

# I. Colour match

In this activity, children identify and match colours.

## Preparation

You will need:

- *ORIGO Poster Book 1*
- 12 colour swatches to match the colours in the Poster Book

## Activity

- Say: **Touch your nose if you have heard the word *colour*. What is colour? Who can tell me a colour?** Invite children to give examples of different colours. Encourage them to look around the room and talk about the colours they see.
- Play *Poster Book Song 1* and prompt the children to touch their nose each time they hear a colour word. After the song is finished, discuss the colour words they have heard.
- Display the Poster Book as shown, and play the song again, turning the pages to follow along. Afterwards, display the open book and say: **This poster shows the *Poster Book Song*. What colours do you see?** Point to each object pictured and talk about the colour it represents.



- Hold up the yellow colour swatch and discuss the colour. Then ask: **Where is this colour on the poster?** Place the card next to the sun and talk about how they match. Ask: **Who can tell me the meaning of the word *match*?** (Objects match when something is the same about them.) **What is something else in our room that matches this colour?** (Shirt, ribbon, colour pencil, and so on.)
- Distribute a colour swatch to each pair of children, and ask the following questions:
  - **What colour is on your card?**
  - **Which picture on the poster matches your colour?**
  - **What part of the song talks about your colour?**

## 2. Colour sort

In this activity, children sort by colour. The concept of *not* is developed as children sort objects into groups of *red* and *not red*.

### Preparation

You will need:

- *ORIGO Poster Book 1*
- 2 hula hoops
- various red objects (for example, counters, cubes, blocks, and crayons)
- various green objects (for example, counters, cubes, blocks, and crayons)
- collection of objects in other colours

### Activity

- Display the Poster Book and play *Poster Book Song 1*. Encourage the children to sing along as you turn the pages and point to each picture. Ask questions such as:
  - Who can think of something else that is (red)?
  - Can an object be two colours?
  - What is an example?
- Have the children move around to find someone who has a matching colour on their clothing or shoes. Repeat two or three times, encouraging each child to find someone else who is wearing a matching colour. Highlight some of the matching elements each time they form a new pair.
- Ask the children to sit in a circle on the floor. Place the two hoops in the center of the circle. Say: **When I say your name, I would like you to select an object from this table and place it in the hoop I point to.** Call on different children to place objects in the hoops according to the rule *red* and *not red*. After several objects have been placed, invite the children to explain how they have been sorted. If necessary, continue the sorting until the rule of *red* and *not red* is recognised. Repeat the activity using the sorting rule *green* and *not green*.

### 3. My favourite things

In this activity, children paint a picture.

#### Preparation

Each child will need:

- paint in colours from the *ORIGO Poster Book 1* (yellow, blue, grey, white, brown, pink, red, purple, black, violet, green, orange)
- paintbrush
- paper
- water

#### Activity

Allow time for the children to use several colours to paint a picture of their favourite thing (for example, a toy, a sport, or a character). Afterwards, encourage the children to tell the group about the colours they used. Ensure they use correct colour words to describe their painting. Then organise the children into pairs to talk about what they discovered in the activity.

### 4. Hang it on the clothesline

In this activity, children match the peg colour to the colour of the clothing they are hanging.

#### Preparation

You will need:

- string

Each child will need:

- various types of clothing, in colours from *ORIGO Poster Book 1* (yellow, blue, grey, white, brown, pink, red, purple, black, violet, green, and orange), or pictures of clothing
- colour pegs (To make colour pegs: Add a few drops of food colouring to a bowl of water. Place wooden pegs in the bowl. Allow time for them to soak up the colour. Remove from the water and dry on paper towel overnight.)

#### Activity

- Use the string to make a clothesline in the classroom. Place the container of colour pegs and the clothes (or pictures of clothes) nearby. Have the children hang clothes on the line using a peg that matches the colour of the clothing. Encourage the children to talk about the pegs they use to hang the clothes. Ensure they use the colour words correctly.
- Organise the children into pairs to talk about what they discovered during the activity.

# I. Identifying the attributes of size and/or length

In this activity, children identify and describe objects according to their size.

