

# I. Roll the match

In this activity, children match colour swatches with the colour of specific food items.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets A and B

## Activity

Review the colours and food cards as you place each set of cards into the faces of a cube with the children. This is important as it gives them ownership of each card. Roll the cubes and ask:

- What did I roll?
- Did I roll a match?
- What makes it a match? (Why does it not match?) (The colour matches/does not match the colour of the food.)
- What other food items match the colour (green)?

Repeat the discussion while the children take turns to roll the cubes.

## Extension

Roll the cube with the colour cards inserted. Say: I rolled (green). The grass in my front yard is (green). Allow the children to take turns to roll the cube and say an everyday item that is the same colour as the one rolled.



## 2. Sorting by colour

In this activity, children sort objects by colour

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cube Cards*: set A
- 2 baskets; 1 basket labeled *not*
- several objects of each colour: red, green, yellow, orange, purple, and black

### Activity

Say: **Today we are going to sort things according to their colour.** Review the colours as you place the cards into the faces of the cube. Roll the cube and say: **I rolled the colour (green).** **I need to sort through the objects to find ones that are (green), and those that are not (green).** **I have two baskets. This basket is labelled *not*. I will place all the objects that are not (green) in here, and the (green) objects in the other basket.** Demonstrate sorting the (green) and not (green) objects. Empty the baskets and ask the children to take turns rolling the cube and sorting by the rule. Encourage each child to explain their reasoning and justify objects placed in each basket.



# I. Roll the match

In this activity, children match colour swatches with the colour of specific food items.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets A and B

## Activity

Review the colours and food cards as you place each set of cards into the faces of a cube with the children. This is important as it gives them ownership of each card. Roll the cubes and ask:

- What did I roll?
- Did I roll a match?
- What makes it a match? (Why does it not match?) (The colour matches/does not match the colour of the food.)
- What other food items match the colour (green)?

Repeat the discussion while children take turns to roll the cubes.

## Extension

Roll the cube with the colour cards inserted. Say: I rolled (green). The grass in my front yard is (green). Allow the children to take turns to roll the cube and say a real-world item that is the same colour as the one rolled.



## 2. Food picture colour match

In this activity, children say the name of the fruit or vegetable, and select a picture of a food that is the same colour.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set B
- cut pictures of food items from magazines to show a variety of colours
- crayons, drawing paper, and blank card (for the extension)

### Activity

Place the pictures of food items faceup and spread out on the table. Review the colours and food cards as you place the set of cards into the cube. This is important as it gives the children ownership of each card. After each child has rolled the cube, ask:

- What food did you roll?
- Find a food picture that has the same colour.
- What makes it a match? (Why does it not match?) (The colour matches/does not match the colour of the food)

### Extension

Roll the cube again. Say: **Think about a food that has the same colour. Draw a picture of that food using the matching colour.** Attach the drawings to the board or a wall, and label them with the the colour's name.



# I. Creating sounds

In this activity, children identify sounds as same or different.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets C and D
- musical instruments: rhythm sticks (or two pencils), drum (or a plastic bowl with a tight lid), maracas (or plastic bottles filled with rice), cymbals (or two metal spoons)

## Activity

Say: **We are going to use our sense of hearing to decide if the sounds we create are the same or different.** Place each set of cards into the faces of a cube with the children. This is important as it gives them ownership of each card. Refer to the sound cards on each face of the cube, and demonstrate the sound of singing and clapping, and the sounds of the instruments pictured. Show the children the same/different cards on the other cube. Roll the cubes and ask:

- **What did I roll?** (Same. Rhythm sticks.)
- **What do I need to do to create the same sound as the rhythm sticks?**  
(Play the rhythm sticks.)
- **What sound would I need to create if I had rolled the word different?**  
(Singing, clapping, or a different instrument.)

Repeat the activity with children taking turns to roll the cubes. Encourage them to explain their reasoning.



## 2. Sound data

In this activity, children use musical instruments to create sounds, and collect the resulting data.

### Preparation

You will need:

- counters
- 1 large screen with a table hidden behind it (*Note:* Before the activity, place maracas, cymbals, drum, and rhythm sticks on the table.)
- *ORIGO Big Cubes Cards*: set C

### Activity

Ask the children to take turns to stand behind a screen and sing, clap their hands, or select one musical instrument to play. As each child performs, have the other children place a counter on the card that shows a picture of the matching sound. After everyone has had a turn, ask the children to count the data and discuss the results. Have the children show you their data collection before the counters are removed. Repeat the activity as time allows.



# I. Creating sounds

In this activity, children identify sounds as same or different.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets C and D
- musical instruments: rhythm sticks (or two pencils), drum (or a plastic bowl with a tight lid), maracas (or plastic bottles filled with rice), cymbals (or two metal spoons)

## Activity

Say: **We are going to use our sense of hearing to decide if the sounds we create are the same or different.** Place each set of cards into the faces of a cube with the children. This is important as it gives them ownership of each card. Refer to the sound cards (set C) in the cube, and demonstrate the sound of singing and clapping, then the sounds of the instruments pictured. Show the children the same/different cards (set D) in the other cube. Roll the cubes and ask:

- **What did I roll?** (Same. Rhythm sticks.)
- **What do I need to do to create the same sound as the rhythm sticks?**  
(Play the rhythm sticks.)
- **What sound would I need to create if I had rolled the word different?**  
(Singing, clapping, or a different instrument.)

As the children take turns to roll the cubes, encourage them to explain their reasoning.



## 2. Me and you

In this activity, children name something, or select a (toy) to match the word *same* or *different*.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards: set D*
- collection of classroom resources or toys (for the extension)

### Activity

Review the word cards for *same* and *different* as you place them in the cube. For each roll of the cube, read the word and say, **Name two things you can see that are the (same/different)**. For example, a child may say: "Jamar and I are the same because we are both wearing a blue shirt."

The children may also work in pairs, taking turns to roll the cube then say something that is the same or different about them.

They could also work in small groups. One child rolls the cube and says the name of someone else in the group. That child then rolls the cube and says something the same or different about the two of them.

Repeat the discussion if needed while children take turns to roll a cube.

### Extension

Place the resources on a table. The children take turns to roll the cube and select two things that match the word card rolled. They then describe what is the same or different. The other children agree or disagree with the description.





# 1. Action patterns part 1

In this activity, children copy physical movement patterns.

## Preparation

Each group of children will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets E and F

## Activity

Say: **We are going to create patterns by dancing and moving around.** Place each set of cards into the faces of a cube with the children. This is important as it gives them ownership of each card. Demonstrate the action shown on each card in the cubes. Roll the cubes and ask: **What did I roll?** (Jump. Touch your nose.) **What do I need to do to act out these actions?** (Jump then touch your nose.) **What do I need to do to create a pattern using these actions?** Demonstrate the pattern at least three times, then ask the children to copy your pattern. Allow them to take turns to roll the cubes and create a pattern using the actions, with the other children copying the action pattern. Ask questions such as:

- **What actions are you repeating?**
- **What makes your actions a pattern?**

# 2. Action patterns part 2

In this activity, children create and act out patterns that involve three actions.

## Preparation

Each group of children will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets E and F

## Activity

Say: **Today, we are going to create patterns by dancing and moving around. The last time we did this activity, we used two actions. Today, we will use three actions.** Show the cards and invite six children to select a card and demonstrate the actions as you place the cards on each face of the cube. Roll the cube and ask: **What did I roll?** (Jump.) **What do I need to do to show this action?** (Jump.) Roll two more times and discuss each action. Ask: **What do I need to do to create a pattern using these actions?** Demonstrate the pattern and have the children copy the pattern.

Repeat with the children rolling the cube and creating a pattern. Ask: **What makes your actions a pattern?** Change the action cards in the cube and repeat as time allows.



# 1. Action patterns part 1

In this activity, children copy physical movement patterns.

## Preparation

Each group of children will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets E and F

## Activity

Say: **We are going to create patterns by dancing and moving around.** Place each set of cards into the faces of a cube with the children. This is important as it gives them ownership of each card. Demonstrate the action shown on each card in the cubes. Roll the cubes and ask: **What did I roll?** (Jump. Touch your nose.) **What do I need to do to act out these actions?** (Jump, then touch your nose.) **What do I need to do to create a pattern using these actions?** Demonstrate the pattern at least three times, then ask the children to copy your pattern. Allow them to take turns to roll the cubes and create a pattern using the actions, with the other children copying the action pattern. Ask questions such as:

- **What actions are you repeating?**
- **What makes your actions a pattern?**

# 2. Action patterns part 2

In this activity, children create and act out patterns that involve three actions.

## Preparation

Each group of children will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets E and F

## Activity

Say: **Today, we are going to create patterns by dancing and moving around. The last time we did this activity, we used two actions. Now, we will use three actions.** Show the cards and invite six children to select a card, and demonstrate the actions as you place the cards in the cube. Roll the cube and ask: **What did I roll?** (Jump.) **What do I need to do to show this action?** (Jump.) Roll two more times and discuss each action. Ask: **What do I need to do to create a pattern using these actions?** Demonstrate the pattern, and have the children copy it. Repeat with the children rolling the cube and creating a pattern. Ask: **What makes your actions a pattern?** Change the action cards in the cube and repeat as time allows.



# I. Animal roll

In this activity, children use measurement language to describe size or length.

## Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards: set G*

## Activity

Say: *Today, we are going to use the words **big, small, short, and tall** to describe animal sizes.*

Review each card as you place it in the cube. Roll the cube and ask:

- *What did I roll?*
- *Did I roll an animal that is big or small, tall or short?*
- *How would I know if it is (big)?*

As the children take turns to roll the cube, encourage them to explain why they chose the word they used to describe the animal's size or length.

## Extension

Say: *We are going to roll the cube, then think of an animal that is (smaller) than the animal rolled and tell the group. Roll the cube and say: I rolled the (elephant). A (lion) is smaller than an (elephant).* Give the children multiple opportunities to roll the cube and create different comparison situations.



## 2. Animal features

In this activity, the children look at specific features of animals and describe a characteristic.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards: set G*

### Activity

Review the animal cards as you place them in the cube. This is important as it gives the children ownership of each card.

Use the same instruction for each child in the group, and encourage discussion about the different animals rolled. Say: **Talk about the nose of your animal.**

For each round, change the instruction, for example:

- **Talk about the feet of your animal.**
- **Talk about the number of legs your animal has.**

### Extension

Have each child roll the cube twice, then talk about something that is the same or different about the two animals.



# I. Comparing toy animals

In this activity, children compare the size and/or length of two toy animals.

## Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set H (includes one wildcard)
- box of toy animals (for example, jungle animals, farm animals, sea creatures, and dinosaurs)

## Activity

Read each size word card as you place it in the cube. Explain that if the wildcard is rolled, the children can use a size word of their choice. Invite two children to collect an animal from the box. Roll the cube and read the word aloud. Say: **I rolled (longer). Which animal is longer? Is the toy (tiger) longer than the toy (dinosaur)? How could we check to find out?** Encourage the children to explain their thinking. Provide another example if necessary. Repeat the discussion as the children take turns to roll the cube.



## 2. Me and my ideas

In this activity, children name an object or person who matches the size comparison word.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set H
- blank cards (for the extension)

Each child will need:

- sheets of paper, crayons (for the extension)

### Activity

Review the size words as you place the cards in the cube. This is important as it gives the children ownership of each card. After each roll of the cube, read the word and say:

**Name something or someone in this room who is (taller) than you.**

Repeat the discussion as children take turns to roll the cube.

### Extension

Distribute the materials. Roll the cube and say the size word. Then say: **Each of you draw something that is (shorter) than you.** Attach the children's drawings on the board or a wall, and label with the size word written on a card.



# I. How many animals?

In this activity, children select a number of pictures to match a number name.

## Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set I (includes one wildcard)
- 20 teddy bear counters (minimum)

## Activity

Say: *Today, we are going to match the number name rolled to a quantity of teddy bear counters.* Review each number name as you place it in the cube. Roll the cube and say: *I rolled the number name (four). How many teddy bears should I pick up from the table?* Pick up four teddy bear counters. Say: *I have four teddy bears. Does that quantity match the number word I rolled?* As the children take turns to roll the cube, prompt them to count in order as they pick up their counters. If the wildcard is rolled, the child can choose the number of teddy bear counters to pick up.



## 2. Fish find

In this activity, children select a quantity of animal counters to match a number name.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set 1 (the wildcard means roll again)

Each child will need:

- 1 set of cards from Support 1 in a resealable bag

### Activity

Review the number name cards and the wildcard as you place them in the cube. This is important as it gives the children another opportunity to hear the number names.

Have each child place the fish cards from their set faceup in front of them.

Roll the cube and say: **Let's read the number name together. Now, pick up your fish with dots that match the number name (four).** For the first round, say the rolled number name before the whole group selects the matching fish. The children put the selected fish back in front of them.

For the following rounds, have the children take turns to roll the cube. Support the children as they read the number name, then everyone finds the matching fish.

For the final round, have the children take turns to select the fish that matches their cube roll. This helps the other children see the number name, and have many opportunities to find the matching fish.

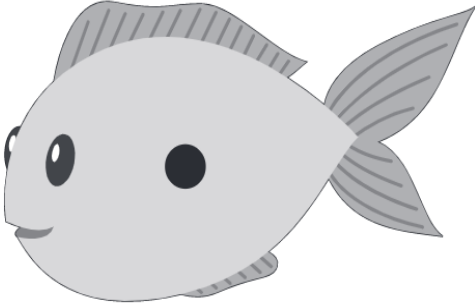
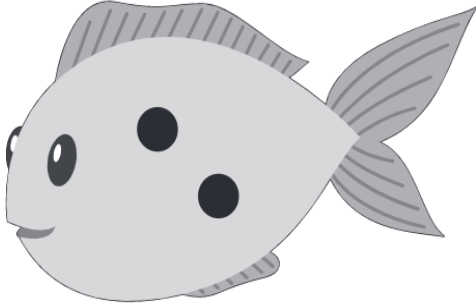
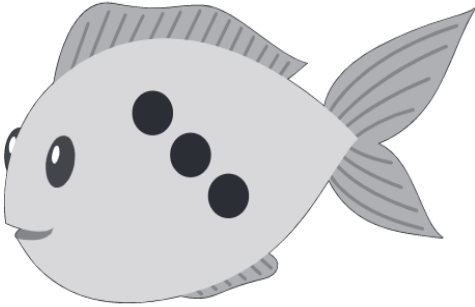
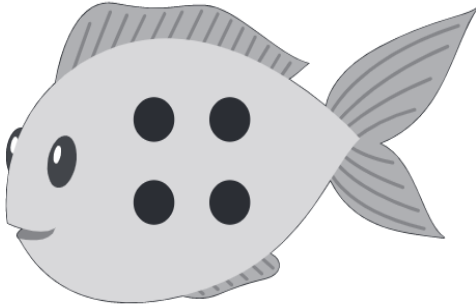
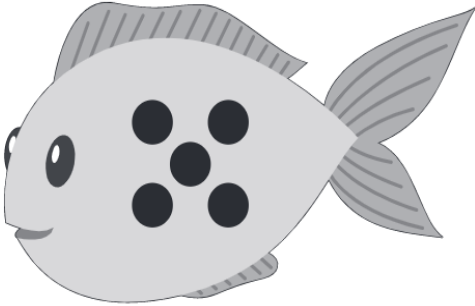






# Dot fish cards



# 1. Matching quantities

In this activity, children select the number of dots to match a pictorial quantity.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets J and K (each set includes one wildcard)

## Activity

Say: **We are going to try to roll a match. The goal of this game is to roll the same number of dots and the same quantity — matching quantities of dots and animals.** Show the wildcard symbol and say: **If you roll this wildcard, you can roll that cube again.** Roll both cubes and say: **Look at the cubes. Say the amounts aloud, then count to see if you are correct. How many dots did I roll? (Three.) How many animals did I roll? (Two.) Are both quantities the same? (No.) How do you know they are not the same?** Keep demonstrating, and asking the same questions, until you roll a match. As the children roll the cubes, encourage them to say the numbers aloud first, then count to see if they are correct.

# 2. Blowing bubbles

In this activity, children practice counting and matching a quantity shown in a picture.

