**Demonstrating Mathematics and Literacy: Counting Cards Relay**

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| Set-up | * Participants are in groups set up in relay style * Scatter cards, face down, ( bean bags with numbers) are at the other end of the playing space * K uses cards/beanbags numbered only one or 2 and/or dots. * Grades 1-2 use cards numbered 1, 2, 5, 10 (easier to add) |
| How to Play | On the leader’s signal, the first participant in every group uses the movement skill (running, skipping, hopping) to get to the other side of the area and chooses one card. The participant brings the card back to their group. This continues until the team has reached a sum of 10. (Or the chosen number)  With the older participants, you may choose to only allow the team to have a maximum of 3 cards at a time, so the players are allowed to switch a card to try and get a number closer to the target number. Other grade levels can use playing cards (e.g. Ace = 1, King =13). Leader may need to post a chart showing the value of each card |
| Learning focus/Cues  **Active Participation**  **Movement Skills**  move and stop safely and in control, with an awareness of people and equipment around them  **SELS**  Healthy Relationships  Critical and Creative Thinking | WHAT: We are learning to think and learn about math, while playing together and moving our bodies.  WHY: To understand how math skills are important in many areas of my life    FMS Look Fors:  *Running: Cues for teaching:*   * Look ahead * Pump arms * Light feet * Lean forward |
| *Assessment (optional)* | Participants group discuss:  Why is it important to be kind and supportive with your teammates in this game?  Leader assessment: Active participation |
| Modifications | Progression/regression to increase/reduce difficult   * + - Modify the cards/target number     - Leader assists with the adding     - Modify the distance the participants run     - Use Adaptive strategies determined by the needs of your participants |
| Safety | * Check area for other obstacles * Remind participants of the boundaries and to be aware of their space |