## Preparation

You will need:

- *ORIGO Poster Book 2*

## Activity

- Say: **Close your eyes and think of something big. What did you think about?** Highlight responses such as a truck, an elephant, an adult, and so on. Repeat, with children thinking of something small. Highlight answers such as a fly, kitten, toy, baby, and so on.
- Display the Poster Book as shown. Ask: **What do you think this book is about?** Then read each page and discuss the following points:
  - **What do you see in this picture?** Draw attention to the soccer ball if not noticed.
  - **What do you notice about the size of the (machine)?**
  - **What does the word (big) mean?**
  - **What would be another word for (big)?** (Large, huge.)



- After the last page, open the poster out and ask: **Is there something that is the same about all pictures?** (They all show a soccer ball.) **How does the soccer ball help us see the size of each object?**
- Play the *Poster Book Song 2*. Demonstrate a dance, showing big, small, short, tall, and long moves. Play the song again and allow children to sing and dance along.

## 2. Exploring the attributes of size and/or length

In this activity, children explore objects according to the attribute of size or length.

### Preparation

You will need:

- *ORIGO Poster Book 2*
- 1 large book and 1 very small book

### Activity

- Display the Poster Book and play the song. Invite the children to sing and dance along with the song.
- Invite a child to stand next to you. Ask: **Do you see someone who is (tall)?** (Liliann) **How could we describe (Liliann)'s height?** (Short.) **What makes you think (Lillian) is (short)?** Reinforce by using the word in a sentence such as: **(Lillian) is a short height and I am a tall height.**
- Ask two children to come to the front and give each one book to hold up. Say: **Think about the sizes of these books.** Point to the big book and ask: **What can we say about this book?** (It is big.) Point to the small book and ask: **What can we say about this book?** (It is small.)
- Organise the children into pairs and allow time for them to talk about two things in the room that show the word *tall* or *short*. They then name two things in the room that show the words *big* or *small*. Invite some pairs to tell the group what they found, and what they think about the sizes and heights.
- Point to the train in the Poster Book. Write the word *long* on a card or on the board. Ask: **Can you think of anything else that is long?** Encourage the children to talk about their ideas of things that are long.

# I. Linking quantity to the number name

In this activity, children learn how to count one to five objects using one-to-one correspondence.

## Preparation

You will need:

- *ORIGO Poster Book 3*
- 5 soft toy animals

Each child will need:

- 5 teddy bear counters

## Activity

- Organise the children into pairs. Play *Poster Book Song 3*, and ask them to discuss it with their partner. Display the first page of the Poster Book.
- Point to the first picture and ask: **What do you see in this picture?** Encourage the children to talk about the different pictures and quantities they see. Repeat the discussion with the other pages of the Poster Book. Play the song again, pointing to the pictures as they are counted.
- Say: **We are going to use my toy animals to count. Touch your shoulder if you have heard the word *count* before. Do you know what the word *count* means?** Invite the children to answer, highlighting responses such as number names.
- Select a toy animal and ask: **How many toy animals am I holding? I am holding one toy animal. Can you pick up one teddy bear counter? Turn to the child beside you and tell them how many teddy bear counters you are holding.** Place the toy back on the floor and prompt the children to do the same.
- Say: **I want to pick up two toy animals now.** As you pick up the first toy say: **One**, then pick up a second toy and say: **Two. How many toy animals am I holding now? I have two toy animals: one, two. Can you pick up two teddy bear counters? Turn to the person beside you and tell them how many teddy bear counters you are holding. Count the teddy bear counters aloud to them: one, two.** Place the toys back on the floor.
- Repeat for three, four, and five. For each new amount, encourage the children to practise counting aloud in stable order.



# 1. Acting out direction words

In this activity, children act out directional language.

## Preparation

You will need:

- *ORIGO Poster Book 4*

## Activity

- Say: **I am going to play a song for you. When you hear a direction word in the song, I want you to raise your hand.** Play *Poster Book Song 4*. Afterwards, organise the children into pairs to talk about the words they heard in the song.
- Display the Poster Book as you play the song again. Talk about the direction words mentioned in the lyrics. Ask the children to stand up. Say: **We are going to do the movements mentioned in the song. Ready?** Play the song again, and demonstrate the direction words as the song plays.
- Ask the students to stand in a circle. Say: **When it is your turn, you are going to give us a dance move and a direction. For example, you can ask us to wiggle sideways.** Allow each child to give a dance move and direction. As the activity progresses, be mindful of children who are following others' movements, instead of knowing the movement and doing it on their own.

