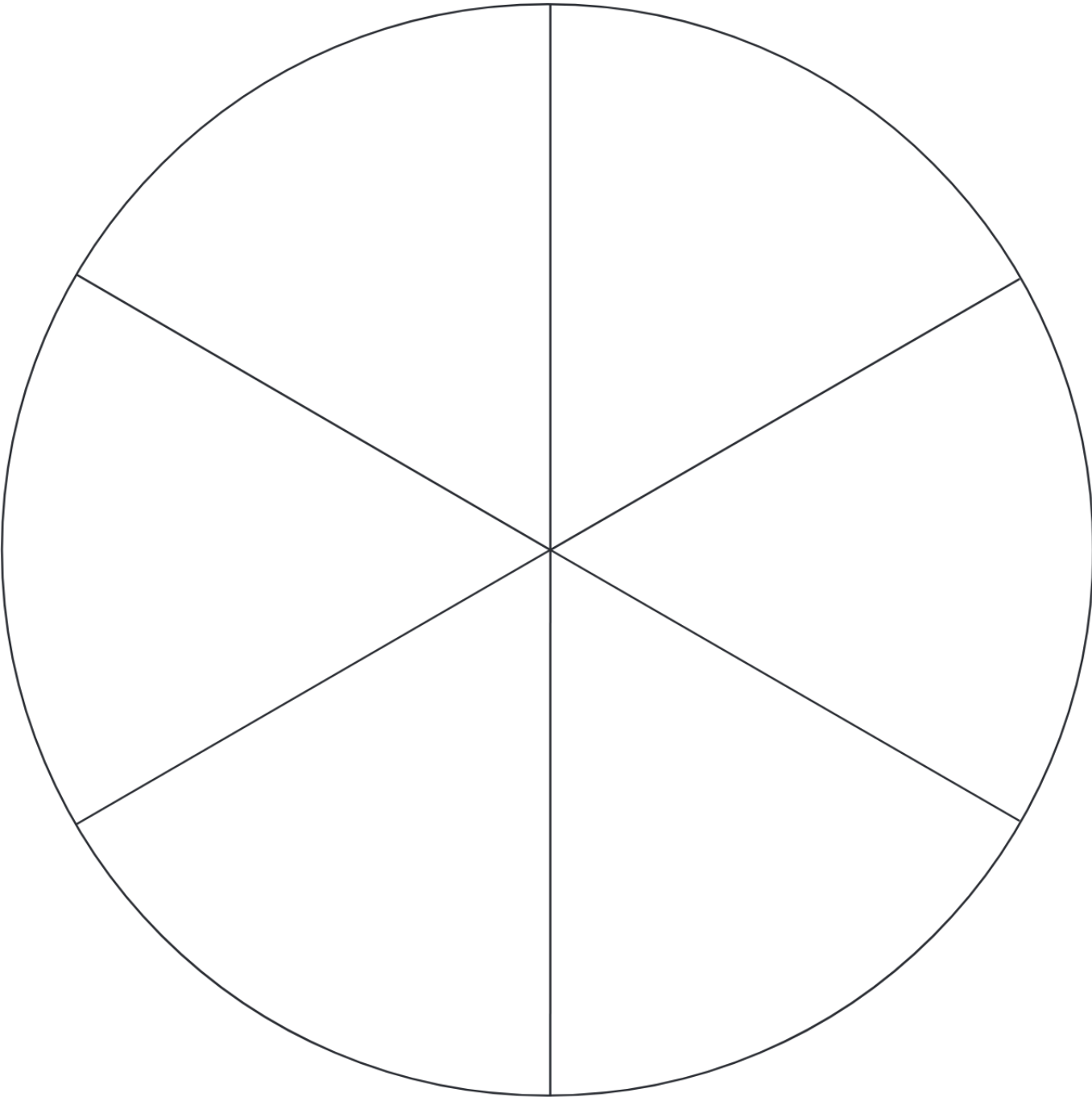


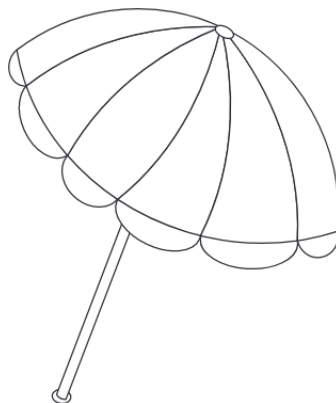
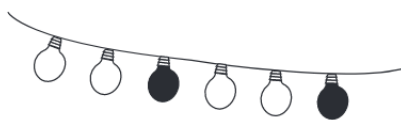
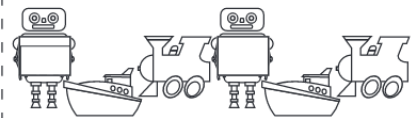
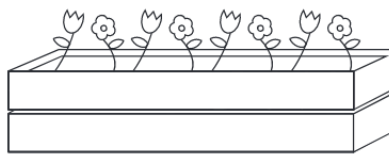
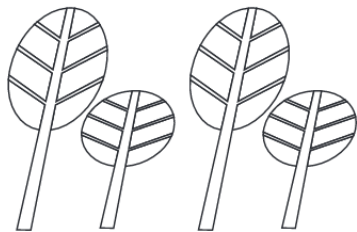
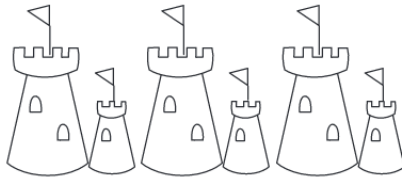
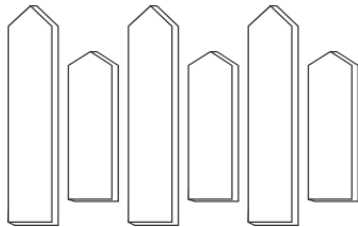
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Wheels and beads pattern cards

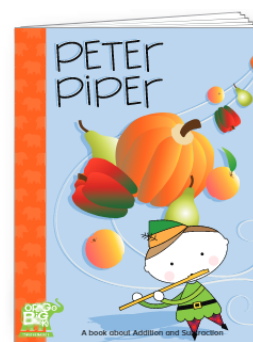






Peter Piper

A book about Addition and Subtraction



Aim


Peter Piper introduces addition and subtraction within five.

Children explore concrete and pictorial representations of addition and subtraction using real-world examples.

These whole-class/large group and small group activities provide children with the opportunity to:

- listen to a story about addition and subtraction
- listen to the accompanying story tune
- use materials to explore addition and subtraction
- use the teaching tool to model addition and subtraction
- describe the numbers in collections and the total.

Activities

1. Listening to the story
2. Listening to the tune
3. Using materials to act out the story
4. Using the *Big Book tool* to demonstrate addition and subtraction 
5. Using story mats for active addition and subtraction
6. Using story mats for static addition
7. Changing numbers within five
8. Finger combinations
9. Playing how many are hiding
10. Combining dot arrangements

I. Listening to the story

Resources

- *ORIGO Big Book: Peter Piper*
- Support 1 — see attached (optional)

Preparation

Print 1 copy of Support 1. Cut out the cards (optional).

Activity

Display the book's cover, and ask, **What do you see on the cover? What is the same about these objects?** Read the story. Then revisit ideas about what was the same about the objects on the cover. Ask, **What did Peter Piper do with these objects that are on the cover? Did you notice more ways these objects are the same?** Reread the story, pausing to make sure that the children understand the words *picked* and *packed*. When rereading the story, consider listing the objects as Peter picks them. Draw a picture of each object or use the support page. Then write the name next to each object. If necessary, emphasise the /p/ sound at the beginning of each word. Ask, **What are some other things Peter could pick?** Answers could include names that beginning with other sounds, and items that do not grow in the garden.

2. Listening to the tune

Resources

- *ORIGO Big Book: Peter Piper*
- *Big Book Tune*
- Support 1 — see attached (retain cards for Activity 3)
- container (for example, a crate or shoebox) or work mat (for example, a five-frame) for *packing*

Preparation

Print copies of Support 1 so every child has a set of cards. Cut out the cards.

Place the container/work mat in the middle of the group.

Activity

Play the tune while following along with the book. Encourage a volunteer to turn the pages along with the tune. Ask them to point to the action in the book as it is mentioned in the tune. Distribute the cards, and replay the tune. Encourage the children to *pack* their food into the container when their food is packed in the tune. Redistribute the cards, and repeat the activity. Stop the tune at each scene and count the foods that are packed.

3. Using materials to act out the story

Resources

- *ORIGO Big Book: Peter Piper*
- cards from Activity 2 (plus extra copies of Support 1 if necessary; cut out cards)
- masking tape
- large sheet of paper, or boxes

Preparation

Encourage the children to be involved in the preparation of the materials for this activity. Allow them to colour the foods. Consider allowing them to create 2D or 3D representations of the foods instead of using the cards. Use masking tape to create a five-frame on the floor; connect five similar boxes; or draw a five-frame on a large piece of paper to represent a packing container.

Activity

Ask for volunteers. Read the story, and encourage the volunteers to use the materials to act out the story. Talk about the action in each illustration. (*Note:* explain that pepper is another name for capsicum.) Ask, *How many peppers are on the plant? How many peppers is Peter pulling with the rope? How many peppers has Peter packed? How many peppers does he still have to put in the box? How many peppers will be packed when Peter is done?* After reading the story, allow the children to create different scenarios. Ask, *What can you say about the pears? How many did you pick? How many are left? How many pumpkins did you pack? How many empty boxes are there?*

4. Using the *Big Book tool* to demonstrate addition and subtraction

Resources

- *Big Book tool*



Activity

Invite a child to move food onto the working space. To simplify the task, consider limiting them to move just one or two types of food at a time. Have them describe the action of picking and/or packing their food as they move it. Ask, *How many pumpkins did you pick? Will you pack all of them? How many have you packed? What if you packed one more? Which number would show how many pears there are? Which word would you use to say how many pears are packed?* Encourage the child or another volunteer to label the groups of food with these numbers and/or number words.

5. Using story mats for active addition and subtraction

Resources

- Support 2 and Support 3 (3 pages) — see attached (retain for Activity 6)

Preparation

Print 1 copy of Support 2 for every 5 children. Cut out the cards, keeping them in sets. Print 1 copy of Support 3 for every three children. Place the work mats and food cards in the center of the group.

Activity

Allow the children to choose a work mat, and collect a set of cards to act out picking and packing. Explain that they will then place food on their mat. Ask, for example, **How many peppers are on your vine? How many have you picked? How many are on the vine now? How many have you packed?** Ask the children to describe the action (i.e. addition or subtraction).

6. Using story mats for static addition

Resources

- cards and work mats from Activity 5
- colouring materials (optional)

Preparation

Consider allowing children to colour the foods using different colours, or give each child 2 different types of food.

Activity

Allow each child to choose a mat and materials to act out a story. Ask, **What can you tell me about your food?** Listen for descriptions that include the categories and number. Prompt if necessary, or say, for example, **There are four pears in the tree. One is red and three are green.** Or, **There are two pumpkins and two peaches. That's four.**



7. Changing numbers within five

Resources

- Support 4 and Support 5 — see attached (retain for Activity 8)
- counters that will fit in the five-frame boxes (or cards from Activity 6)

Preparation

Print 1 copy of Support 4 for every pair of children. Cut out the five-frames.

Print 1 copy of Support 5. Cut out the cards.

Activity

Give each child a five-frame and five counters. Place the number cards facedown on a table.

Ask a child to choose a card and read the number. Instruct the children to put that many counters on their five-frame. Ask another volunteer to choose a different number card.

Tell the children to change the counters on their five-frame to show the new number.

Ask, **How did you change your number?** Watch the children to determine who can add

to or take from a number on the frame, and who needs to remove all the counters and start counting from one. Use language that describes the action of the counters, for example,

You had one counter and put on two more to change your number to three. Or, You had five and took one away to change your number to four.

8. Finger combinations

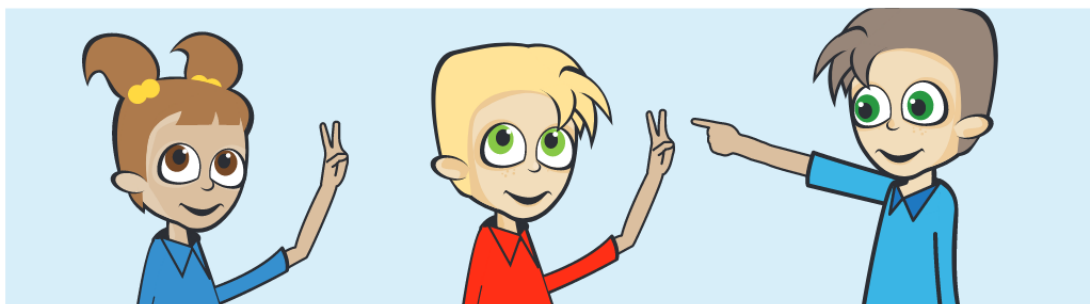
Resources

- cards from Activity 7

Activity

Explain that the children will work together to make numbers. Ask for two volunteers. Have each child put up one or two fingers on one hand. Ask a third child to determine, **How many fingers are up if we put them together?** If necessary, move the children's fingers closer together so it is easier to continue the count from one hand to the other. Ask for a volunteer to label the groups using the number cards as they say, for example, "2 fingers add 2 fingers is 4 fingers altogether."

Challenge: Choose a number and ask two children if they can work together to show that many fingers. For example, if three is chosen, one child could show one finger and the other could show two fingers.



9. Playing how many are hiding

Resources

- counters
- piece of fabric to screen items

Activity

Place a small number (five or fewer) counters on a table. Ask a child, **How many are there?**

After they determine the number of items, ask the child to look away while you leave the counters in the same position but cover one or two counters with the screen. Have the child look at the counters again and ask, **How many are hiding? How did you figure that out?**

Lift the screen to allow the child to check if they are correct. Repeat the process with different children, and different numbers of counters and hidden counters. *Note:* It is more difficult to determine larger numbers of hidden objects. Try hiding all the items, or none of the items (place the screen next to the counters) as a challenge.

10. Combining dot or star arrangements

Resources

- Support 6 — see attached

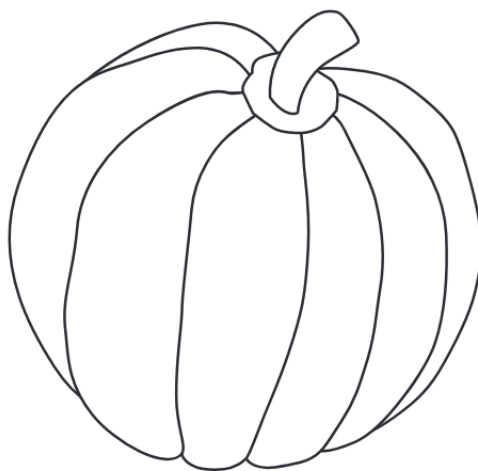
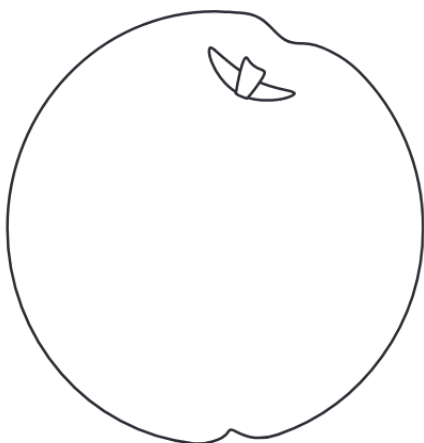
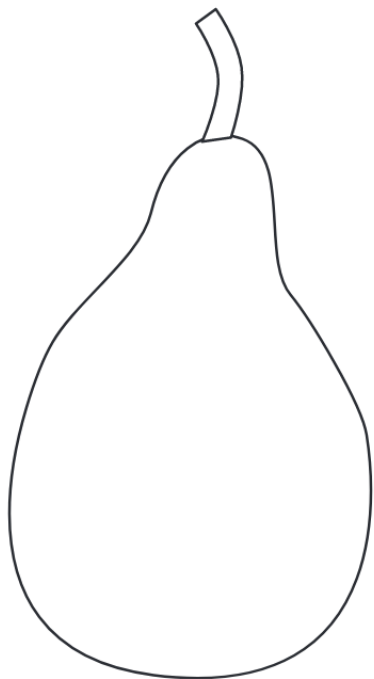
Preparation

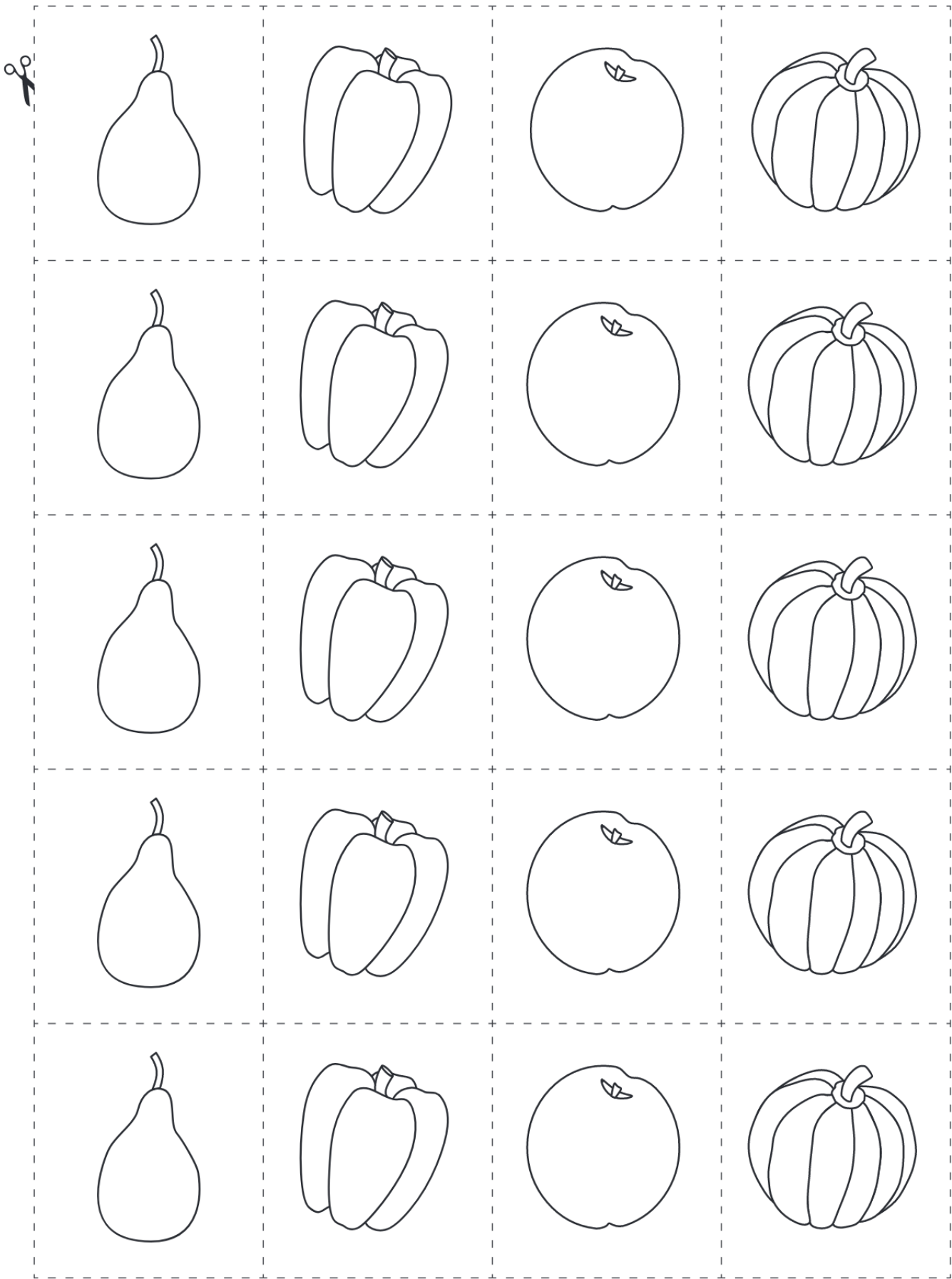
Print 1 copy of Support 6. Cut out the cards, and place them facedown on a table.

