



The Pizza Game

Goals: To count with understanding, and recognize “how many” in sets of objects; understand the effects of adding whole numbers. Recognize numbers on a die.

Materials: Die, pizza pictures, paper pepperoni or counters. Paper pizza inside small pizza box. 2-4 paper plates.

Preparation suggestions: Acquire 2-4 small pizza boxes from a local pizza restaurant. Make a small paper pizza to fit inside the box. You can decorate it with paper cheese and sauce. Draw 20 small circles on the pizza. Make 20 small pieces of pepperoni or use 20 small counters.

Description:

Game 1

1. Player 1 rolls a die and puts that many counters or pepperoni on the “plate.”
2. Player 2 must agree that player 1 is correct.
3. If so, player 1 puts the counters on the empty pizza.
4. Players take turns until they have decorated all of their pizzas.

Game 2

1. Players decide on a target number (or you decide and write the number on each sheet): let’s say 4.
2. Player 1 rolls a die and puts that many counters on the “plate,” let’s say 6.
3. Player 2 must agree that player 1 is correct.
4. If so, player 1 puts the counters on the pizzas, trying to get 4 on each (ie. If she rolled 6, she could put 4 on one pizza and start another pizza with 2).
5. Players take turns.
6. The winner is the first player to get 4 counters on each pizza.

Suggestions for Supporting Learners:

1. Use a die with smaller numbers (ie. 1-3).
2. Select a smaller number for players playing game 2. Make a game card with only 4 small pizzas to fill.
3. Make the game cooperative with teams of children working together with one game card.

Source: Doug Clements presentation on “Introduction to Number”, November 16, 2006.

Make Four Elbows!

Have a small group of children form a circle and begin slowly walking in one direction. At a signal from the teacher they stop and listen to instructions. When the teacher states, “Make 4 elbows,” the children touch one or both of their elbows to other children’s elbows to make a total of 4 connected elbows. After everyone shares their methods for accomplishing this task, new directions, such as “Make 12 fingers,” are given. Some favorites: Make 3 ankles, Make 9 shoulders, Make 7 feet.

Source: Copley, Juanita. The Young Child and Mathematics. NAEYC, 2000