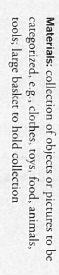
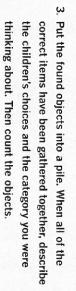
Seek & Find

What You Do



- Invite the children to join you in a game. Have everyone sit so they can easily see and access the basket of objects. Explain how the game is played.
- "I will describe a group that I'm thinking about. I want you to pick something out of the basket that belongs in that group."
- Provide an example before offering each child a turn to select an object.
- "I'm thinking of animals that can live in very cold places. Let's look in the basket and see what we can find. Here, this is an animal that lives in cold places. It's a penguin."



"We have a seal, a polar bear, a whale, and a penguin. These are all animals that live in cold places. Let's count them."

- Place the remaining items in another pile.Count them.
- "These animals do *not* live in cold places. Let's count them."
- 5. Offer another challenge and continue the game for as long as it interests the children. Explain that the basket of objects will be in the Toys and Games area so they can play this game with a classmate during choice time.

M03 Toys and Games

Objective 20

Uses number concepts and operations b. Quantifies

Related Objectives: 7a, 8a, 9a, 11a, 13, 22a, 26

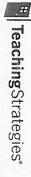
Additional Ideas

This game helps children sharpen their memory, classification, and logical thinking skills. Thinking about another time or place is a skill children will use again and again as they learn to read complex stories.

Including All Children

- Provide a picture or photo of the category.
- Provide pictorial representations of yes and no, e.g., pictures of thumbs up and thumbs down, for a child to hold and ask, "Does this animal live in cold places?"
- Verbally describe the objects from the box. Be sure to include some objects with interesting tactile characteristics, e.g., furry, round, bumpy, or curly.
- For English-language learners, have yes-no words in different colors in their home languages.**
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.**

"That's a box of crackers. You found something to eat! Now let's count what is in each category. Which group has more things? Which has fewer things?" GREEN Invite the child to group items that are used together. Select a category that encound child to find up to five items. Ask the child to count the items. "The thinking of things we use to clean up. You found a dustpan." "Can you find something else that we use with the dustpan? You found the small broom then by another feature. Ask the child to record and compare how many are in "Yes, you put all the red shapes in one pile and all the blue shapes in another pile were in each pile? Now can you put all the big shapes rogether and all the small rogether? How many of each did you have this time? Which pile has more shap PURPLE Encourage the child to describe the groups and make comparisons and count the o Ask questions that encourage comparisons. "I'm thinking of something we use outside that is round. Yes, a tricycle has round we use it outside." "You're right. That bowl doesn't fit in our group. It is round, but we use that in the not outside."
Invite the child to group items that are used together. Select a category that encourages the child to find up to five items. Ask the child to count the items. "I'm thinking of things we use to clean up. You found a dustpan." "Can you find something else that we use with the dustpan? You found the small broom!" Invite the child to sort the same group of objects (in sets of six to 10 objects) first by one feature and then by another feature. Ask the child to record and compare how many are in each group. "Yes, you put all the red shapes in one pile and all the blue shapes in another pile. How many were in each pile? Now can you put all the big shapes together and all the small shapes together? How many of each did you have this time? Which pile has more shapes?" Encourage the child to describe the groups and make comparisons and count the objects. Ask questions that encourage comparisons. "I'm thinking of something we use outside that is round. Yes, a tricycle has round wheels, and we use it outside. The sidewalk chalk is round, too." "You're right. That bowl doesn't fit in our group. It is round, but we use that in the kitchen, not outside."
"The thinking of things we use to clean up. You found a dustpan." "Can you find something else that we use with the dustpan? You fou Invite the child to sort the same group of objects (in sets of six to and then by another feature. Ask the child to record and compare "Yes, you put all the red shapes in one pile and all the blue shap were in each pile? Now can you put all the big shapes together together? How many of each did you have this time? Which percourage the child to describe the groups and make comparisor ask questions that encourage comparisons. "I'm thinking of something we use outside that is round. Yes, a we use it outside. The sidewalk chalk is round, too." "You're right. That bowl doesn't fit in our group. It is round, bu not outside."
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Questions to Guide Your Observations

- How did the child make comparisons between the quantities in each group? (20b)
- Was the child able to find an item and place it in the appropriate pile? (13)
- Was the child able to sort a group of objects in more than one way? On his or her own? With guidance? (13)
- Related LearningGames®

 Was the child able to explain the rule or sorting principle? (9a)

• 172. Sort Any Way You Like