

Using Purposeful Play to Foster an Inclusive Classroom for Early Learners

Using Purposeful Play to Foster an Inclusive Classroom for Early Learners

Copyright ORIGO Education

For more information visit www.origoeducation.com

All rights reserved. Unless specifically stated, no part of this publication may be reproduced, copied into, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of ORIGO Education.

Find and Feel

Children feel and describe objects that are hidden in a box. They then place the objects on their matching outlines.

Collection of different objects (e.g. plastic spoon, pencil, key, toothbrush, comb, coin, large buttons)

1 large sheet of light card
(approx. 30 cm × 40 cm)

1 box

1 piece of opaque fabric to cover the box



Preparation

- Trace each object onto the sheet of light card.
- Place the objects in the box and cover the box with the piece of fabric.

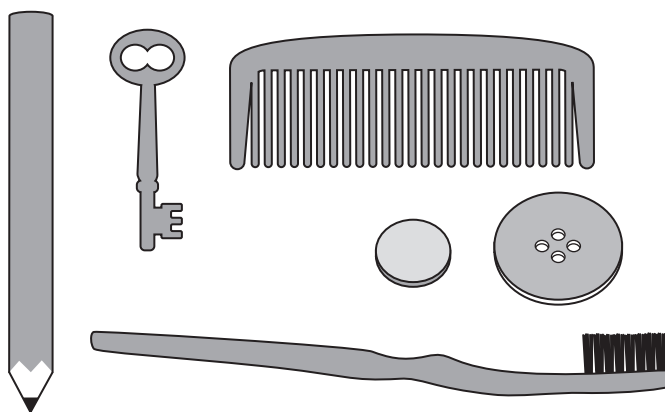


Activity



Invite a child to reach into the box and select and hold an object in their hand. Ask the child to describe what the object feels like and guess what materials were used to make the object. After some discussion, ask the child to remove the object from the box and describe any visible attributes. Then have the child place the object on its traced outline. Repeat with other children until the box is empty.

Later, have the children work individually with the objects. A child describes each object's color and the materials used to make it, and then matches each object to its outline. Encourage the children to show their work to a friend when they have finished.



Find a Mate

Children match objects that are similar and then discuss their similarities and differences.

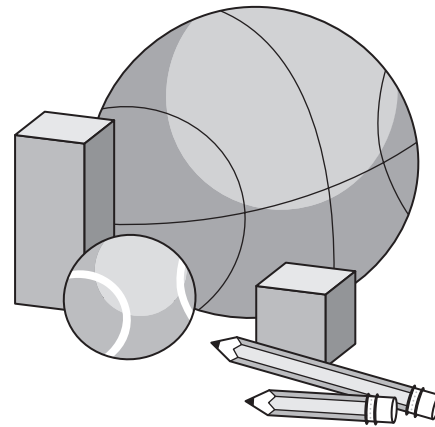
Collection of different objects – two of each kind of object with at least one attribute different (e.g. large and small teddy bears, rough and smooth shells)

1 large box

Magazines

1 sheet of light card for each child

1 shoebox



Activity



Give an object to each child. Ask the children to stand next to someone who has a “mate” for their object. Say, **A mate is an object that is almost the same, but might have one difference.** When the children have found mates for their objects, invite each pair of children to describe how their objects are similar and different. Then ask the children to arrange all of the pairs of objects on the floor.

Alternatively, place all of the objects in a large box. Ask a child to find a mate for each object and place the pairs together on the floor.



Extension



Have the class start a collection of “mates”. Direct the children to find pictures in magazines of objects that are almost the same but different in some way. They then paste the pictures onto light card and cut them out to make cards. Store the cards in a shoebox. Later, have two children work together to arrange the cards into mates.

Rolling sounds

In this activity, children identify sounds as same or different.