(*Note: Check for any respiratory problems prior to the activity.*)

## Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set J (includes one wildcard)

Each child will need:

- bubble mixture and wand
- paper napkins

## Activity

Say: **Today, we are going to blow bubbles. Raise your hand if you have blown bubbles before. I am going to show you how I take a breath to blow bubbles.** Demonstrate, then allow the children to practice. Say: **When it is your turn, you will roll this cube. The number you roll will be the quantity of breaths we will all take to blow bubbles. If you roll the wildcard, you can choose any number from one to five.** Demonstrate the activity. Encourage the children to identify whether the number of breaths they took to blow bubbles matches the number on the cube. Allow the children to play several rounds. As each round progresses, discuss how each group of breaths is showing a number quantity.

## Extension

Use numbers up to ten if a child is ready to work with a greater amount.



### 3. Grab it

In this activity, children subitize a quantity of dots, and use counters to match the number quantity.

#### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set J (includes one wildcard)

Each child will need

- 5 counters

#### Activity

Say: *We are going to play a game called **Grab it**. What does the word **grab** mean?* Invite a child to explain and demonstrate the word's meaning. Ask: *What do you see on the sides of the cube? When I roll this cube, you will look at what I roll and quickly pick up that number of counters. We will each take a turn to roll the cube. If you roll the wildcard symbol, you can roll the cube again.* Demonstrate by asking a child to roll the cube, and you quickly pick up the matching number of counters. As the children play several rounds, encourage them to say the number rolled. At first, some children may need to count the counters individually, but many will be able to subitize up to three. As the game continues, encourage them to grab the amount without counting.



## 4. Comparing quantities 0 to 5

In this activity, children compare quantities zero to five, and use the language *more than* and *fewer (less) than*.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set J (use cards 1–5 and a blank card for zero)

Each child will need:

- 5 connecting cubes

### Activity

Distribute connecting cubes and say: *I have some dot cards. When I hold them up, I want you to tell me how many dots you see.* Hold each card so the children can see the amount and subitize it. Place the cards in each face of the cube.

Show the blank card in the cube. Ask: *How many dots do you see? This side shows zero dots.*

Say: *I am going to roll the cube and I want you to say the quantity rolled. Ready?*

Roll the cube and ask: *What quantity of dots do you see? Show me that many cubes.*

Encourage the children to build a train of cubes to match the quantity.

Say: *I want you to show me more than (three). Turn to the child next to you and talk about the number of cubes you have in your hand, and why that quantity is more than (three).*

After each round, invite a couple of children to share their thinking with the group.

Repeat the activity a few times, prompting the children to show more than the rolled number.

Repeat the activity, prompting them to show fewer than the rolled number.



# I. Matching quantities

In this activity, children select the number of dots to match a pictorial quantity.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets J and K (include one wildcard per set)

## Activity

Say: *Today we are going to try to roll a match. The goal of this game is to roll the same number of dots and the same quantity — matching quantities of dots and animals.*

Show the wildcard symbol and say: *If you roll this wildcard, you can roll the cube again.*

Roll both cubes and say: *Look at the cubes. Say the amounts aloud, then count to see if you are correct. How many dots did I roll? (Three.) How many animals did I roll? (Two.) Are both quantities the same? (No.) How do you know they are not the same?* Keep demonstrating, asking the same questions, until you roll a match. Allow the children to roll the cubes. Encourage them to say the numbers aloud first, then count to see if they are correct.



## 2. Comparing quantities 1 to 5

In this activity, children compare quantities one to five, and use the language *more* and *fewer*, and *most* and *fewest*.

### Preparation

You will need:

- *ORIGO Big Cubes Cards*: set K (picture cards for 1 to 5 only)
- colour cubes: 1 (yellow) cube, 2 (red) cubes, 3 (blue) cubes, 4 (green) cubes, and 5 (orange) cubes (*Note*: This activity involves 15 children. If you have more children in your classroom, include additional groups of 1–5 groups in other colours.)

### Activity

Give five children one card each. Invite two of them to the front. Say: **Show your card and tell us the number of animals on it. Which quantity is more? Which quantity is fewer?** Invite the children to give their answer. Reinforce this by saying: **(Five) is more than (two)**. Continue the activity until all the children have compared their card to another child's.

Distribute a colour cube to each child. Say: **Each of you has a cube. I want you to sort yourselves into the same colour groups.** After the groups have formed, say: **Now, I want you to count how many cubes you have in your group.** Invite the children to discuss their group quantities with the group. Then discuss questions such as:

- Which group has the most cubes?
- What is the meaning of the word most?
- Which group has the fewest cubes?
- What is the meaning of the word fewest?
- Are there any groups with the same quantity of cubes?



### 3. Comparing numbers 0 to 5

In this activity, children compare numbers represented as numerals and pictorial quantities to determine more or less.

#### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets K and L (*Note*: For set K, replace the wildcard with a blank card to represent 0)

#### Activity

Review both sets of cards with the children as you place them in a cube. Roll both cubes and ask: *Which number did I roll? What is the quantity on my picture card? Which is more, the number (3) or the picture of (4)?*

Organise the children into two teams. Say: *We are going to play a game. One person from each team will roll one cube. Whoever rolls the greater quantity will earn a point for their team.*

Call one child from each team to roll the cubes. Invite them to talk about which picture shows the greater amount. Give the team with the greater amount a point. Keep playing the game until all the children have rolled a cube. The team with the most points wins the game. Encourage the children to use words such as more or greater, less, and fewer to compare the numbers.

Replay the game, with the team that rolls the lesser amount earning a point.



## 4. Representing quantities on a five-frame

In this activity, children recognise and represent quantities of one to five on a five-frame.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set K

Each child will need:

- 1 five-frame from *Honey Pot*
- 5 counters

### Activity

Give each child a five-frame and five counters. Say: **On this cube there are different quantities of animals. When it is your turn, roll the cube and we will represent that amount on our five-frames.** As children place counters on their five-frames, encourage them to count aloud and share their thoughts with the group.





## 5. Number match

In this activity, children show understanding of quantity and number recognition.

### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets K and L (turn the card for zero backwards to become a wildcard)

Each child will need:

- 5 counters

### Activity

Distribute the counters to each child. Say: *This cube has some animal quantities. When you roll the cube, you will count the number of animals and use your counters to show that amount. If you roll the wildcard, you can choose the number you would like to show with your counters.* Afterwards, ask questions such as:

- *How many animals did you roll?*
- *How many counters did you show?*
- *Are the two amounts the same?*

Then allow the children to roll the cube with the numerals. Repeat the activity as time allows.



# I. Object numbers

In this activity, children select the number of objects to match a numeral.

## Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set L (Note: Flip the 0 card to show the whale on the outside of the cube)
- 5 toy animals

## Activity

Say: **Today, we are going to match the number rolled on the cube to a quantity of animals.**

Review each number card as you place it into a face of the cube. Explain that if a child rolls the wildcard (the whale) they can roll again. Roll the cube and ask:

- **What number did I roll?** (4.)
- **How many animals should I pick up from the table?** (Pick up four animals.)
- **The quantity of animals I have is (four). Does that match the number (4) I rolled? How do you know?**

As the children take turns to roll the cube, encourage them to explain why they picked up each quantity of animals.



## 2. Comparing quantities 1 to 5

In this activity, children represent numbers with cubes, then compare the corresponding numbers to determine more or less.

### Preparation

You will need:

- *ORIGO Big Cubes Cards*: set L (numbers 1 to 5)
- sticky tack

Each pair of children will need:

- 10 connecting cubes (5 each of two different colours)

### Activity

Organise the children into pairs. Attach the number cards to the board. Ask: **What do you see?** Invite a few children to share their thoughts. Point to each number and say: **These are the numbers 1, 2, 3, 4, and 5. I want you to talk to your partner about what the numbers mean.** While they do this, distribute ten cubes (5 each of two different colours) to each pair.

Hold up the card showing 4 and ask: **What number do I have in my hand? If you have (red) cubes, use them to make a tower to show this quantity.** Hold up the card showing 2 and ask: **What number do I have in my hand now? If you have (blue) cubes, use them to make a tower to show this quantity.** Invite the pairs to compare and discuss the quantities in their towers.

Invite two children to the front of the group, and hand them the number cards for 4 and 2. Say: **(Ruth) and (Maka) have the numbers 4 and 2 in their hands. Which number is greater? How do you know? Which number is less? How do you know?**

Return the cards to the board and repeat the activity a few more times. Highlight the relationship between the numbers and quantities represented with cubes.



### 3. Comparing numbers 0 to 5

In this activity, children compare numbers represented as numerals and pictorial quantities to determine more or less.

#### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets K (replace the wildcard with a blank card to represent 0) and L

#### Activity

Review both sets of cards as you place them in a cube. Roll both cubes and ask: **Which number did I roll? What is the quantity on my picture card? Which is more, the number (3) or the picture of (4)?**

Organise the children into two teams. Say: **We are going to play a game. One person from each team will roll one cube. Whoever rolls the greater quantity will earn a point for their team.**

Call one child from each team to roll the cubes. Invite them to talk about which picture shows the greater amount. Give the team with the greater amount a point. Keep playing the game until all the children have rolled a cube. The team with the most points wins the game. Encourage the children to use words such as more or greater, less, and fewer to compare the numbers.

Play the game again, this time the team who rolls the lesser amount earns a point.



## 4. Just after on a number track

In this activity, children select the number that is just after a given number.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets L and S (*Note*: Remove the cards for 0 and 10. Mix up the sets and put a random selection in the cube.)
- 1 number track from Support 2

Each child will need:

- 1 number track from Support 2

### Activity

Say: **Today we are going to find the number that comes just after the number shown on this cube.** Review the number cards on each face of the cube. Say: **I am going to roll this cube. I will then find the number rolled on my number track.** Roll the cube and find it on your track. Then ask: **Which number did I roll? If I want to find the number that comes just after, what should I do? Which direction would I look?** Continue the activity by asking after each roll, **What is the number just after (2)?** Allow children to take turns rolling the cube. Encourage them to explain how they chose the number just after. Change the cards in the cube occasionally so you use all of them.



## 5. Just before on a number track

In this activity, children select the number that is just before a given number.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets L and S (*Note*: Remove the cards for 0 and 1. Mix up the sets and put a random selection in the cube.)
- 1 number track from Support 2

Each child will need:

- 1 number track from Support 2

### Activity

Say: **We are going to find the number that comes just before the number shown on this cube.**

Review the number cards in the cube. Say: **I am going to roll this cube. I will then find the number rolled on my number track.** Roll the cube and find it on your track. Then ask: **Which number did I roll? If I want to find the number that comes just before, what should I do? Which direction would I look?** Continue the activity by asking after each roll: **What is the number just before (2)?** Allow children to take turns rolling the cube. Encourage them to explain how they chose the number just before. Change the cards in the cube occasionally so you use all of them.



## 6. Cover and listen

In this activity, children cover numbers that are just before or after a given number.

### Preparation

Each group will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets L and S (cards for 3, 4, 5, 6, 7, and 8 only)

Each child will need:

- 1 number track from Support 2
- 3 transparent counters

### Activity

Organise the children into small groups. Have them take turns to roll the cube and say the number rolled. Have them prompt the other children in their group to place a counter on the number rolled. They then place a counter on the number that comes just before the number rolled, and another on the number that comes just after. After the children have placed their counters, ask them to say the numbers aloud and in order. Encourage the child who rolled the cube to listen to the order and agree or disagree with the count. Encourage each group to talk about the order. Ensure each child has a turn rolling the cube and listening to the order being said by their group.



## 7. Reinforcing zero

In this activity, children learn the concept of zero.

### Preparation

You will need:

- 1 set of cards from Support 3
- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets L and S (*Note*: For set L, insert the zero card so the number cannot be seen.)
- 20 small cups (*Note*: Prior to the activity, fill 10 cups with crayons and place them around the room. Place the other 10 empty cups around the classroom.)
- crayons

### Activity

Invite the children to stand in a circle. Say: **These cubes show numbers. Each of you will take a turn to roll one cube. The number you roll will be the number of times we (hop).** Allow the children to roll the cube, and select an action. When a child rolls a blank card, explain that there will be no action for that turn.

Hold up a number card for zero and ask: **What do you see?** Remember that some children will say: "The letter O." This is a natural misconception. Say: **This is the number zero. When we have one toy, we use the number 1. When we have no, or zero, toys, we use the number 0.**

Place the four number cards for zero on the floor. Say: **If you look around the classroom, you will see some plastic cups. Some have crayons, some have none. When you find a cup that has a quantity of zero, I want you to pick it up, bring it back, and place it on a card showing the number zero.** Afterwards, invite a few children to describe why they placed particular cups on the cards. Repeat a few times, changing the position of the empty cups.





## 8. Matching quantities and numbers

In this activity, children clap a number of times to match a numeral.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards: set L*

### Activity

Say: *On this cube you will see numbers. When it is your turn, everyone in the group will close their eyes. You will roll the cube and clap the number of times shown on the cube. We will listen and count the number of claps you make. When you are finished, you will pick someone to say the number you clapped.* Demonstrate, if necessary. Repeat the activity several times.



## 9. Number match

In this activity, children show an understanding of quantity and number recognition.

### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets K and L (turn the card for zero backwards to become a wildcard)

Each child will need:

- 5 counters

### Activity

Distribute the counters and say: *This cube has some animal quantities. When you roll the cube, you will count the number of animals and use your counters to show that amount. If you roll the wildcard, you can choose the number you would like to show with your counters.* Afterwards, ask questions such as:

- *How many animals did you roll?*
- *How many counters did you show?*
- *Are the two amounts the same?*

Then allow the children to roll the cube with the numerals. Repeat the activity as time allows.



## 2

## Number tracks 1–10



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



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



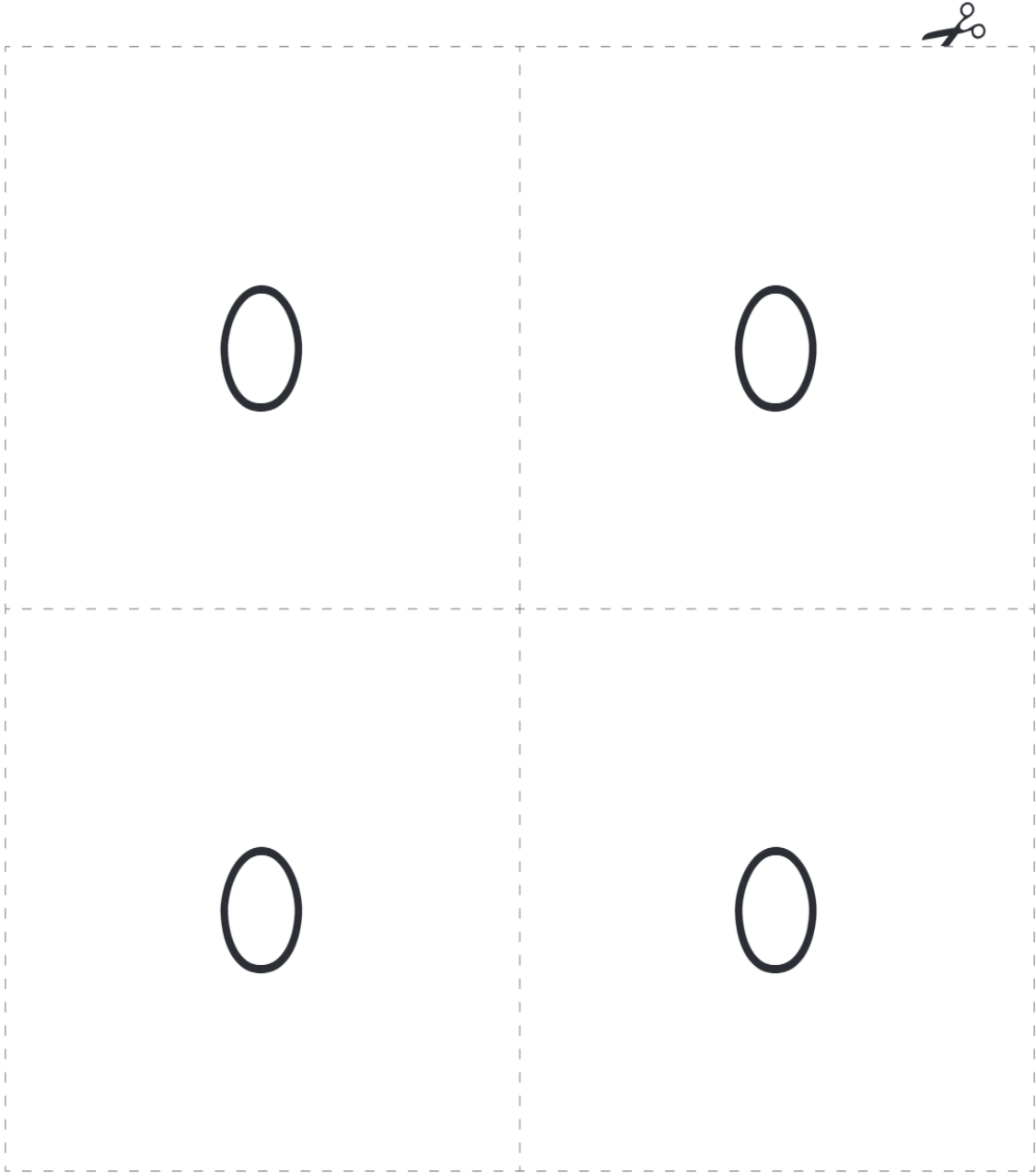
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1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

3

Zero cards



# I. Moving into position

In this activity, children move a puppet to represent positional language changes.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets M, N, and O
- 1 bird puppet (Cut the bird from Support 4 and tape or glue it to a craft stick to make a puppet.)

