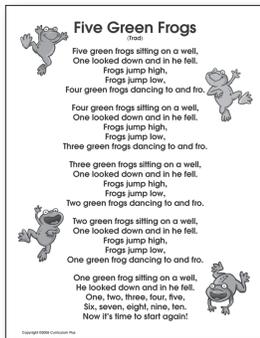




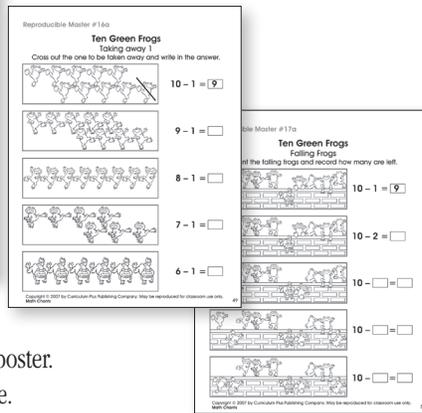
Five Green Frogs (Trad.)

The *Five Green Frogs* chant can be used to support students' understanding of number sense and numeration:

- demonstrate, using concrete materials, the concept of one-one correspondence between number and objects when counting backwards.
- count backwards by 1s from 5 both with and without the use of concrete materials to develop an understanding of subtraction.



Reproducible Masters #16 and #17



MATERIALS:

- *Five Green Frogs* chant poster.
- one large cardboard circle.
- sets of cubes or counters up to ten.
- a set of number cards to 5.
- **Reproducible Masters #16, and #17**

SETTING THE SCENE

T and C: Invite children to join you in reading a familiar chant from either *Math Chants* or from your own math collection of poems.

C: Practise counting forward to 5.

T: Ask if anyone can count backward from 5. (This establishes the children for whom this is new learning and those for whom it is review or practise.)

T: Show the children the new chant *Five Green Frogs*.

T and C: Discuss and discover what the children know about frogs by asking:

- “How do frogs move?”
- “Why do you think the frogs in this chant are sitting on a well?”

Set the learning goal for the lesson:

T: Help the children express the learning goal in child language.

C: “I am learning to count backwards from 5.”

“I am learning to take away from 5.”

T and C: Establish the success criteria together.

READING THE CHANT

T: Read the chant to the children.

T and C: Read the chant together. Discuss what is happening to the numbers.

Use math language: getting less, getting smaller, going backward, count-

ing backward. Help children to see the connection between taking away and counting backward.

PRACTISING/DOING

This part of the lesson is a large group, teacher-led activity.

T: Shuffle the cards and place them face down.

T and C: Ask a child to turn over the first card, then name the number and put those counters in the circle. Ask another child to take one away and see how many are left. Children may count all the counters again after they have removed one. Encourage the connection between taking away and counting back

C: Record their answers on paper or whiteboard.

(An extension to this activity can be: children putting out up to 5 objects and then taking away 2. Again, encourage counting back.)

This part of the lesson involves further activities to support the learning.

1. This is a drama activity. The children are the frogs. They stand in a line, saying the poem and acting it out with one frog jumping away at the end of each verse.

2. Taking away 1 (**Reproducible Masters #16**)

The Reproducible Masters can be used:

- as an activity for the children to fill in the answers.
- Cards can be photocopied, laminated, and then cut up to be placed in the math centre for students to use independently.

3. Five Green Frogs (**Reproducible Masters #17**)

The children count the frogs as they fall into the well and record how many are left on the wall.

REVIEWING AND REFLECTING

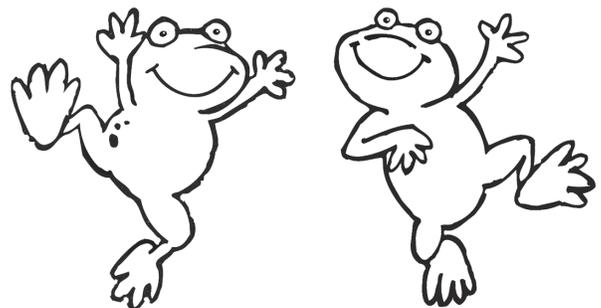
T and C: The children come back to the class circle to share their learning and strategies.

C: Their ideas can then be recorded in their personal math journals:

“Today I learned how to use counting back to take away 1.”

