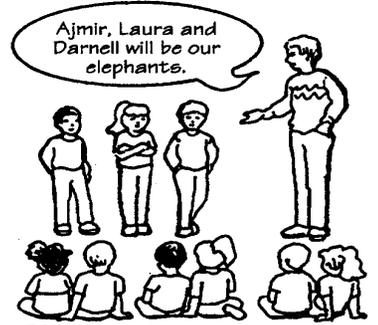
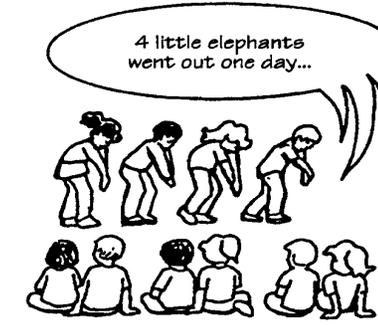
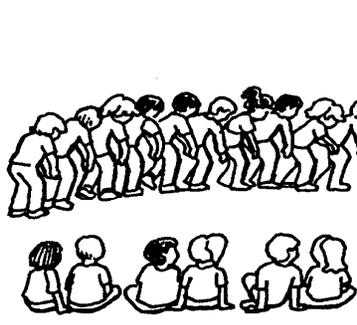


Elephants Play

 <p>Ajmir, Laura and Darnell will be our elephants.</p> <p>Mr. Leary chooses three children to act as elephants.</p>	 <p>3 little elephants went out one day...</p> <p>The class chants the first verse of "One Little Elephant" starting with three elephants.</p>	 <p>Zarina.</p> <p>The third child in line chooses the next "elephant."</p>
 <p>4 little elephants went out one day...</p> <p>The fourth child joins the group while the class repeats the chant.</p>	 <p>The class repeats the activity until there are ten "elephants" in line.</p>	 <p>3</p> <p>4, 5, 6, 7, 8, 9, 10.</p> <p>Mr. Leary separates the first three children and has the class count on from three.</p>

Experience 3



Summary

Children explore *counting on* and the concept of *one more* as they act out the "One Little Elephant" chant. Children continue to build a sense of community as a class as they perform for each other. Children also explore fair ways to include others in an activity.

Materials

- Counters for the teacher (for Extending the Experience)

[Source: [Number Power® Grade Kindergarten](http://www.devstu.org), Regan, Contestable and Robertson, Developmental Studies Center, www.devstu.org, 2000]

Getting Ready



Have children learn the “One Little Elephant” chant using their fingers to show the number of elephants (see the “One Little Elephant”

chant, p. 105). (See p. xxii for ideas about teaching chants.) Have children practice walking like elephants.

The Experience

Introduce the experience by having children chant “One Little Elephant” as you walk like an elephant. At the end of the chant, select a child to join you as a second elephant. Have the class repeat the chant beginning with the words “Two little elephants...” as you both walk like elephants. Have the child select another child to join the two of you. Repeat the chant one more time beginning with the words “Three little elephants...”

Explain that some children will act out the chant while the rest of the class chants. Explain that the children who are elephants will choose other children to be elephants. Ask questions, such as:

Q. How might you quickly and fairly choose a classmate to be an elephant?

Ask children to explain what it means to be a performer and to be a member of the audience. Discuss the responsibilities of each role and why it is important, for example, for a member of the audience to listen attentively.

Continue the experience by choosing a group of three children to act as elephants. Have the class

chant “One Little Elephant” beginning with the words “Three little elephants...” Have the class count on as each additional child joins the group of elephants. After the tenth child has joined the group of elephants, separate the first three children from the rest of the group. Point to the group of three children, and, with the class, count on, pointing to each additional child as you count on. For example:



If time permits, repeat the chant several times, with different children acting as elephants and starting with numbers other than one and ending with numbers other than ten.

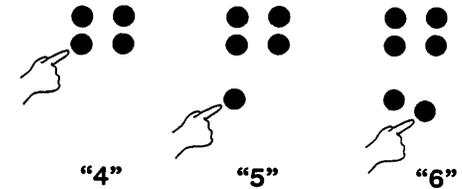
Reflect on the experience by having the class discuss questions, such as:

- Q. What was different about the way we counted today?**
- Q. If you had to choose a classmate to be the next elephant, was it difficult to choose? Why? How did you choose? Why do you think that was fair?**
- Q. How did you act as a responsible member of the audience?**

Ask children to stand. As a class, count the number of children present. Have the class chant the first verse of the chant using the number of children present; for example, “Thirty-one elephants went out one day...” If appropriate, have the class go out to play.

Extending the Experience

- Have children repeat this experience counting on from different numbers.
- On an overhead projector, place counters in a domino pattern. Have children count on as you add counters one at a time. For example:



[Source: Number Power@ Grade Kindergarten, Regan, Contestable and Robertson, Developmental Studies Center, www.devstu.org, 2000]