## Activity

Say: **We are going to use this bird puppet to practise position words.** Preview each positional word and picture card (sets M and N) as you place them into the cube.

Roll the two cubes and ask:

- **What did I roll?** (Above. Dark cloud.)
- **Where should I place my bird to show it (above) the (dark cloud)?**
- **How do I know I am correct?**

Place the bird puppet above the dark cloud on the cube. As the children take turns to roll the cubes, encourage them to explain why they placed the bird puppet in each position.

If time allows, change the word cards to the cards in set O, and repeat the activity.

## Extension

Use the cards from sets M and O, and say: **You will roll one cube. Then you will use something in the classroom to demonstrate the positional word.** Demonstrate by rolling a cube. Say: **I rolled the word (behind).** Walk over to a (chair) and say: **I am standing (behind) the (chair).** Ensure each child as a turn at rolling a cube.



## 2. Positional vocabulary

In this activity, children use positional vocabulary in a cooperative group.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets M and O

### Activity

Review the position word cards (set M) on the cube. Explain that the children will take turns to roll the cube. Read the positional word to the child and prompt them to stand (near) an object in the classroom. Encourage them to use the word they rolled to describe their position. Change the cards to set O and repeat the activity as time allows.



### 3. Acting out positional language

In this activity, children act out their understanding of positional language.

#### Preparation

You will need:

- 1 empty box or basket
- 1 toy animal
- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets M and O

Each child will need:

- 1 toy animal

#### Activity

Place the empty box on a table. Roll the cube and say: **I rolled the word (inside). I am going to use my toy animal to show the meaning of the word (inside).** Place your toy (inside) the box. Ask: **Is my toy animal (inside) the box? How do you know?** The children take turns to roll the cube, and use their toy to show they understand the word that has been rolled. Encourage them to describe their thoughts to the group.



# Bird puppet





# I. I think I'll go flying

In this activity, children move a puppet to represent positional language changes.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets M, N, and O
- 1 bird puppet (Cut the bird from Support 4 and tape or glue it to a craft stick to make a puppet.)

## Activity

Say: **We are going to use this bird puppet to practice position words.** Preview each positional word and picture card (sets M and N) as you place them into the cube.

Roll the two cubes and ask:

- **What did I roll?** (Above. Dark cloud.)
- **Where should I place my bird to show it (above) the (dark cloud)?**
- **How do I know I am correct?**

Place the bird puppet above the dark cloud on the cube. As the children take turns to roll the cubes, encourage them to explain why they placed the bird puppet in each position.

If time allows, change the word cards to the cards in set O, and repeat the activity.

## Extension

Use the cards from sets M and O, and say: **You will roll one cube. Then you will use something in the classroom to demonstrate the positional word.** Demonstrate by rolling a cube. Say: **I rolled the word (behind).** Walk over to a (chair) and say: **I am standing (behind) the (chair).** Ensure each child as a turn at rolling a cube.



## 2. Counter collection

In this activity, children will read a number shown as a numeral and collect that many counters.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set N
- 1 copy of Support 5
- box of counters

Each child will need:

- 1 copy of Support 5
- counters

### Activity

Review each picture card as you place them in the cube.

Point to each picture on the support page and the number on each picture.

Read the numbers together. This is important as it gives the children another opportunity to see the numbers.

Roll the cube and point to the matching picture on the support page. Point to the number and read it with the children. Say: **Count that number of counters to match. Put those counters in the space at the bottom of your sheet.** Demonstrate placing counters on the bottom part of the support page. Roll again, and repeat until all the numbers have been used.

Have the children take turns to roll the cube. They look for the number rolled in the matching picture on the support page, collect the matching number of counters, and place them on their sheet. Repeat for another three rounds.

### Extension

Have each child count the counters they have collected.

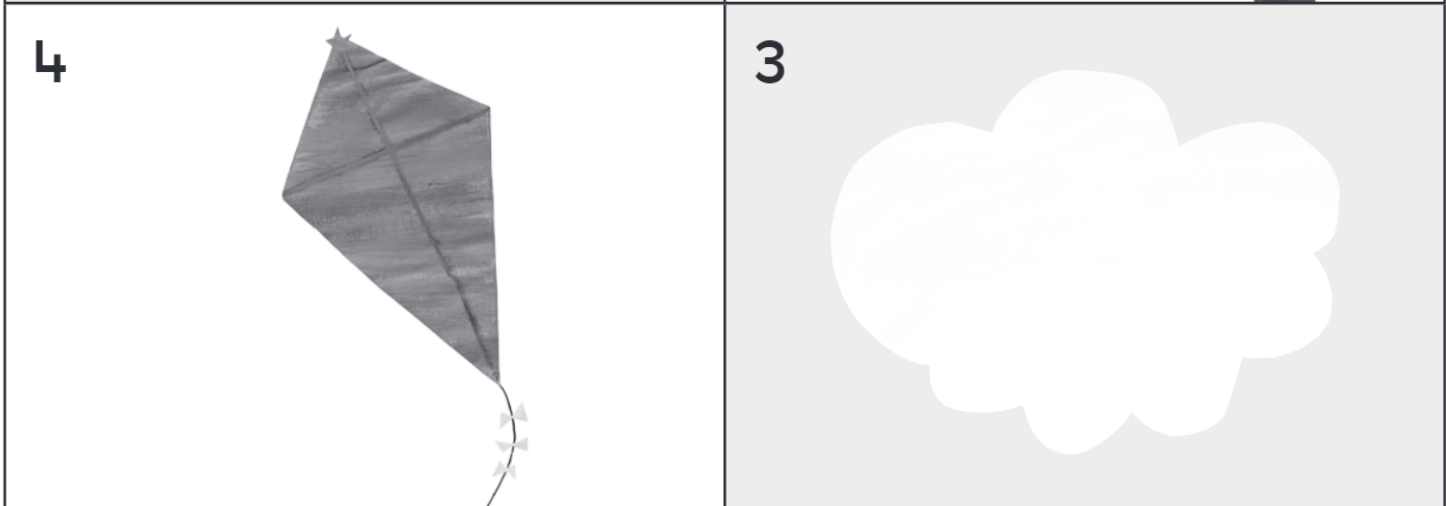
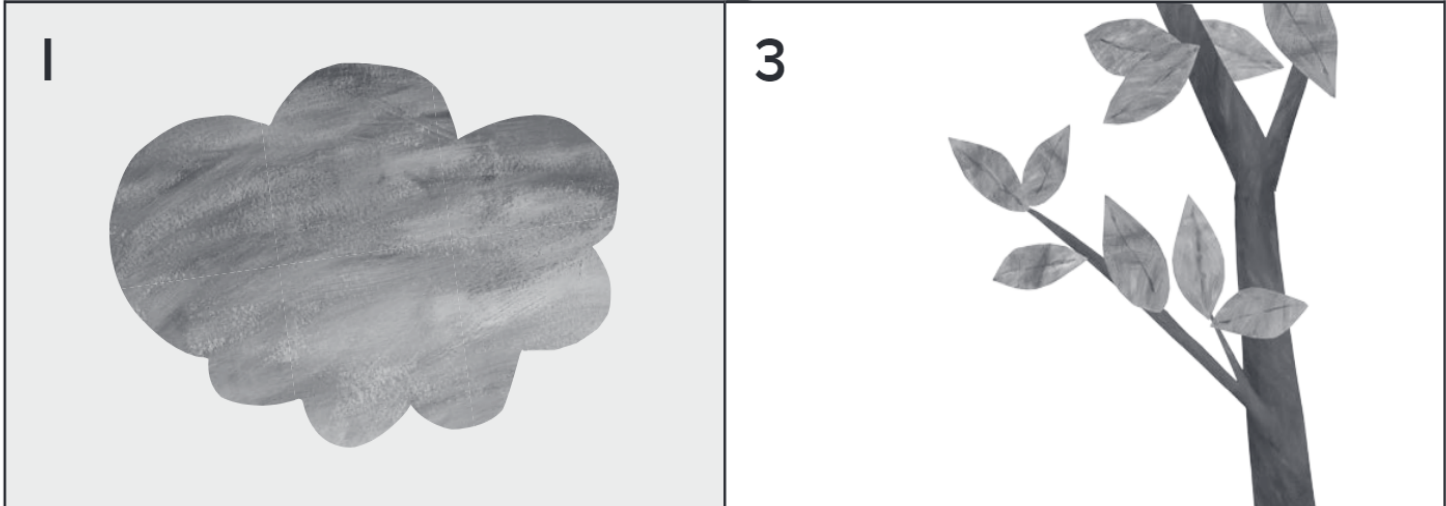
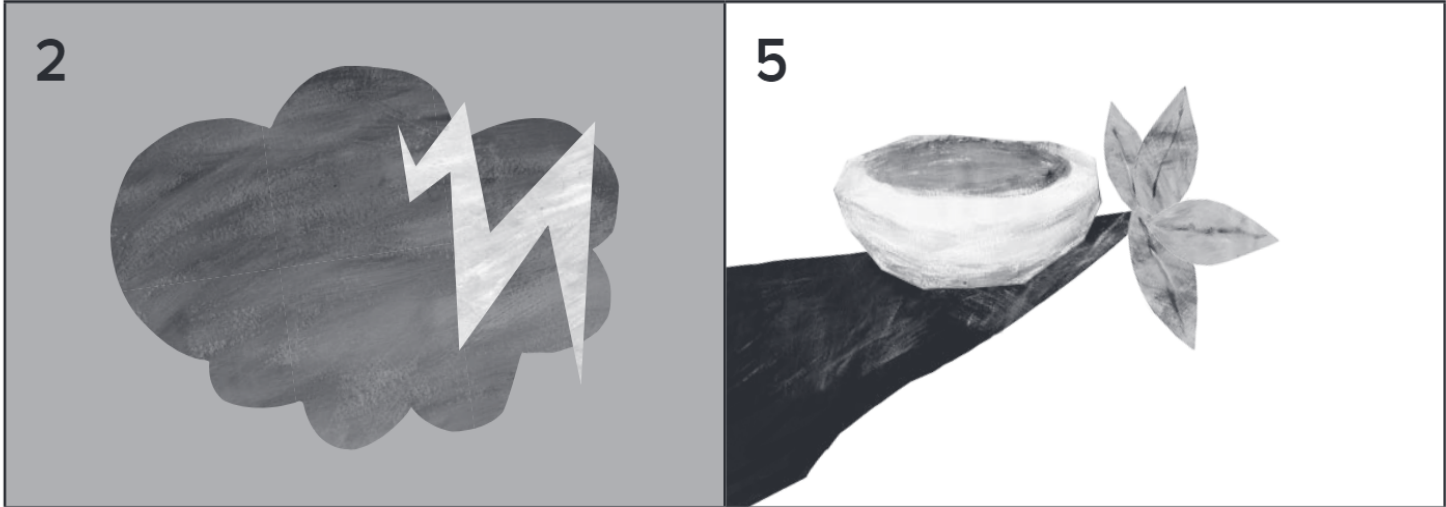


# Bird puppet



5

Numbered picture cards



Counters

# I. Moving into position

In this activity, children move a puppet to represent positional language changes.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets M, N, and O
- 1 bird puppet (Cut the bird from Support 4 and tape or glue it to a craft stick to make a puppet.)

## Activity

Say: **We are going to use this bird puppet to practise position words.** Preview each positional word and picture card (sets M and N) as you place them into the cube.

Roll the two cubes and ask:

- **What did I roll?** (Above. Dark cloud.)
- **Where should I place my bird to show it (above) the (dark cloud)?**
- **How do I know I am correct?**

Place the bird puppet above the dark cloud on the cube. As the children take turns to roll the cubes, encourage them to explain why they placed the bird puppet in each position.

If time allows, change the word cards to the cards in set O, and repeat the activity.

## Extension

Use the cards from sets M and O, and say: **You will roll one cube. Then you will use something in the classroom to demonstrate the positional word.** Demonstrate by rolling a cube. Say: **I rolled the word (behind).** Walk over to a (chair) and say: **I am standing (behind) the (chair).** Ensure each child as a turn at rolling a cube.



## 2. Positional vocabulary

In this activity, children use positional vocabulary in a cooperative group.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets M and O

### Activity

Review the position word cards (set M) on the cube. Explain that the children will take turns to roll the cube. Read the positional word to the child and prompt them to stand (near) an object in the classroom. Encourage them to use the word they rolled to describe their position. Change the cards to set O and repeat the activity as time allows.



### 3. Acting out positional language

In this activity, children act out their understanding of positional language.

#### Preparation

You will need:

- 1 empty box or basket
- 1 toy animal
- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets M and O

Each child will need:

- 1 toy animal

#### Activity

Place the empty box on a table. Roll the cube and say: **I rolled the word (inside). I am going to use my toy animal to show the meaning of the word (inside).** Place your toy (inside) the box. Ask: **Is my toy animal (inside) the box? How do you know?** The children take turns to roll the cube, and use their toy to show they understand the word that has been rolled. Encourage them to describe their thoughts to the group.



# Bird puppet





# 1. Direction words

In this activity, children use directional language to move their bodies.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets P and Q

## Activity

Say: **We are going to use these cubes to tell us how to move.** Review and demonstrate the action words as you place the cards into the cubes. Roll the cubes and say: **The cubes are showing the words (jump) and (forward).** Do the action: (jump) (forward). Ask the children to copy your action. The children take turns to roll both cubes. They demonstrate the action, then the rest of the group copies their action. Encourage the children to explain why they moved in each direction.

## Extension

Say: **We are going to create a repeating pattern with the actions we roll on the cubes.** Roll the cubes and say: **The cubes show (jump) and (forward).** Roll the cubes again and say, **I have also rolled (slide) (backward).** Demonstrate the pattern of jump forward, slide backward, jump forward, slide backward, jump forward, slide backward. Encourage the children to join in.

# 2. Directional vocabulary

In this activity, children use directional language to move their bodies.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets P and Q

## Activity

Say: **We are going to use these cubes to tell us what movement to do, and which direction to move.** Read the action and directional cards aloud, and demonstrate the actions.

Roll the cubes and say: **The cubes say (wiggle) and (sideways). I want everyone to (wiggle sideways).** The children take turns to roll the two cubes and the whole group performs the actions. Encourage the children to explain why the direction they moved is the same as what was on the cube. After each child has had a turn to roll the cubes, allow them to create their own direction and action combination for the group.



### 3. Directional language

In this activity, children follow directions about which way to move.

#### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes cards: sets P and Q*

#### Activity

Invite the children to stand in a line. Say: *We are going to play Simon says*. Review the game rules. Say: *I am going to tell you to do something and I want you to do it if Simon says to do it. Ready?* Roll the two cubes and say: *Simon says (jump) (forward)*. Repeat several times, then allow the children to take turns to roll the cubes.



# 1. Direction words

In this activity, children use directional language to move their bodies.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets P and Q

## Activity

Say: **We are going to use these cubes to tell us how to move.** Review and demonstrate the action words as you place the cards into the cubes. Roll the cubes and say: **The cubes are showing the words (jump) and (forward).** Do the action: (jump) (forward). Ask the children to copy your action. The children take turns to roll both cubes. They demonstrate the action, then the rest of the group copies their action. Encourage the children to explain why they moved in each direction.