READING CONNECTIONS

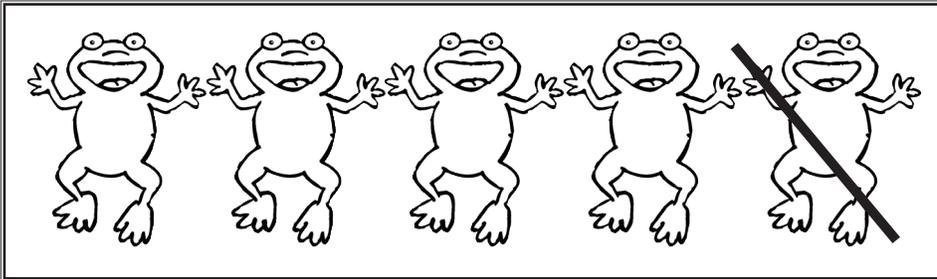
The following book with a math link is in the *Porcupine Collection*: Sawyer, Lynn. *Six More Days Until My Birthday*. Toronto: Curriculum Plus, 2003. (math link: counting backward)



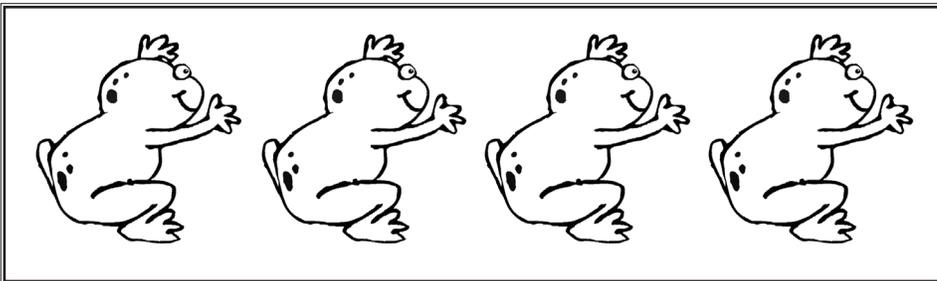
Five Green Frogs

Taking Away 1

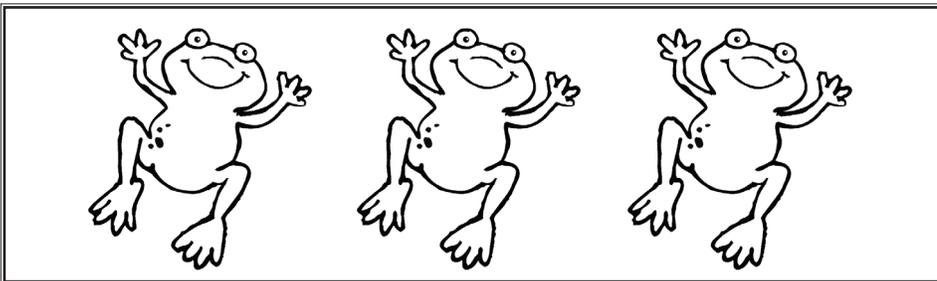
Cross out the one to be taken away and write in the answer.



