



## Week 5: Collective Empowerment (You, Me, Us)

### Social Emotional Skill Development



**Division: PRIMARY**

**Lesson Title:**

## Game of Totals

**Learning Goal:**

We are learning about quantity and different ways to count to ten.

**Student Pre-Reflection:**

Show the mindset video: [Strategies for Learning Math](#) and discuss

**Learning Task/Activity:**

**Necessary Materials:** Counters (plastic circles, pennies, beans, their own fingers, etc.); [Rules Handout](#); [Recording Handout](#)

### Activity

Play the game as an example for the class once. Encourage students to use counters while playing. It is always good to use manipulatives and models – reinforce this message with your students. It is good for brain connections. It is valuable for students to see visuals of quantities and to practice counting quantities and moving counters with their fingers. You can also hand out the table on the activity card of the numbers they can use for the game or have them write these numbers on their scratch piece of paper. Students could put counters next to the numbers so that they are constantly associating the number with its quantity.

Give students the [Recording Sheet Handout](#) as well. Each student should use a different color of pen. As they play, they should create visuals of their amounts as well as their numbers (For example: If I pick 3, I could draw three x's and I write  $3 + \underline{\quad}$ ). Let students choose how they would like to record their visuals (Organization and Shape: Circles, faces, x's). You can have a conversation as you introduce the game about possible different ways of recording their totals visually. Show them as well how to record the numbers. When recording the numbers each student should record the number they chose in a different color.

This is a game for two players. The rules are:

- The first player chooses one of the numbers 1, 2, and 3 and places that many counters on the table. The player also records that amount in visual form and as a number.
- The second player chooses a number from the same set, and adds it on to the first player's counters. That player records the amount in visual form and as a number in a different color than the first player.
- The players continue to take turns choosing a number from the set, adding it to the previous total and recording.
- The player who makes it to the total of 10 wins!

Try playing the game with a friend a few times. Have students consider and discuss as whole class:

- As you continue to play, does player 1 or player 2 seem to win more often?
- Is there a way a player can make sure they will always win?

### Ideas for Follow up / Discussion:

#### Extensions

- Try a different total with a different set of numbers to choose from.

This time when the players play, integrate finger perception development as well. Give students the hand handout. Each student can decide which fingers will be the 1 counter, 2 counter, and 3 counter and label it on the handout. Allow students to choose which fingers are 1, 2, and 3 (left or right hand). These are the fingers they will use to move the 1st counter the 2nd counter and the 3rd counter (depending on which number they choose.) Research has shown that finger perception triggers the same part of the brain that students use to do arithmetic. Studies have shown that increased finger perception predicts higher scores on arithmetic tests. Show students how to move the counters based on their fingers and then give them an opportunity to play the game again a few times.

### Further Resources:

Taken from YouCubed: [Game of Totals](#)

### Curriculum Connections (i.e., A1.8: Point of View):

Arts:	
FASL:	
Health & PE:	A1.3: Develop habits of mind that support positive motivation and perseverance A1.4: Build relationships, develop empathy, and communicate with others A1.6: Think critically and creatively
Kindergarten:	
Language:	O1.2: Appropriate listening behaviour

	O2.2: Appropriate speaking behaviour O2.3: Communicate in a clear, coherent manner
Math:	SEL 3: Maintain positive motivation and perseverance SEL 4: Build relationships and communicate effectively SEL 6: Think critically and creatively N B1: demonstrate an understanding of numbers
Native Language:	
Science:	
Social Studies:	

**Learning Skills:**

Responsibility:	X	Organization:	X
Independent Work:		Collaboration:	X
Initiative:		Self-Regulation:	X

The resources in this series contain links to sources external to HWDSB such as YouTube and Ted Talks. The written content also relies on information from external sources such as School Mental Health Ontario, Ophea and others.



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