## Extension

Say: **We are going to create a repeating pattern with the actions we roll on the cubes.** Roll the cubes and say: **The cubes show (jump) and (forward).** Roll the cubes again and say, **I have also rolled (slide) (backward).** Demonstrate the pattern of jump forward, slide backward, jump forward, slide backward, jump forward, slide backward. Encourage the children to join in.

# 2. Directional vocabulary

In this activity, children use directional language to move their bodies.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets P and Q

## Activity

Say: **We are going to use these cubes to tell us what movement to do, and which direction to move.** Read the action and directional cards aloud, and demonstrate the actions.

Roll the cubes and say: **The cubes say (wiggle) and (sideways). I want everyone to (wiggle sideways).** The children take turns to roll the two cubes and the whole group performs the actions. Encourage the children to explain why the direction they moved is the same as what was on the cube. After each child has had a turn to roll the cubes, allow them to create their own direction and action combination for the group.



### 3. Directional language

In this activity, children follow directions about which way to move.

#### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes cards*: sets P and Q

#### Activity

Invite the children to stand in a line. Say: *We are going to play Simon says*. Review the game rules. Say: *I am going to tell you to do something and I want you to do it if Simon says to do it. Ready?* Roll the two cubes and say: *Simon says (jump) (forward)*. Repeat several times, then allow the children to take turns to roll the cubes.



# I. Making music

In this activity, children use musical instruments to create a counting song.

## Preparation

The children will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards: set R*
- musical instruments: rhythm sticks (or two pencils), drum (or a plastic bowl with a lid attached), maracas (or plastic bottles filled with rocks), cymbals (or two metal spoons)

## Activity

Say: **Today, we are going to make music using these instruments.** Review the quantities as you place the cards into the cube. Roll the cube and say: **I rolled the number (seven). I am going to select an instrument and play it (seven) times.** As each child takes a turn to roll the cube and create a song, encourage them to count aloud in stable order as they play an instrument.

## Extension

Have the children close their eyes and listen to the music being played. Then ask them to say the final count. This will strengthen the abstraction counting principle.



## 2. Flower art

In this activity, children create paper flowers with five to ten petals.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set R

Each group of children will need:

- sheets of construction paper (various colours)
- craft sticks
- scissors and glue
- markers
- 1 flower pot filled with dirt or sand

### Activity

Have the children take turns to roll the cube. The quantity rolled tells them how many petals to make and paste onto their craft stick. When they have created their flower, ask them to place it in the flowerpot. Encourage them to create as many flowers as time allows. During the activity, encourage the children to work in pairs to count the flower petals.

### Extension

When the children become comfortable with counting to ten, it can be extended to 15, then 20.



### 3. Counting with a five-frame

In this activity, children create quantities of five to ten.

#### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set R

Each child will need:

- 1 five-frame from *Honey Pot*
- 10 counters

#### Activity

Say: **We are going to match dot quantities using a five-frame and counters.** Review the dot cards in the cube. Roll the cube and say: **I rolled the quantity of (6). How would I represent the quantity of (6) on my five-frame?** Demonstrate how to use the counters on the five-frame, remembering to count using one-to-one correspondence. As each child has rolls the cube, and places counters on their five-frame, encourage them to explain their reasoning behind the quantity represented.



# I. Just after using a number track

In this activity, children select the number that is just after a given number.

## Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets L and S (*Note*: Remove the cards for 0 and 10. Mix up the sets and put a random selection in the cube.)
- 1 number track for 1 to 10 from Support 2 (retain for Activity 2)

Each child will need:

- 1 number track for 1 to 10 from Support 2 (retain for Activity 2)

## Activity

Say: *Today, we are going to find the number that comes just after the number shown on this cube.* Review the number cards on each face of the cube. Say: *I am going to roll this cube, and find that number on my number track.* Roll the cube and point to the number on your track. Ask: *Which number did I roll? If I want to find the number that comes just after, what would I need to do? Which direction would I look?* Continue the activity, asking after each roll: *What is the number just after (2)?* As the children take turns to roll the cube, encourage them to explain how they chose the number just after. Change the cards in the cube occasionally so they are all used.





## 2. Just before using a number track

In this activity, children select the number that is just before a given number.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets L and S (*Note*: Remove the cards for 0 and 1. Mix up the sets and put a random selection in the cube.)
- 1 number track for 1 to 10 (from Activity 1, retain for Activity 3)

Each child will need:

- 1 number track for 1 to 10 (from Activity 1, retain for Activity 3)

### Activity

Say: **We are going to find the number that comes just before the number shown on this cube.** Review the number cards in the cube. Say: **I am going to roll this cube, and find that number on my number track.** Roll the cube and point to it on your track. Ask: **Which number did I roll? If I want to find the number that comes just before, what would I need to do? Which direction would I look?** Continue the activity by asking after each roll: **What is the number just before (2)?** As the children take turns to roll the cube, encourage them to explain how they chose the number just before. Change the cards in the cube occasionally so all the cards are used.

## 3. Cover and listen

In this activity, children cover numbers that are just before and just after a given number.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets L and S (cards for 3, 4, 5, 6, 7, and 8 only)

Each child will need:

- 1 number track for 1 to 10 (from Activity 2)
- 3 transparent counters

### Activity

Distribute the materials. Have the children take turns to roll the cube and say the number rolled. They then prompt the other children to place a counter on the number rolled, and the numbers that come just before and just after that number on the track. After they have placed all three counters, ask the children to say the numbers in order. Encourage the child who rolled the cube to listen to the order and agree or disagree with the count. Encourage the group to discuss the order. Ensure every child has the opportunity to roll the cube and listen to the order being said by the group.



## 4. Reinforcing zero

In this activity, children learn the concept of zero.

### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets L and S (*Note*: For set L, insert the zero card so the number cannot be seen.)
- Support 3
- 20 small cups (*Note*: Prior to the activity, fill 10 cups with crayons and place around the room. Place the other 10 empty cups around the classroom too.)
- crayons

### Activity

Invite the children to stand in a circle. Say: **These cubes show numbers. Each of you will take a turn to roll one cube. The number you roll will be the number of times we (hop).** Allow the children to roll the cube, and select an action. When a child rolls a blank card, explain that there will be no action for that turn.

Hold up a number card for zero and ask: **What do you see?** Remember that some children will say, "The letter O." This is a natural misconception. Say: **This is the number zero. When we have one toy, we use the number 1. When we have no, or zero, toys, we use the number 0.**

Place the four number cards for zero on the floor and say: **If you look around the classroom, you will see some plastic cups. Some have crayons, some have none. When you find a cup that has a quantity of zero, I want you to pick it up, bring it back, and place it on a card showing the number zero.** Afterwards, invite a few children to describe why they placed particular cups on the cards. Repeat a few times, changing the position of the empty cups.



## 5. Matching numbers up to 10

In this activity, children match the number rolled by creating sounds.

### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets C and S
- musical instruments: rhythm sticks (or two pencils); drum (or a plastic bowl with a lid attached); maracas (or plastic bottles filled with buttons); cymbals (or two metal spoons)

### Activity

Place the cubes and the instruments on a table, and say: **We are going to use these cubes to know how many times we should play an instrument.** Roll the cubes and say: **The cubes show (cymbals) and (5).** Pick up the cymbals and say: **I am going to play the (cymbals) (five) times.** As the children take turns to roll the cubes, encourage them to count aloud as they play the notes.



## 2

## Number tracks 1–10



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



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



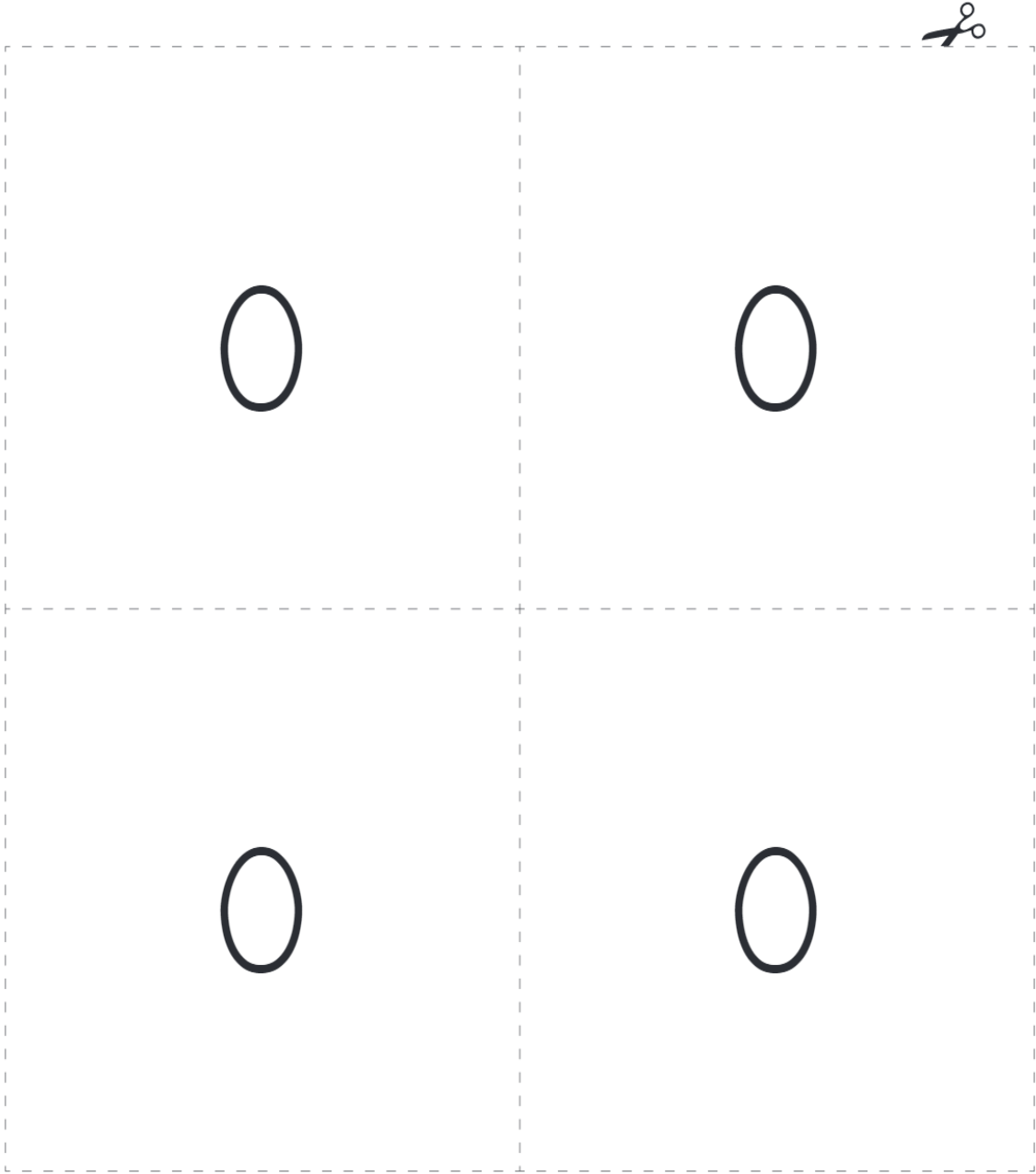
1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

3

Zero cards



# I. Comparison size words

In this activity, children use comparative language to describe pictures.

## Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set T
- 3 pencils, each a different length
- 3 books, each a different size and thickness
- 3 strips of paper or ribbon, each a different length and width
- 3 teddy bears, each a different height

## Activity

Say, **Today, we are going to match objects to size words.** Review the word cards as you place them in the cube. Roll the cube and say the word. Choose one set of three objects (for example, the ribbons) and ask, **If I want to find the (widest) (ribbon), what would I look for? What part of the (ribbon) do I need to look at to see if it is the (widest)?** Show all three ribbons and demonstrate how to find the widest ribbon using direct comparison. As the children take turns to roll the cube and compare objects within each set to find a match, encourage them to explain why they choose each object.



## 2. Compare to find

In this activity, children select an object in a specific category to match a comparison word.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set T
- a collection of objects (3 of each object to show comparisons for *est* language. For example, 3 different sized containers, 3 soft toys with different heights, 3 fabric strips with different widths, 3 books that have different thicknesses, 3 lengths of rope.

### Activity

Review the comparison word cards, emphasizing the *est* part as you place them in the cube.

Roll the cube and read the word together. Say, **We need to find an object that shows (longest).** Ask a child to select an object to show longest. Then ask, **How do you know that it shows longest?**

The children take turns to roll the cube and find an object that matches the comparison word. Repeat for another three rounds. Encourage discussion on the reason for a selected object.



## 1. 3D objects

In this activity, children match pictures of 3D objects to real-world objects by analysing the attributes of each object.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets U and V
- collection of real-world 3D objects

### Activity

Say: **We are going to match three-dimensional objects.** Review the 3D object cards as you place them in the cube. Roll the cube and ask: **What 3D object did I roll? What parts of the picture let me know I rolled a (cube)?** Explain how to recognise the object by looking at its attributes, such as flat surfaces and pointed corners. Ask: **Which object on the table matches the picture I rolled? How do you know they are the same?** Provide another example if necessary. As the children are taking their turn to roll the cube, encourage them to explain how they made each match.

### Extension

As the children become familiar with matching the shapes, replace the 3D object cards with the 3D word cards (set V). After each roll, read the word aloud, and have the children find the matching 3D object. This will help you observe if they recognise the 3D object names.

## 2. Grocery sort

In this activity, children sort various 3D objects according to their shape. A couple of weeks prior to this activity, start collecting various 3D objects, such as food boxes and containers to use. Ensure there are some of each type of 3D object.

### Preparation

You will need:

- 6 baskets
- *ORIGO Big Cubes Cards*: set U
- sticky tack
- 3D objects of various sizes

### Activity

Use the 3D object cards and sticky tack to label the baskets. Ask the children to sort through the 3D objects and place them in the appropriate basket. As they are sorting, encourage the children to talk about the defining attributes of each shape within the group.





# I. 3D objects

In this activity, children match pictures of 3D objects to real-world objects by analysing the attributes of each object.

## Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets U and V
- collection of real-world 3D objects

## Activity

Say: **We are going to match three-dimensional objects.** Review the 3D object cards as you place them in the cube. Roll the cube and ask: **What 3D object did I roll? What parts of the picture let me know I have rolled a (cube)?** Explain how to recognise the object by looking at its attributes, such as flat surfaces, or pointed corners. Ask: **Which object on the table matches the picture I rolled? How do you know they are the same?** Provide another example if necessary. As the children take turns to roll the cube, encourage them to explain how they made their matches.

## Extension

As the children become familiar with matching the shapes, replace the 3D object cards with the 3D word cards. After each roll, read the word and have the children find the matching 3D object. This will help you observe if they are recognising the object names.



## 2. 3D word match

In this activity, children read a 3D geometric word and colour the matching 3D pictorial model.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards: set V*

Each child will need:

- 1 copy of Support 6
- crayons
- sheet of paper

### Activity

Review the 3D object word cards as you place them in the cube. This is important as it gives the children another opportunity to hear the 3D object names.

Distribute the materials. Demonstrate by rolling the cube and saying the 3D object name. Point to that matching 3D object in the scene. Say: **I have found the matching 3D object and now I will colour it.**

Say: **You will take turns to roll the cube, and find the matching 3D object to colour.**

Each child takes a turn to roll the cube, and find and the colour the matching object on their own support page. If a child rolls an object they have already coloured, the cube is passed to the next child.

Repeat until someone has all 3D objects in the scene coloured. This activity can be completed over several days.