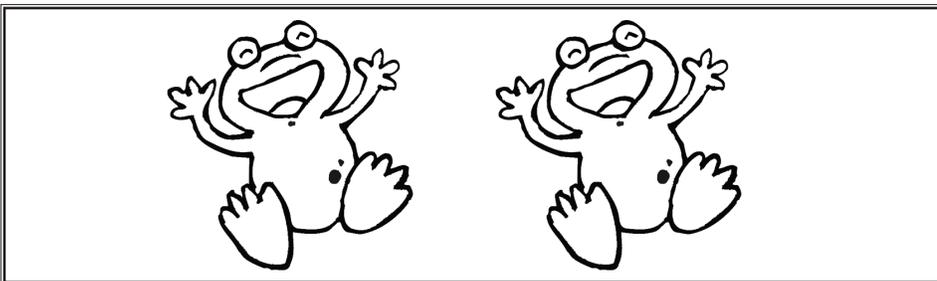
$$5 - 1 = \boxed{4}$$



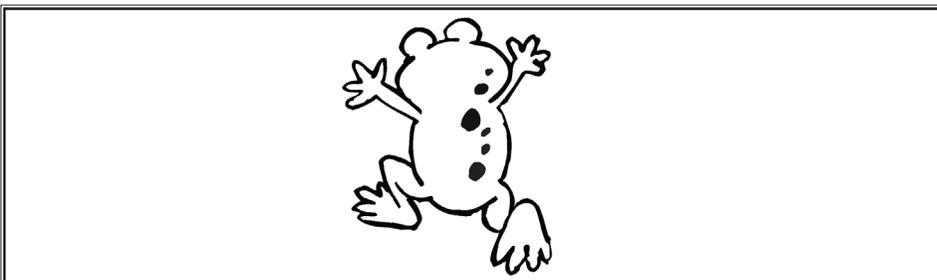
$$4 - 1 = \boxed{}$$



$$3 - 1 = \boxed{}$$



$$2 - 1 = \boxed{}$$

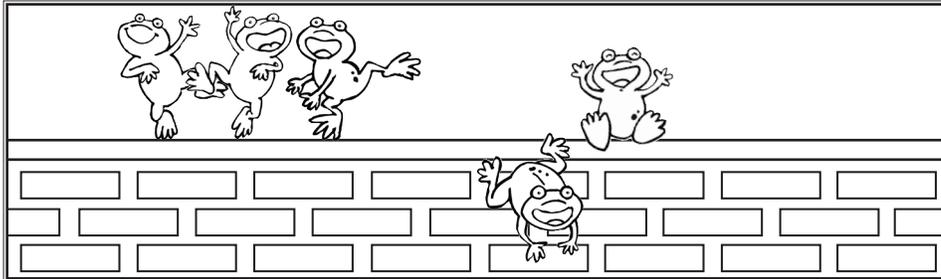


$$1 - 1 = \boxed{}$$

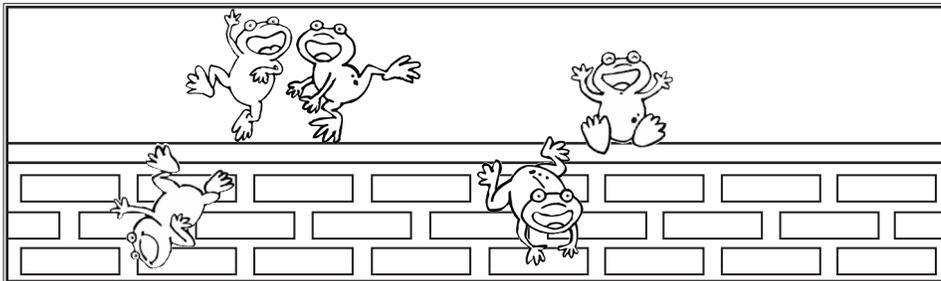
Five Green Frogs

Falling Frogs

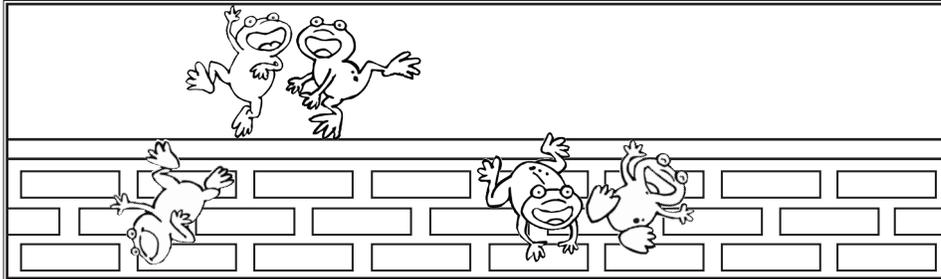
Count the falling frogs and record how many are left.



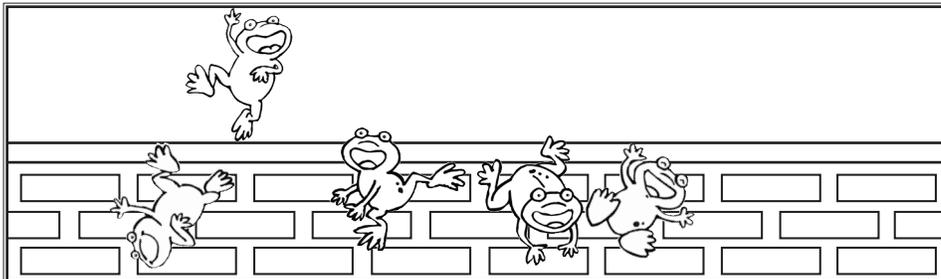
$$5 - 1 = \boxed{4}$$



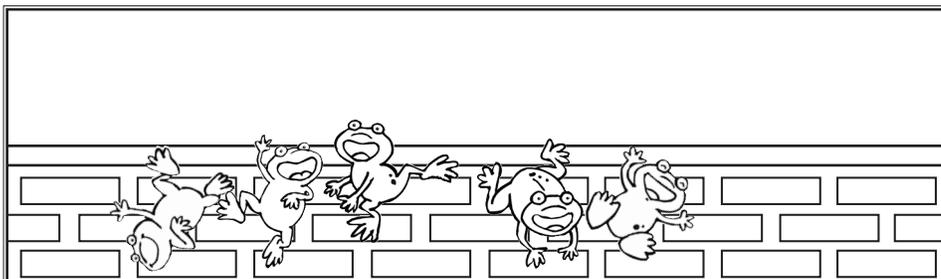
$$5 - 2 = \square$$



$$5 - \square = \square$$



$$5 - \square = \square$$



$$5 - \square = \square$$