

M03

Toys and Games

Seek & Find

What You Do



Materials: collection of objects or pictures to be categorized, e.g., clothes, toys, food, animals, tools; large basket to hold collection

1. 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.”
2. 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.”

3. Put the found objects into a pile. When all of the correct items have been gathered together, describe the children’s choices and the category you were thinking about. Then count the objects.
“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.”

4. 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.

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. **

Teaching Sequence

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

Related LearningGames®

- 172. Sort Any Way You Like

YELLOW	<p>Invite the child to put toys away in the appropriate places.</p> <p>“Yes, all the dolls go in the doll bin and all the trucks go in the truck bin. Let’s count the dolls you’re holding.”</p>
GREEN	<p>Use simple categories, e.g., things we eat, things we don’t eat. Discuss which category has more or fewer objects.</p> <p>“I’m thinking of things we eat. What can you find in the box? You found a truck. Can we eat that?”</p> <p>“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?”</p>
GREEN	<p>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.</p>
BLUE	<p>“I’m thinking of things we use to clean up. You found a dustpan.”</p> <p>“Can you find something else that we use with the dustpan? You found the small broom!”</p>
BLUE	<p>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.</p>
PURPLE	<p>“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?”</p>
PURPLE	<p>Encourage the child to describe the groups and make comparisons and count the objects. Ask questions that encourage comparisons.</p> <p>“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.”</p> <p>“You’re right. That bowl doesn’t fit in our group. It is round, but we use that in the kitchen, not outside.”</p> <p>“Which group has fewer things? Which group has more? How do you know?”</p>