

TOPIC	ACTIVITY NAME
Celebrating Families and Traditions: Diverse Families	Subitizing: Say It, Show It, Jump It!



### OBJECTIVE

Children will use a combination of large muscles in the arms, legs, and feet to play the game Say It, Show It, Jump It!  
Pre-k 4/PD/C/1/b/Q2.4

### MATERIALS & SET UP

- Sidewalk Chalk
- Prior to starting the lesson, select a large flat surface inside or outside, where you can draw at least 5 squares. Inside each square, draw a different configuration of dots (similar to the dots on a die). Make sure you have a square with one dot, a square with two dots, a square with three dots, a square with four dots, and a square with five dots.
- Be sure to draw the squares large enough for a child to stand inside and spread out enough that children don't bump into each other while playing the game.



### PROCEDURES & TEACHER TALK

1. Gather a group of children around the squares you have drawn for the game.
2. Say "Today we are going to play a math game using our whole body. This is a subitizing game. Subitizing means you know how many items are in a group without counting. You just know it."
3. Say "This game is called Say It, Show It, Jump It! You will listen for me to call your name and then listen for me to tell you what square to jump to. Once you find the square, you will look at the dots, say the number of dots, show me one finger for each dot in your square, and jump as high as you can one time for each dot in your square."
4. Call on one child to demonstrate the procedures for the game. Make sure you pause between each step so that all the children understand the game procedures.
5. Say "Remember in this game we are practicing math skills and working the large muscles in our legs. I want to see you jump as high as you can when it is your turn. Be sure to put both feet together and bend your knees before springing up off the ground!"
6. Begin playing the game with the group. Use this game as a time to observe individual student skills and to check for mastery of developmental targets.
7. Pause the game after several students have had a turn and ask "How many dots are in your square?" If the child answers incorrectly, say "How can you be sure there are \_\_\_ dots in your square?" If the child does not answer your question, prompt them to touch each dot with their foot or hand and count out loud.
8. Keep playing the game until each child has had several turns or until the children are no longer interested.
9. Activity Extension: You can extend this activity by asking children to hop or gallop to a new square that has MORE dots or LESS dots than the square they are currently standing in.

LEARNING SUPPORT	SOCIAL-EMOTIONAL DEVELOPMENT
<ul style="list-style-type: none"><li>• Some children may need frequent verbal prompting to ensure they have selected the square with the right number of dots. You may need to help the child count the number of dots in the square or ask the child, “How do you know?” to get them to count the dots.</li><li>• If a child is struggling with subitizing numbers up to 5, start with subitizing one dot and build from there.</li><li>• If a child has a hard time waiting their turn, consider selecting them to demonstrate the game for others or set a consistent order of turns so the child knows when their turn will come.</li></ul>	<p>This activity will provide children the opportunity to engage in and maintain positive interactions and relationships with other children. They are also building self-esteem and feelings of accomplishment.</p>

@Home Connections

Teacher Reflections