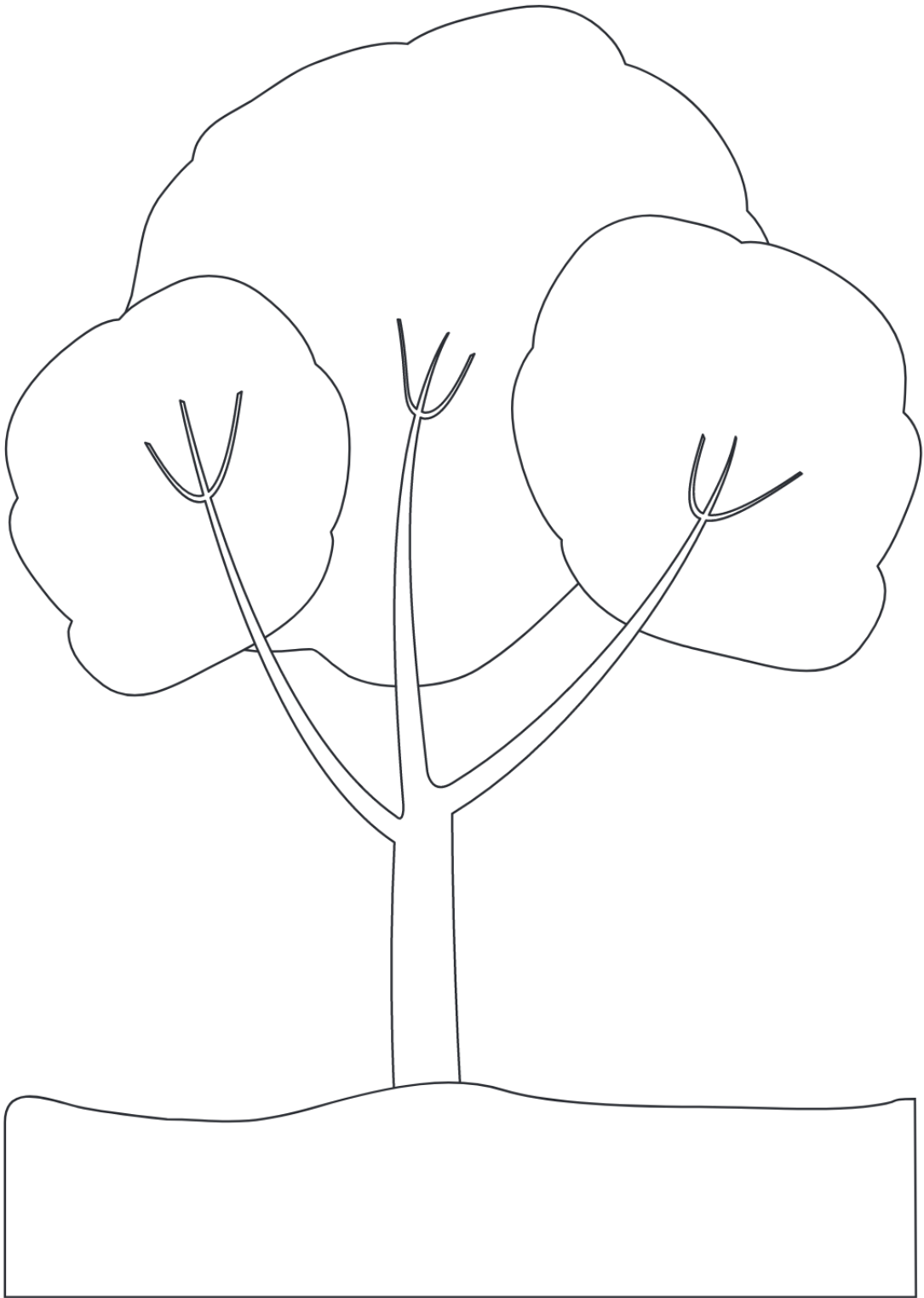
Activity

Have a volunteer choose two cards and display them faceup on the table. Ask the child how many dots or stars are on each card. Then ask them how many dots or stars are on both cards. If children struggle with counting the dots/stars on the cards, try using two groups of counters that can be added or taken away to keep track of which items have been counted. Consider allowing children to use stickers or paint daubers to make cards with dot patterns.

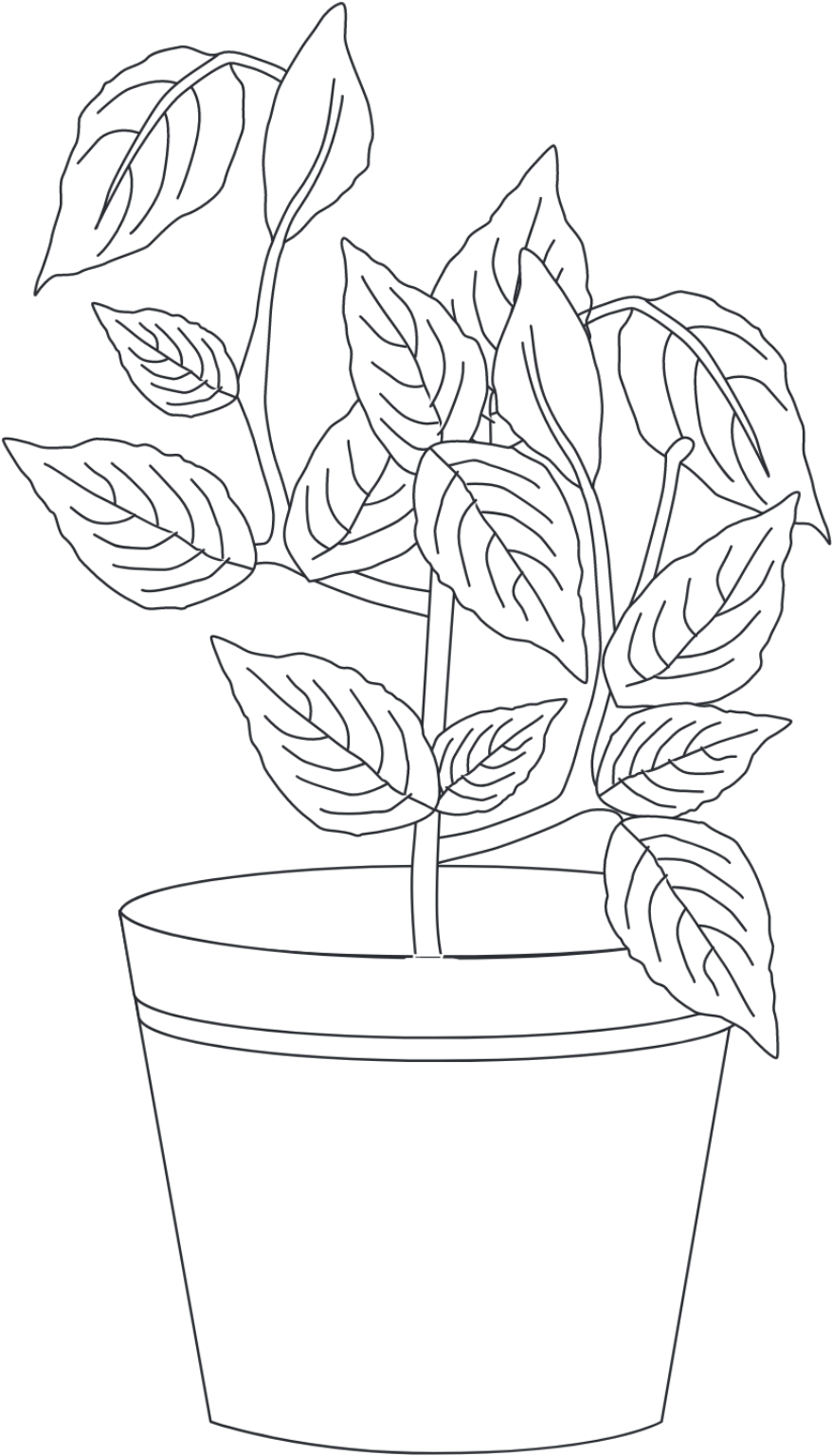








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Number cards 1–5



1

2

3

4

5

Dot and star cards



Scissors icon

Polly Loves Puzzles

A book about Counting up to Ten Objects




Aim

Polly Loves Puzzles introduces counting objects from one to ten. Children recognize collections of objects organised in different arrangements. They count and manipulate concrete materials and pictorial representations of one to ten as composite parts of a collection and as a total collection. These whole-class/large group and small group activities provide children with the opportunity to:

- listen to a story about counting groups
- listen to the accompanying story tune
- use materials to explore counting groups
- use the teaching tool to represent quantity
- represent quantities using objects in the environment.

Activities

1. Listening to the story
2. Listening to the tune
3. Using puzzle pieces to act out the story
4. Using the *Big Book tool* to represent quantity 
5. Matching picture quantities
6. Counting fingers
7. Make a puzzle
8. How many birds
9. Eggs in the nest
10. Polly builds a nest

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I. Listening to the story

Resources

- *ORIGO Big Book: Polly Loves Puzzles*

Activity

Display the book's cover, and read the title aloud. Ask, *What do you think this book will be about?* If no one discusses the setting, ask, *Where do you think this story will happen?* Look at the animal on the cover, *what do we call this type of animal?* Tell me some things that *parrots can do?* Take a picture walk through the book. Ask the children to say the number of puzzle pieces and describe how they counted the puzzle pieces. Ask for predictions of what is on the puzzle pieces, and *How many pieces are there now? How many do you think will be on the next page?* Read the story. Then ask, *Which collection of puzzle pieces did you find easy to count?* Reread the book, pausing to talk about the puzzle pieces shown on each spread. Ask the children to identify: (a) a collection they know without one-to-one counting; and (b) ways to group a collection into two different parts for ease of counting.

2. Listening to the tune

Resources

- *ORIGO Big Book: Polly Loves Puzzles*
- *Big Book Tune*

Activity

Play the tune while following the words in the book. Encourage a volunteer to point to each word as it is sung. Play the tune again. Stop the tune at the end of each spread, and ask for volunteers to form a group to match the number of puzzle pieces on that page. Then everyone claps to match the number of puzzle pieces. Play the tune again, stopping at each scene. Ask questions such as, *What movement could show love? What movement could show just like me? What movement could show how many pieces you can see? What movement could show the pieces that you can see?* Play the song again. Encourage the children to try some of the movements they demonstrated to represent the lyrics.

On another day, play the tune, and:

- for pages showing four–six puzzle pieces, ask children to share ways to subitize the collection, or parts of it. Volunteers could move to show the collection arrangement; and
- for pages showing seven–ten puzzle pieces, ask the children to count that collection.

3. Using puzzle pieces to act out the story

Resources

- *ORIGO Big Book: Polly Loves Puzzles*
- Support 1 — see attached
- adhesive tape and sticky tack

Preparation

Print 1 copy of Support 1 for each child. Cut out the pieces, keeping each set together.

Enlarge 1 copy of Support 1 onto thick card and cut out for demonstration purposes.

Activity

Read the book. Attach the enlarged puzzle pieces to a board to match each puzzle piece collection. Instruct the children to copy that display. Organise the children into pairs. Ask them to say the number of puzzle pieces and describe to the other child how they counted the puzzle pieces. For pages showing four to six puzzle pieces, children can share ways to subitize that collection with their partner. Ask volunteers to describe ways to subitize that collection to the group. Use the enlarged puzzle pieces to demonstrate



4. Using the *Big Book tool* to represent quantity

Resources

- *ORIGO Big Book: Polly Loves Puzzles*
- *Big Book tool*



Activity

- Read each spread from the book. Invite a volunteer to match the puzzle piece collection in each spread on the working space.
- Ask a volunteer to place one to ten characters of the same type (i.e. all puzzle pieces, or all parrots) in an arrangement of their choice on the working space. Invite that child to count the characters in the collection.
- Ask a volunteer to place one to ten characters of the same type (i.e. all puzzle pieces, or all parrots) in an arrangement of their choice on the working space. Ask that child to label that collection with a number symbol card.
- Place one to six characters of the same type (i.e. all puzzle pieces, or all parrots) on the working space. Ask a volunteer to separate the characters into two groups. Ask that child to describe how they grouped and counted the character groups.
- Place one to six characters of the same type (i.e. all puzzle pieces, or all parrots) on the working space. Ask a volunteer to separate characters into two groups, and label each group with a number symbol card. Ask that child to describe how they grouped and counted the characters. For example, "I showed five as two and three."
- Extension:* Invite another volunteer to move the characters into two different groups (e.g. two and three becomes one and four) on the working space, and label each group with a number symbol card. Ask that child to describe how they grouped and counted the characters. For example, "I showed five as one and four."



5. Matching picture quantities

Resources

- collection of objects (for example, plastic eggs, feathers, leaves, rocks)
- cups or small containers
- Support 2 and Support 3 — see attached (retain Number cards for Activity 8)

Preparation

Print 1 copy each of Supports 2 and 3, and cut out the cards. Mix each set of cards, and place them in separate stacks, facedown in the center of the group.

Activity

Explain to the children that they are going to help Polly count items. Encourage them to choose a number picture card from the stack, and then select the matching number of objects from the collection. If necessary, help them name and/or count the quantity of objects, and to locate the matching numeral card. The objects are placed in a container along with the number card and number picture card to show it has been counted. Ask, *How do you know you have eight? How did you keep track of the ones you counted?* Model different counting strategies, such as moving objects that have been counted, touching objects while saying each number aloud, and picking up each item as it is counted.



6. Counting fingers

Resources

- 1 set of 5 connecting cubes (preferably the same colour) for each child, plus an extra set for demonstration
- Support 4 — see attached

Preparation

Print 1 copy of Support 4 and cut out the cards.

Activity

Give each child a set of cubes. Choose a card showing 1 up to 5, and ask a child to match the finger representation with their own hands. Explain that they can use any fingers on one hand. Ask, **How many fingers are being held up?** **Show me that many cubes on your fingers.** Demonstrate by placing that many cubes on your fingers. Hold your hand up to show the same amount of cubes. Continue this activity showing different finger combinations and cubes. Be flexible about which fingers children use to display the cubes as it may be easier for some of them to raise certain fingers. Invite children who use different fingers to stand at the front and show the same number. Say, **You all have four fingers and four cubes. Four can look different.** Organise the children in pairs to continue the activity using the cards for 6 to 10. The pairs work together to make the matching quantity. *Note:* When doing the activity in pairs, each child can use one hand to show their part of the cube quantity.



7. Make a puzzle

Resources

- pictures from child-friendly magazines, catalogs, and photos of the children's work
- 1 sheet of thick card for each child
- 1 envelope for each child
- scissors
- glue

Preparation

Make a picture card to demonstrate making a puzzle.

Activity

Invite each child to choose a picture and paste it onto thick card. Ask, **How can we make this picture into a puzzle?** Start the demonstration by making one straight cut in your own picture. Continue to cut until you have ten puzzle pieces. Ask the children to follow your example. When they have cut their own picture into ten pieces, they mix the pieces and put them back together to make the original picture. The children place their puzzle pieces in their envelope. This is passed to another child, who puts together the puzzle. Repeat the activity on another day, with the children making a puzzle from a different picture.



8. How many birds

Resources

- Support 5 and 6 — see attached
- 10 counters for each child
- Number cards from Activity 5 (retain for Activity 10)

Preparation

Print 1 copy of Support 5 for each child. Cut out the cards. Print 1 copy of Support 6 for each child.

Activity

Organise the children into pairs. Mix the number cards and place them facedown in a pile on a table. Give each child ten counters. The first child chooses a card from the stack, and reads the number to the group. All the children place that many Polly cards on their tree outline. They also place that many counters on their ten-frame. When the pairs have shared their arrangements, ask them to remove all the cards and the counters. Repeat the activity with different children until all the cards in the stack have been used.



9. Eggs in the nest

Resources

- Support 7 – see attached (2 pages)

Preparation

Print 1 copy of Support 7 on thick card for each pair of children. Cut out the cards, keeping the sets together.

Activity

Organise the children into pairs. Place the two sets of cards, facedown, between each pair. The first child turns a card from each stack. They say the number name and count the dot arrangement. If the cards are a match, the child keeps them. If the cards are not a match, they are placed randomly into their pile, facedown. The other child has a turn. Play continues until all the matching pairs have been found.

10. Polly builds a nest

Resources

- Support 8 and Support 9 (3 pages) — see attached
- straws
- Number cards from Activity 8

Preparation

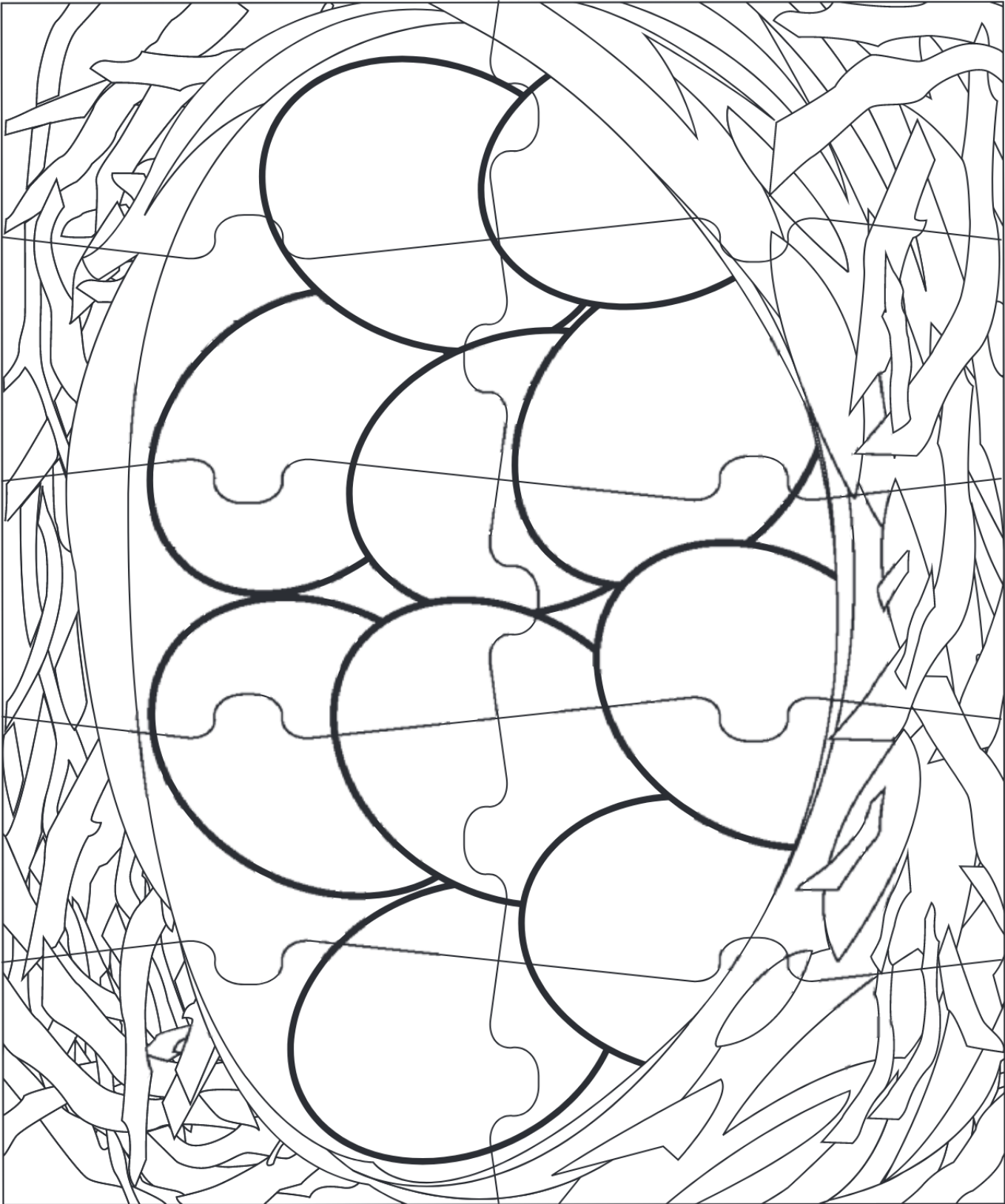
Print 1 copy of Support 8 for each child. Print 1 copy of Support 9 for each group. Cut out the cards. Mix all the cards together and place them facedown in the center of each group.