# 2. Dance, dance

In this activity, children sing and dance along to a song about direction.

## Preparation

You will need:

- *ORIGO Poster Book 4*

## Activity

Display the Poster Book. Play *Poster Book Song 4* and have the children sing and dance along with the lyrics.

## Extension

Encourage the children to create their own dance using forwards, backwards, and sideways movements. After they create the dance, invite them to perform it for the group. Encourage them to teach their dance to the group.

# I. Collecting data

In this activity, children collect data and discuss the results.

## Preparation

You will need:

- 4 sports balls (for example, a soccer ball, basketball, tennis ball, and an AFL ball)
- 4 sheets of blank paper
- *ORIGO Poster Book 5*

Each child will need:

- 1 teddy bear counter (or similar)

## Activity

- Place the sports balls on the floor with a sheet of blank paper in front of each ball. Ask the children to choose the sport they like the most, and to show their decision by placing their counter on the sheet of paper in front of that ball. Count the votes for each ball and discuss the results.
- Organise the children into pairs. Say, **I would like you to close your eyes and listen to a song.** Play *Poster Book Song 5*. Display the opened Poster Book and say, **Open your eyes and look at the poster. Talk to your partner about what you see on the poster, and the words you heard in the song.** Allow them to talk about what they have heard and can see. Invite a few children to share their thinking. Listen for answers that include the data. Say, **I am going to play this song again. As the song plays, point to each picture as it is mentioned.** Play the song again, and encourage the children to sing and dance along with it. Ask questions such questions:
  - **What type of data can you collect on this poster?**
  - **How is collecting data using the clothes and the yes/no chart the same? How is it different?**
  - **What data are you collecting with the paper airplanes?**



# I. Counting 1 to 10

In this activity, children count from 1 to 10.

## Preparation

You will need:

- *ORIGO Poster Book 6*

## Activity

- Ask: **Who knows how to count to ten?** Invite individuals to count to ten. Say: **I am going to count and I would like you to listen. One, two, three, four, five, six, seven, eight, nine, ten. Can you count with me? One, two, three, four, five, six, seven, eight, nine, ten.** As you count, show the amount using your fingers. Prompt the children to turn to another child and count with them.
- Say: **I want you to close your eyes and listen to a song.** Play *Poster Book Song 6*. Afterwards, invite them to discuss the song with another child. Display the Poster Book and say: **We are going to listen to the song again. This time, I want you to look at the pictures on the poster so you can learn the dance moves.** Play the song again, following along on the poster. Talk about how they should shake, clap, or stomp once for each time a number name is sung. Play the song again and allow the children to sing and dance along.

# I. Exploring capacity

In this activity, children review capacity, focusing on the measurement terms *full*, *nearly full*, and *empty*.

## Preparation

You will need:

- *ORIGO Poster Book 7*
- 1 plastic cup for each child
- large bucket of popcorn (check for any allergies)

## Activity

- Play *Poster Book Song 7*. Display the Poster Book and play the song again, unfolding the pages to match the song. Then discuss the song and pictures. Play the song again, and invite the children to sing along.
- Distribute an empty cup to each child. Organise the children into pairs, and say: **I want you to describe the size and weight of your cup to your partner.** Invite them to share their thinking with the rest of the group. Ask: **Who can tell me about the inside of the cup? What does the inside of the cup look like?** Emphasise answers that say the cup is *empty* or *blank*. Say: **I want you to turn your cup over. Did anything spill out of your cup? Why not?**
- Ask: **How could we make our cup full?** Invite some suggestions. Place the bucket of popcorn on the table, and say: **We are going to fill our cups with this popcorn. Your cup is empty now; will it still be empty when we fill it with popcorn? How do you know? How could we describe the cup after we fill it with popcorn?** (The cup is full.) If necessary, help the children to fill their cup with popcorn. Then confirm that each cup is full.
- As the children eat their popcorn, and the amount in their cup changes, encourage them to discuss in pairs how their cup is *nearly full*, *half-full*, then *empty*.

## 2. My capacity song

In this activity, children use comparative capacity language to create a song.

