

Skipping Through Numbers

Pillar: Active Living

Division I

Grade Level: ECS

Core Curriculum Connections: Math

I. Rationale: Students learn to recognize, sequence, and count the numbers 1-10 both forwards and backwards in this active living lesson. While developing number sense and spatial awareness, students incorporate locomotor movements to practise counting, working in small groups, and taking turns.

II. Curriculum Outcomes: Kindergarten

Strand: Number

General Outcome:

- Develop number sense.

Specific Outcome:

1. Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V]

III. Prerequisites:

- Students need to have explored different ways to move throughout the general space.
- Students need to have practiced working in small groups and taking turns.
- Students should be practicing counting from one to ten in their classroom.

IV. Materials:

- Individual cards with the numbers 1-10 - one number per card - and enough sets so that every two students will have a full set of ten cards.
- One place card mat with 10 squares - for every two students. (The squares need to be large enough so your number card will fit neatly inside of the square.)

V. Procedure:

1. Divide students into groups of two in the general space where they sit behind an empty place card mat.
2. Throughout the room, scatter all of the individual numbered cards upside down.
3. On your signal, "go," the first student in each pair will move out into the general space as directed (skip, hop, gallop, slide, etc.) and return with one card.
4. Each pair of students, working together, will place the numbered card in the correct area of the mat. There are exactly 10 squares in a row, so there is only one place each number will fit numerically.
5. The next student moves (as directed) bringing back another card and the students continue with this activity, taking turns until all squares are filled up and numbers are in the correct order.
6. If a student returns with a number their team already has, that student will return the numbered card back to the field. The student that is waiting at the card should do the same locomotor skill in place until the partner returns.

VI. Variations:

- Change the way the students travel each time to enhance locomotor development.
- Have the students collect even/odd numbers only.
- Have both students move into the general space together, both performing the assigned locomotor skill.

VII. Assessment Ideas:

- Observe students as they sequence their numbers during the activity.
- Have each student say their number sequence aloud to you starting anywhere from 1-10 and 10-1 to assess their ability to count by 1's both forward and backwards.

VIII. Source:

- This lesson idea is adapted from PE Central (pecentral.org).