



# Activity Idea

<b>Activity</b>	Up, down and around
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<b>Possibilities for maths learning</b>	<input type="checkbox"/> Counting	<input type="checkbox"/> Composition	<input type="checkbox"/> Cardinality
	<input type="checkbox"/> Subitise	<input type="checkbox"/> Comparison	<input type="checkbox"/> Measure
	<input type="checkbox"/> Shape	<input type="checkbox"/> Pattern	<input checked="" type="checkbox"/> Spatial awareness

<b>Resources</b>	<ul style="list-style-type: none"> <li>➤ The book, <i>Up, Down and Around</i> by Katherine Ayers (optional)</li> <li>➤ Small toys that move (small cars or trucks)</li> <li>➤ Recycled boxes (cartons, cereal boxes)</li> </ul>
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<b>Activity Outline</b>	<p>Read the book, <i>Up, Down and Around</i> (optional). Alternatively introduce the children to the positional words that you will be using during the activity: up, down and around.</p> <p>Explain what a positional word is in comparison to a regular word (Positional words allow you to follow and give directions). Model each of the words with one of the small toys. Say: “The car is traveling up the wall. The car is sliding down my arm. The car to traveling around the chair.”</p> <p>Once up, down and around are identified, have the children act out the words. Say: “Can you show me up? Can you show me down? Can you show me around?”</p> <p>Give each child a box and a toy. Give directions to the children by inserting positional words into sentences: “The toy is travelling _____ the box.” The children should then follow your directions.</p>
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<b>Extension Opportunities</b>	<ul style="list-style-type: none"> <li>✓ Using the box and the toy, introduce more positional words (in, out, on top, on the bottom, etc.).</li> </ul>
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