### Preparation

You will need:

- *ORIGO Poster Book 7*

Each pair of children will need:

- musical instruments: rhythm sticks (or two pencils); drum (or a plastic bowl with a lid attached); maracas (or plastic bottles filled with rice); cymbals (or two metal spoons)
- several containers of different capacities

### Activity

Organise the children into pairs to create a song about capacity, using words such as *empty*, *full*, *holds more*, *holds less*, and so on. Play *Poster Book Song 7* for inspiration. They may choose to use the musical instruments. Invite them to perform their song for the group.

# I. Identifying 2D shapes

In this activity, children identify two-dimensional shapes.

## Preparation

You will need:

- *ORIGO Poster Book 8*

Each pair of children will need:

- 1 cone or cylinder
- 1 cube
- 1 rectangular-based prism
- 1 triangular-based pyramid

## Activity

- Organise children into pairs. Prompt each pair to select a cone or a cylinder. Ask: **What are some things you know about a cone? What are some things you know about a cylinder?**
- Say: **Let's take a look at the flat part of the cones and cylinders. Use your finger to trace along the edge of the flat part. Is the edge straight or curved? Talk in pairs about the shape of the flat part.** Allow the children to discuss the circle found on the flat surface. Invite a few children to share their ideas with the group. Highlight answers that use words such as *round, curved* and *circle*.
- Say: **The flat part on a cone and cylinder is called a circle. Trace your finger around the edge of the circle again. Now use your hand to draw a big circle in the air.**
- Repeat the discussion and drawing using the cube for a *square*, prism for *rectangle* and pyramid for *triangle*.
- Say: **We are going to listen to a song. I want you to close your eyes and listen to the shapes you hear. Each time you hear a shape word, I want you to touch your nose.** Play *Poster Book Song 8*. Invite the children to discuss the song in their pairs. Display the *Poster Book* and play the song again while unfolding the poster. Afterwards, invite the children to sing along as you play the song again.

# I. Ordering numbers 1 to 10

In this activity, children name and arrange numbers represented symbolically in order. If needed, provide counters for children who require extra scaffolding with quantity and numeral recognition.

## Preparation

You will need:

- *ORIGO Poster Book 9*
- numeral cards for 1 to 10 from *Honey Pot*

## Activity

- Say: **I want you to close your eyes and listen to a song. Each time you hear a number, I want you to touch your forehead.** Play *Poster Book Song 9*, taking note of those who touch their forehead as each number is sung. Display the Poster Book and play the song again while unfolding the poster.
- Ask: **When we count, do we count in a certain order? Or, do we count differently each time?** (We count in the same order each time.) **Let's all count to ten together. As we count, I want you to think about the order we are counting in. Ready? One, two, three, four, five, six, seven, eight, nine, ten.**
- Invite a child to the front. Ask: **How many children do you see standing in front of the group?** (One.) Hand the child the card showing 1. Ask: **What number comes next in the order?** (Two.) **How do you know?** Invite another child to the front and give them the card for 2. Continue until there are ten children holding the cards for 1 to 10.
- Say: **I am going to play the Poster Book Song again. Each time you hear a number word, the child holding that number will hold it up in the air for us all to see.** Play the song.
- Repeat the activity, allowing each child the opportunity to hold a card. Play the song again, allowing all children to sing and dance along.

# I. Exploring long and short durations of time

In this activity, children explore how much time it takes to do various activities.

## Preparation

You will need:

- *ORIGO Poster Book 10*
- fresh white daisies (trim the stems just before this activity)
- clear vase with water
- blue food colouring (*Note: Add about 10 drops of colouring to the water.*)

## Activity

- Play *Poster Book Song 10*. Allow pairs of children to discuss the song. Display the Poster Book and play the song once again, while unfolding the pages and pointing to each picture in turn. Encourage the children to sing along with the song. Discuss the various activities in the Poster Book that take a short amount of time, or a long amount of time. Ensure you draw attention to the sun's position in the pictures as the day passes.
- Say: **When we sang the Poster Book Song, it took us a short amount of time. What are some other things that take a short amount of time?** Invite children to share their thoughts. Highlight responses that are easy to do in the classroom and have the children act them out.
- Display the vase of blue water and ask: **What do you see in this vase? What colour is the water?** Hold up the white daisies and say: **In my hand I have some white daisies. We know that flowers need water to live. What do you think will happen if I place these white daisies in the blue water?** (The blue water will turn the white daisies blue.) **How long do you think it will take them to turn blue? Do you think it will take a short amount of time or a long amount of time?** Allow the children to guess the duration. Ask: **What other things might take a long time?** Encourage children to share their thoughts.
- As each day passes, collect data on the number of days until the daisies turn blue. Discuss the results as a group.



