



Transcript for the *Reflections from the Field* [video](#):  
**Incorporating Math into Gross Motor Play**

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**Child:** I'm going to get all the orange.

**Teacher:** And the yellow?

**Jessica Abilgaard, Teacher, The Darcey School:** We had a very distinct area, more or less like an obstacle sort of thing in which to move the trucks around and then given the needs of many kids in the class who will mostly be moving on to kindergarten, we incorporated some math based activities. We created a block type puzzle where they needed to move the trucks around and then fill the order and match and to create the puzzle.

**Jessica Abilgaard:** So choose a puzzle. Alright and talk to me about what you need.

**Jessica Abilgaard:** The truck drivers needed to fill their order. So the number cards might say two blue, three orange. They would come, they would count, and load their truck.

**Child:** One, two, three.

**Jessica Abilgaard:** You got it. Yeah, perfect.

**Jessica Abilgaard:** Then bring them to the work area to sort and place the blocks on the puzzle.

**Jessica Abilgaard:** How many blue?

**Child:** Three.

**Jessica Abilgaard:** Three blue. And?

**Child:** Two green.

**Jessica Abilgaard:** Two green. And?

**Child:** Two orange.

**Jessica Abilgaard:** And two orange. Good job.

**Jessica Abilgaard:** Many of the kids at that point in time didn't have strong numeral ID, they had the sorting and through that we figured out how we could build upon that. Each individual

truck driver is doing the counting and the order filling, take their order back up and place those things on the puzzle.

It was a great activity and you know it's a doable activity really in any situation, the math, the counting, the sorting. So there was a lot going on.

As teachers, or out in the field at all, it's important to follow your children's interest in anything. I think music in the classroom is just so important. Preschoolers can express themselves through music in a way that they might not be able to using their words. So if they were a little shy, and they weren't comfortable singing, they were comfortable strumming on their guitar, shaking their maracas—which is the best part about being in the classroom and about doing experiences like that. To see how happy they are, how happy their parents are. They just had a great time doing it, and I think that's what's important.

**Sydney:** We want to thank everyone for coming, and we'll take a bow! You want to take a bow guys?

**Audience:** Yay!