### Extension

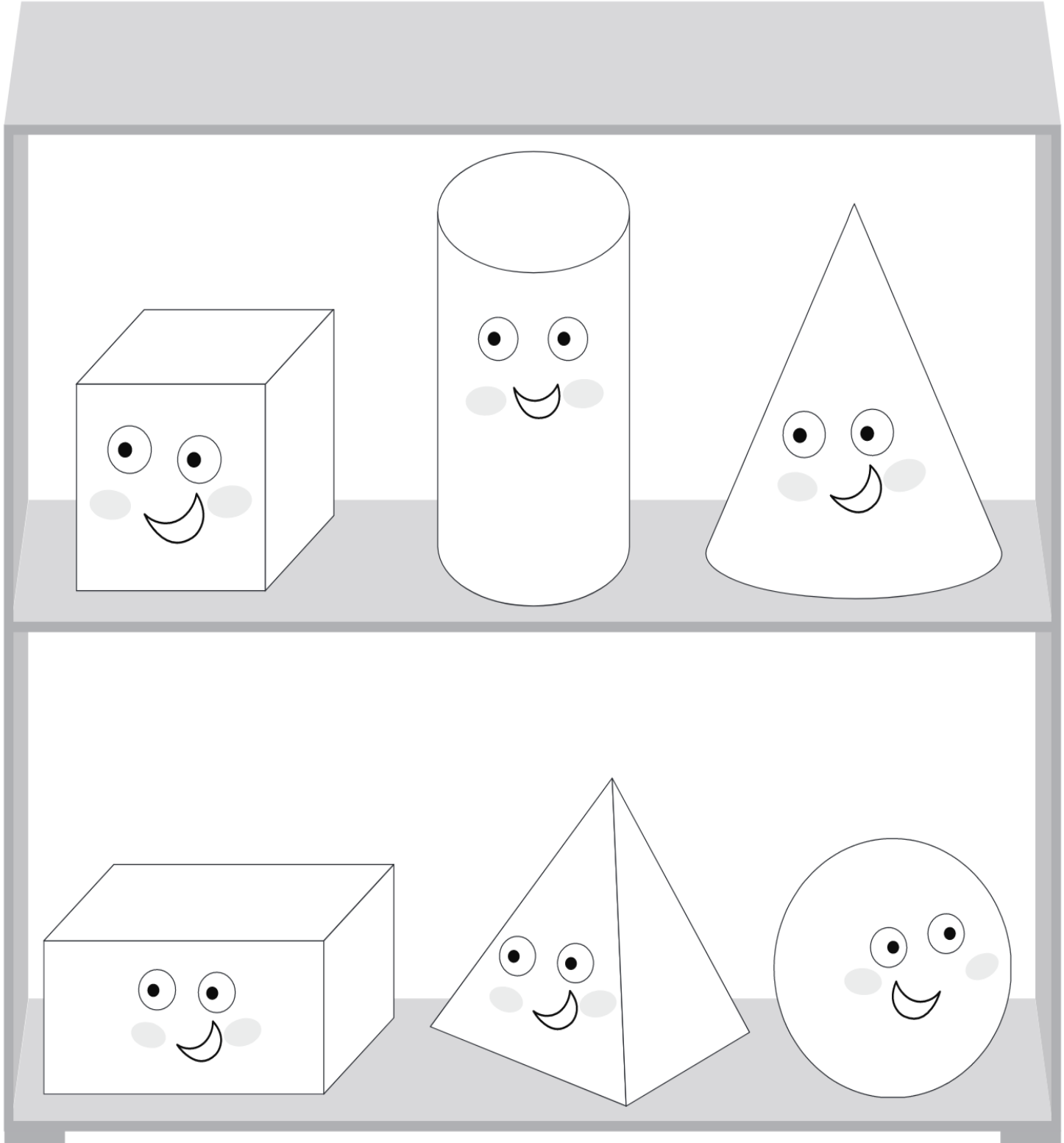
Distribute the paper. Children roll the cube, read the name, and draw a picture to show that 3D object.



6

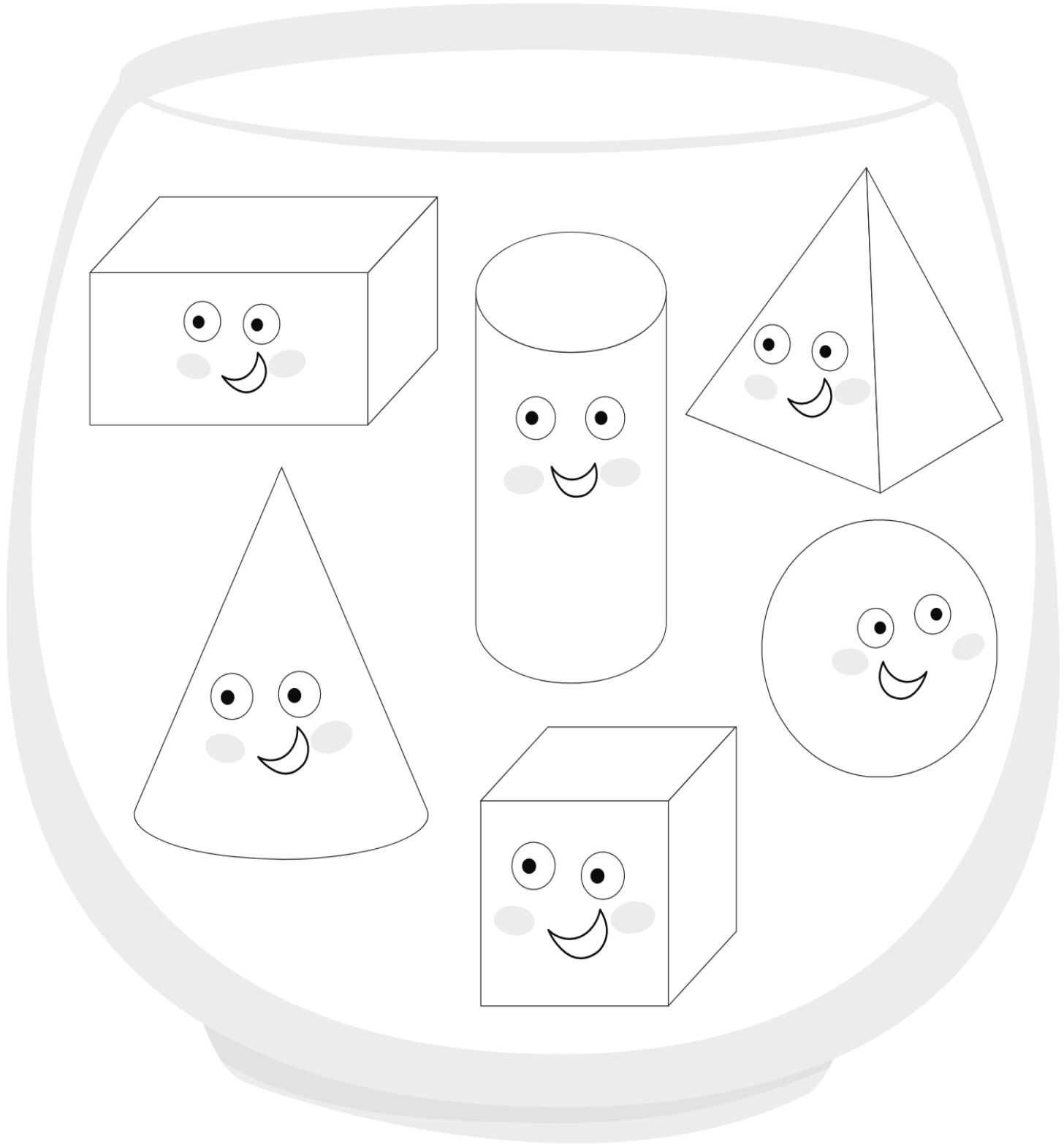
3D scenes

Empty rectangular box for student input.



6

3D scenes



# I. 3D objects sort

In this activity, children sort 3D objects according to their attributes.

## Preparation

You will need:

- 2 cylindrical chip cans
- collection of real-world 3D objects
- 3 hula hoops
- *ORIGO Big Cubes Cards*: set W (Note: Place one card in each hula-hoop as a label.)

Each child will need:

- 1 real-world 3D object

## Activity

Hold up one can. Ask: **What three-dimensional object is this? What can I do to test if it can roll?** Invite children to share their thinking. Roll the can on the ground for them to see the attribute of rolling.

Say: **A cylinder can roll. Do you think it can stack too? What does stack mean? What can I do to test if it can stack?** Invite children to share their thinking. Stack the cans one on top of the other. Say: **A cylinder can roll and it can stack.** Allow pairs of children to discuss rolling and stacking.

Prompt the children to select a 3D object from the collection. Ask: **What special things do you think your object can do? Can it roll? How does it roll? Could you stack it with other objects to build a tower? Can it stack and roll?** Allow the children to investigate what their 3D object can do.

Say: **On the floor there are three hula hoops. Point to each hoop as you say: This one is labelled *roll*, this one is labelled *stack*, and this last one is labelled *roll and stack*. We are going to sort our 3D objects. If your object can roll, place it in the *roll* hoop. If your object can stack, place it in the *stack* hoop. If your object can roll and stack, place it in the *roll and stack* hoop.** As each child places their object in a hula hoop, invite them to explain their thinking.



## 2. Stack or roll

In this activity, children analyse the attributes of 3D objects and whether they can roll, stack, or roll and stack.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set W
- several real-world 3D objects (examples should include cubes, cylinders, spheres, rectangular-based prisms, and cones)

### Activity

Say: **We are going to roll the cube and find a 3D object to match the words.** Review the cards as you place them into the cube. Roll the cube and say: **I rolled the word (stack).**

**What does a 3D object need so it can stack? Is there just one 3D object I can choose?**

Pick up a (prism) and say: **This box can stack because it is flat (point to the opposite flat faces) here and here.** Demonstrate how the box stacks. After the children have rolled the cube several times, encourage them to build something using their objects. Invite them to describe their structure to the group.



# I. Recognising 2D shapes

In this activity, children identify 2D shapes.

## Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets X and Y (*Note*: Set Y is for the extension.)
- 1 set of shape cards (*Note*: Prior to the activity, cut out triangles, squares, circles, and rectangles in different sizes from construction paper.)

## Activity

Say: **We are going to match two-dimensional shapes.** Review the shape picture cards as you place them in the cube. Roll the cube and ask: **What 2D shape did I roll? How do you know I rolled a (square)?** Demonstrate how to recognise the object by looking at its attributes, such as the number of straight sides or corners. Ask: **Which shape on the table matches the picture I rolled? How do I know they are the same shape?** As the children are taking their turn to roll the cube, encourage them to explain how they matched the shapes.

## Extension

As the children become comfortable with matching the shapes, fill the cube with the shape word cards (set Y). For each roll, read the shape word, and have the child find the 2D shape to match. This will help you observe if they recognise the 2D shape names. Later, mix both sets and use a random selection of cards.



## 2. Matching 2D shapes

In this activity, children identify 2D shapes by matching them correctly.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets X and Y (*Note*: Set Y is for the extension.)
- pictures or photographs of real-world 2D shapes

### Activity

Review the 2D shape cards (set X) as you place them in the cube. Place the cube and the real-world shape pictures on the table. Say: **Today we are going to match two-dimensional shapes with one another.** Roll the cube and ask: **What 2D shape did I roll? Which parts of the shape helps me know I rolled a (circle)?** Demonstrate how to identify the shape by looking at its attributes, such as if it has a curved side, the number of straight sides, corners, and so on. Ask: **Which shapes on the table are the same as the picture I rolled? How do I know they are the same shape?** As the children take their turn to match a shape card with a real-world shape picture, encourage them to explain how they made their 2D matches.

### Extension

As the children become familiar with matching the shapes, place the shape word cards (set Y) in the cube. When a child rolls the cube, read the word for them, and have them find the matching 2D shape. This will help you observe if they recognise the 2D shape names.





# I. Recognising 2D shapes

In this activity, children identify 2D shapes.

## Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets X and Y (*Note*: Set Y is for the extension.)
- 1 set of shape cards (*Note*: Prior to the activity, cut out triangles, squares, circles, and rectangles in different sizes from construction paper.)

## Activity

Say: **We are going to match two-dimensional shapes.** Review the shape picture cards as you place them in the cube. Roll the cube and ask: **What 2D shape did I roll? How do you know I rolled a (square)?** Demonstrate how to recognise the object by looking at its attributes, such as the number of straight sides or corners. Ask: **Which shape on the table matches the picture I rolled? How do I know they are the same shape?** As the children are taking their turn to roll the cube, encourage them to explain how they matched the shapes.

## Extension

As the children become comfortable with matching the shapes, fill the cube with the shape word cards (set Y). For each roll, read the shape word, and have the child find the 2D shape to match. This will help you observe if they recognise the 2D shape names. Later, mix both sets and use a random selection of cards.



## 2. Matching 2D shapes

In this activity, children identify 2D shapes by matching them correctly.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets X and Y (*Note*: Set Y is for the extension.)
- pictures or photographs of real-world 2D shapes

### Activity

Review the 2D shape cards (set X) as you place them in the cube. Place the cube and the real-world shape pictures on the table. Say: **Today we are going to match two-dimensional shapes with one another.** Roll the cube and ask: **What 2D shape did I roll? Which parts of the shape helps me know I rolled a (circle)?** Demonstrate how to identify the shape by looking at its attributes, such as if it has a curved side, the number of straight sides, corners, and so on. Ask: **Which shapes on the table are the same as the picture I rolled? How do I know they are the same shape?** As the children take their turn to match a shape card with a real-world shape picture, encourage them to explain how they made their 2D matches.

### Extension

As the children become familiar with matching the shapes, place the shape word cards (set Y) in the cube. When a child rolls the cube, read the word for them, and have them find the matching 2D shape. This will help you observe if they recognise the 2D shape names.



# I. Ordering racing horses

In this activity, children place horses in order according to ordinal number words. At the start of this activity, only use the word cards *first*, *second*, *third*, and *last* in the cubes. When the children are comfortable with representing those ordinal positions, add the word cards for *fourth* and *fifth*.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets Z and AA

## Activity

Say: **Today, we are going to create a line of colourful horses.** Review the cards in the cubes. Roll the cubes and say, **I rolled a (green) horse and the word (second). What do you think I should do? I should place the (green) horse (second) in my row of horses.** Use the cards to start a row of horses and place the (green) horse in (second) place. Repeat with another example. Allow the children to take turns to roll the cubes, and encourage them to explain their reasons for placing the horses in a specific order.



## 2. Horses in a race

In this group activity, six children each role-plays a horse, listens for an ordinal name position, and gallops to that position.

### Preparation

You will need:

- *ORIGO Big Cubes Cards*: set Z
- Each group of six children will need:
- 1 copy of Support 7 (page 1)

Each child will need (for the extension):

- 1 copy of Support 7 (page 2)
- crayons to match the colours of the horses in Set Z

### Activity

This activity is for a group of six children. Give one horse card to each child in the group.

Say: **Look at your card. You are now the horse of that colour. We will be racing today. I will tell you who is first and second, and you will listen to where you need to gallop so you know where to stand in the race. Ready?** Slowly read one of the race sequence cards as the children get in order.

Read a different race sequence card and have the children into their new place. Repeat for at least four different race sequences.

Repeat the activity on other days with different children role-playing the horses.

### Extension

Distribute the materials. Slowly read one of the race sequences cards so the children can colour the horses to match. Repeat the activity with a different race sequence card.