Activity

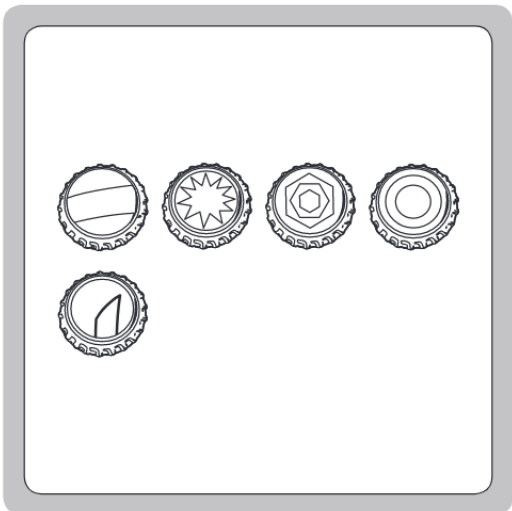
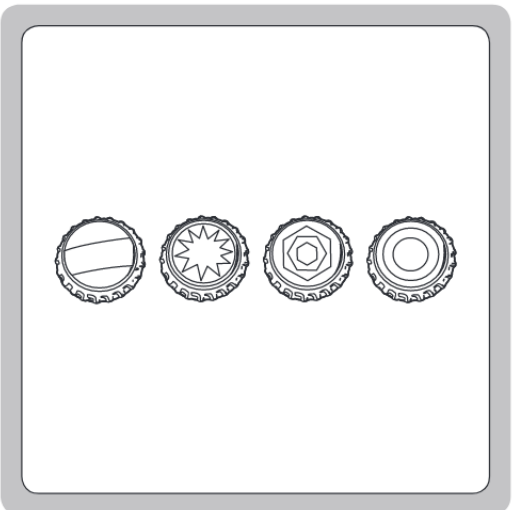
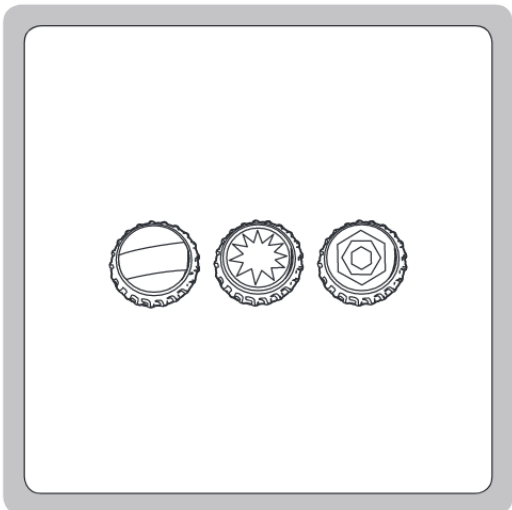
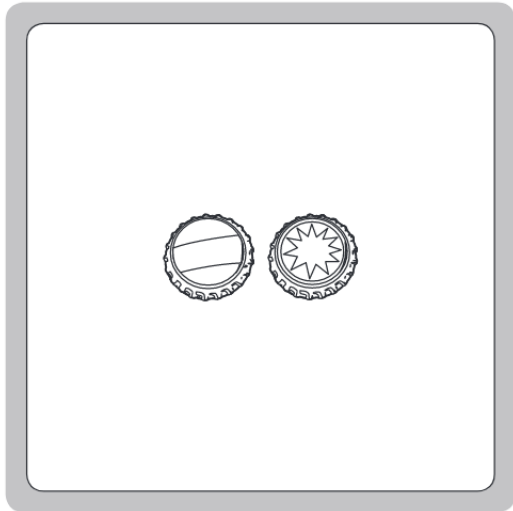
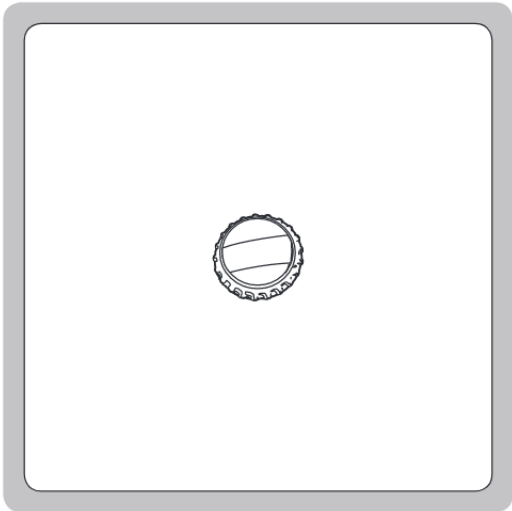
Organise the children into small groups. The first child takes the top card from the stack and says the number to their group. Each child takes that amount of straws and places some in each of Polly's claws. Children share with their group how many straws Polly has in each claw by saying, for example, "I showed nine straws as six and three." Ask the children to remove the straws, then the next child takes a card and repeats the process. Continue until every child has read out five cards.



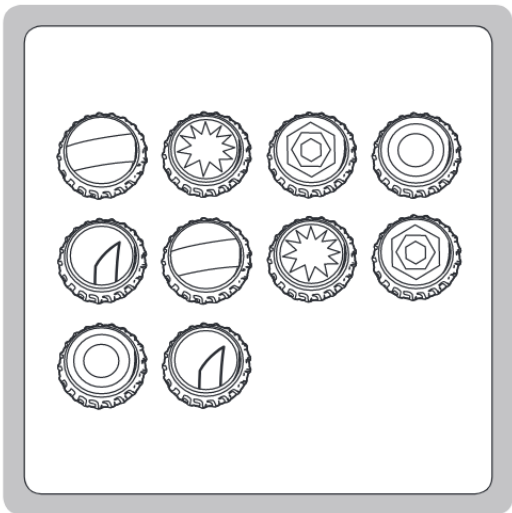
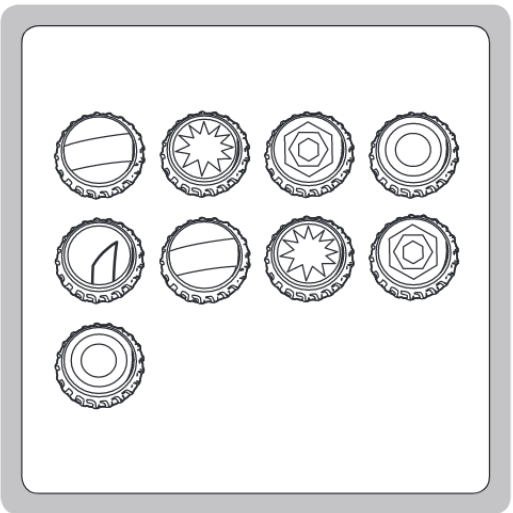
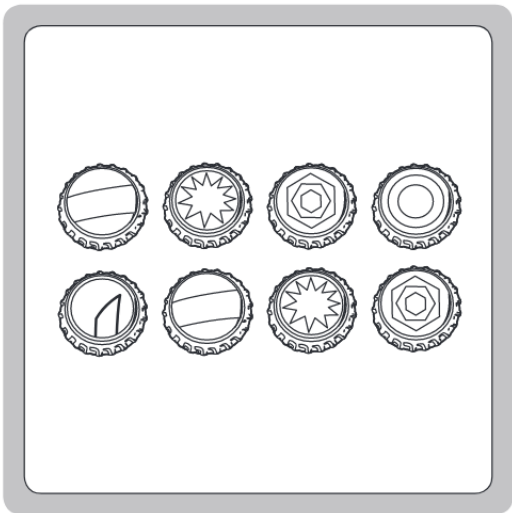
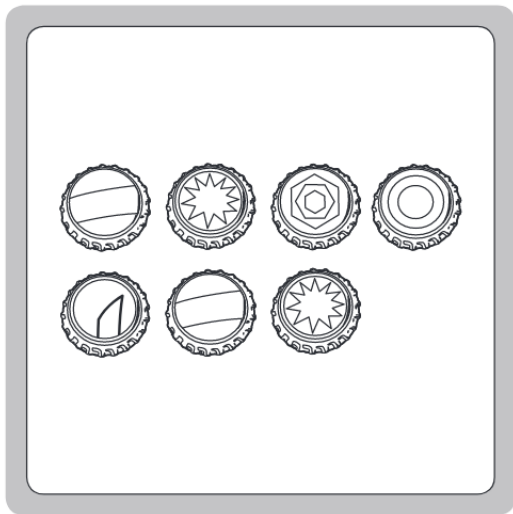
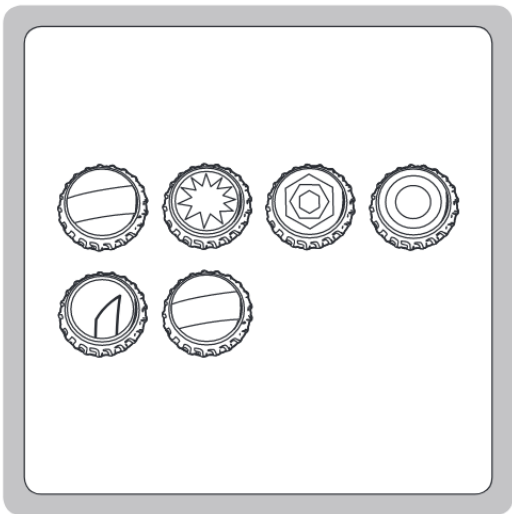
Polly's puzzle



Number picture cards



Number picture cards



Number cards



1

2

3

4

5

Number cards



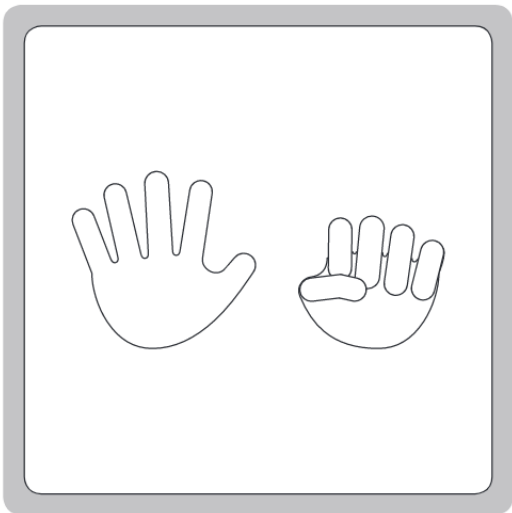
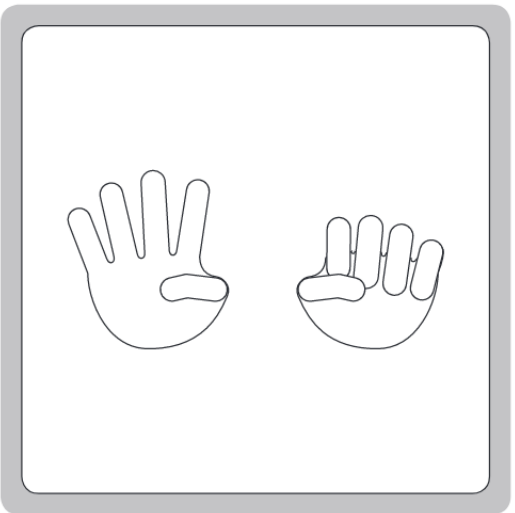
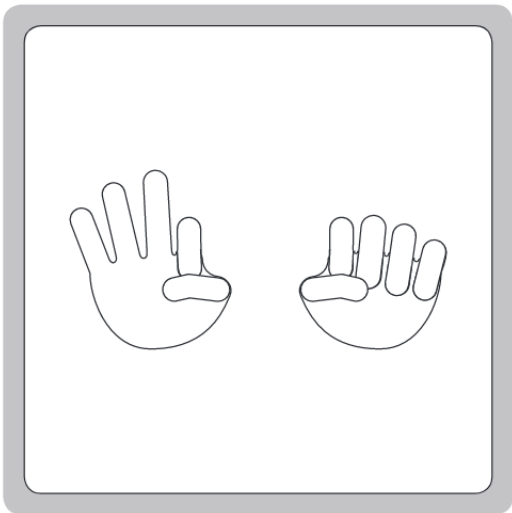
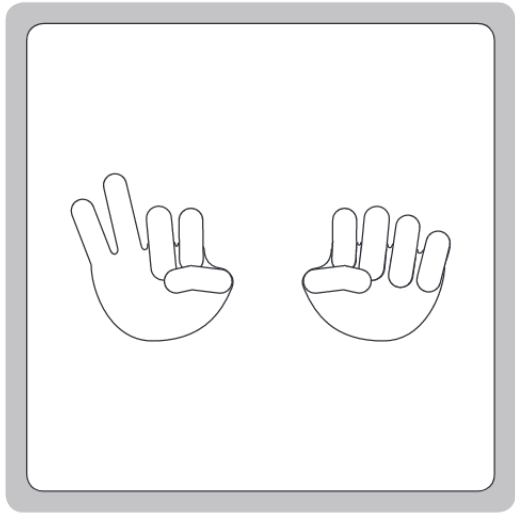
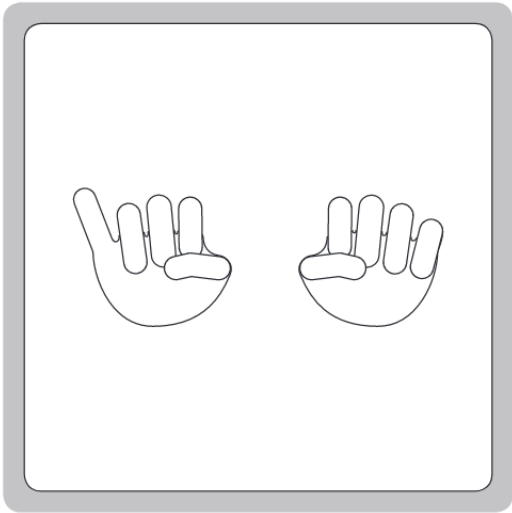
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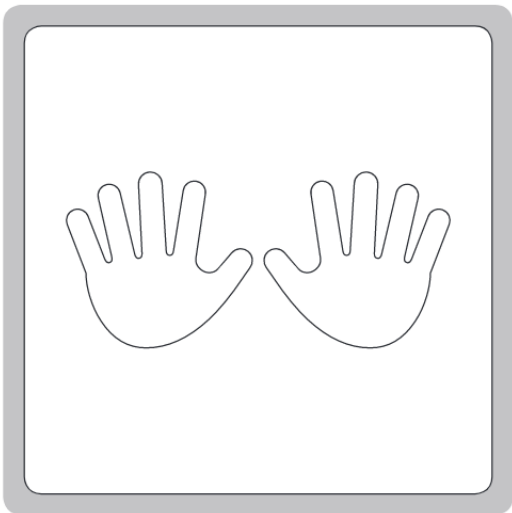
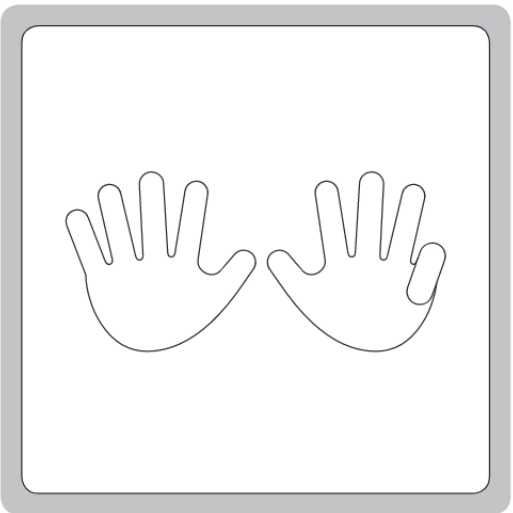
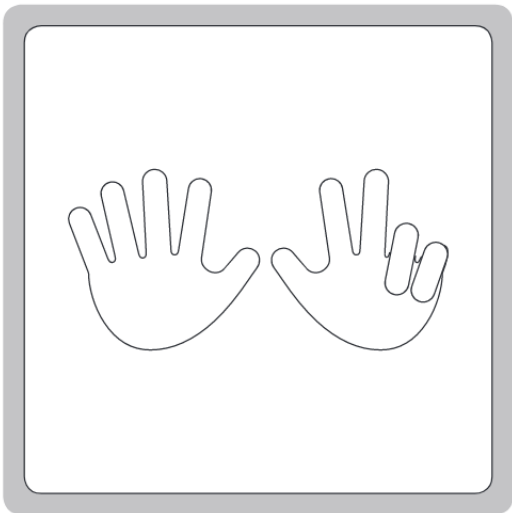
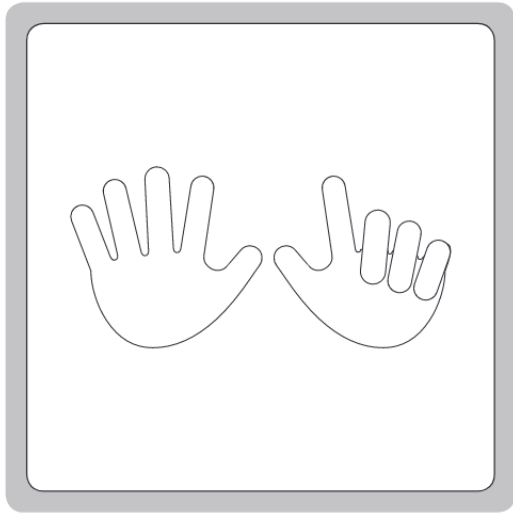
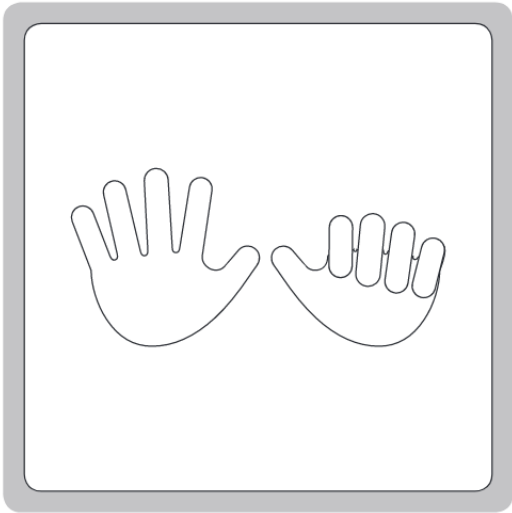
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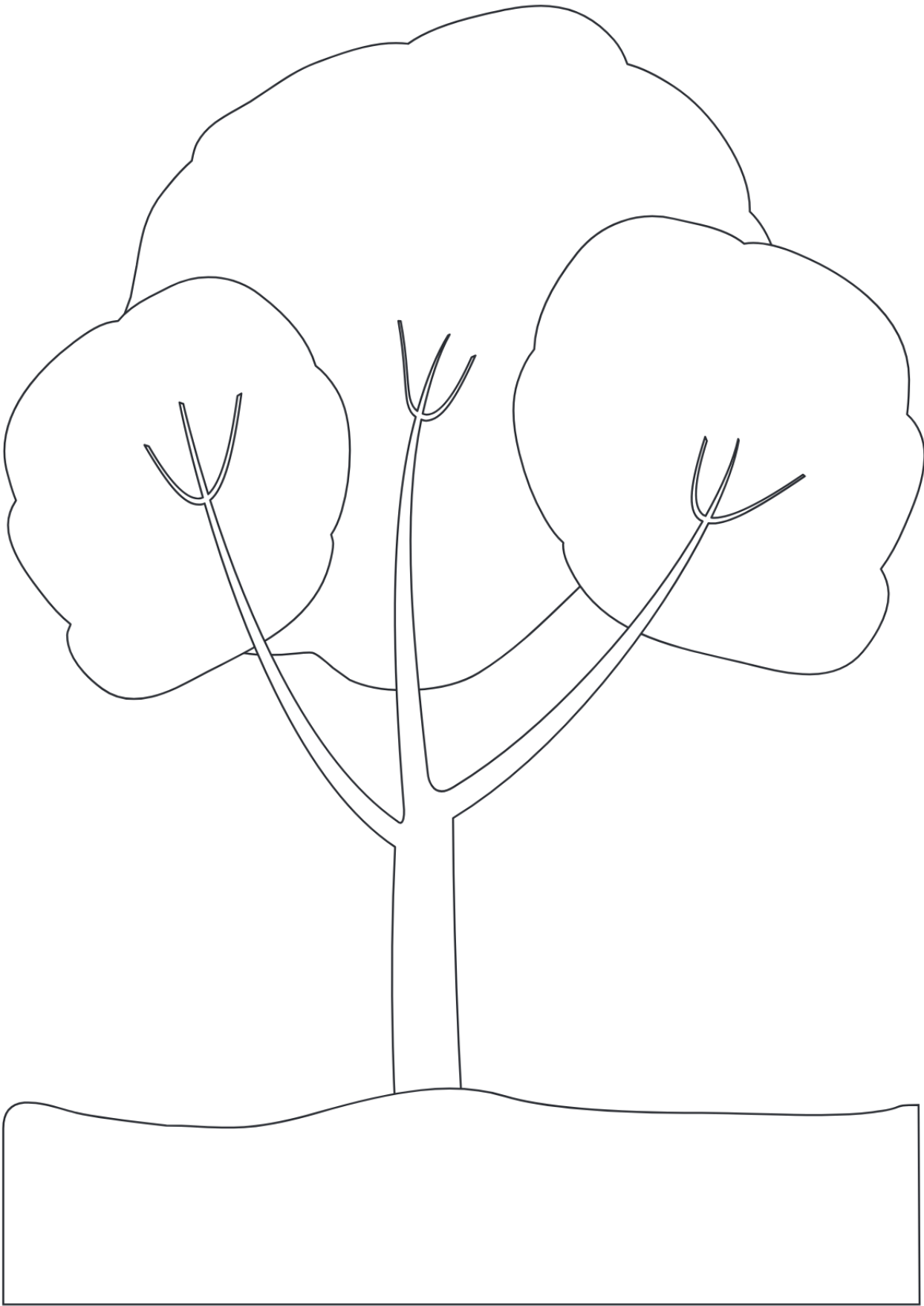
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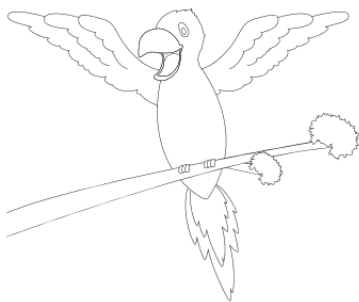
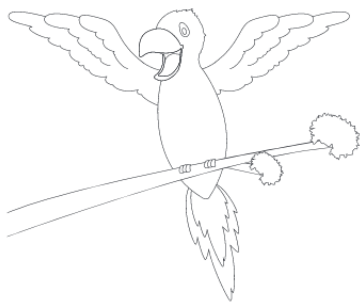
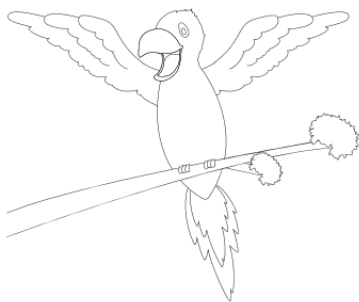
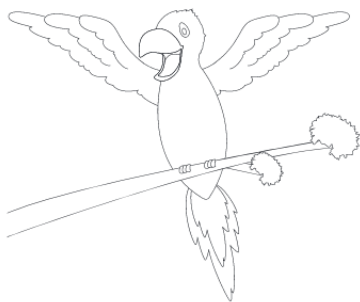
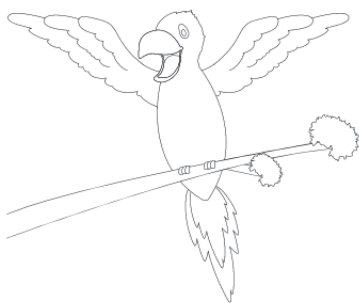
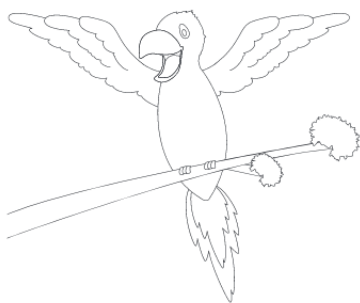
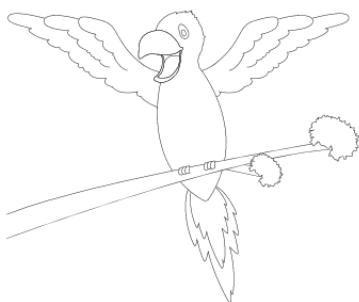
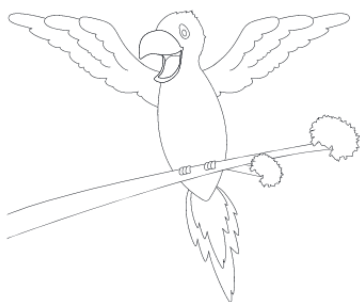
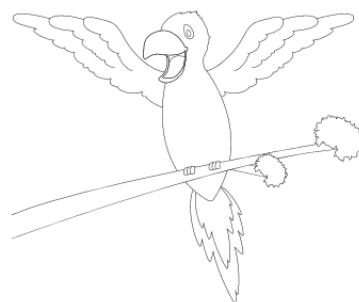
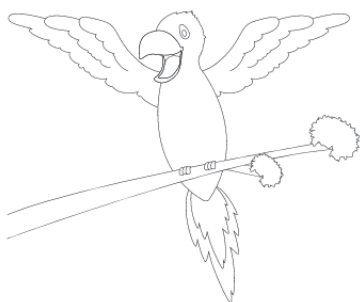
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Tree work mat