Preparation

You will need:

- 2 *ORIGO Big Cubes*
- *ORIGO Big Cubes Cards*: sets C and D, placed in the cubes
- musical instruments: rhythm sticks (or two pencils), drum (or a plastic bowl with a tight lid), maracas (or plastic bottles filled with rice), cymbals (or two metal spoons)

Activity

- Say, **We are going to use our sense of hearing to decide if the sounds we create are the same or different.** Show the children the sound cards on each face of the *Big Cube*. Demonstrate the sound of singing and clapping, and the sounds of the instruments pictured. Show the children the same/different cards on the other *Big Cube*. Roll the cubes and ask, **What did I roll?** (Same. Rhythm sticks.) **What do I need to do to create the same sound as the rhythm sticks?** (Play the rhythm sticks.) **What sound would I need to create if I had rolled the word different?** (Singing, clapping, or a different instrument.)
- Repeat the activity with children taking turns to roll the *Big Cubes*. Encourage the children to explain their reasoning.

Product picture



Domino Drag

Children match dot pictures using dominoes.

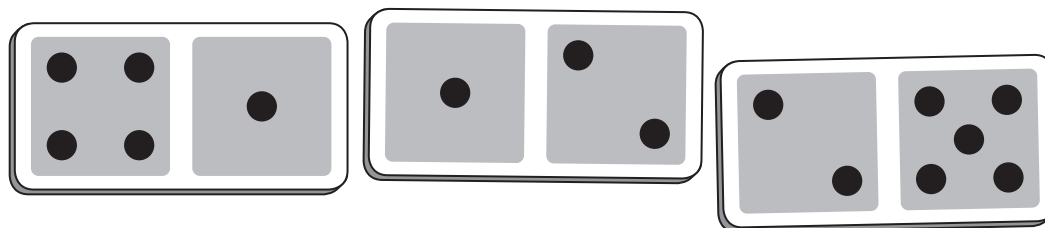
1 box of dominoes for each group of children



Activity



Show the dominoes and point out the dot pictures on each end. Demonstrate how to match the dot pictures by placing the matching ends of the dominoes together. Place one domino in the middle of the group. Deal the remaining dominoes and ask the children to place their dominoes facedown. Have one child flip one of their dominoes and decide if it matches either end of the face-up domino. If they find a match, they move their domino to its match. If they do not find a match, the next child has a turn. Continue to play until all dominoes are matched in a straight line, or until no further matches can be made.



Alternatively, have individual children make rows of matching dominoes.



Extension

Repeat the activity, and this time, the children can match the dominoes in any direction.

Alternatively, have the children take turns to select a domino, draw the dot groups, and then record the numeral for each of the groups. Continue to play until each child has recorded five dominoes.



Matching puppets

In this activity, children match their puppets by the attribute of color to other items found in the classroom.

Preparation

Each child will need:

- 1 color paper circle (*Note: Use the colors from **ORIGO Big Poster Book 1**: yellow, blue, gray, white, brown, pink, red, purple, black, violet, green, orange.*)
- 1 paper plate
- other materials to make a puppet (for example, yarn, cotton balls, eyes, and pipe cleaners)
- markers
- glue
- 1 craft stick

Activity

- Distribute the color circles and paper plates. Model how to paste the circle onto the paper plate. Allow a few minutes for the children use the available materials to create a face for their puppet. Help the children attach their plate to a craft stick.
- Lead the children with their puppets on a classroom walk. Model how to use the puppet to find a color match. For example, say, **I am standing next to a locker. The locker is gray just like the face of my puppet.** Have the children find a match for their puppet color. During the activity, ask questions such as, **What object did you choose? Why? How does it match your puppet?**

Activity in action

Comparing toy animals

In this activity, children compare the size and/or length of two toy animals.

Preparation



You will need:

- 1 *ORIGO Big Cube*
- *ORIGO Big Cubes Cards*: set H (includes one wildcard) inserted in the cube
- 1 box of toy animals (for example, jungle animals, farm animals, sea creatures, dinosaurs)

Activity

Say, **Today we are going to match size words with toy animals.** Read the size word card on each face of the cube and explain that for the wildcard the children can use a size word of their choice. Invite two children to collect an animal from the toy box. Roll the cube and read the word aloud. Say, **I rolled (longer). Which animal is longer? Is the (tiger) longer than the (sheep)? How could we find out?** Encourage the children to explain their thinking using a sentence frame such as “The sheep is long and the tiger is longer.” Provide another example if necessary. Repeat the discussion with children taking turns to roll the cube.