## Race sequence cards



yellow horse	first
black horse	second
red horse	third
blue horse	fourth
green horse	fifth
orange horse	sixth

orange horse	first
yellow horse	second
black horse	third
red horse	fourth
blue horse	fifth
green horse	sixth

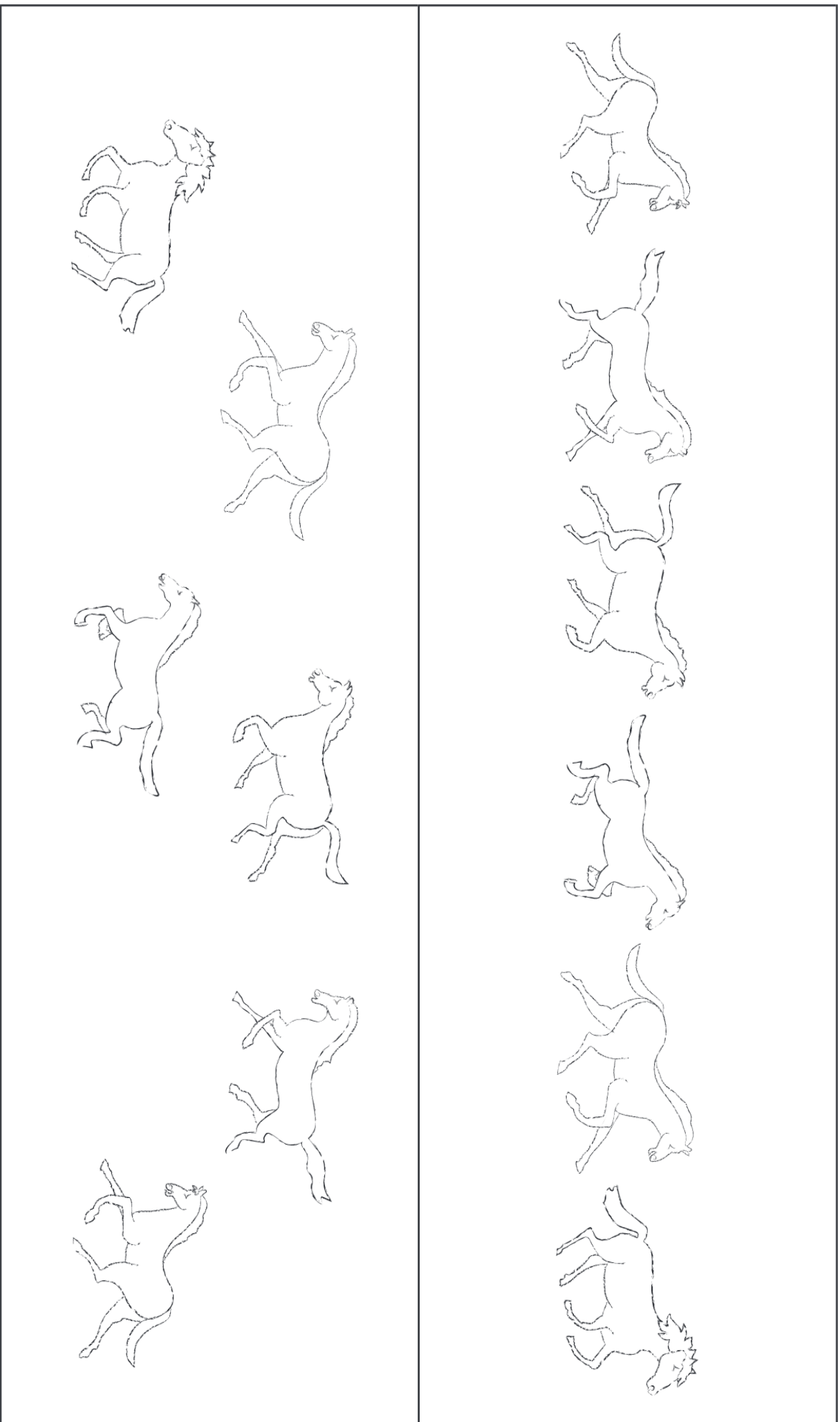
green horse	first
orange horse	second
yellow horse	third
black horse	fourth
red horse	fifth
blue horse	sixth

blue horse	first
green horse	second
orange horse	third
yellow horse	fourth
black horse	fifth
red horse	sixth

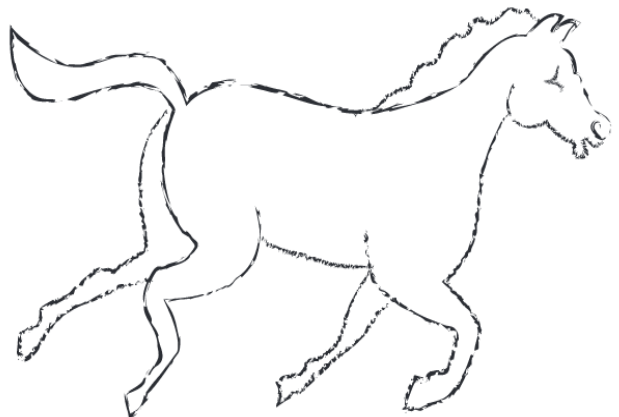
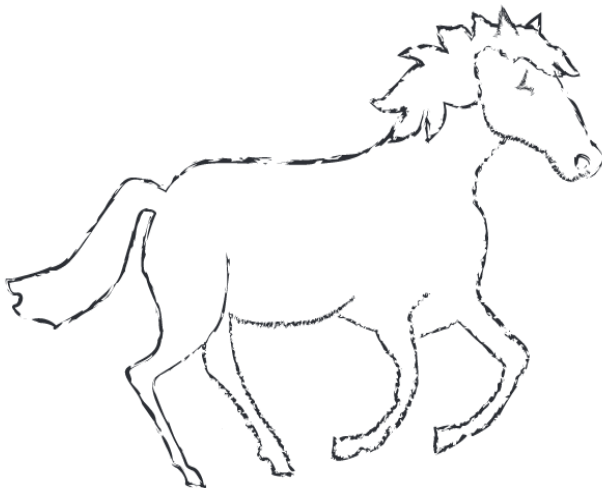
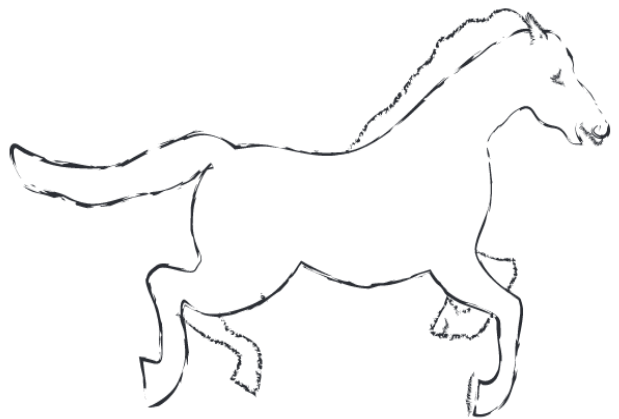
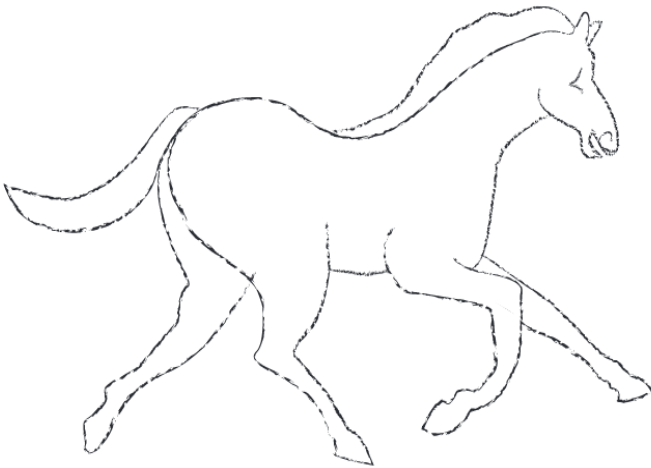
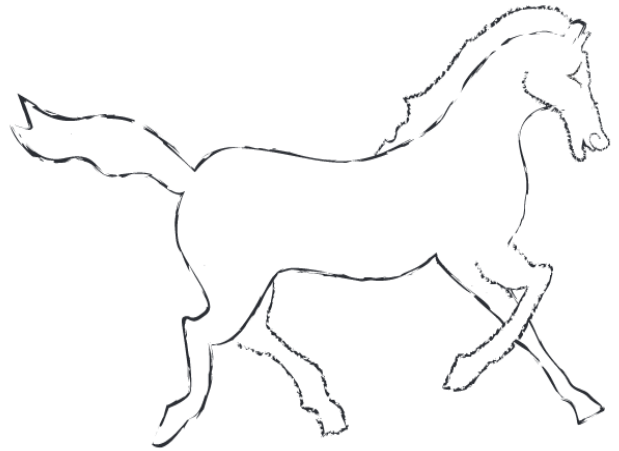
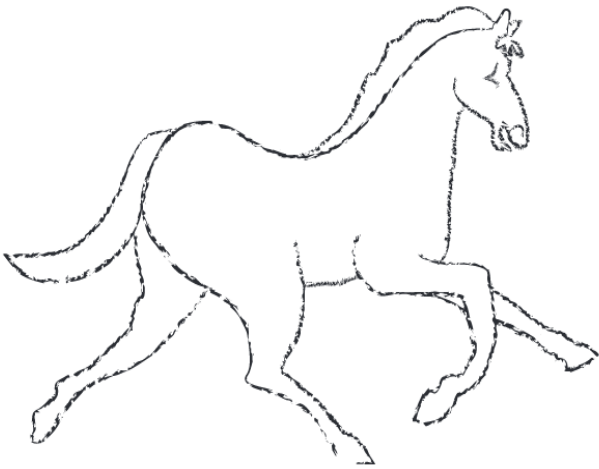
red horse	first
blue horse	second
green horse	third
orange horse	fourth
yellow horse	fifth
black horse	sixth

black horse	first
red horse	second
blue horse	third
green horse	fourth
orange horse	fifth
yellow horse	sixth

# Horses races



# Racing horses cards



## I. Racing horses with ordinal number words

In this activity, children place horses in order according to verbal ordinal number words. At the start of this activity, only use the words *first*, *second*, *third*, and *last* with the cubes. When the children are comfortable with representing those ordinal positions, add the words *fourth* and *fifth* to extend their understanding.

### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets Z and AA
- 1 set of cards from Support 8 (*Note*: Colour the horses to match set Z.)

### Activity

Say: **Today, we are going to create a line of colourful horses.** Review the cards placed in the cubes. Roll the cubes and say: **I rolled a (green) horse and the word (second).** **What do you think I should do? I should place the (green) horse (second) in my row of horses.** Create a row of horses using the support cards, placing the (green) horse in (second) place. Repeat with another example. As the children take turns to roll the cubes, encourage them to explain their reasons for placing the horses in a specific order.





## 2. Follow the leader

In this activity, children stand in line according to the ordinal number word they select. As most children cannot read at this age, an ordinal number floor strip is provided as a reference for them to match the words. Once the children are in the correct order, they may use talk about who is first, second, third, and so on.

### Preparation

You will need:

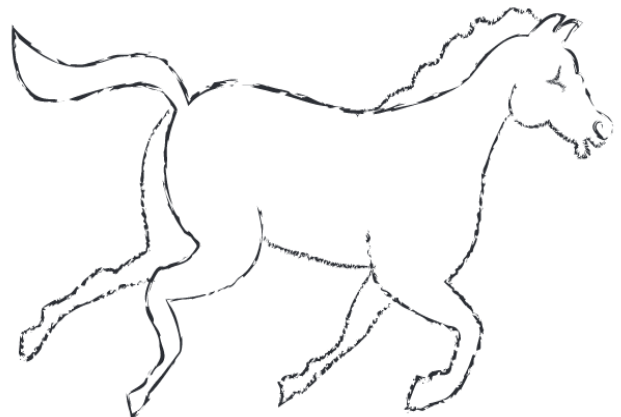
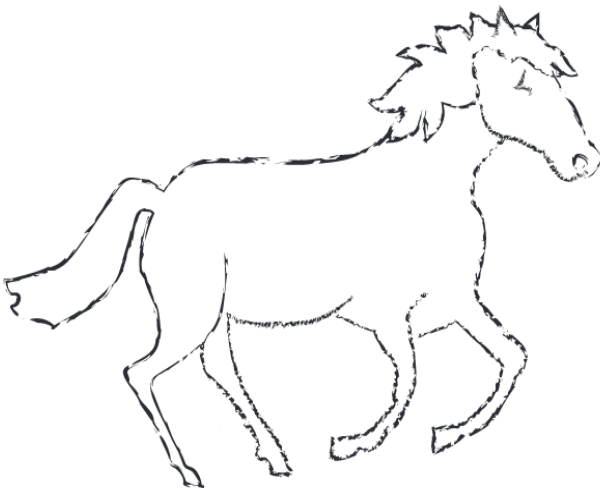
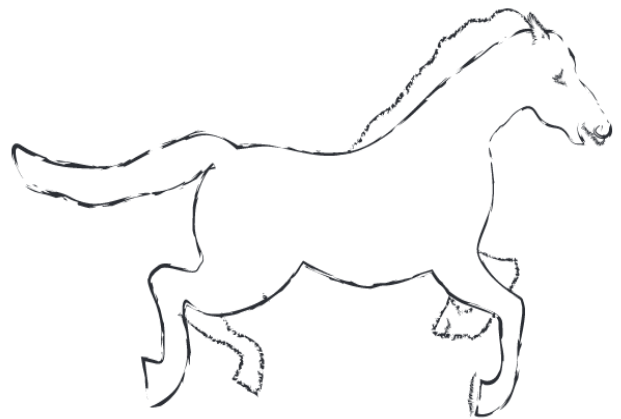
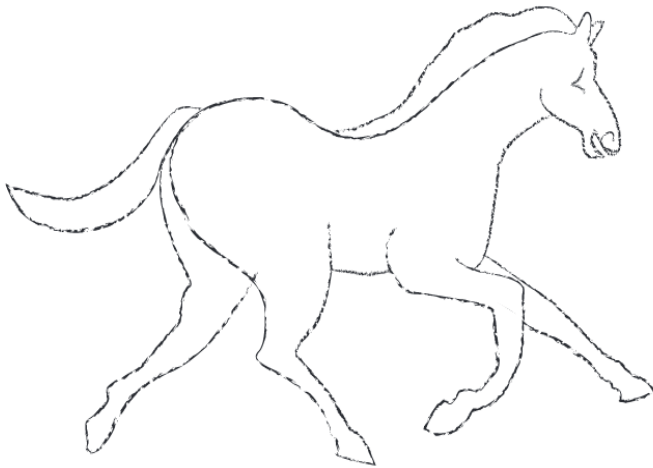
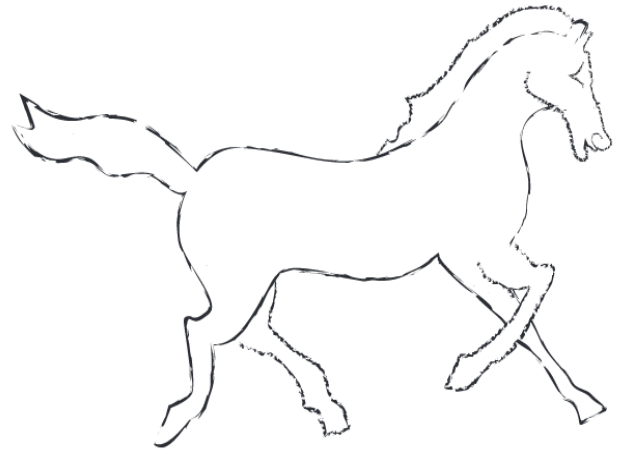
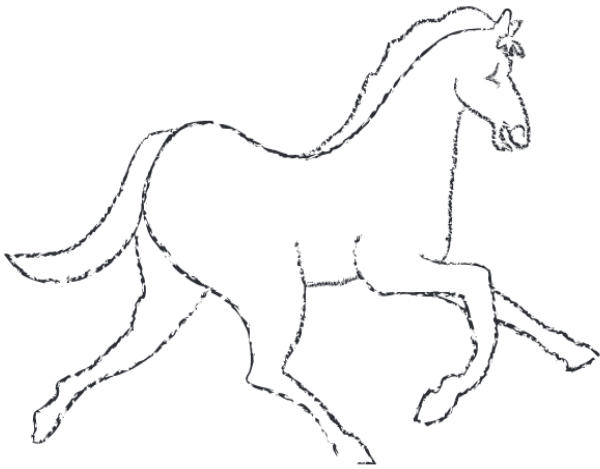
- *ORIGO Big Cubes Cards*: set AA (Note: Prior to the activity, tape one set of ordinal word cards on the ground, in order, from right to left: last, fifth, fourth, third, second, first.)
- Ordinal number cards 1–10 from *Honey Pot* (cut out cards and place them in the basket)
- small basket

### Activity

Have the children play *Follow the leader*. Ask each child to select an ordinal number card from the basket. Then have them line up according to which word they selected. Encourage the leader, who is first in line, to do an action for the others to follow. For example, if the first child chooses to jump like a frog, then all the children jump like a frog. The children give the leader their card, which are returned to the basket. Ask the children to select a new card and repeat the game. During the activity, encourage them to use ordinal words such as *first, second, third, fourth, fifth, and last*.



