

Lily Pad Hop!

Strand:	Number and Number Sense
Topic:	Count with one to one correspondence
Primary SOL:	K.1 The student will a) tell how many are in a given set of 20 or fewer objects by counting orally; and b) read, write, and represent numbers from 0 through 20
Related SOL:	K.3a, K.4a, K.4b

Materials

- Game board (One per pair of students)
- Dot cube – 1 to 6 (One per pair of students)
- Markers/counters (Four per pair of students)
- Green construction paper circles for lily pads
- Children’s storybook on leap frogs (optional)

Vocabulary

count, number, dot or pip, zero (0), one (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), ten (10)

Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Ask students to share some things they know about frogs. What do they do? Read students the story book, if available. The story should have in it a variety of animals. Be sure to talk about that the frog gets around by jumping or hopping.
2. Have students pretend they are frogs and hop. Ask, “*How can we tell how far the frog has gone?*” (Answer: “We can count his hops.”) Have students call out a number and hop that many times, getting their whole bodies involved in counting.
3. Lay out the green circles as lily pads. Have students hop and count how many lily pads they land on. Each time a student frog lands, talk about counting hops. The other students can use their hands and hop on their legs to get the feel of hopping and counting together, practicing one-to-one correspondence.
4. Teach students to play “Lily Pad Hop.” Each set of partners or small group needs a game board, a dot cube, and markers/counters. The game begins by placing four counters at the bottom of the gameboard. (One on each frog.) For each turn, the player rolls the dot cube, names the number rolled, and then moves one of the markers/counters across the board. The object is to get all of the frogs to the pond or lily pad. If a frog gets to the pond and the player still has hops remaining, the student can move another frog toward the pond. In other words, players can split their hops between two frogs if needed. The game is over when all of the frogs get to their ponds.

Assessment

- **Questions**

- How many more spaces do you have to get to the lily pad, or to the end? How do you know?
- Are you halfway there? How do you know?
- If you rolled a 5 and you have two spaces to hop at the top, how many spaces can the next frog hop? (This question is pushing toward part-part-whole reasoning.)
- What will happen if you say the numbers faster than the frog hops?
- What will happen if the frog hops faster than you count?

- **Journal/writing prompts (include a minimum of two)**

- A frog hops from lily pad to lily pad. He jumps eight times. Draw the lily pads he hopped on.
- A frog sat on the edge of the pond. He hopped on six lily pads and rested for a minute. Then he hopped on one more lily pad. How many lily pads did he hop on?

- **Other Assessments (include informal assessment ideas)**

- Observe students as they play the game. Are they counting with one to one correspondence with ease? Can they tell you how many hops they need to get to the top from wherever they are?
- Use a student interview. Show a student a pile of 15–20 counters. Ask the student to figure out how many counters there are. Without providing any guidance, observe how the child figures it out.

Extensions and Connections (for all students)

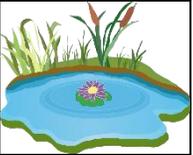
- Provide a gameboard with longer paths (to 20). Use dot cards (to 10) or playing cards (face cards removed), or plain numeral cards to have students generate the number they must hop. This provides practice counting out larger amounts.

Strategies for Differentiation

- Vary the size of the numbers students are using. For instance, if students need to practice counting to three or four use a cube or dot cards containing only those numbers.

Note: The following pages are intended for classroom use for students as a visual aid to learning.

Lily Pad Hop! Game Board

10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
0				