



SUGGESTED ACTIVITIES

WHY WOULD ELEPHANTS RATHER PLAY TAG?

This is an excellent book to use with both the any Patterns and Relations strand and the Shape and Space strand of the K-2 mathematics curriculum.

ACTIVITY 1

- ◆ Before reading the book read the title aloud. Ask the students to answer the question in the title. Why would elephants rather play tag? Tag rather than what?
- ◆ Read the book and then re-ask the title question.

ACTIVITY 2

- ◆ Reread the book and have the students write
 - ◆ their own version of the book and share it with students in a lower grade;
 - ◆ about other games an elephant might enjoy playing.

ACTIVITY 3

- ◆ Reread the book, and then ask the students if they remember the animals and the places they chose to hide. Make a list together as a class.

ACTIVITY 4

- ◆ Using the list made in Activity 3, ask the students to order the animals by size (biggest to smallest or smallest to biggest.)
- ◆ Then, ask them to do the same with the hiding places, ordering them by the size of the space. Be sure to record the new lists created, for future activities.
- ◆ Students can also discuss and order by big, bigger, even bigger, biggest or small, smaller, even smaller, smallest.

ACTIVITY 5

- ◆ Using the information from Activity 4, ask the students to make some statements of comparison (for example: The _____ is bigger/smaller than the _____.).
- ◆ Do a few together as a class. Then ask the students to write some of their own statements of comparison.

ACTIVITY 6

- ◆ Reread the book and this time, ask the students to pay particular attention to the pictures.
- ◆ Ask the students to think of some of the different attributes of either the animals or the hiding places (for example, shape, size, corners/no corners, number of legs). Add these to the list made in Activity 3. For example:
 - ◆ bee: matchbox – rectangle, small, corners, no legs
 - ◆ cat: piano – curvey triangle/rectangle, big, corners, legs and so on.

ACTIVITY 7

- ◆ Have the students use the information from the lists created in Activities 3 and 6 to create patterns (for example: small, big, big; corners, corners, corners; rectangle, triangle, rectangle).

ACTIVITY 8

- ◆ Have the students sort the hiding places by an attribute of their choice and record on a Venn diagram or make a graph.