Product picture



More or Less

Player 1	Player 2
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

More or Less

Focus

Developing the comparative language of more than and less than

Materials

Each pair of players will need

- “More or Less” game board
- two (2) number cubes with the following arrangements

less than	less than	less than	more than	more than	more than
3	4	5	<u>6</u>	7	8

Each player will need

- ten (10) counters (a different color for each player)

How to Play

The aim is for each player to fill up their number track.

- Player 1 rolls the cubes.
- Player 1 says the phrase that is rolled on the first cube and the number that is on the second cube.
- Player 1 places a counter onto one answer on the game board to claim that spot.
- If the answer is unavailable, the player misses a turn.
- Play continues in turns until a player has filled their number track

Example

Nadia rolls “more than” and “8”. She then places a counter on 10, a number that is more than 8. Had Nadia previously placed a counter on the numbers 9 and 10 she would have missed a turn.

Counting-On

Reinforcing the count-on-0, -1, -2, or -3 addition strategies

Activity

- Select the six dominoes with one dot on one end and a total of more than four dots.
- Invite individuals to take turns to describe how they can figure out the total number of dots on each of the dominoes. Encourage them to say, without counting, the greater of the two numbers they see, and then count on 1 to give the total.



"Start with 5. One more is 6."

- Continue the discussion, varying the position of the greater number. For students that need assistance, cover the single dot to reinforce beginning with the greater number. Then uncover the single dot and encourage the student to count on to give the total.
- Have students work in pairs or small groups to write the related addition facts ($5 + 1 = 6$ and $1 + 5 = 6$) for all six tiles.
- As the students become confident, repeat the steps above for dominoes from the 2-suit (use the count-on-2 strategy) and the 3-suit (the count-on-3 strategy). Discuss the zero-suit (count-on-0) in the same way to reinforce starting with greater number, and that no counting is necessary to figure out the total.

Make a Ten

Finding combinations of numbers that total ten

Activity

- Share tiles from a set of double-six dominoes among a group of students.
- The aim is to make a total of ten with one or two dominoes. Have the students each play a tile in turn. If a total of ten is made, the player scores a point, as shown in the examples below.



Player 1 scores a point
 $4 + 6 = 10$



Player 2 (left) does not score
Player 3 (right) uses that tile and scores a point
 $5 + 0 + 4 + 1 = 10$

- The winner is the player with the most points after all dominoes are played.
- Students can play this game several times to find the many combinations that total ten.

Extension

Play the game using a set of double-nine dominoes. For this version, students play two dominoes at a time, combine up to 4 tiles in total, and score a point whenever a total of 20 is made.

Same Sum Sort

Investigating addition with two addends

Note

Dominoes provide a natural context for number sentences that use zero.

Activity

- Have students work in groups to find all the dominoes that have the same sum, for example, all those with a total of 5 to 8 dots.
- Encourage the students to draw their dominoes and write the matching number sentences as shown below.



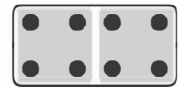
$$2 + 3 = 5$$



$$0 + 6 = 6$$



$$6 + 1 = 7$$



$$4 + 4 = 8$$

- Repeat the activity above with greater totals and a restricted range. This will prepare the students for playing "Snap" on page 26.