# Racing horses cards



# I. Comparing quantities

In this activity, children select quantities that are more or fewer than a given quantity.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets BB and CC

## Activity

Say: **Today, we are going to try to find a picture that has more or fewer than a quantity we roll.**

Review the cards in set BB as you place them in a cube. Place the cards in set CC faceup on the table. Roll the cube and ask: **What quantity of (birds) did I roll? (Three.) If I wanted to find a picture on the table that has more than (three) animals, which one should I choose?**

**Why would I choose that picture?** As the children take turns to roll the cube, encourage them to explain why they selected each picture representing more. If the wildcard is rolled, prompt the child to pick up two quantity cards and compare them for the group. Repeat the activity, finding a picture that has fewer animals than the quantity rolled.

## Extension

Use the second cube with the cards from set CC. Have the children roll the cubes and select which cube is showing more or fewer.



## 2. Ordering numbers

In this activity, children place numbers 1 to 10 in counting order.

### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets BB and CC
- Numeral cards 1–10 from *Honey Pot*
- 10 sticker dots (*Note*: Prior to the activity, stick the dots in a row so that the number cards will fit side-by-side across the table.)

### Activity

Say: **Today, we are going to roll these cubes to help us order numbers.** Review the picture cards as you place them in the cubes. Place the numeral cards faceup on the table. Roll one cube and say: **I rolled (seven). I need to find the number (7).** Pick up the card for (7) and say: **Now I need to find where to put it in my number order. Do I have any numbers to compare to yet?** (No.) **I see there are dots on the table. I will count to (seven)** (start with the dot on the left) **and place my card there.** Allow the children to roll a cube, find the matching number card, and place it in the appropriate order. If a child rolls a quantity that has been used, they roll again. During this activity, encourage the children to discuss their thoughts on ordering.



# I. Comparing quantities

In this activity, children select quantities that are more or fewer than a given quantity.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets BB and CC

## Activity

Say: **Today, we are going to try to find a picture that has more or fewer than a quantity we roll.**

Review the cards in set BB as you place them in a cube. Place the cards in set CC faceup on the table. Roll the cube and ask: **What quantity of (birds) did I roll? (Three.) If I wanted to find a picture on the table that has more than (three) animals, which one should I choose?**

**Why would I choose that picture?** As the children to take turns to roll the cube, encourage them to explain why they selected each picture representing more. If the wildcard is rolled, prompt the child to pick up two quantity cards and compare them for the group. Repeat the activity, finding a picture that has fewer animals than the quantity rolled.

## Extension

Use the second cube with the cards from set CC. Have the children roll the cubes and select which cube is showing more or fewer.



## 2. Ordering numbers

In this activity, children place numbers 1 to 10 in counting order.

### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets BB and CC
- Numeral cards 1–10 from *Honey Pot*
- 10 sticker dots (*Note*: Prior to the activity, stick the dots in a row so that the number cards will fit side-by-side across the table.)

### Activity

Say: **Today, we are going to roll these cubes to help us order numbers.** Review the picture cards as you place them in the cubes. Place the numeral cards faceup on the table. Roll one cube and say: **I rolled (seven). I need to find the number (7).** Pick up the card for (7) and say: **Now I need to find where to put it in my number order. Do I have any numbers to compare to yet?** (No.) **I see there are dots on the table. I will count to (seven)** (start with the dot on the left) **and place my card there.** Allow the children to roll a cube, find the matching number card, and place it in the appropriate order. If a child rolls a quantity that has been used, they roll again. During this activity, encourage the children to discuss their thoughts on ordering.



# I. Day or night

In this activity, children identify actions that occur during the day or night.

## Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets DD and EE

## Activity

Say: **Today, we are going to find activities we do during the day or during the night.** Read the words as you place them in the cube, then point to the day and night picture cards (set DD), which are faceup on the table. Roll the cube and say: **The cube is telling me to find an activity I do at (night). If I look at the picture cards, I see a picture of someone sleeping in their bed. I sleep in my bed at night. Do you sleep in your bed at night? Do you think this card matches the word night?** As the children to take turns to roll the cube, encourage them to explain why they choose each matching card. If a child is unsure if an activity can happen during the day or during the night, remind them to look at the picture for clues. For example, a child eating a meal could happen during the day or night, but the daylight shows that it is happening during the day.

## Extension

Place the picture cards from set DD inside a second cube. Allow the children to roll the cubes together, then say if the word and picture match, or do not match.



## 2. Day or night picture sort

In this activity, children sort pictures with various day or night scenes. Several weeks prior, invite the children and their families to take photos of things they do during the day or night, and send them to school. Also collect magazine pictures that show day or night scenes. Include pictures of indoor night scenes with the interior lights on.

### Preparation

You will need:

- 1 day card and 1 night card from *ORIGO Big Cubes Cards*: set DD (Note: Use the word cards to label one hula hoop day, and one hula hoop night.)
- 2 hula hoops
- several pictures/photos of day scenes
- several pictures/photos of night scenes

### Activity

- Place both hoops on the table. Say: *We have been learning about day and night. On the table there are lots of pictures.* Point to each hula hoop and say: *This hoop is labelled **day** and this hoop is labelled **night**. When you choose a picture that shows daytime, place it in the day hoop. When you choose a picture that shows night-time, place it in the night hoop.* As the children sort the pictures, encourage them to explain their thinking. Emphasise pictures showing families eating breakfast, lunch, or dinner. Ask questions such as:
  - *How did you know that was during the day?*
  - *What clue in the picture lets you know that activity was at night?*
  - *Could that happen during the day **and** the night? Why?*





# I. Day or night

In this activity, children identify actions that occur during the day or night.

## Preparation

You will need:

- 2 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets DD and EE

## Activity

Say: **Today, we are going to find activities that we do during the day or during the night.**

Read the words as you place them into the cube, and show the day and night picture cards, which are faceup on the table. Roll the cube and say: **The cube is telling me to find an activity I do at (night). If I look at the picture cards, I see a picture of someone sleeping in their bed. I sleep in my bed at night. Do you sleep in your bed at night? Do you think this card matches the word night?** As the children take turns rolling the cube, encourage them to explain why they are choosing each matching card. If a child is unsure if an activity can happen during the day or the night, remind them to look at the picture for clues. For example, a child eating a meal could happen during the day or night, but daylight shows it is happening during the day.

## Extension

Place the picture cards inside the second cube. The children roll both cubes, then say if the word and picture match or do not match.



## 2. Match the scene

In this activity, children select a day or night picture to match a day or night word.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards: set EE*
- collection of magazine photographs showing daytime scenes or night-time (outdoor) scenes (at least two for each child)

### Activity

Review the day and night word cards as you place them in the cube. This gives the children another opportunity to hear and read the day and night words.

Place the collection of pictures faceup in the middle of a table. Have the children take turns to roll the cube, read the word, and find a matching picture, which they keep in front of them.

Repeat until each child has two pictures.

### Extension

Children take turns to describe one of the pictures they selected. Continue until each child has described both pictures. Count how many children rolled one word both times, and how many children rolled both day and night words.



# I. How much time?

In this activity, children identify activities that take a long or short amount of time.

## Preparation

You will need:

- 2 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: sets FF and GG

## Activity

Say: **Today, we are going to roll the cube and pick the picture of an activity that matches the amount of time we rolled.** Review the word cards as you place them in the cube, and place the picture cards faceup on a table. Roll the cube and say: **I rolled the words (short time). Which picture shows something I could do in a (short time)? Why would we pick that picture?**

As the children take turns rolling the cube, encourage them to explain why they select each picture. Ask the following questions:

- **Have you been on a plane?**
- **How long did it take you to get to where you were going?**
- **Did it take you longer to ride on a plane than it did to eat a cookie? How do you know?**

## Extension

Place the picture cards inside the second cube. The children roll both cubes, then say if the word and picture match, or do not match.



## 2. Talking time

In this activity, children select a picture (person or animal) and describe something that takes a long or short time specific to that person or animal.

### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: set FF
- 1 set of cards from Support 9
- blank cards

Each child will need:

- 2 sheets of paper and crayons (for the extension)

### Activity

Review the time word cards as you place them in a cube. This is important as it gives them another opportunity to see and read the time words.

Review the people and animal cards as you place them into the other cube.

Have the children take turns to roll both cubes, then describe an activity the person or animal would do that matches the time word. Encourage them to think about and discuss their idea. Encourage the other children to listen to each description.

Repeat until each child has described two activities.

### Extension

Distribute the materials. Write the words **long time** and **short time** on blank cards, and attach them to the board.

Have the children draw one of their long- or short-time ideas. Attach the drawings near the relevant time word.



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# People and animal pictures



# I. How much time?

In this activity, children identify activities that take a long or short amount of time.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets FF and GG

## Activity

Say: **Today, we are going to roll the cube and pick the picture of an activity that matches the amount of time we rolled.** Review the word cards as you place them in the cube, and place the picture cards faceup on a table. Roll the cube and say: **I rolled the words (short time). Which picture shows something I could do in a (short time)? Why would we pick that picture?**

As the children take turns to roll the cube, encourage them to explain why they select each picture. Ask the following questions:

- **Have you been on a plane?**
- **How long did it take you to get to where you were going?**
- **Did it take you longer to ride on a plane than it did to eat a cookie? How do you know?**

## Extension

Place the picture cards inside the second cube. The children roll both cubes, then say if the word and picture match, or do not match.



## 2. What is next?

In this activity, children describe what they would do next after viewing a real-world scene.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards: set GG*

### Activity

Review the picture activity cards as you place the cards in the cube. This gives the children another opportunity to hear a description of the activity pictures.

Have the children take turns to roll the cube and describe what they would do next.

Say: **Look at the activity picture. Think about what you would do next, if you finished the activity. Tell us your idea.**

Repeat until each child has had two opportunities to describe what happens next. Encourage them to think of different ideas, and not simply repeat what someone else has said.

### Extension

As the children roll the cube twice and tell a story about both scenes, encourage them to be creative with their description. Say: **Look at the two activities. Tell us a story that includes both scenes.** For example, for pictures of the van and the toothbrush, a child could say: "We drove to the store to buy a toothbrush."



# I. Before or after

In this activity, children identify before or after events.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets HH and II

## Activity

Say: **Today, we are going to talk about what comes before or what comes after some events.**

Review the cards as you place them in a cube. Roll the cubes and say: **I rolled (a child holding a gift) and the word (before). Look at this picture and tell me what needed to happen before, so this child could have a wrapped gift?** Invite the children to share their thinking. Highlight responses such as: "Wrap the gift", "Buy the gift", and "Be invited to a party". As the children take turns to roll the cubes, encourage them to be detailed when explaining the events that happened before or after the picture on the card. If the same cards are rolled again, encourage the children to discuss other possible before or after scenarios.





## 2. Talking before or after

In this activity, children describe an event that occurs before or after a selected event.

### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: set HH
- 1 set of cards from Support 10

Each child will need:

- 4 small toys or animals (for the extension)

### Activity

Review the word cards as you place them in a cube. This is important as it gives the children another opportunity to read and hear the sequence time words.

Review the picture cards as you place them in the other cube.

Have the children roll both cubes and talk about something that matches the time sequence word. Say: **Roll both cubes. Let's read the word and name the picture. Think about something that could happen (after).**

Encourage discussion after each roll. Ensure each child rolls the cubes at least twice, sharing an event that matches. If the combination of a picture and word has already been rolled, the child can roll again.

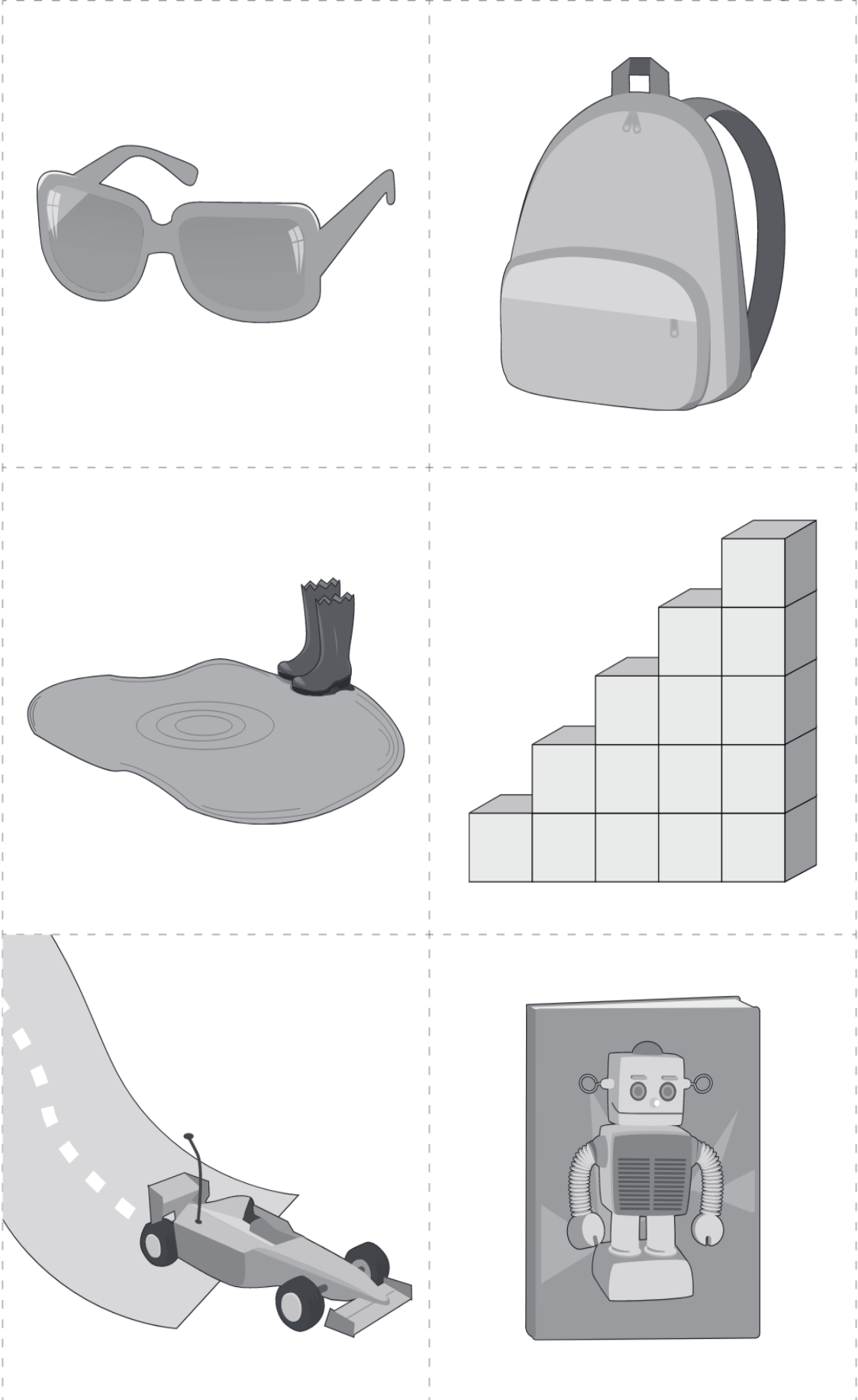
### Extension

Prior to the start of this activity, ensure the children are able to distinguish between the words *before* and *after*. Each child collects four small toys or animals and places them in a row, all facing to the left, or the right. They then take turns to roll the cube showing the time sequence words. For each roll say: **Read the word. Now, tell one of the other children in the group to place a toy (after) another toy in their row. For example, (Selena) put your (dog) after the (cat).** Encourage all the children to observe the placing of toys or animals in the time sequence. Continue until each child has had a turn.



10

Object pictures



# I. Before or after

In this activity, children identify before or after events.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets HH and II

## Activity

Say: **Today, we are going to talk about what comes before or what comes after some events.**

Review the cards as you place them in a cube. Roll the cubes and say: **I rolled (a child holding a gift) and the word (before). If I look at the picture, what needed to happen before so this child could have a wrapped gift?** Invite the children to share their thinking. Highlight responses such as: "Wrap the gift", "Buy the gift", and "Be invited to a party". As the children take turns to roll the cubes, encourage them to be detailed when explaining the events that happened before or after the picture on the card. If the same cards are rolled again, encourage the children to discuss other possible before or after scenarios.



## 2. What I would do

In this activity, children describe what they would like to do for an event.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards: set II*

### Activity

Review the real-world picture cards as you place them in the cube. This is important as it gives the children another opportunity to think about the events.

After each child rolls the cube, ask the relevant question/s from the list below. Encourage them to describe what they would do.

