

Preschool/TK/K

Frog Splash



The purpose of this activity is for children to practice reciting the count list and using one-to-one correspondence. In this activity, children will move through the environment while counting their movements.

Key Concepts

- Practice counting, using number words, and reciting the count list.
- Use one-to-one correspondence to count the number of objects in a small set.
- Compare small quantities.

Materials and Setup

- Ten to fifteen sheets of white paper (or foam pads)
- Markers or crayons



20 minutes



Small groups, pairs



Large indoor or outdoor space, the floor, or small group table

Activity Instructions

Before offering this activity, you will need to make the lily pads that children will use to play the Frog Splash game. See Figure 1 for examples of what these may look like.

Creating Lily Pads

Each sheet of paper will be a lily pad. Consider your group's fine motor development. Model how to draw a lily pad or provide an outline of a lily pad that children can color. Alternatively, you may choose to make the lily pads ahead of time. Consider providing each child with a different color marker or crayon to draw with to make distinct lily pads.



Figure 1. Examples of lily pads created by children

Note: Consider children’s counting abilities as you decide how many lily pads to make. If children are learning to count to 10, consider making 10 lily pads. For older children, you may want to make as many as 20 lily pads.

Frog Splash Game

1. Invite children to a large open space in your learning setting. This may be an indoor or outdoor space. Encourage children to create a pond by placing their lily pads in the space in any way they like.
2. Offer time for children to “be frogs” and practice moving from one lily pad to another (for example, by jumping, hopping, leaping, walking, or swimming).
3. Encourage children to play the Frog Splash game. Model and use the instructions below:
 - a. You will start on one lily pad.
 - b. Choose a different lily pad that you want to travel to. You might describe which lily pad you are moving to. For example, “I am going to the lily pad that is next to the bookcase,” or if you used different color markers, “I am jumping to the orange lily pad.”
 - c. As you move to the lily pad you chose, count the number of lily pads you touch getting to the lily pad you chose.
 - d. Then, you will return to the starting lily pad. You may take the same route back or you might choose a different route. Count the lily pads you touch as you return to the start.

Questions to ask: You might ask children the following questions as they participate in this game:

- How many lily pads did you touch to reach the lily pad you chose?
- Can you hop on more (or less) lily pads to go back to the start?
- Can you hop on the same lily pads on your way back to the start?

Activity Extensions

For children who are easily able to play the Frog Splash game, consider one of the following extensions:

- Ask children to roll dice (either one or two) to determine how many jumps they will have to make.
- Write numerals on the lily pads and ask children to move from one lily pad to the other in the correct order (for example, from 1 to 10). As they move back to the start, encourage children to practice counting backward (for example, 10, 9, 8, 7, and so on).

Using M⁵ to Support Children's Shape Learning

This section offers ways to use the M⁵ Early Math Approach to support children's early math learning and development during this activity.

Mutual Learning

- Notice children's developing counting skills.
 - ◇ Can they recite the count list accurately? How high can they count? Do they understand one-to-one correspondence between the number words and the lily pads?
- Notice the language each child uses to count. Encourage multilingual learners to count in their home language or English. You may consider doing this by counting in their home language along with them. Children may need different levels of support in each of their languages.
- Consider how you might adapt this activity so children with physical disabilities can participate.
 - ◇ You may consider making a tabletop version of this game so children can point from one lily pad to the other.
- Consider animals that interest the children you work with. Then, create different versions of this activity based on children's interests.
 - ◇ Invite children to fly like a bee from flower to flower, swing like a monkey from tree to tree, or swim like a fish from rock to rock.

Meaningful Math Investigations

- Ask questions that allow children to compare and count.
 - ◇ "You jumped on five lily pads. Esteban jumped on two. Who jumped on more lily pads?"
 - ◇ "I wonder how we can make the longest path. If we start here and go there, how many jumps will that be? How can we make the path even longer?"

Materials and Environment

- Play Frog Splash on a table.
 - ◇ Tape the lily pads to a table. Invite children to use a toy frog or a small item that resembles a frog to hop from lily pad to lily pad.



Math Vocabulary and Discourse

- Count aloud with the child as they hop on each lily pad or encourage other children to count with them.
 - ◇ “Let’s count each lily pad that you touch. One lily pad, two lily pads, and three lily pads.”
- Use language to compare numbers as children take different lily pad paths. You might say:
 - ◇ “You hopped on more (or less) lily pads this time.”

Multiple Representations

- Offer other activities where children can use their bodies to count.
 - ◇ Invite children to count the number of rolls, crawls, steps, hops, leaps, or jumps it takes to move from one point to another.
 - ◇ Invite children to use their fingers to count as they sing songs such as “Five Little Monkeys,” “Five Little Ducks,” or “The Ants Go Marching.”