

## Hippos Go Berserk – Pre-Kindergarten

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Math Objectives: SOL K.5 - Count forwards and backwards by 1s; SOL K.1 - Recognize relationships between two sets of objects or two numbers.

Language Arts Objectives: SOL K.1 and K.3 – Dramatize nursery rhymes, poems, and stories; K. 1, K.4 – Recognize and generate rhyming words; K.6 – Acquire and use a functional vocabulary of high-frequency words.

Materials:

Copy of *Hippos Go Berserk* by Sandra Boynton

Copies of premade hippo pictures on magnets or Velcro to place on board, or tape

First half of story written on chart paper

Teacher made self-correcting flash cards

Procedure:

TTW read the book aloud to the class

TSW place pre-made hippos on the board as TT reads aloud-TTW have the numerals already on the board or a number line displayed. As TT reads aloud, each time a number of hippos is mentioned, TSW place the correct set of hippos on the board under the numeral. At the page when “nine hippos come to work”, stop and review sequential order, discuss relationships between the sets of hippos, and other concepts.

When all the hippos go berserk, TTW gather all hippos and play “pick up sticks” by tossing them on the floor. TSW one by one collect the appropriate number of sets of hippos to place back on the board as the teacher continues reading the remainder of the story. At the end, the number line should be complete again.

After reading, have the students count all the hippos (if able).

Discuss with students rhyming words. Select a few common words to generate new rhyming words (back, sack, away and day).

Using first half of story written on chart paper or on sentence strips in pocket chart, students will match number words to numerals. Depending on student ability, select a few numbers to practice or all the numbers from 1 through 9.

Other independent or guided activities:

Students will select from a set of magnetic numbers, and match them to the numeral word. Students can also do this in reverse.

Self-correcting flash cards - use computer to create cards with the number one on one side and the correct number of hippos, along with the numeral word on the other. Laminate and then cut so that each set is self-correcting, like a jigsaw puzzle.

Create puzzles, using enlarged hippos traced from book or drawn. Have sets corresponding to numbers, and then cut each picture into the corresponding number of pieces. 1e – one hippo in picture, stays whole. Picture of two hippos is cut into two pieces. Picture of three hippos is cut into three pieces, etc. Students will complete puzzles and practice putting them together and taking them apart, through the number nine.

Evaluation/Assessment – TTW assess whether students are able to complete the matching activities independently.