Questions specific to each picture:

**Sandwich:** *What sandwich would you like to make?*

**Toothbrush:** *What brush would you like to use to scrub something clean?*

**Tractor:** *What type of vehicle would you like to drive?*

**Bike:** *Where would you like to ride a bike?*

**Flower:** *What is your favourite flower? Who could you give a flower to?*

**Gift:** *What would you like to be in that box?*

Ensure each child has at least two opportunities to describe what they would do.

If a child rolls the same picture twice, they can roll again.

### Extension

Organise the children into pairs. One child rolls the cube and creates a question to ask their partner. They exchange roles.



# I. Animal line-up

In this activity, children role-play an animal character, listen to the ordinal name position, and move to that position.

## Preparation

You will need:

- *ORIGO Big Cubes Cards*: set JJ
- 1 copy of Support 11 (page 1)

Each pair of children will need:

- 1 copy of Support 11 (page 2; for the extension)

## Activity

This activity is for a group of six children.

Give one animal character card to each child in the group. Review the names: wolf, mouse, cat, dog, bear, and hare. Say: **Look at your card, you are now that character.**

**We will be lining up today. I will tell you who is first and second, and so on. You will listen for where you stand in the row and move there. Ready?** Read one of the character sequence cards slowly, so the children can move into the order that matches.

Read a different sequence card and have the children change their position to match.

Repeat for at least four different sequence cards.

Repeat the activity on other days with different children role-playing the characters.

## Extension

Organise the children into pairs, and distribute the sets of cards. One child decides on the order of the characters, and their partner places the card in that order. Together, they say the ordinal names for the characters. They then exchange roles.



## 2. Character jobs

In this activity, children read a number and collect that many dime coins.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set JJ
- 1 copy of Support 11 (page 2)

Each child will need:

- 1 copy of Support 11 (page 2)
- access to a box of play \$1 coins (or print \$1 coins from *Honey Pot*)

### Activity

Review the picture cards as you place them in a cube. This is important as it gives the children another opportunity to think about and name each character.

Distribute the support page, and show the children the box of \$1 coins. Point to each picture on the support page and also the number on each picture. Read the numbers together. Say: **When the characters work, they get money. We will play a game to collect money for jobs.**

Roll the cube, find that character on the support page, and read the matching number.

Say: **Count the number of \$1 coins to match the number on the picture. Put those coins in the box at the bottom of your sheet.** If needed, demonstrate placing coins on the bottom section of the page. Roll again and repeat the instructions.

Have individual children take turns to roll the cube, look for number on the support page, collect the matching number of \$1 coins, and place the coins on their sheet. Repeat for another three rounds.

### Extension

Children individually count their coins and tell the group the total for the jobs.



## Character lineup cards



Mouse first  
 Cat second  
 Hare third  
 Bear fourth  
 Wolf fifth  
 Dog sixth

Dog first  
 Mouse second  
 Cat third  
 Hare fourth  
 Bear fifth  
 Wolf sixth

Wolf first  
 Dog second  
 Mouse third  
 Cat fourth  
 Hare fifth  
 Bear sixth

Bear first  
 Wolf second  
 Dog third  
 Mouse fourth  
 Cat fifth  
 Hare sixth



Hare first  
 Bear second  
 Wolf third  
 Dog fourth  
 Mouse fifth  
 Cat sixth


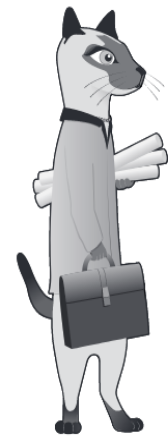
Cat first  
 Hare second  
 Bear third  
 Wolf fourth  
 Dog fifth  
 Mouse sixth


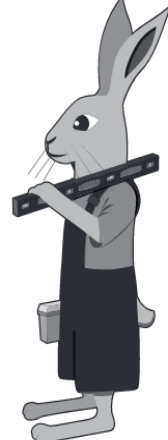
II

# Character number chart



2 	6 
---	---

7 	3 
--	--

9 	5 
---	---

Coins



# I. Colour the number

In this activity, children read a number sequence word, and colour a number for that position.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: set KK, and 3, 4, 5 from set L with 6, 7, 8 from set S)
- 1 copy of Support 12

Each child will need:

- 1 copy of Support 12
- crayons

## Activity

Review the number cards as you place them in the cube. Then review the before and after word cards as you place them in the other cube.

Distribute the materials. Refer to your support page and say: **Look at your number ladder sheet. We will work on the ladder with the triangle flag.** Point to that ladder. Roll the two cubes and read the sequence word and the number. Demonstrate how to colour the position of the number on the ladder. For example, if 6 and *just before* are rolled, colour the 5 on the ladder.

The children take turns to roll the cubes for six rounds, then review how many numbers each child has coloured. If a number rolled has already be coloured, the next child has a turn.

Repeat until the numbers on both ladders have been coloured.



## 2. Write the number

In this activity, children read a number sequence word, and write a number for that position.

### Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: set KK and (3, 4, 5 from set L with 6, 7, 8 from set S)
- 1 copy of Support 13

Each child will need:

- 1 copy of Support 13
- marker

### Activity

Review the number cards as you place them in the cube. Review the before and after word cards as you place them in the other cube.

Distribute the materials. Say: **Look at your recording sheet. We will work in the happy face column. Point to your happy face on the sheet.** Roll the two cubes and read the sequence words and the number. Decide as a group what number should be written. Everyone writes that number on their recording sheet. Continue for four more rolls, so everyone works together to write numbers in the happy face column.

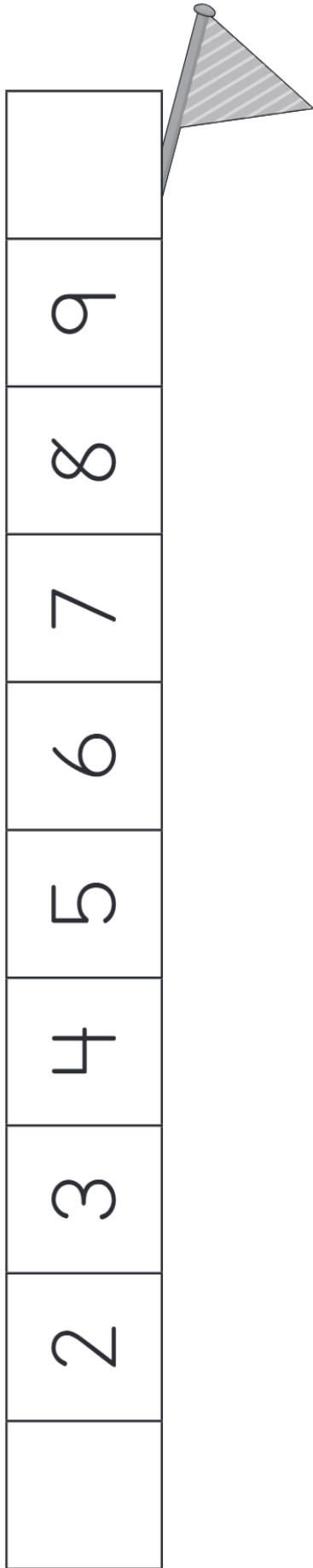
Repeat the activity, with the children taking turns to roll the two cubes and individually writing numbers in position in the column of their recording sheet. Everyone will have different numbers in their flower column.

Repeat the activity so individual children can record numbers in positions in the ball column.



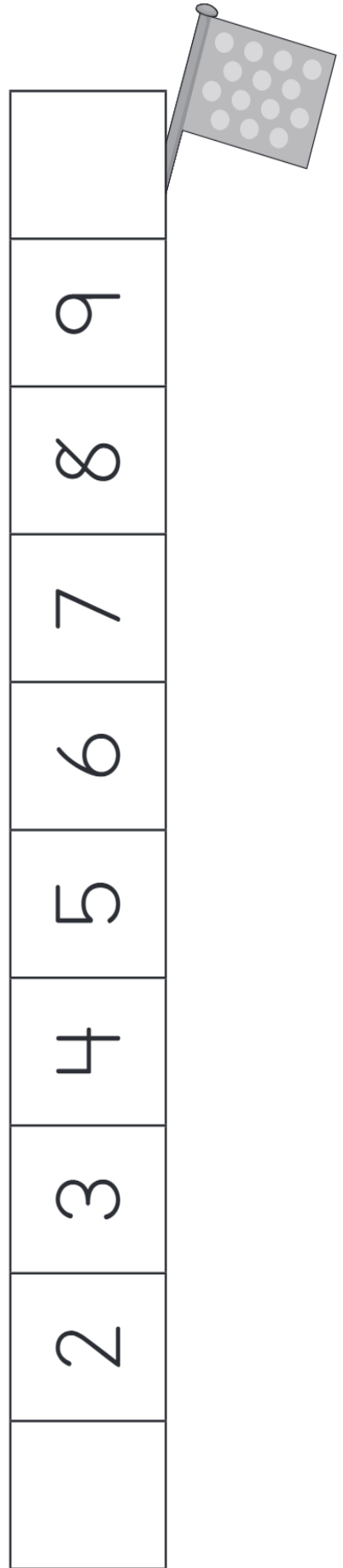
12

Number ladders



A vertical ladder with 10 steps. The steps are numbered from 2 to 9, with the top step being empty. A striped flag is attached to the top of the ladder.

2
3
4
5
6
7
8
9






A vertical ladder with 10 steps. The steps are numbered from 2 to 9, with the top step being empty. A dotted flag is attached to the top of the ladder.

2
3
4
5
6
7
8
9

13

# Number recording sheet

		
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

# I. Take away capsicums

In this activity, children take away a quantity from a given total.

*Note:* If necessary, explain to the children that in some countries, a capsicum is called a pepper.

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets LL and MM
- 1 set of capsicum cards from Support 14

## Activity

Say: **Today we are going to take away capsicums from a group of capsicums.** Review the capsicum and number cards in the cubes. Roll the number cube and say: **I have rolled (five).** Place (five) capsicum cards in a row on the table to match the number on the cube. Then roll the capsicum cube. Say: **I rolled (two) capsicums.** Point to the row of (five) pepper cards and say: **I have (five) capsicums. I want to take away (two) capsicums. How many capsicums will be left?** Remove (two) capsicum cards. Reinforce this by saying: **(Five) capsicums take away (two) capsicums leaves (three) capsicum.** Children take turns to roll the two cubes to create their own subtraction situations. Encourage them to describe their subtraction thoughts using their natural language.



## 2. Packing capsicums

In this activity, children visually add the number of objects pictured, and say the total.

*Note:* If necessary, explain to the children that in some countries, a capsicum is called a pepper.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards: set LL*

### Activity

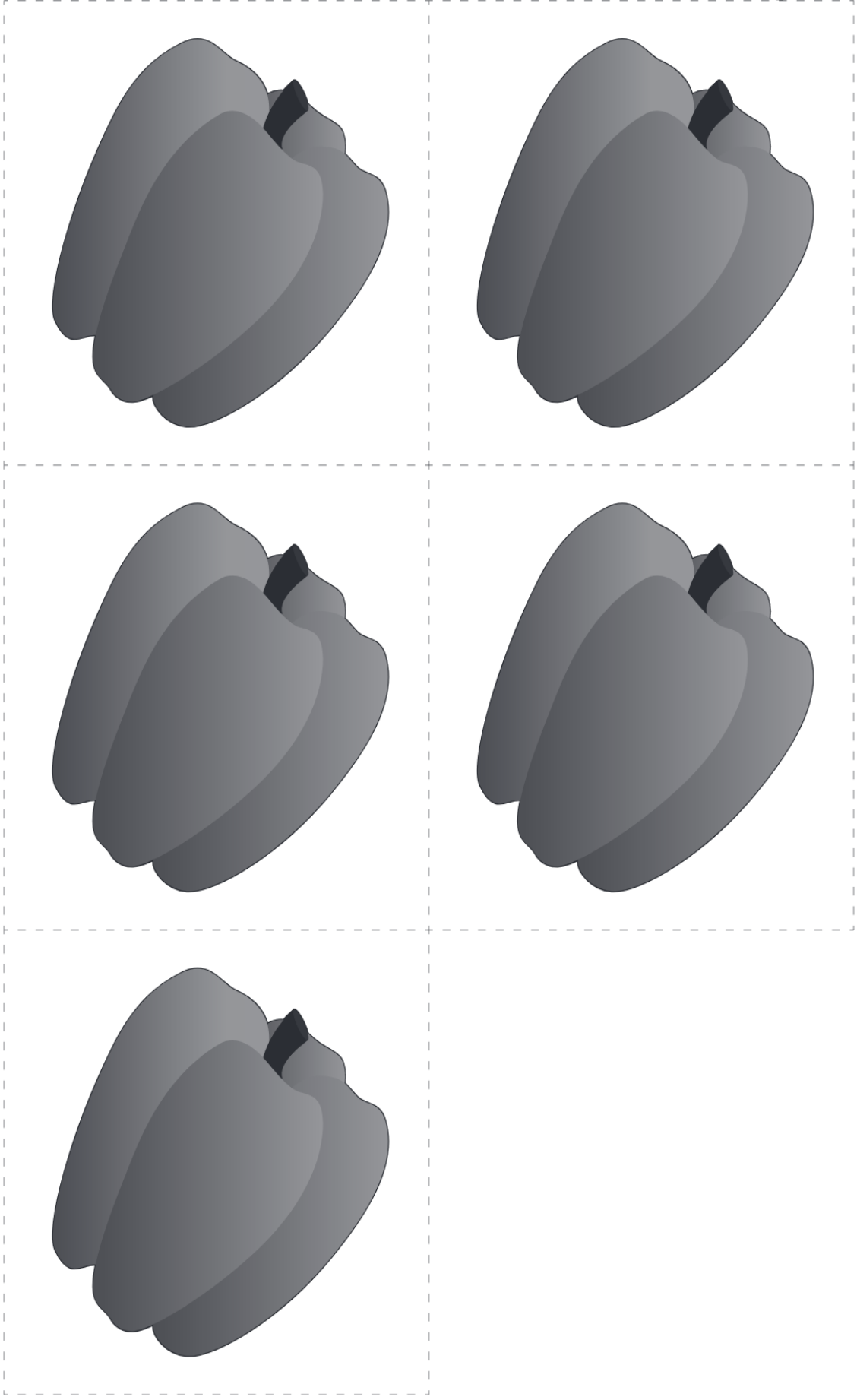
Review the capsicum picture cards with the children as you place them in the cube. Then show each picture and encourage the children to say the quantity without counting (subitise).

Have each child roll the cube twice and say how many capsicums they rolled. Say: **Roll the cube two times. Add the number of capsicums you rolled. Tell us the total.** Encourage the children to mentally add.

Repeat for another three rounds. Children will work more quickly when they have confidence.



# Peter's capsicums



# I. Take away capsicums

In this activity, children take away a quantity from a given total.

(Note: If necessary, explain that in some countries, a capsicum is called a pepper.)

## Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets LL and MM
- 1 set of capsicum cards from Support 14

## Activity

Say: **Today we are going to take away capsicums from a group of capsicums.** Review the capsicum and number cards in the cubes. Roll the number cube and say: **I have rolled (five).** Place (five) capsicum cards in a row on the table to match the number on the cube. Then roll the capsicum cube. Say: **I rolled (two) capsicums.** Point to the row of (five) capsicum cards and say: **I have (five) capsicums. I want to take away (two) capsicums. How many capsicums will be left?** Remove (two) capsicum cards. Reinforce this by saying: **(Five) capsicums take away (two) capsicums leaves (three) capsicums.** Children take turns to roll the two cubes to create their own subtraction situations. Encourage them to describe their subtraction thoughts using their natural language.





## 2. Add the animals

In this activity, children add two quantities to determine the total.

### Preparation

You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set MM

Each child will need:

- 10 small animal counters
- 1 sheet of green paper

### Activity

Review the number cards as you place them in the cube.

Say: **Look at your green sheet. That is the field for the animals. Every day, the animals change. Put ten animals next to your field.**

Explain that the children will each roll the cube twice and collect that many animals for the field. Demonstrate by rolling the cube and placing (five) animals on the field. Roll the cube again, and place (three) animals on the field. Say: **I will add the two groups of animals. I can count to find the total. I have eight animals in the field.** Remove all the animals from the field.

The children take turns to roll the cube twice, and add to find the total number of animals on their field. Say: **Tell us the total number of animals.** Repeat for another four rounds.



# Peter's capsicums