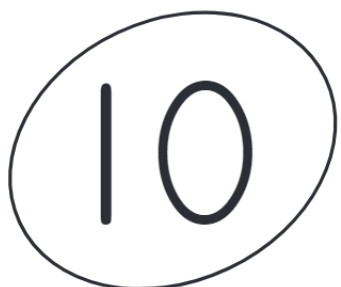
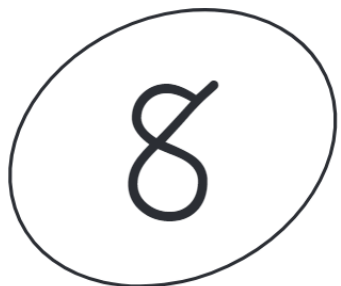
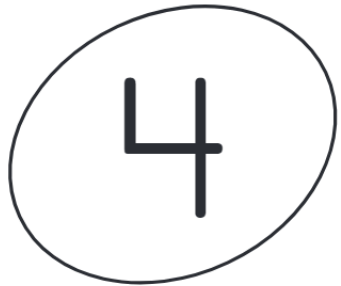
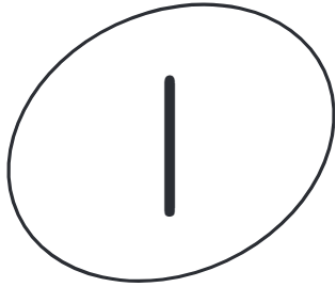




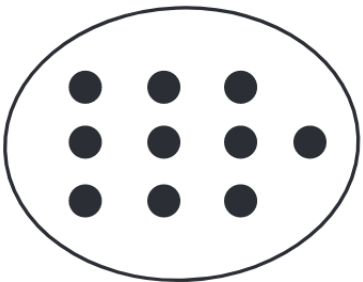
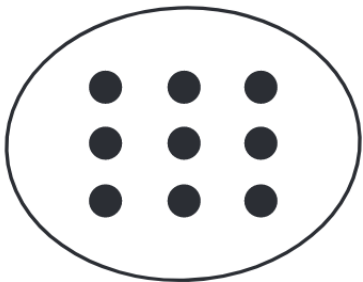
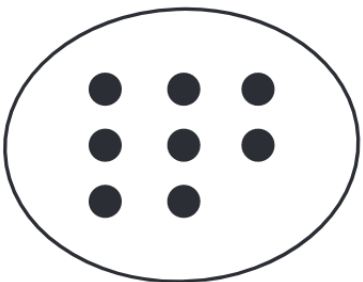
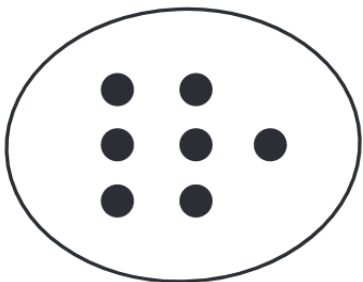
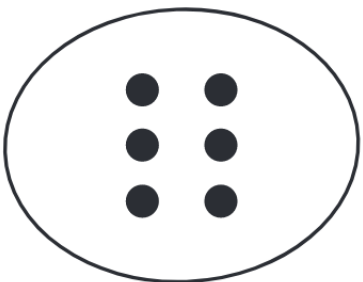
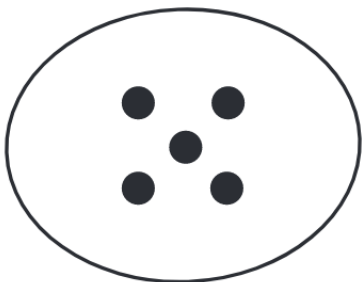
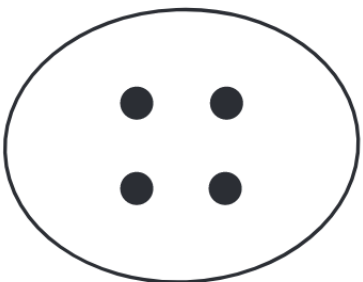
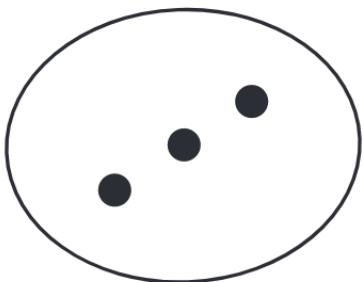
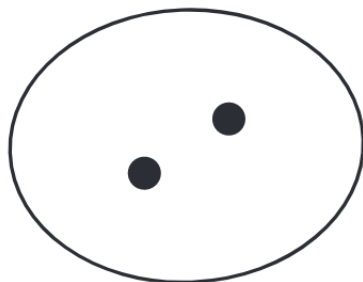
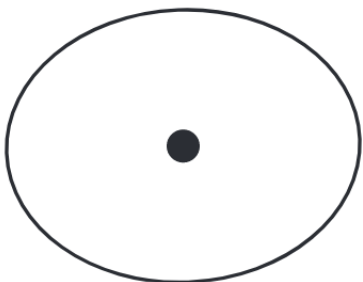
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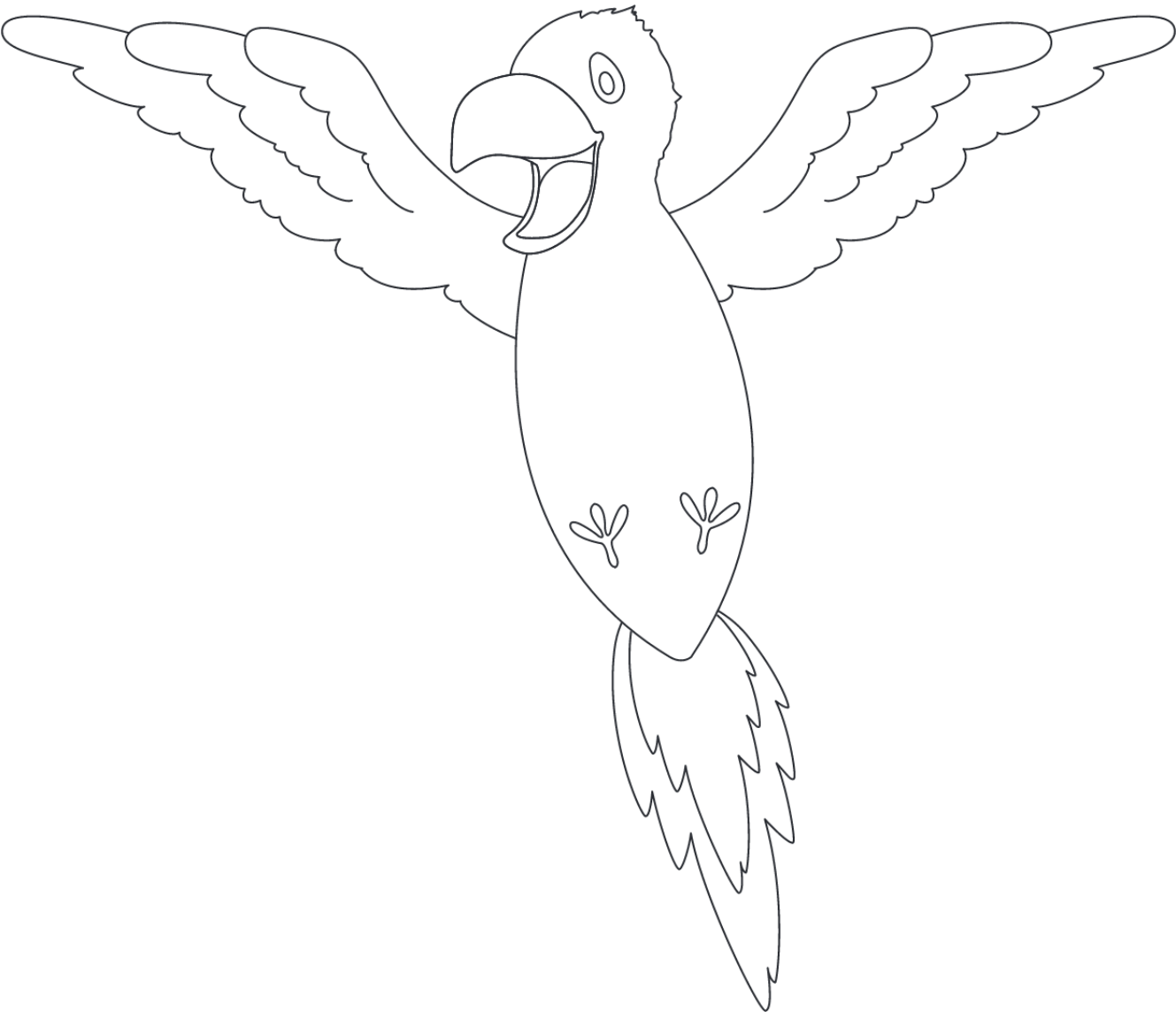


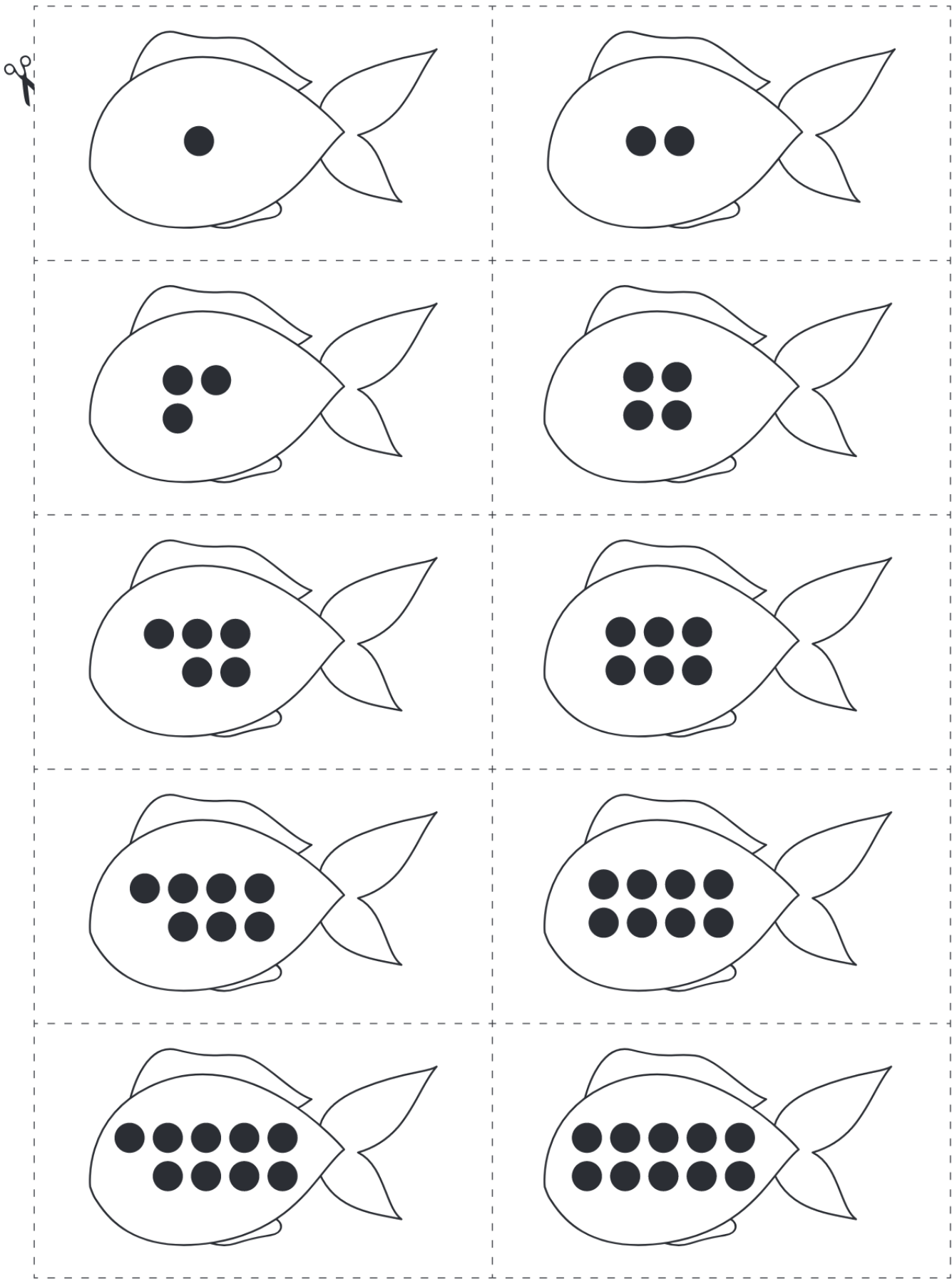
Numbered eggs



Domino eggs








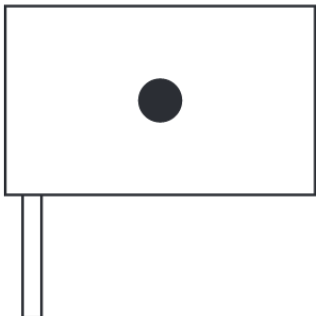
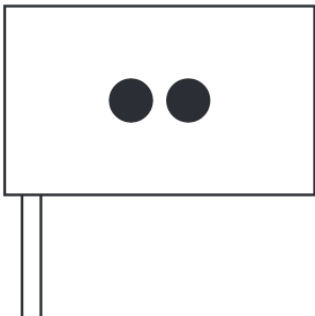
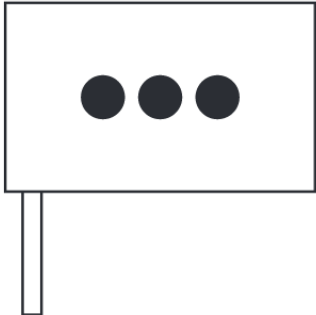
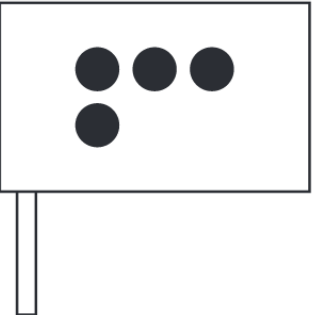
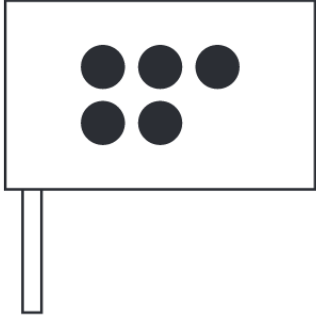
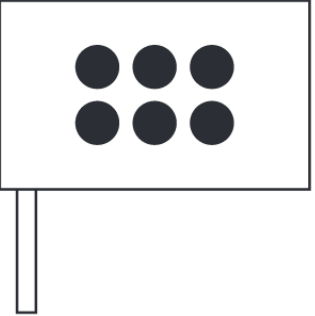
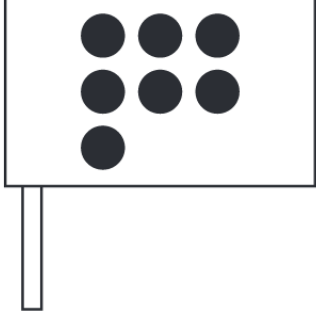
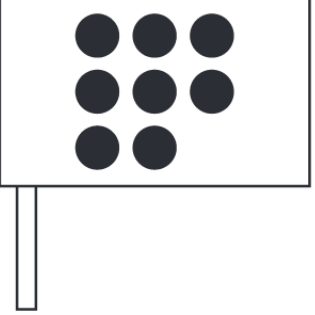
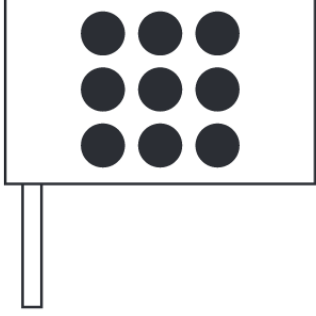
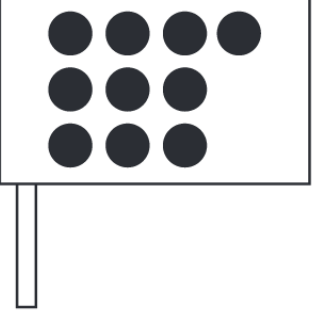
Domino cards



Domino cards





Stan the Firefighter

A book about Comparing Three Objects

Note: It is best for children to experience *Buster the Balloon* and the related activities prior to *Stan the Firefighter*.




Aim

Stan the Firefighter introduces size and length comparison words. Children explore concrete and pictorial representations of *biggest*, *widest*, *longest*, and *largest*.

These whole-class/large group and small group activities provide children with the opportunity to:

- listen to a story about size and length comparison
- listen to the accompanying story tune
- use materials to explore size or length comparison
- use the teaching tool to compare size or length
- describe the size or length of objects in the environment using comparison words.

Activities

1. Listening to the story
2. Listening to the tune
3. Using objects to act out the story
4. Using the *Big Book tool* to compare size and length 
5. Comparing with partners
6. Playing feel and find
7. Picture memory
8. Order objects
9. Dotti's bones
10. Shopping for Dotti

I. Listening to the story

Resources

- *ORIGO Big Book: Stan the Firefighter*

Activity

Display the book's cover, and ask, **What do you think this story is going to be about? Tell me what you know about firefighters. What equipment do firefighters use to do their job? What do you think will happen?** Read the story, then ask for possible extensions to the ending using questions such as, **What word gives us a clue about what the crew will do next? How can we tell the story took place during the night? After the crew has finished cleaning, what may happen next?** Reread the story, pausing to ask questions about the meaning of words that might need clarification, including *siren*, *station*, and *brave crew*.

2. Listening to the tune

Resources

- *ORIGO Big Book: Stan the Firefighter*
- *Big Book Tune*

Activity

Play the tune while following along with the book. Encourage a volunteer to turn the pages along with the tune. Ask them to point to the characters as they are mentioned in the tune. Replay the tune, and encourage the children to engage in one or more of the following ways:

- singing along with music
- modeling movements (for example, pulling on boots, putting on a hat, driving the truck) and making the sounds (for example, ring of the alarm, BRRRM of the engine)
- using their arms to make themselves big, wide, long, and large along with the story.



