

Review Week: Topics 5–8

Teacher-directed activities

These activities can be used with small groups (up to four children) or with individuals. In a small group, direct questions to individual children as needed so that every child has an opportunity to demonstrate his or her understanding of the concepts in focus.

Topic 5 Review

Comparing and Ordering

(Use with no more than three children in a group.)

Materials: A set of ten large Time Sequencing Cards

- ◆ Show the picture of the bears watching TV. Lead a discussion of size comparisons using prompts such as: **Which is the *smallest* bear? Point to a bear that is *bigger* than Baby Bear. Point to the *biggest* bear. If the bears were in order from biggest to smallest, where would Baby Bear sit? Where would Mama Bear sit? Is the lamp taller or shorter than the sofa?**
- ◆ Mix up the cards and place them facedown. Ask each child to select a card and describe what is happening in the picture. Then have each child select another card and say whether it shows something that happens *before* or *after* his or her first card. Have each child select a third card and talk about the order of his or her *three* cards. Be sure to ask children *why* they think one scene belongs before or after another.



The Time Sequencing Cards provide many opportunities for children to identify and describe a logical order of events. Because the subject matter is a family of different-sized bears, the cards also promote discussion of size comparisons.

Topic 6 Review

One, Two, Three, Four, Five

Materials: Jumbo Pocket Cube with number symbol cards 1, 2, 3 on three faces and dot arrangements for one, two, three on the other faces

- ◆ Say, **Let's clap. But first we need to find out how many times we're going to clap.** Invite a child to roll the Jumbo Cube. Ask, **What number did you roll?** (If a dot arrangement is showing, observe whether the child has to count the dots or can just give the number.) Say, **Let's clap that many times.** (Don't give the number.)
- ◆ Continue the game until each child has had a turn rolling the Jumbo Cube.
- ◆ Extend the game to include actions other than clapping. Invite children to make suggestions; for example, taking giant or baby steps, blinking, or stomping.



Children can demonstrate their understanding of number by clapping as many times as the number on the Jumbo Cube indicates. Observing children as they "read" the cube also allows the teacher to assess number-recognition skills.

Topic 7 Review

Designs and Patterns

Materials: A wide can or other cylindrical container with a lid, or a container such as a large butter tub

- ◆ Start a pattern by tapping different parts of the can: top, top, side, top, top, side.
- ◆ Pass the can around so that each child can “play” it. Have children repeat the pattern as you say, *top, top, side, top, top, side*.
- ◆ Repeat the above steps with a different pattern, such as top, side, bottom, top, side, bottom.
- ◆ Invite a child to make a pattern. The other children could copy this.



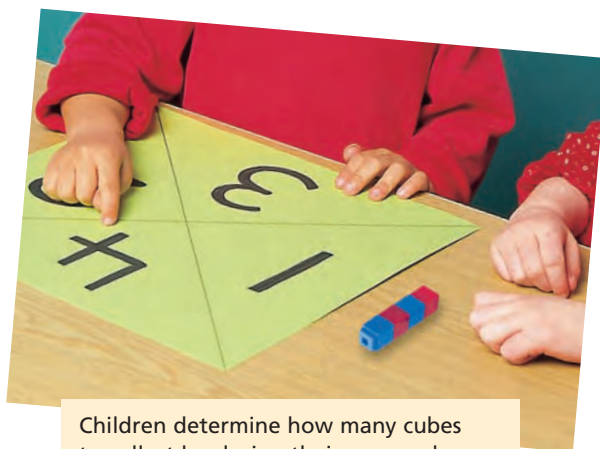
The children take turns making a pattern by tapping different parts of a can; for example, top, top, side, top, top, side. This simple, fun activity provides opportunities for children to continue patterns, copy patterns, and create patterns.

Topic 8 Review

Focus on Four

Materials: A “target” made from a sheet of paper with four sections marked 1, 2, 3, 4; a name tag for each child; a colored pencil; connecting cubes

- ◆ Give each child a name tag. Say, **You are each going to have four turns pointing to the target. When it's your turn, I'll draw a dot on your name tag. Let me know when we have had four turns.** Explain to the children that, after each turn at pointing, they should say the number they point to and collect that number of cubes.
- ◆ Have the children take turns pointing to the target with their eyes closed. Just before a child takes a turn, draw a dot on his or her name tag. Periodically stop and ask the children how many turns they have had.
- ◆ When all children have had four turns, ask them to make their connecting cubes into trains. Say, **When you have four cubes in a train, start a new train.** Allow time for children to show their cube trains and talk about the numbers of cubes.



Children determine how many cubes to collect by closing their eyes and pointing to the target. The activity reinforces children's understanding of the number four, in particular, because they keep track of the number of turns (four turns each) and organize the cubes they collect into as many groups of four as possible.

Free-choice activities

Topic 5 Review

Order by Size

Materials: 6 or 7 boxes, nesting cups, lids, or other containers that fit inside each other

- ◆ Children put the boxes in order by size.
- ◆ Also encourage children to find objects that will fit in each box.
- ◆ When talking to children during or after this activity, ask them how they decided what would fit in a small box/ in a larger box.



Draw the Bears

Materials: A set of small Time Sequencing Cards; drawing materials

- ◆ Children arrange three or more cards in sequence to show the order of some events in the Bear Family's day.
- ◆ Each child then draws a picture of something that Baby Bear or one of the other bears might do. This could be based on one of the existing cards or show a different event.
- ◆ When talking with children about their drawings at sharing time, ask questions such as, **When does this happen: in the daytime or at night?** **What do you think might happen after this?**



Topic 6 Review

Magnet Match

Materials: Mix and Match Number Magnets for one, two, and three (pictures, dot arrangements, and number symbols); animal counters

- ◆ Children mix up the magnets and place them facedown. Then they take turns selecting a magnet, saying the number, and making a group of animals to match that number.
- ◆ When talking to children during this activity, ask questions such as, **How many animals are in this group?** **Can you show me a group that has the same number?** **Which groups have a different number?**



Dinosaur Dominoes

Materials: Dinosaur Dominoes; dinosaur counters

- ◆ Children play dominoes. If the task of linking *many* dominoes is too challenging for some children, they could organize the dominoes into pairs, with each pair having a matching number.
- ◆ Children could also place dinosaur counters on the pictures as they count the dinosaurs in each group.