Building Blocks

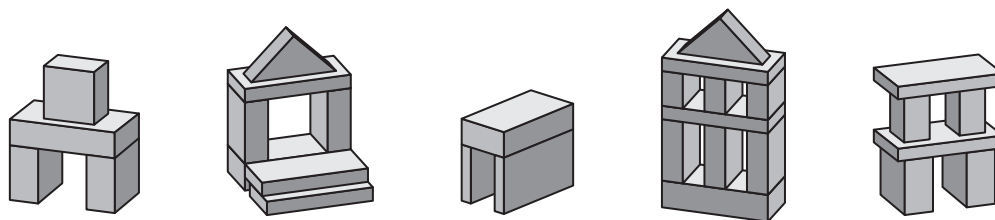
*Children construct buildings with blocks.
They then compare the shapes of the buildings.*

2 baskets for each pair of children

15 to 20 building blocks for each basket

Activity

Show the baskets of blocks to a pair of children. Instruct them to take a basket each and make a building using only the blocks from their own basket. When the children have finished, say, **Tell me about the buildings. What is the same about the buildings? What is different?** Encourage a variety of responses. Note the language that the children use to describe the shapes of the buildings. Some children will compare the number of blocks used in each building.



Extension

Repeat the activity with smaller blocks.

Copycat

Children copy movements to create a pattern.

Blackline Masters 10, 11, and 12
(pages 90–92)

1 large sheet of paper
(approx. 30 cm × 40 cm)

Sheets of light card



Preparation

- Enlarge Blackline Master 10 onto the large sheet of paper, then paste onto light card and trim to make cards.
- Copy Blackline Masters 11 and 12 onto light card and cut out each picture to make a set of cards.



Activity

Ask the children to stand. Show the cards from Blackline Master 10 one at a time and demonstrate the appropriate movement for each animal. For example,

kangaroo – hopping in place

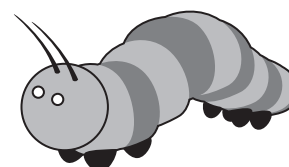
lizard – arms and legs outstretched, as if basking in the sun

koala – hands moving, as if climbing a tree

parrot – hands waving or arms flapping

frog – jumping forward

caterpillar – fingers walking up your arm



Select one card and demonstrate the animal's movement. Ask the children to copy your actions. Repeat with another card. Make a pattern using the two movements and have the children copy the pattern. Continue selecting two cards and making movement patterns.

Place the movement cards in a play area. Encourage the children to select cards and make animal movement patterns in their free time.



Extension

Select a card from the set of pictures from Blackline Masters 11 and 12. Have the children perform the action to match the picture on the card. Repeat with other cards. When the children are confident matching the actions, invite volunteers to perform their own actions for the other children to copy.



Playdough Partners

Children make shapes that are bigger, smaller, longer, taller, shorter, wider, and thinner than a picture model.

Blackline Masters 21, 22, 23, and 24
(pages 101–104)

At least 7 sheets of light card
(approx. 20 cm × 30 cm)

Playdough

Rolling pins, dough cutters, plastic knives,
and other playdough equipment

Crayons



Preparation

- Copy Blackline Masters 21, 22, 23, and 24 onto light card. Cut out the individual picture cards and, if possible, laminate them for durability.
- Cut the remaining sheets of light card in half for the children to create more picture cards.



Activity

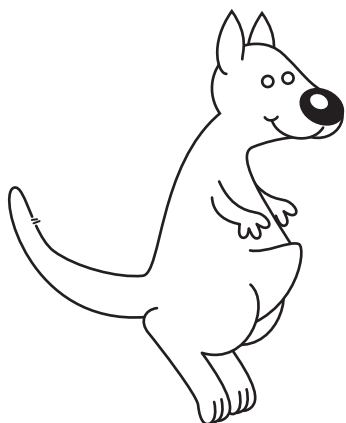
Spread the picture cards around a table. Read the instruction on each card with the children. Invite the children to select a card they would like to use. Direct them to make the new shape with the playdough and place it on the picture card. When the children are finished, ask them to describe the shapes they made to the rest of the class. Highlight the comparison words that are used in the instructions. Have the children repeat the activity by selecting a different card.



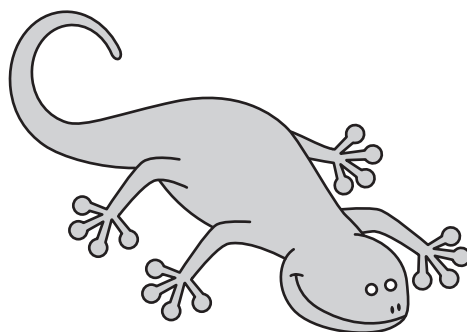
Extension

Have the children make more picture cards to create shapes that are the same size, length, or width. For example, “make a circle the same size”, “make a caterpillar the same length”, or “make an apple the same width”.