3. Using objects to act out the story

Resources

- *ORIGO Big Book: Stan the Firefighter*
- objects from the story, include three distinct sizes or lengths of boots, hats or helmets, coats (for example, raincoats), belts, gloves, and three boxes decorated to look like fire trucks (retain for Activity 8)

Preparation

Encourage the children to be involved with the preparation by bringing objects from home for this activity. (Inform parents/guardians that the objects will also be used in Activity 8.)

Allow the children to paint and decorate three boxes (varying sizes) to look like fire trucks.

Activity

Ask for two volunteers to act as the characters Stan and Dotti the Dalmatian. Display the objects as they appear in the story. Read the story, encouraging the volunteers to act out the story with the character pictures (for example, Dotti chooses from the three objects, gives the *-est* object to Stan, who puts it on). Reread the story, with different children acting as the characters, or add the other firefighter crew characters (so Dotti has to give a proportional object to each of them). After reading the story, allow the children to create dialogue for the characters by asking questions such as, *What would your character say to Dotti? Why? What would Stan say to the crew while they were putting the fire out? How does Stan and the crew feel when they have finished the job? What could Stan and the crew say to Dotti to help with the cleaning?*

4. Using the *Big Book tool* to compare size and length

Resources

- *Big Book tool*



Activity

Invite a child to move three objects to the working space. Have them compare the size or length of the objects, and order them from, for example, largest to smallest. Ask them to use an *-est* word to label one of the objects. Repeat the process with a different child and objects.

Challenge: Ask the child to place Dotti next to the object that is the opposite of the *-est* word.

5. Comparing with partners

Activity

Organise the children into groups of three, and ask them to sit. Have the children compare their bodies by asking questions such as, **Who is tallest? Who has the longest legs? Whose hand is widest?** Prompt the children to sequence themselves in order, using *-er* and *-est* words. **Who is shorter? Who is the shortest?** Take a photograph of the children in their groups. On another day, give each group a copy of another group's photograph and ask them to use comparison language to describe the group.

6. Playing feel and find

Resources

- 1 long athletic sock, or a *feely box* for each pair
- small objects from the classroom or environment, for example, a die, crayon, ball, bean, penny

Preparation

Place three of objects in the box or sock before the children arrive.

Activity

Demonstrate the activity by having a volunteer place their hand in the box or sock to feel the objects. Then use a comparison word as a prompt to remove one of the objects. Say, for example, **Pull out the widest object. Show me the longest one.** Ask the child to remove the other objects to check and discuss the comparison. Organise the children into pairs, so they can take turns to feel the objects and ask questions.



7. Picture memory

Resources

- Support 1 — see attached

Preparation

Print 1 copy of Support 1, and cut out the cards.

Activity

Mix the cards, and place them in an array, facedown, on a table. The first child turns over three cards. A match occurs if three of a similar object (for example, three pairs of boots) are revealed. Ask the child to describe how the objects are different, and then instruct them to place the three cards in order, starting from biggest, widest, or longest. If the three cards do not match, they are returned, facedown, to their original positions. Repeat with different children until all the object sets have been found and ordered.

8. Ordering objects

Resources

- objects from Activity 3
- 3 classroom objects (for example, paper clips, pencils, paper, books, balls, toys, leaves, ribbons, tubes) of different sizes or lengths to add to the collection of resources

Activity

Ask a child to select three of the same type of object from the collection. Say, **Find three things that are the same**. Then ask them to put their objects in order (of size or length). Say, for example, **Put the leaves in order by width**. Repeat with four other children. Have each child show their order to the group. Then ask the following questions to encourage the five children to describe their order:

Who has an order to show us wide, wider, and widest?

Who has an order to show us long, longer, and longest?

Who has an order to show us big, bigger, and biggest?

Who has an order to show us large, larger, and largest?

Who has an order to show us small, smaller and smallest?

Ask all the children to repeat the comparison words as the child who has the relevant set points to the individual object.



9. Dotti's bones

Resources

- 1 large sheet of paper per child
- crayons or paints
- glue
- 1 magnifying glass for each child
- Support 2 — see attached

Preparation

Print enough copies of Support 2 so each child has a bone picture. Cut out the cards. Place a sheet of paper in front of each chair around a small group table, and place crayons, glue, and magnifying glasses in the center of the table.

Activity

Give each child a bone card and guide them to glue it in the middle of their paper.

Then say, **Use the magnifying glass to look at the bone. Now draw what you can see with the magnifying glass (a larger bone) on your paper.** Cut the drawn bones from each child's paper and place them in a box.

On another day, as a whole-class activity, have one child select three drawings from the box and order them to show large, larger, and largest. Return the drawings to the box and the activity is repeated until each child has the opportunity to order three bones. Place the drawings on the bulletin board.

10. Shopping for Dotti

Resources

- Support 3 and 4 — see attached

Preparation

Print 1 copy of Support 3 for each group.

Print 1 copy of Support 4 for each group. Cut out the cards, keeping the sets of objects together.





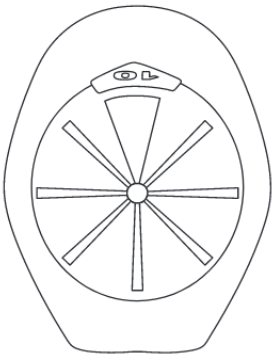
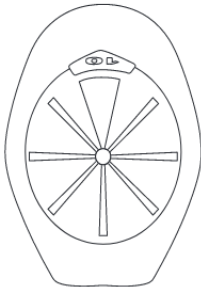
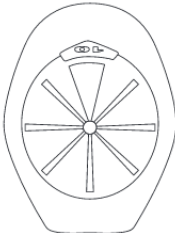
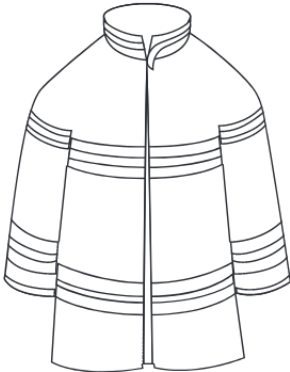
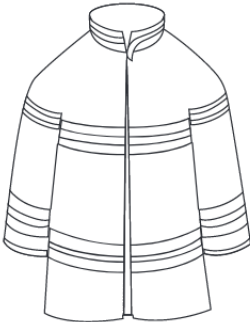




Activity

Organise the children into groups of three. Give each group a copy of Support 3. Place a set of cards from Support 4 faceup so they can be sorted into matching groups (for example, dog beds, collars, coats, leads, etc). Explain that Stan has to buy new gear for Dotti the Dalmatian. Encourage the children to compare and describe the pictures. The children in each group take turns to place a set of cards in order (for example, from shortest to longest) on the shopping mat (Support 3, which tells them where to put their cards.) Ask the children to say which size object would be the best one for Stan to buy for Dotti.

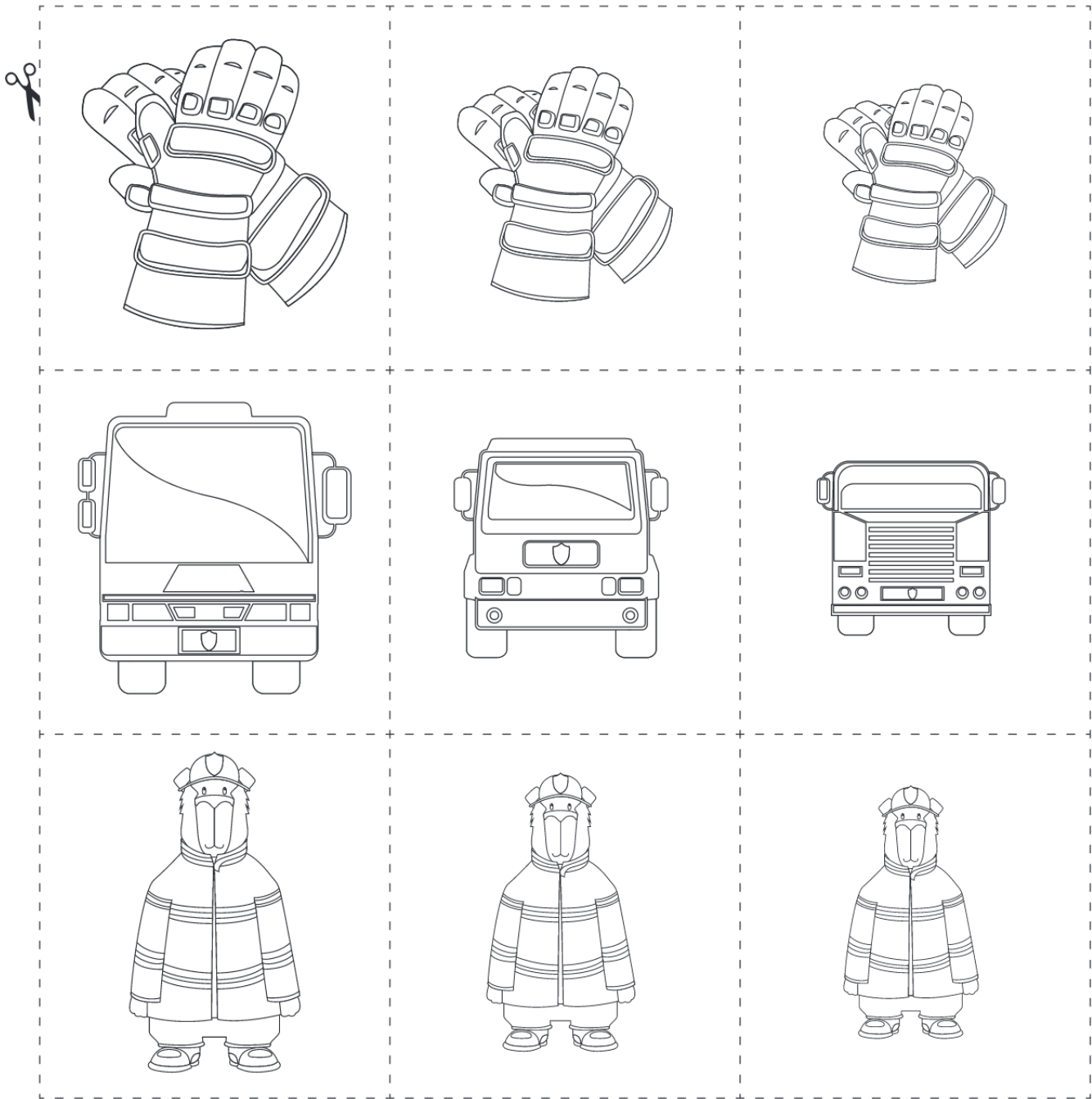


Comparison cards



Comparison cards



Dotti's bones

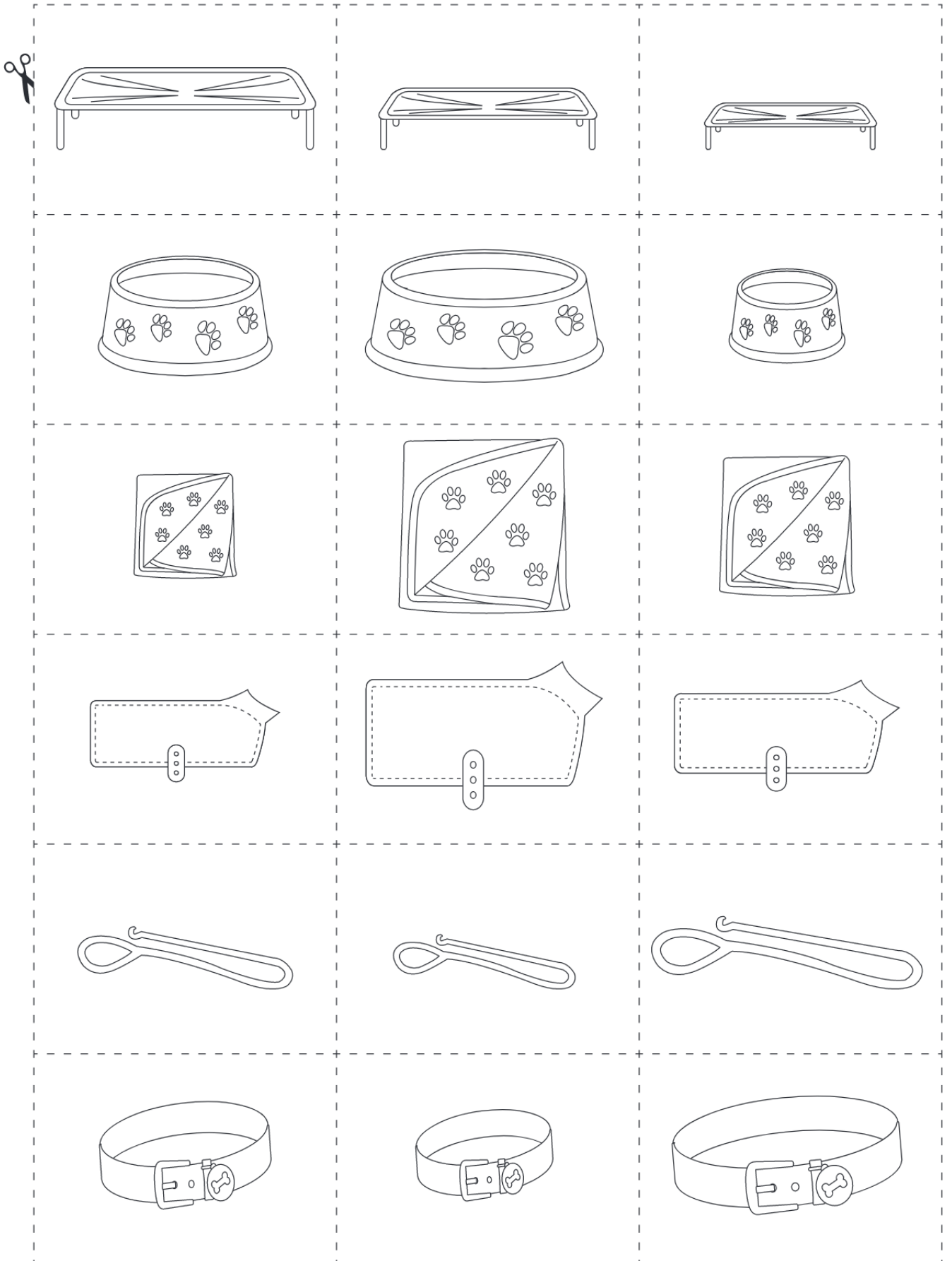


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Stan's shopping list

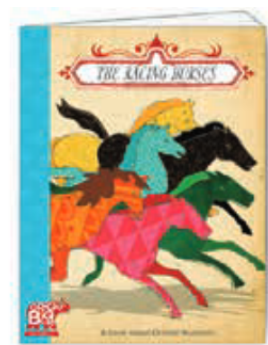


Dotti's new gear



The Racing Horses

A book about Ordinal Numbers



Aim

The Racing Horses introduces the position of an object in order from first, second, third, fourth, and fifth, to last.

Knowledge of the sequence of ordinal language and words is also presented.


Children explore, recall, match, and order objects, pictures, or words using ordinal language.

They talk about the position of an object using terms such as *first*, *next*, *last*, *second*, *third*, *fourth*, and *fifth*.

These whole-class/large group and small group activities provide children with the opportunity to:

- listen to a story about the idea of order of objects
- listen to the accompanying story tune
- use materials to explore, recall, match, and sequence ordinal positions
- use the teaching tool to represent the order of objects
- sequence the order of objects in a variety of contexts.

Activities

1. Listening to the story
2. Listening to the tune
3. Using characters to act out the story
4. Using the *Big Book tool* to order objects, pictures, or words using ordinal language 
5. First, next, last: create a picture
6. Food at the fair
7. Make a merry-go-round
8. Puzzle play
9. Team race

1. Listening to the story

Resources

- *ORIGO Big Book: The Racing Horses*

Activity

Display the book's cover, and ask, **What do you think this book is about?** If no one discusses the setting, ask, **Where do you think this story will happen? Look at these horses, what colours are real horses? Where do you think we might see these types of horses?** Take a picture walk, and without reading the text ask the children to describe what is happening on each spread. Read the story, and ask, **What was the book asking us to do?** Encourage the children to explain that the horses were having a race, and they were finishing in a different order, or position, each time. Reread the book, pausing to talk about each picture and identify the ordinal position of each horse in each scene.

2. Listening to the tune

Resources

- *ORIGO Big Book: The Racing Horses*
- *Big Book Tune*

Activity

Play the tune while following the words in the book. Encourage a volunteer to turn the pages along with the song. Ask them to point to each word as it is sung. Replay the tune, and encourage the children to engage in one or more of the following ways:

- sing along with the music
- act out the horses' actions by:
 - hands crossed in front of chest (closed for the day);
 - dance on the spot (run and play);
 - jog on the spot (you can run fast);
 - arm outstretched with hand waving side to side (but you can't catch me);
 - jog on the spot (race to the sea);
 - arms make circular rotations (race to the train);
 - jog on the spot with arms outstretched (fast as a plane);
 - arms above head, fingertips touch (race to the town);
 - jog on the spot and shake head (never slow down);
 - jog on the spot (racing around in the blazing sun);
 - wipe brow with hand (getting too hot);
 - walking raising knees on the spot (nice slow trot);
 - and walk on spot (let's just walk).



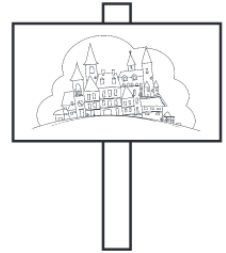
3. Using the characters to act out the story

Resources

- *ORIGO Big Book: The Racing Horses*
- Support 1 — see attached
- Support 2 — see attached, or use toys such as a bucket and spade, train, plane, merry-go-round, painting or drawing of town, tree, and sun
- craft sticks

Preparation

Print Support 1 onto thick card. Cut out and colour the horses to match the book. Print Support 2 onto thick card. Cut out the cards. Attach each card to a craft stick.



Activity

Invite volunteers to hold a horse or object card in front of the group.

Read the book, stopping at the end of each spread, and have the children holding the cards act out that scene. Encourage the child holding the first horse in each scene to repeat the text. Encourage them to use ordinal language to describe or say the order of the horses. Use ordinal language to ask questions about each scene, for example, **Which horse is in third place? Which place is the orange horse in? If the green horse moves to the end of the line, which place would the pink horse be in?**

On another day, cut pictures from magazines to create different objects or places, for example, a city, country scene, river, lake, racecars, bicycles, buses, boats, kites, flower garden, park, play equipment, and sports field. Attach the pictures to craft sticks. Ask volunteers to hold the horses and objects, and create a scene. Take a photo of the scene to make a class book. Record the children's descriptions in the book.



4. Using the Big Book tool to order objects, pictures, or words using ordinal language

Resources

- *ORIGO Big Book: The Racing Horses*
- *Big Book tool*



Activity

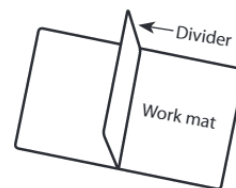
- Place an object and three horses in a row on the working space. Ask, for example, **Which colour horse is getting to the tree first?** A volunteer names the horse and moves the matching ordinal word to the working space. Ask, **Which colour horse is next in line?** Another volunteer names the horse and moves the matching ordinal word to the working space. Ask, **Which colour horse is last?** A third volunteer names the horse (i.e. second; if the child says "next," ask them to be more specific) and moves the matching ordinal word to the space. Repeat until every child has had a turn matching an ordinal word to a horse.
- Ask for a volunteer. Say, **First place a tree on the work area, next place a train, and place a spotty horse last.** Ask them to use ordinal language to describe the position of each object. Then ask them to use the ordinal words to match the position of each object on the work area. Repeat with five more volunteers, changing the objects each time. On a later day, after Activity 5 has been completed, continue with the following activities:
- Place an object and six horses on the working space. Introduce and name the ordinal words *second*, *third*, *fourth*, and *fifth*. Extend part a. of this activity by asking questions using first, second, third, fourth, fifth, and last.
- Repeat part c. asking volunteers to name the horse and move the matching ordinal word to the working space to match the position of each horse.
- Ask a child to replicate a scene from the story. That volunteer moves the horses and objects to the working space. The child then moves the ordinal words to the working space to match the position of each horse.
- Ask a child to place an object and six horses in a row on the working space. Use ordinal language to ask questions that match the ability of that child. Ask, **Which horse is in (first, next, last) place? Which place is the (pink) horse coming? Which horse is in (second, third, fourth, fifth) place? If the (green) horse goes to the end of the line, the orange horse is in which place?** Encourage the child to move the horses on the working space to match the question. Ask them to use ordinal language to describe the new position of each of the horses. For example, **If the horse with spots became the new leader, and the plain horse left the line, which place would the spotted horse be in?** Encourage that child to move the horses on the working space to match the question. Ask them to use ordinal language to describe the new position of each of the horses.



5. First, next, last: create a picture

Resources

- Support 2 and Support 3 — see attached
- large books, thick card or manila/pocket folders to act as barriers



Preparation

Print 1 copy of Support 2 for each child. Cut out the cards.

Print 1 copy of Support 3 for each child.