# I. Investigating numbers just before

In this activity, children identify the number that is *just before* in the order.

## Preparation

You will need:

- large 1 to 10 number track
- *ORIGO Poster Book 11*

Each pair of children will need:

- 1 number track for 1 to 10 from *Honey Pot*
- 1 counter

Each child will need:

- 1 craft stick, with any number 1 to 10 written on it (*Note: Prior to the activity, write the numbers 1 to 10 on craft sticks so there is one for each child. Allow them to decorate their stick as they wish.*)
- craft materials
- glue

## Activity

- Play *Poster Book Song 11*. Prompt pairs of children to discuss the lyrics. Distribute a number track and counter to each pair. Play the song again, prompting them to follow the numbers on their number track, using a counter as each number is presented in the song. Play the song again and encourage the children to sing and dance along with it.
- Place the large number track on the floor and have the children stand around it, holding their decorated craft sticks.
- Say: *Each of you has a craft stick with a number on it. We are going to play **Pass the Number**. When I turn on the music, I want you to pass the sticks around the group. When the music stops, you keep the stick that is in your hand. It may not be your stick, and that is okay. I will stand on a number on the track. If you have the number that comes just before, I want you to raise your stick in the air.* Demonstrate the activity. Play the *Poster Book Song* during a few rounds of the game. As each round is played, invite a child who is raising their stick in the air to explain to the group why their number is just before.

## 2. Investigating numbers just before or just after

In this activity, children investigate numbers that are just before or just after a specific number within 2 to 9.

### Preparation

You will need:

- large 1 to 10 number track
- *ORIGO Poster Book 11*
- numeral cards for 1 to 10 from *Honey Pot*
- 1 yellow and 2 red paper headbands (*Note:* Prior to the activity, create the headbands from construction paper.)

Each pair of children will need:

- 1 number track for 1 to 10 from *Honey Pot*

### Activity

- Display the large number track on the floor. Play the *Poster Book Song 11* as you act out the movement on the number track. Invite a child to act out the movement on the number track for the group, then play the song again. Play the song a third time, and invite all children to sing and dance.
- Give ten children a number card and prompt them to get into order.
- Organise the other children into pairs. Say: **As we investigate numbers on our number track, I want you and your partner to follow along using your own number track.**
- Place the yellow headband on the child holding the number five. Ask: **What number is (Andrea) holding? Can you point to that number on your track?** Walk behind (Andrea) and ask: **Which number is just before five? How do you know?** Place one red headband on the child holding the number four. Ask: **Which number is just after five? How do you know?** Place the other red headband on the child holding the number six. Say: **(Hunter, Andrea, and Monique) are three numbers on our number track.** Point to each child as you say: **The numbers four, five, and six. Let's say these three numbers together. Four, five, six.**
- Repeat the activity with the number groups of 8, 9, 10, then 1, 2, 3.

# I. Reinforcing subtraction informally

In this activity, children act out subtraction scenarios and describe what happened.

## Preparation

You will need:

- 5 toy animals (or similar)
- *ORIGO Poster Book 12*

Each child will need:

- 5 small toys (*Note: Prior to the activity, place the toys in the bag for each child.*)
- 1 resealable plastic bag

## Activity

- Play the *Poster Book Song 12*. After, prompt the children to talk about the lyrics. Display the Poster Book and play the song again, unfolding the pages to follow. After, open the poster out and talk about the addition and subtraction scenarios shown. Play the song again and encourage the children to sing and dance along with it.
- Say: **Today we are going to use our toys to act out some subtraction stories.** Display the five toys in a row on the floor. Invite the children to take out their toys and also display them in a row.
- Talk about there being a group of five animal toys. Ask: **How many toys do you see in front of me? I want to take one animal away.** Pick up one animal and hide it behind you. Ask: **How many animals do you see now?** Invite the children to act out the scenario (five take away one) with their toys.
- Continue the activity, encouraging the children to use their toys to create several informal subtraction scenarios. Encourage them to use natural subtraction language such as *take away, hide, ate, and run away*.