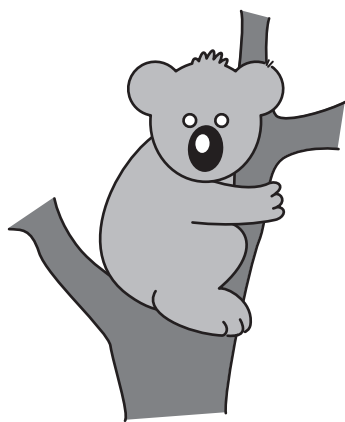
Blackline Master 10



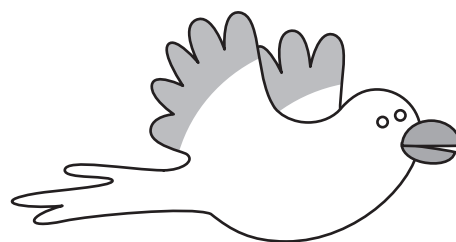
hop



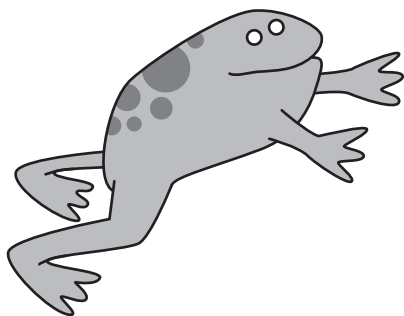
soak up sun



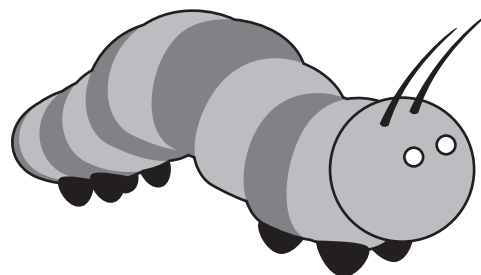
climb



fly



jump



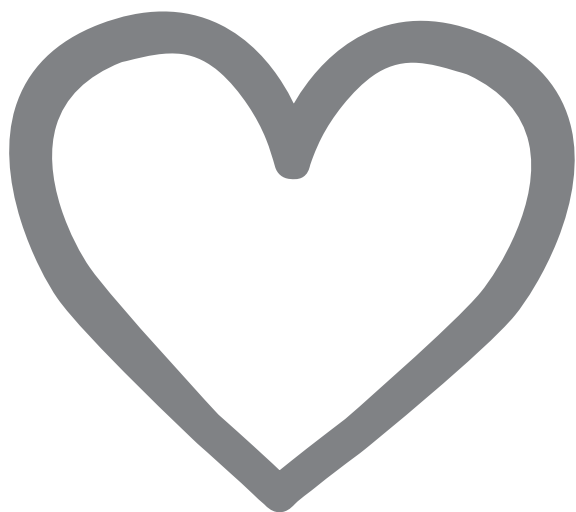
crawl



Blackline Master 21



make a longer worm

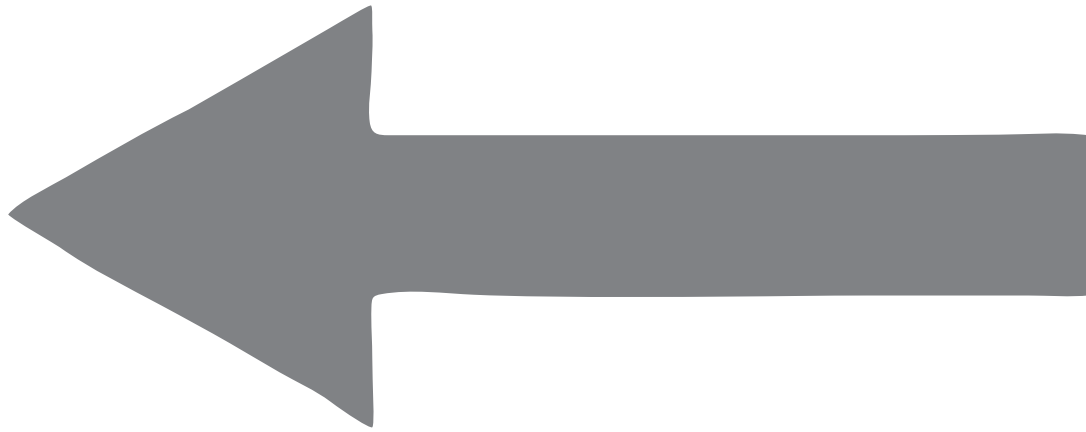


make a bigger heart





Blackline Master 22



make a shorter arrow

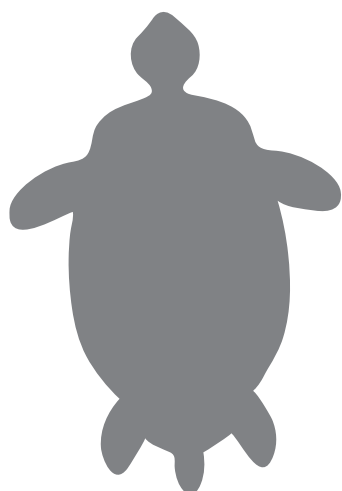


make a taller bottle





Blackline Master 23



make a wider turtle

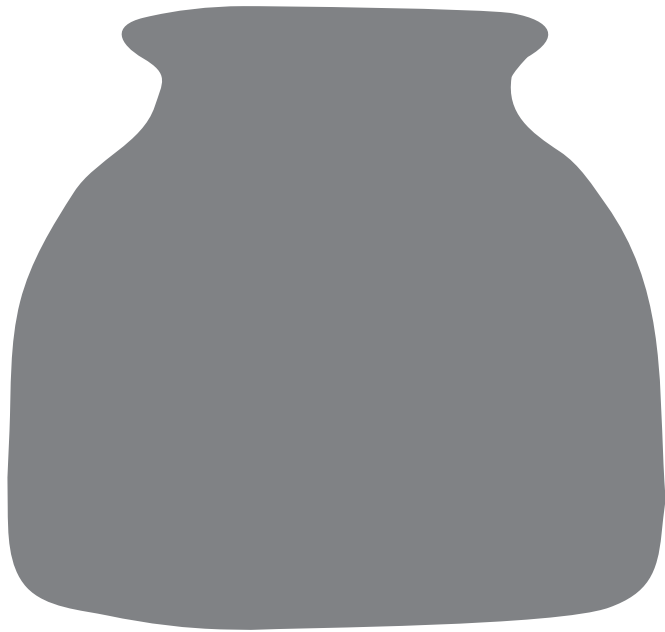


make a smaller star





Blackline Master 24



make a thinner jar



make a longer paintbrush





Footprint Cover-up

Children work in groups of three or more to arrange their footprints in order of size.

Blackline Master 6 (page 78)

Poster paper

Markers

Scissors

Glue



Preparation

- Cut the poster paper into smaller rectangular pieces, approximately the size of a child's foot. Provide the groups with smaller pieces of poster paper, markers, and scissors.



Activity



Direct the children to work in groups of three. Instruct the groups to take turns tracing around the right foot of each group member. Each child should then carefully cut out their footprint and label it with their name. Help the children as required. As the groups are working, ask, **What do you notice about the footprints? Who has the biggest (smallest) footprint? How do you know?**

As a whole group, discuss the foot sizes of each group. Encourage the children to estimate and then show how they would place one footprint on top of another to decide the order. After the groups have shared their findings, they can paste their footprints in order on a larger sheet of paper.

If time allows, rearrange the whole group into groups of four and repeat the activity.



Extension

Provide each pair of children with a copy of Blackline Master 6. Ask the children to cut out the paw prints and arrange them in order of size.

Blackline Master 6