Activity

Organise the children into pairs. Give each child a set of object cards and a scene card. Place a barrier in between the pairs so they cannot see each other's scene or cards. Say, **I am going to give you three instructions. Listen carefully and place your cards on your picture in the position I describe. First, place the horse near the tree.** Repeat the instruction and when they have followed it, say, **Next, place the train on the tracks.** Repeat the instruction and when they have followed it, say, **Last, place the plane flying over the town.** Repeat the instruction and when they have followed it, instruct the children to remove the barrier and check each other's picture. They then replace the barrier and repeat the process using three different objects.

Extension: Ask the pairs to take turns to give the other child three instructions to follow.

Ask them to emphasise the *first*, *next*, and *last* words. They remove the barrier and compare their pictures before alternating roles.

6. Food at the fair

Resources

- Support 4 — see attached
- 1 hot dog, cooked, for each child
- 1 hot dog bun for each child
- coleslaw
- cheese slices, cut up
- tomato sauce, mustard, and relish
- tongs
- 1 plate for each child
- pencil or marker for each child

Note: Consider any food allergies and vegetarians.

Preparation

Print 1 copy of Support 4 for each child. Heat hot dogs and cut hot dog buns prior to the activity.

Activity

Organise the children into small groups. Give each child a copy of Support 4, a plate, and a hot dog bun. Say, **We are going to make hot dogs, like you can have at the school fete. We are going to record what we do to make a hot dog. First, we are going to put the hot dog in the bun.** When the children have placed the hot dog in their bun, they record what they did as a drawing in the first section of the support page. Say, **Next, you can choose coleslaw or cheese to put on your hot dog.** When they have made their choice, they record what they did as a drawing in the next section of the support page. Say, **Last, you can put tomato sauce, mustard, or relish on your hot dog.** When they have added a condiment to their bun, they record what they did as a drawing in the last section of the support page. Allow them to eat their hot dog. On another day, repeat the activity with other foods that can be eaten at the school fete, such as nachos or popcorn.



7. Make a merry-go-round

Resources

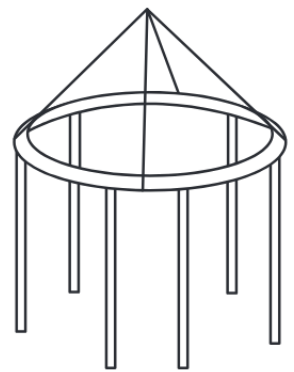
- *ORIGO Big Book: The Racing Horses*
- Support 1 — see attached
- 1 hula-hoop
- 6 pieces of string or fishing line, each 20–45 cm long
- adhesive tape
- 6 wide drinking straws, labeled at the top: first, second, third, fourth, fifth, last
- sticky tack

Preparation

Attach lengths of string to the hula-hoop at even spaces, so they hang down. Thread each piece of string through a drinking straw. Tape the end of each piece of string to the straw. Enlarge Support 1 onto thick card. Colour the horses to match the book, and cut them out. Put a piece of sticky tack on the back of each horse.

Activity

Display the merry-go-round, and give a horse character to six of the children. Read pages 2–3 of the book, and ask one child to use ordinal language to describe the order of the horses. Ask the six children to attach their horse, in the same order, to a straw on the merry-go-round. Remove the horses before reading the text on next spread. Repeat for each spread, asking for six different volunteers each time to place the horses in order on the merry-go-round.



8. Puzzle play

Resources

- Support 5 — see attached
- 1 cube labelled *first, second, third, fourth, fifth, last* for each group (retain for Activity 9)
- scissors
- colour pencils

Preparation

Print 1 copy of Support 5 for each child.

Activity

Organise children into groups of four. Give each child a copy of Support 5. Say, **This picture has been mixed up. Cut out the picture sections with their word.** When the children are finished, say, **Place the sections in a stack in front of you.** Show the ordinal word cube to the group. Read the ordinal word on each cube face. Explain that they will take turns to roll the cube. The first child rolls the cube. They say the word shown on the cube, find the matching puzzle piece in their stack, and place it on the table in front of them. If a child rolls the cube and already has that puzzle piece, they don't place a piece of the picture. The activity continues until one child has correctly sequenced all the puzzle pieces. Ask them to describe their sequence to another child. They can then colour their puzzle picture.



9. Team race

Resources

- Support 6 — see attached
- labelled cube from Activity 8

Preparation

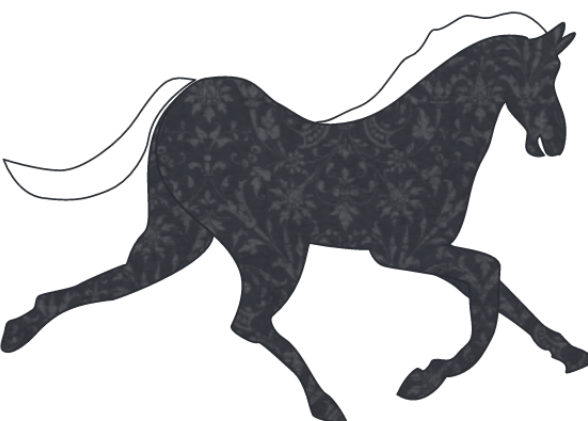
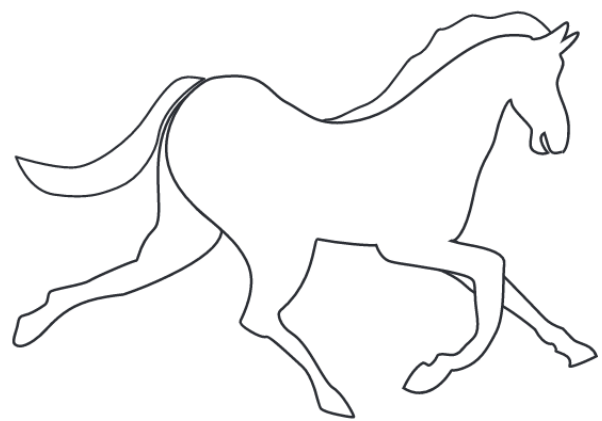
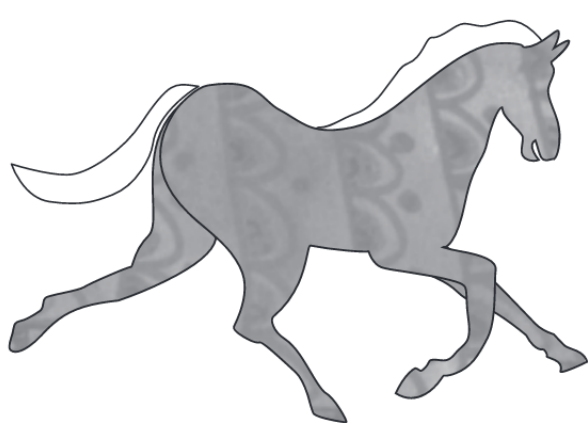
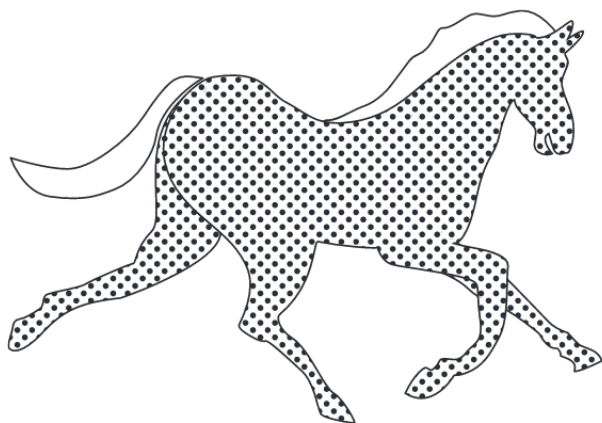
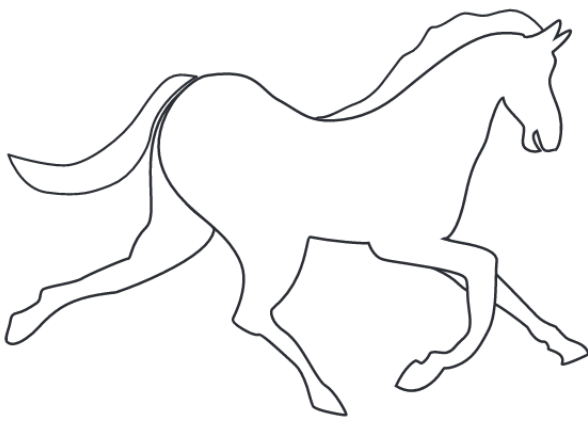
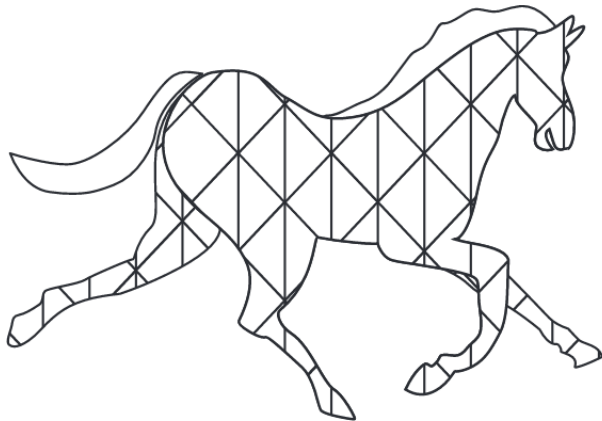
Print 1 copy of Support 6 for each group. Cut out the cards, keeping them as a set.

Activity

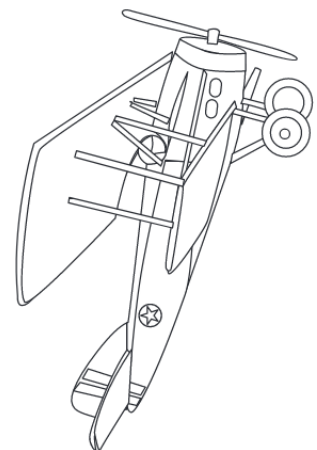
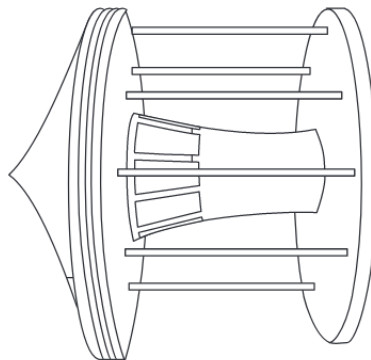
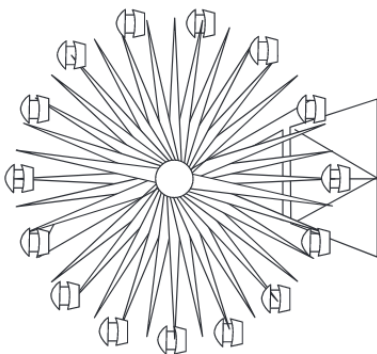
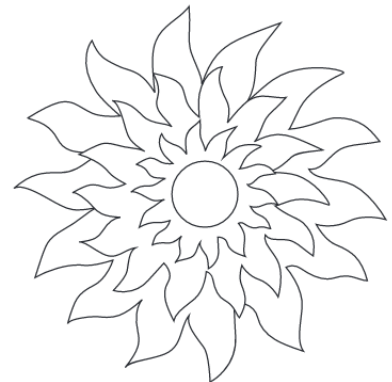
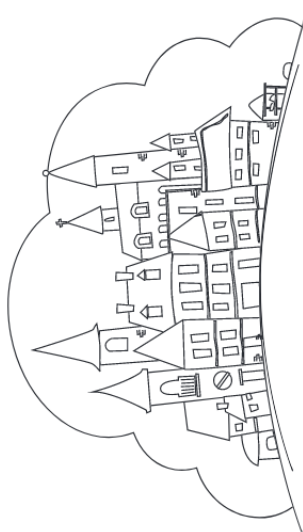
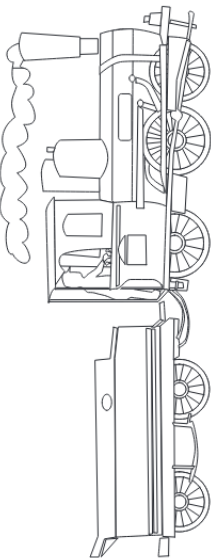
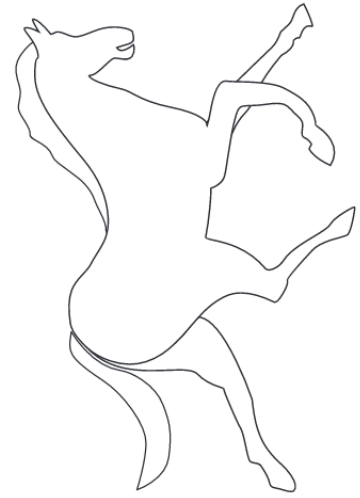
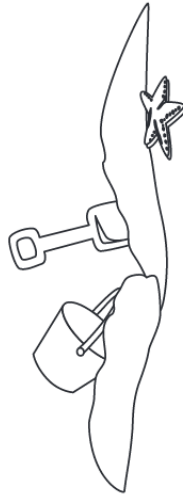
Organise the children into groups of six. Give one ordinal word card to each child in every group. In sequence, ask each child in one group to say the word on their card. Repeat with the other groups. Say, **Each child will have a turn to roll the cube and say the word on the cube. The child in your group who has that number will sit down. We will continue with the game until all the children in one group are sitting.** Ask them to stand in order in their group. Give the first child in the first group the cube. They roll it and say the ordinal word. The child in that position in that group sits down. Repeat with the first child in the next group, and continue until all the children in the first position have rolled the cube. Then give the children in the second position the cube. It does not matter if that child is already sitting down. If the cube is rolled and the child in that position is already seated, then no one in that group sits down. The activity continues with the children in the third position, and so on.

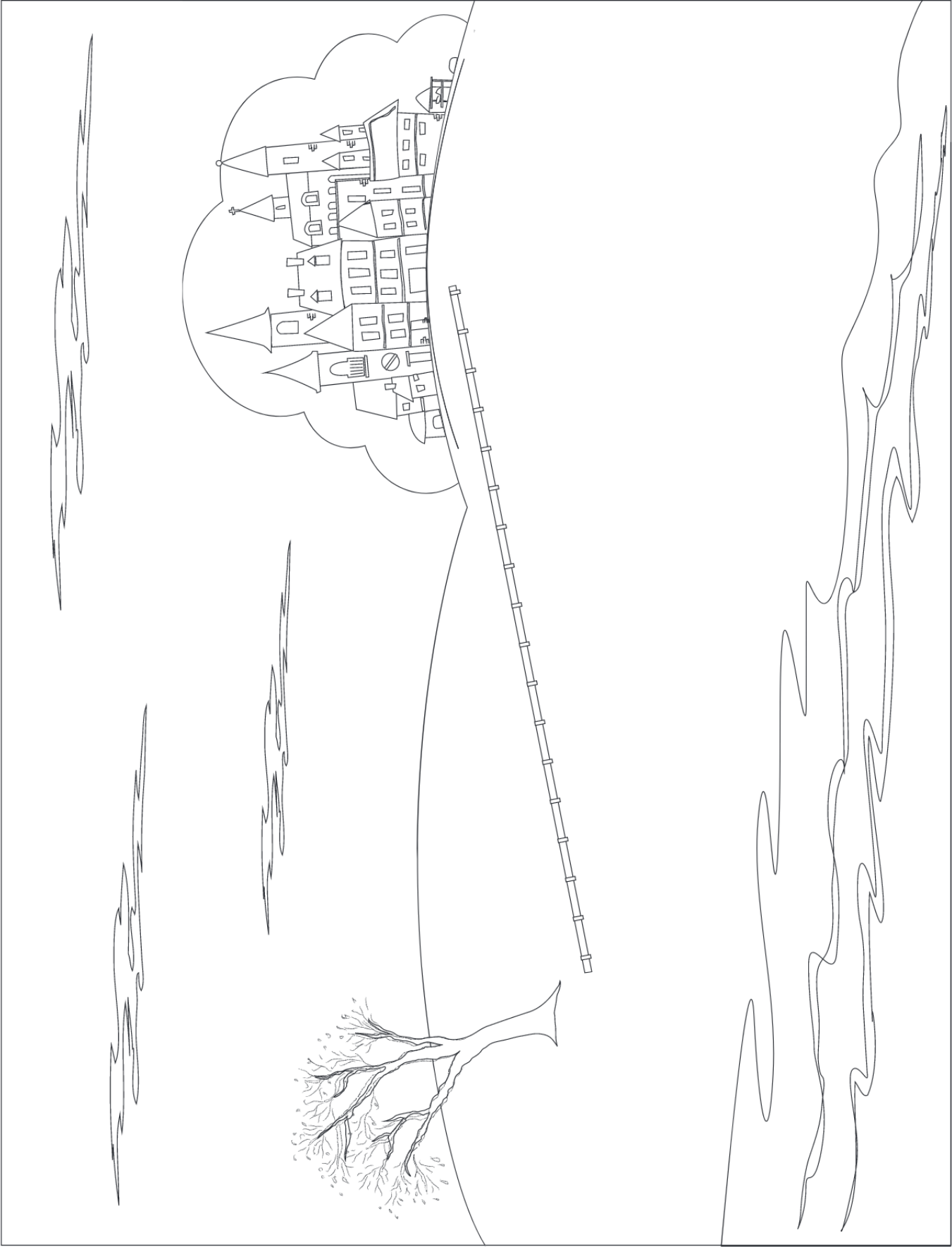


Horses



Object pictures





Ordinal word chart



Sequence for making	Record what you did
first	
next	
last	

Picture puzzle



					first
					fourth
					last
					second
					fifth
					third



first

second

third

fourth

fifth

The Same Game

A book about Sorting




Aim

The Same Game introduces matching, sorting, and contrasting words. Children explore concrete objects and pictorial representations to find *sameness (same)* and *difference (different)* attributes.

These whole-class/large group and small group activities provide children with the opportunity to:

- listen to a story about sameness and difference
- listen to the accompanying story tune
- use materials to describe attributes (likenesses and differences) of objects and pictures
- use the teaching tool to recognize attributes when they match, sort, and contrast two or more picture representations
- describe the attributes of objects in the environment using same and different language.

Activities

1. Listening to the story
2. Listening to the tune
3. Using characters to act out the story
4. Using the *Big Book* tool to describe attributes and sort pictures by sameness and difference 
5. Make a move
6. Describe and sort objects
7. Identifying sameness and differences
8. Speaking and representing sameness and difference
9. Same/different card game
10. Pick a picture
11. Same/different board game

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I. Listening to the story

Resources

- *ORIGO Big Book: The Same Game*

Activity

Display the book's cover, and ask, *What do you think this story is about? What do you think will happen? What games do you like to play?* Listen to the predictions. Read the story.

Then ask for possible extensions to the ending using questions such as, *What game do you think Sally will play next? If Sally were in our classroom, what things might she find that are the same? What will Sally do next?* Reread the story, pausing to ask questions about the meaning of words that might need clarification, including *sorting*, *different*, and *same*.

2. Listening to the tune

Resources

- *ORIGO Big Book: The Same Game*
- *Big Book Tune*

Activity

Play the tune while following along with the book. Encourage a volunteer to turn the pages, pointing to the character in the book (Sally) when she is mentioned in the song. Replay the song, and encourage the children to engage in one or more of the following ways:

- singing along with music
- creating actions to represent the different objects in the story.



3. Using the objects to act out the story

Resources

- *ORIGO Big Book: The Same Game*
- toys and or pictures of objects to replicate the books (for example, 6 shells, 1 crab, 6 rubber ducks, 1 turtle, 8 star fish, 1 seahorse, 6 scuba divers, 1 fish, 1 octopus, 1 penguin, 1 crocodile, 1 frog, 1 toy boat 1 rocket, 1 plane, 1 helicopter, 1 hang glider, 1 seagull)
- Support 1 — see attached

Preparation

Enlarge 1 copy of Support 1 onto Legal-size paper.

Activity

Ask for a volunteer to act as the character Sally. Ask for other volunteers to hold the objects from pages 4–5. Read the book, with the volunteers standing in front of the class. Stop reading at the end of page 5. Encourage Sally to look at the objects, and name the object that is different. Sally places the object that is different to one side. Ask for new volunteers to act out the next spread. Repeat the activity for all the spreads. For the last spread, Sally identifies how five objects out of the six objects are the same. Using Support 1, draw a picture or record Sally's ideas as she decides what is the same and what is different, for example:



Verbally repeat what *Sally* said. E.g. "There are 6 rubber ducks and 1 turtle. Rubber ducks are bath toys, the turtle is a living animal that survives in the water."

4. Using the *Big Book tool* to describe attributes and sort pictures by sameness and difference

Resources

- *ORIGO Big Book: The Same Game*
- *Big Book tool*



Activity

- Read each spread of the book, and have a child place objects on the working space to match. Have them group the objects that are the same, and place the word *same* under that group. The child then places the word *different* under the single object. Repeat until every child has had a turn.
- Invite a child to move three objects to the working space (two that are the same and one that is different; for example, two crabs and one shell). A volunteer then identifies and describes the objects that are the same, and the object that is different. Repeat until every child has had a turn at placing three objects on the working space.
- Place three objects that are the same but have two different attributes on the working space, for example, three rubber ducks, two that are yellow and one that is red. Ask, **How are these three objects the same?** (They are all rubber ducks.) Ask, **How are these three objects different?** (Two rubber ducks are yellow and one rubber duck is red.) Repeat four times, with volunteers placing different objects.
- Place three different objects on the work area (for example, a rubber duck, boat, and rocket). Ask, **How are these three objects the same?** (They are all toys.) Ask, **How are these three objects different?** (Two objects float on the water and one flies in the air.) Accept all descriptions that the children can explain.

5. Make a move

Resources

- Support 2 — see attached (2 pages)
- bowl or container to hold the cards

Preparation

Print 1 copy of Support 2 and cut out the cards.

Activity

Place the cards in a bowl. Take a card and read it out aloud, for example, **The action is clap. Clap three times.** When the children have followed your instructions, choose a different action to finish. (Say, for example, **Clap three times, and put your arms in the air.**) Demonstrate the actions, if necessary. Return the card to the bowl, and ask a child to pick a card. Repeat until all the children have chosen a card.



6. Describe and sort objects

Resources

- variety of the same type of three objects (for example, 3 pencils, 3 rulers, 3 blocks, markers, 3 marbles, etc.)
- box or similar container

Activity

Place all the items in the box. Select three objects that are the same and one object that is different, and place them on the table. Ask the children to describe which three objects are the same, and which object is different. Return the objects to the box. Invite a child to select three objects that are the same, and one that is different. They then identify the objects that are the same and the object that is different. Repeat until every child has had a turn.

7. Identifying sameness and difference

Resources

- whiteboard or large poster paper, and non-permanent markers

Preparation

Draw a three-column chart with the headings **Topic**, **Same**, and **Different**. Under **Topic** write, height, eye color, hair color, gender, birth month, and first letter of name. Add or replace topics to suit your needs. (Advanced topics include number of siblings, favorite food, favorite color, games played at break, means of transport to school, etc.)

Activity

Explain that the children will be thinking about things that are the *same as* and *different* from each other. Point to the first topic on the chart. Say, **The first topic for things that are the same and different is height. I can think of two children who are the same height, and one child who is a different height.** Ask two children of the same height and one child who is a different height to stand at the front of the group. Ask the rest of the group if they agree with your choice. Write the names of the children in the appropriate columns. Point to the next topic, and ask a volunteer to identify two children who have the same eye color, and another who has a different eye color. Ask the rest of the group if they agree, and write the names of the children in the appropriate columns. Continue until all the topics have been discussed. On another day, repeat this activity using the advanced topics.



8. Speaking and representing sameness and difference

Resources

- 1 large sheet of paper per child
- pencils

Activity

Say, **Let's be like Sally and think about some things that are the same, and some things that are different. Can you think of something that grows?** Listen to the children's answers, then say, **I want you to draw two of the objects that grow, then draw a picture of something that doesn't grow.** Afterwards, ask for volunteers to share and describe their drawings. Repeat the activity with different topics. (Examples of topics include things that move, things that don't move; things that have four legs, things that have two legs; things that have feathers, things that have fur; things that have fins, things that have wheels; things that are made of wood, things that are made of metal; and things that you would use in the kitchen, things that are used in a garden.)

9. Same/different card game

Resources

- Support 3 (2 pages) — see attached

Preparation

Print 1 copy of Support 3 for each group. Cut out the cards.

Activity

Organise the children into small groups (no more than six). Place a set of cards in a pile, facedown, on the table in the middle of each group. The first child takes the top card and tells the group the name of the picture on the card. They place the card faceup for their group to see. The next child takes the top card, says the name of the picture, and checks if it is the same as the card collected by the first child. If the card is the same, it is placed to one side with the matching card. If the card is different, the child keeps it in front of them. The children continue to take turns to take the top card and try to match it with other cards that are the same, or start a new row in front of them if it is different. Play continues until there are no cards left.

On another day, the children can create other card sets using objects from the story or create their own topics.

10. Pick a picture

Resources

- Support 4 and 5 — see attached

Preparation

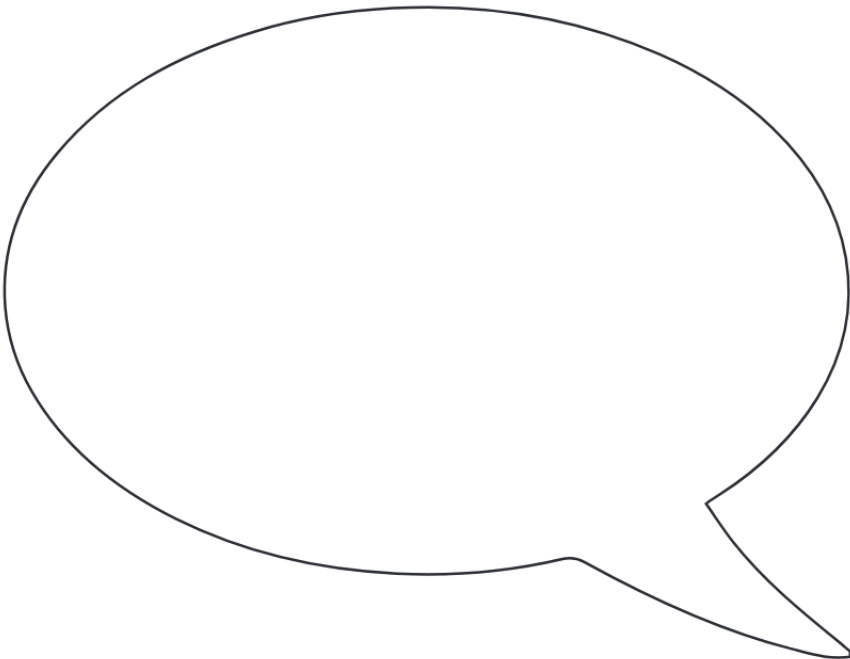
Print 1 copy of Support 4 for each child.

Print enough copies of Support 5 so each child has at least nine cards. Cut out the cards.

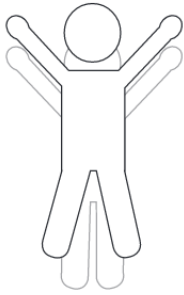
Activity

Mix the cards and place them faceup in a pile in the middle of the group. Distribute the copies of Support 5. Tell the children to select nine cards, then place them faceup on their grid. Remove any remaining cards from the table. Say, *I am thinking about things that you wear on your head. Does anyone have a picture of something that you wear on your head? Remove those pictures from your grid, and place the pictures in the middle of the table.* Encourage the children to explain their choice to the group. Say, *All these objects are the same because you can wear them on your head.* Remove the pictures from the table and say a new topic. Examples of topics include things that move, things that have four legs, things that have two legs, things that have feathers, things that have fur, things that have fins, things that have wheels, things that are made of wood, things that you would see at the beach, things that you wear, things that we read, things that we use to talk to other, etc. Repeat the activity until one child has no pictures left on their grid.

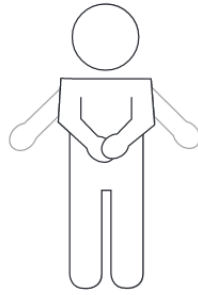
Challenge: Start the game by placing all the cards facedown so the children cannot see the cards they will be placing on their grid, or the teacher gives each child nine cards.



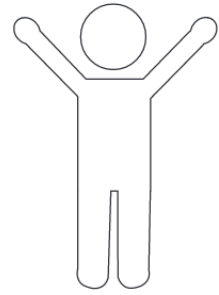
Action cards



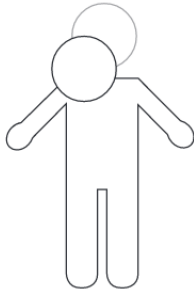
Jump



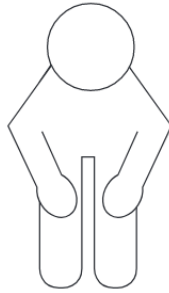
Clap



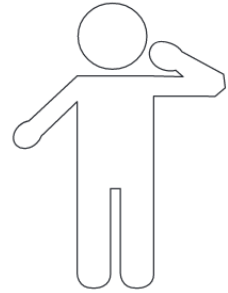
Arms up



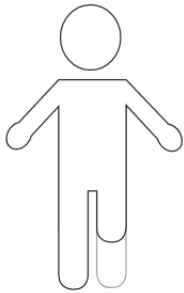
Nod head



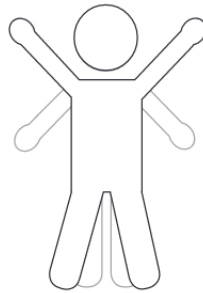
Tap knees



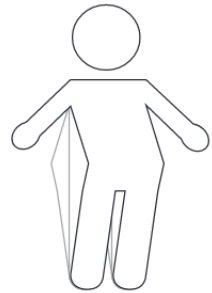
Tap shoulder



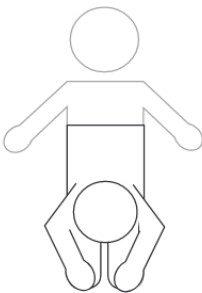
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Star jump



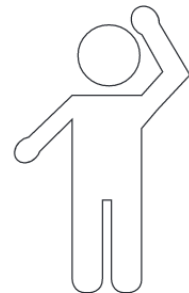
Wiggle hips



Touch toes

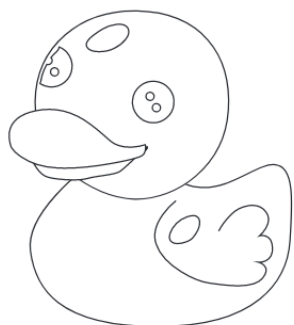
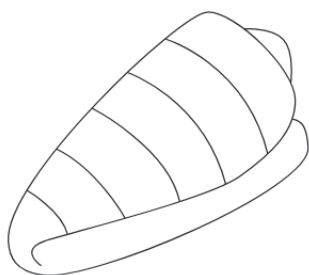
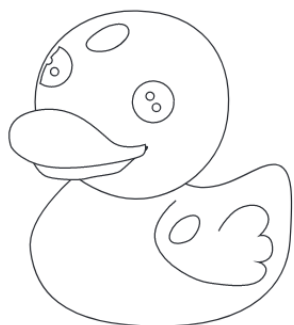
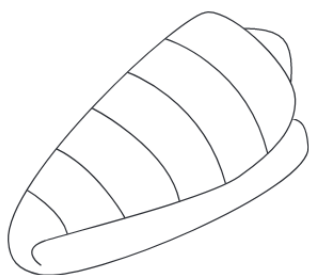
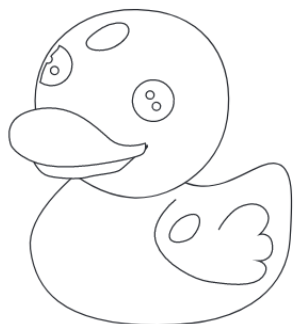
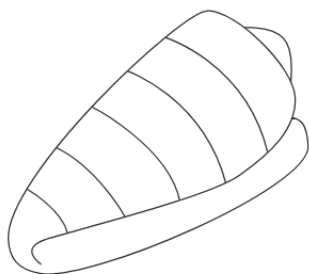
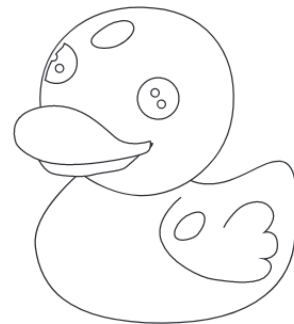
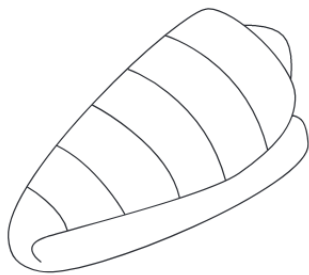


Hop

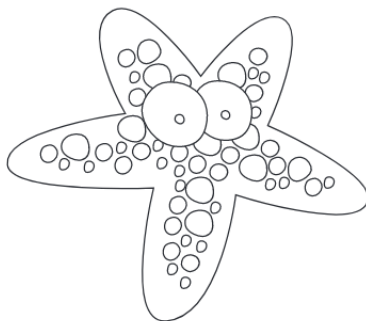
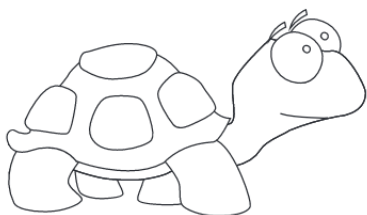
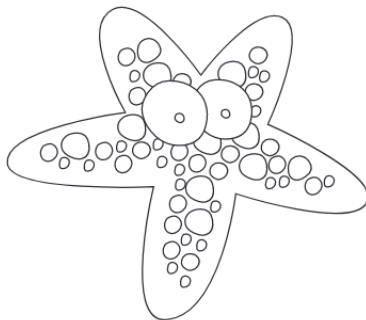
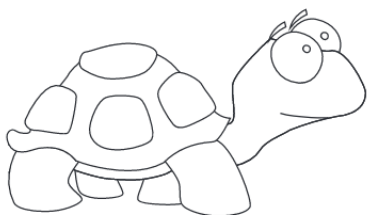
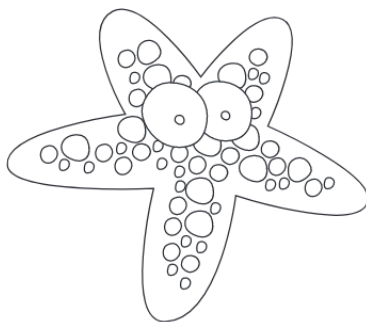
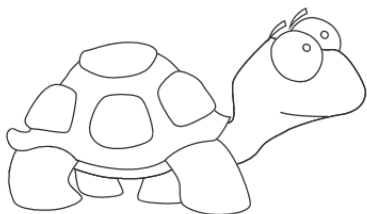
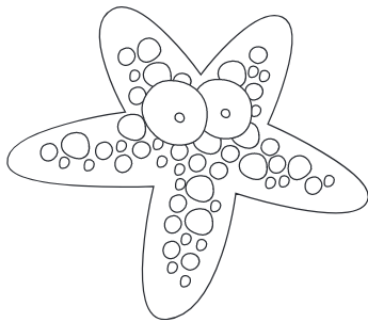
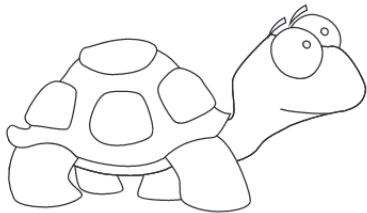


Tap head

Same/different cards



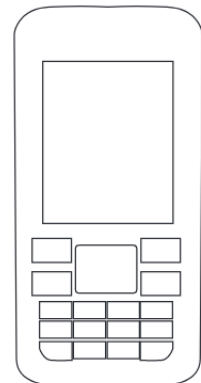
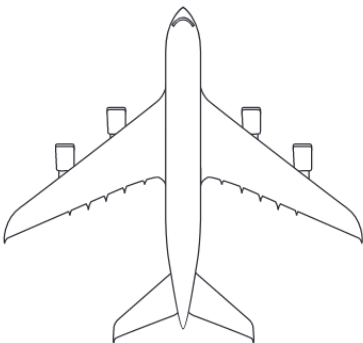
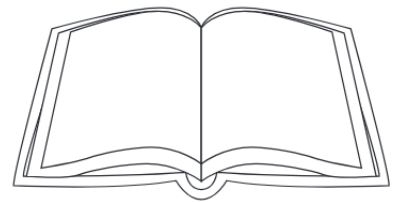
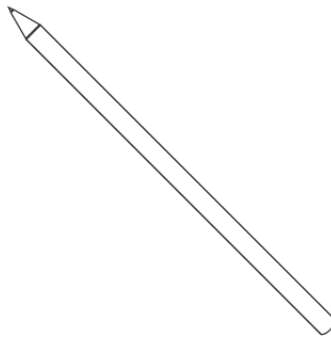
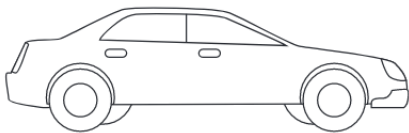
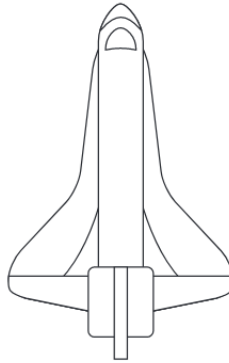
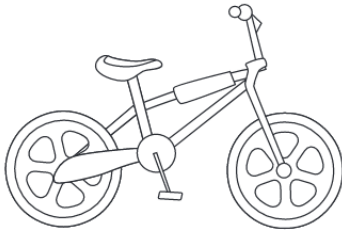
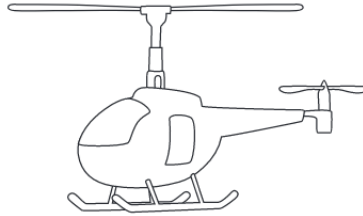
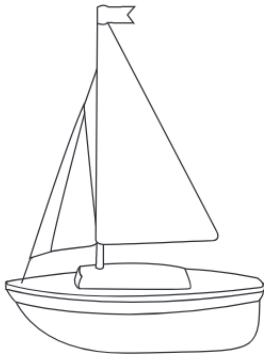
Same/different cards



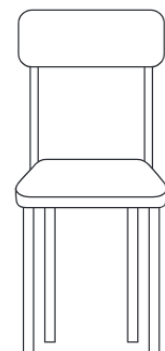
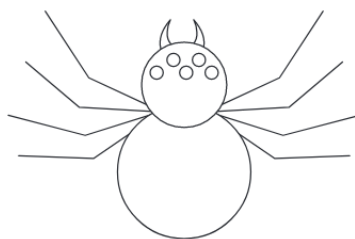
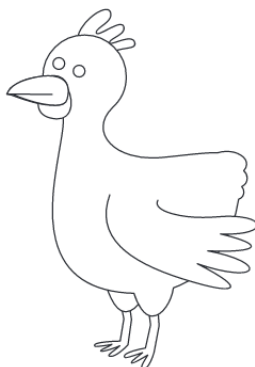
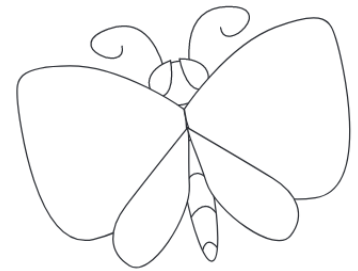
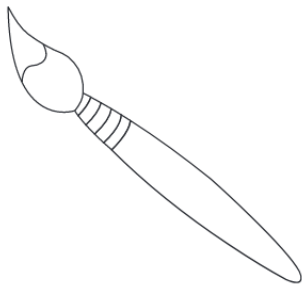
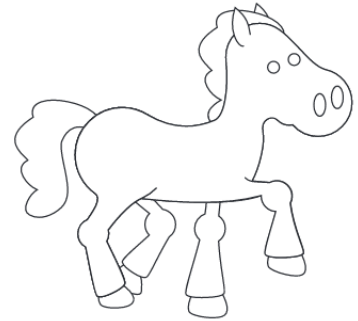
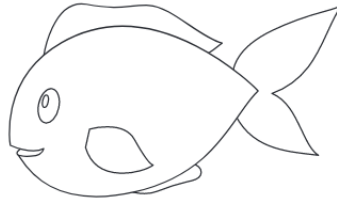
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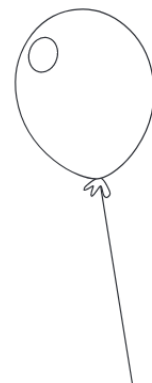
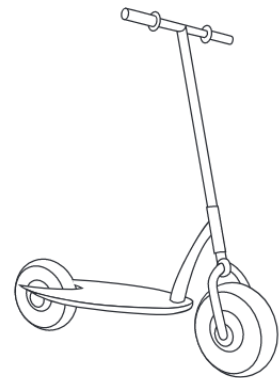
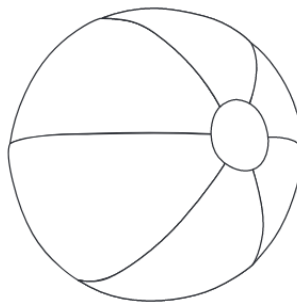
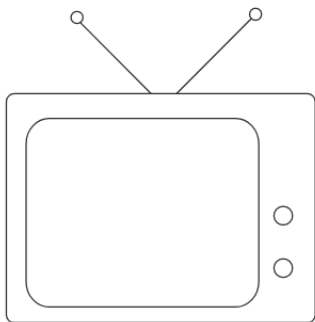
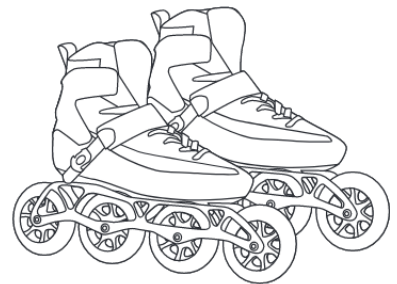
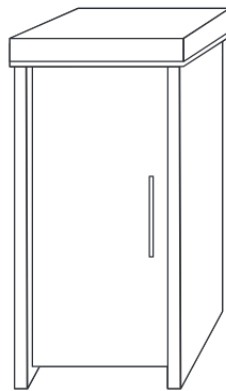
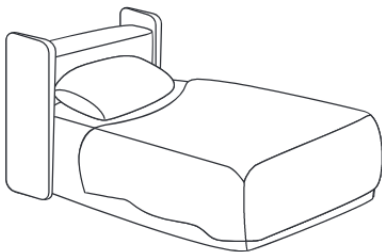
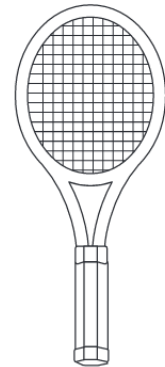
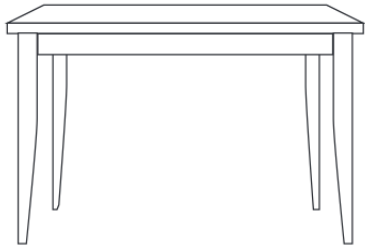
Pick a picture cards



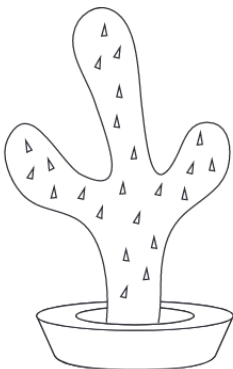
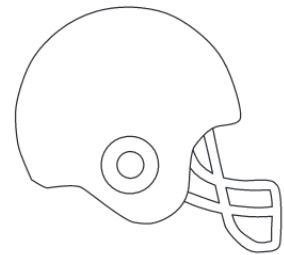
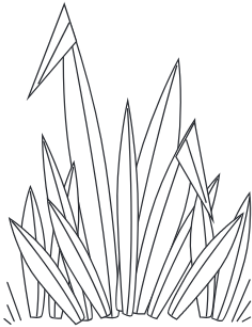
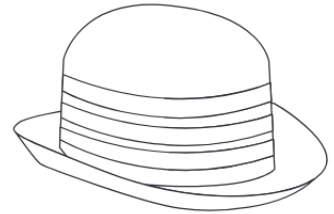
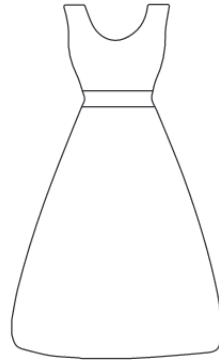
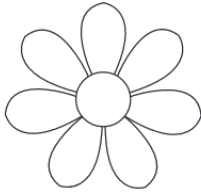
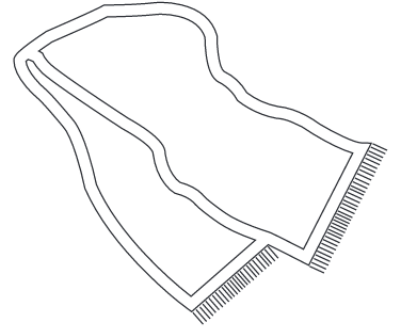
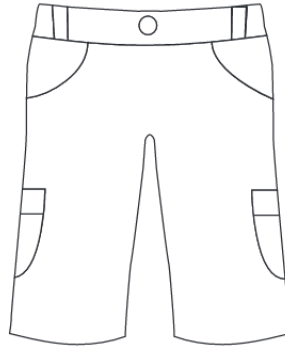
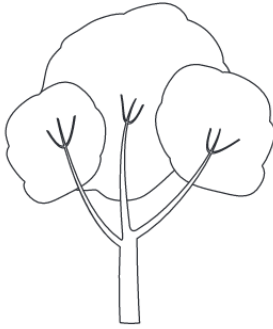
Pick a picture cards



Pick a picture cards



Pick a picture cards



Which Floor Please?

A book about Number and Relative Position




Aim

Which Floor Please? introduces the order of the numbers from one to ten. Knowledge of numbers in relationship with other numbers is also explored. The children explore numbers on a number track (1–10). They learn about neighbour numbers, and the relationship of one number with another when they state the number after, the number before, the number that is one more, or the number that is one less.

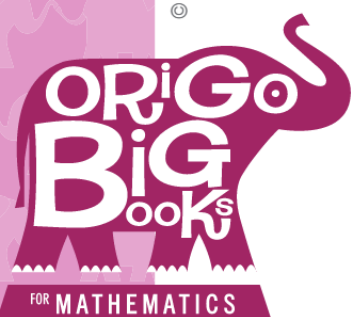
These whole-class/large-group and small group activities provide children with the opportunity to:

- listen to a story about order of numbers
- listen to the accompanying story tune
- use materials to explore and order numbers
- use the teaching tool to represent order of numbers
- order numbers in a variety of contexts.

Activities

1. Listening to the story
2. Listening to the tune
3. Using characters to act out the story
4. Using the *Big Book tool* to move just after and just before on a number track 
5. Making a number track
6. Hare makes a fence
7. Mailboxes in order
8. Parcel delivery game
9. Which number is just after and just before?

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I. Listening to the story

Resources

- *ORIGO Big Book: Which Floor Please?*

Activity

Display the book's cover, and ask, **What do you think this book will be about?** If no one discusses the setting, ask, **Where do you think this story will happen? Look at what the otter is wearing, what types of jobs require a uniform?** Take a picture walk through the story, without reading the text, and ask the children to describe what is happening in each picture. Read the story. Then ask, **What was the book asking us to do?** Encourage the children to explain that the characters are moving up and down in the elevator, and that the floor numbers are like a number track. (Note: Explain that *lift* is another word for *elevator*.) Reread the book, pausing to talk about each picture and identify the numbers that are highlighted on the number track in each spread. Have the children answer the question Otis is asking on each spread.

2. Listening to the tune

Resources

- *ORIGO Big Book: Which Floor Please?*
- *Big Book Tune*

Activity

Play the tune while following with the book. Encourage a volunteer to turn the pages along with the tune, as well as pointing to each word as it is sung. Replay the song, and encourage the children to engage in one or more of the following ways:

- singing along with the music
- using chalk or masking tape to create a number track on the floor. A group of volunteers can replicate the characters in the story, and move along the number track to match the tune.



3. Using characters to act out the story

Resources

- *ORIGO Big Book: Which Floor Please?*
- Support 1 and Support 2 — see attached (retain the number tracks for Activity 9)
- 6 cardboard tubes per child

Preparation

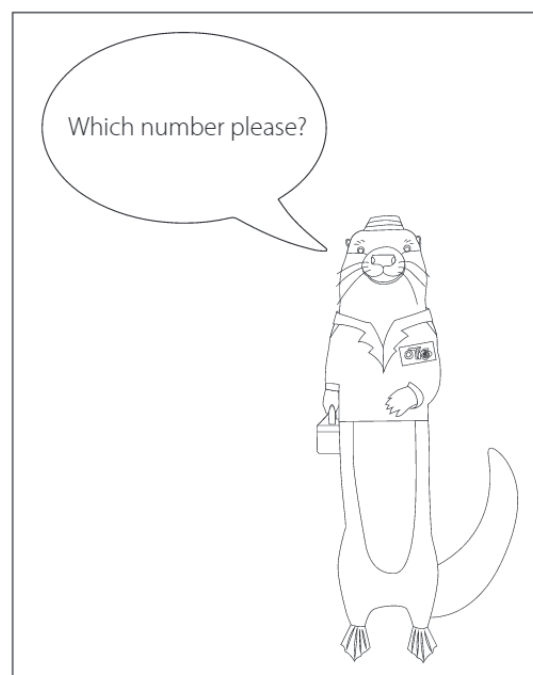
Print 1 copy of Support 1 for every six children. Print 1 copy of Support 2 for every child. Children cut out and colour characters, and paste them onto the tubes.

Activity

Read the book, stopping at the end of each spread. Have the children move the characters along their number track to match the story. Ask them to choose one character and place it beside their number track. Project the image of Otis (Staticware) and have the children read the question in the speech bubble with you. Answer the question by saying, for example, **The number just after 9.** The children move their character to 10 on their number track. They then choose a different character. Repeat the following steps.

- Project the picture of Otis. Read the question together, and respond by saying, for example, **The number just before 3.**
- The children move the character to that number on their number track.
- Repeat until all the characters have been placed on the number track.

On another day, organise the children into pairs. They take turns to place characters on their number track, or provide an answer to the question, **Which number please?**



4. Using the *Big Book tool* to move just after and just before on a number track

Resources

- *ORIGO Big Book: Which Floor Please?*
- *Big Book tool*



Activity

1. Read the book, stopping at the end of each spread. Have a child recreate the floor number by placing the matching character on the number track. Have them move a counter along the number track as they count, one number square at a time, to the floor the character wants to stop on. Ask the child to say what they did (for example, "The mouse was waiting on floor number one, and went to floor number eight.")
2. Invite a child to choose a character that is represented by a counter on the number track. Say, **Place a counter on the number that is just after 2.** Encourage the child to say, "The number three is just after the number two." They then remove the counter from the track. Invite another child to place the counter on the number track to match the instruction, **Place the counter on the number that is just before seven.** Encourage the child to say, "The number six is just before the number seven." They then remove the counter from the track. Repeat, varying the *before* and *after* instruction until all the children have moved a character represented by a counter along the track.
3. On another day, repeat the activities using a horizontal number track.



5. Making a number track

Resources

- *ORIGO Big Book: Which Floor Please?*
- chalk or masking tape
- numbers 1 to 10 on separate large cards

Preparation

Use chalk or masking tape to draw a blank number track on the floor. The squares should be large enough for a child to stand in.

Activity

Invite ten volunteers to stand near the number track. Give each volunteer a number card. Ask them to say their number to the rest of the group. Each volunteer holds their card to the front at chest height. Open the book to pages 2–3, and ask the children to say the number that starts the number track. Ask the child with the number one card to stand in the first square on the blank track. Continue to ask the volunteers to move to the corresponding square on the blank floor number track so it matches the number track on page 2. Ask the rest of the group to confirm that the volunteers are in the correct order on the number track. Ask for another volunteer to act as Otis, who stands at the front of the track, and walks slowly along it. As Otis steps near each new square, the volunteer holds the number card above their head and says the number aloud.

Ask Otis to choose a number to move to on the number track. The volunteer holds the number card above their head and says the number aloud. Otis asks, "Which floor please?" Say, **The number that is just after (the number the child has said)**. Otis moves to that number. That volunteer holds their number above their head, and says the number aloud. Ask Otis to choose a different number to move to on the track, and repeat the process until Otis has had four turns. Ask for new volunteers for all roles, and repeat the activity.



6. Hare makes a fence

Resources

- Support 3 — see attached (2 pages)
- glue
- large sheet of coloured paper for each child

Preparation

Draw two sets of horizontal boards on each sheet of paper. Print 1 copy of Support 3 onto lightweight card for each child. Children cut out the fence pickets, provide help if necessary. The child writes 1 to 10 on each fence picket, provide help if necessary.

Activity

Hare needs help making a picket fence. Say, **We are going to help Hare make a picket fence. Glue the picket that has the number 1 onto one end of the boards. Glue the picket that has the number 10 to the other end of the board. Glue the picket that has the number that is in the middle. Glue the picket that has the number that is just before ten 10.** Continue to give instruction until all the numbers have made a picket fence. Save the fences for Activity 7.

7. Mailboxes in order

Resources

- Support 4 — see attached
- picket fences made in Activity 6
- glue or adhesive tape for each child

Preparation

Print 1 copy of Support 4 for each child.

Activity

Give each child a copy of the first page of Support 4, and ask them to cut out the mailboxes.

Say, *Otis likes to find numbers everywhere. He wants you to match the mailboxes to your fence pickets. Look at the numbers and find the matching picket. Then paste the mailbox on the picket. Share your work with the group.*

8. Parcel delivery game

Resources

- Support 5, 6, and 7 — see attached
- small box or container labeled **parcels**
- small box or container labeled **floor number**

Preparation

Print 1 copy of Support 5 for each child. Cut out and join the columns to make a number track. Print 5 copies of Support 6 for each group. Cut out the cards. (Colour and/or laminate them, optional.) Print 1 copy of Support 7 for each group. Cut out the cards.

Activity

Organise the children into groups of six. Give each child a number track. Place the parcel cards from Support 6 in the box labeled **parcels**, and the cards from Support 7 in the box labeled **floor number**. Explain that just like the bear in the story, they will be delivering parcels to each floor number on their number track. The first child picks a card from the parcel box, and then a card from the floor number box. They read the floor number card aloud and place it back in the box. The child places the parcel card on the matching number on their track. Repeat until one child has placed a parcel card on every number on their number track.



9. Which number is just after and just before?

Resources

- number track from Activity 3
- Support 8 and Support 9 — see attached
- 1 non-permanent marker and eraser per child

Preparation

Print 1 copy of Support 8 for every six children. Cut out the panels, laminate them, and cut out most of the fifth box of each panel (be careful to keep the panel attached to the end boxes).

Print 2 copies of Support 9. Cut out the cards. Place the numbered cards facedown in a pile in the middle of a table.

Activity

Distribute the materials. Demonstrate the activity by placing the clear box of the panel over a number on the number track. Say, *I can see (the number), but not the numbers just after or just before.* Turn the top card over and say the number to the group. Say, *Place the clear box on your panel over (stated number).* Ask the children to write the number **just after** on their panel. Ask them to write the number **just before** on their panel. Say, *Check the numbers with the child beside you.* Then say, *Slide the panel below the number track, to check if the numbers you wrote just after and just before are the same as those on the number track.* Allow time for the children to check. Ask them to erase the numbers from their panel. The first child takes the next card from the top of the pile and tells the group the number. Repeat the process with different children saying the number until all the cards have been used. Notice if the children are writing the numbers in order, for example, 4, 5, 6, or writing the after number and then the before number. Either process is acceptable.



Number track 1-10



1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

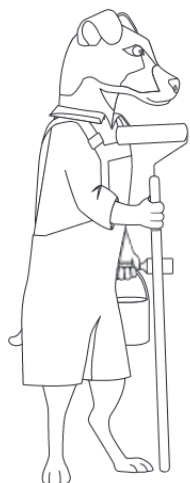
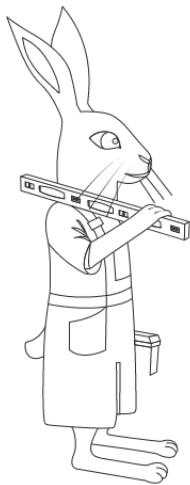
1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
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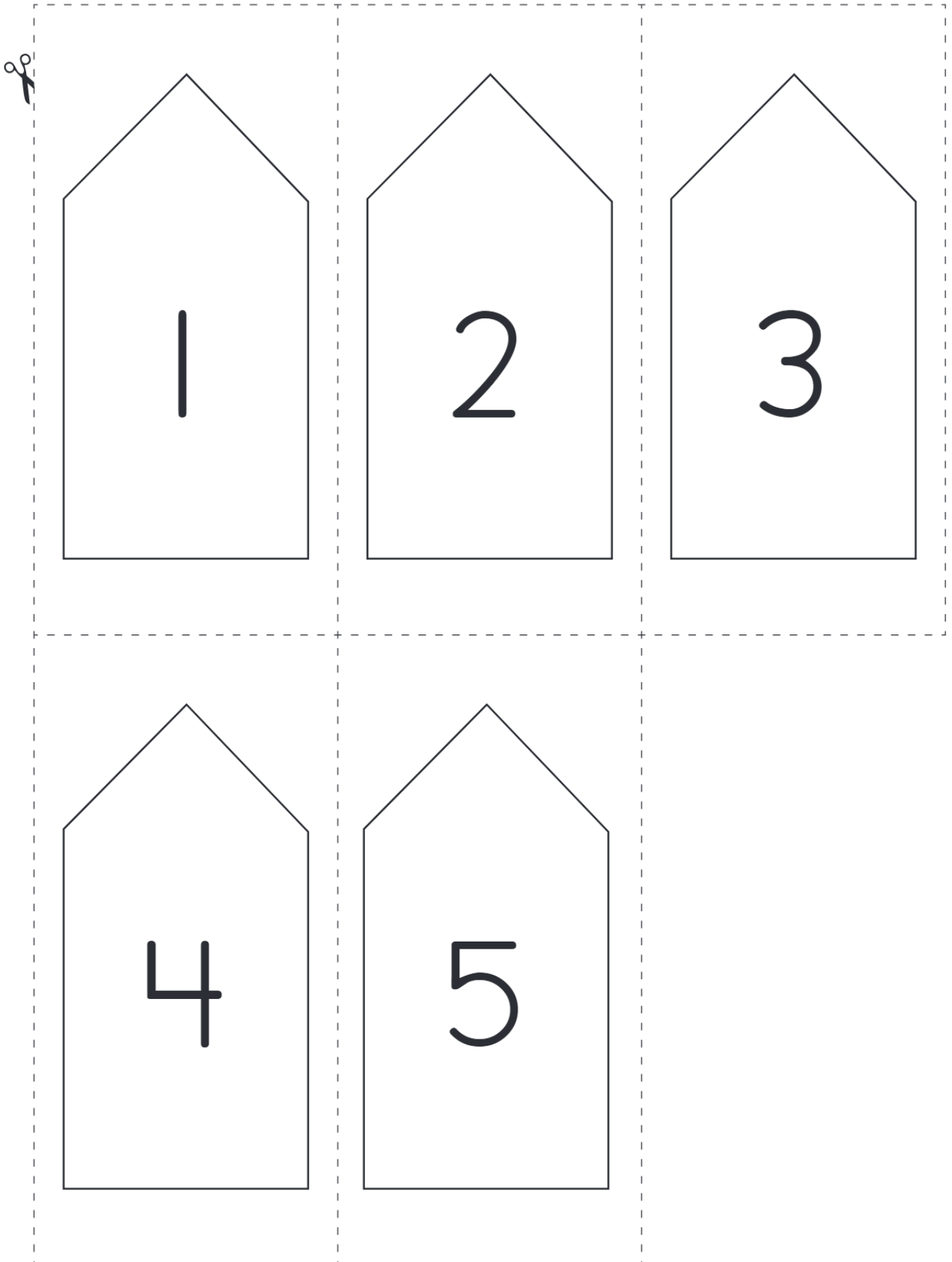
1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
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Characters



Fence pickets



Fence pickets



✂

6	7	8
9	10	

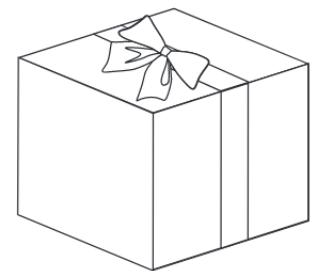
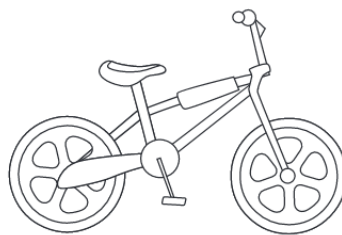
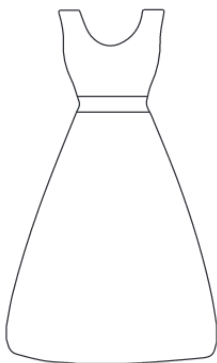
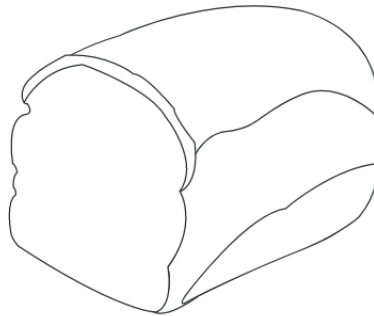
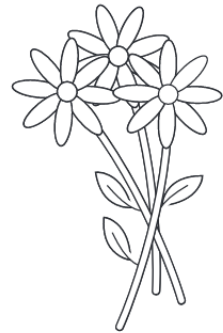
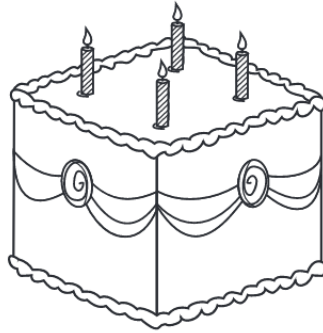
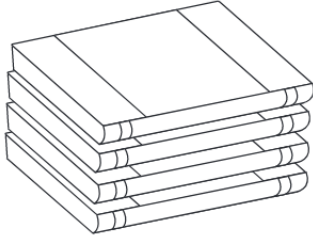


Number track



5	10
4	9
3	8
2	7
1	6
Tab for glue	

Parcels to deliver



Find the right floor



just after 1

just after 2

just after 3

just after 4

just after 5

just after 6

just after 7

just after 8

just after 9

just before 2

just before 3

just before 4

just before 5

just before 6

just before 7

just before 8

just before 9

just before 10

Blank panels



Numeral cards 2–9



2

3

4

5

6

7

8

9