


<p>Unit 6</p>  <p>Week 2</p>	<p>Large Group: 1 Big Salad Number Path Hop*</p>	<p>Math LG</p>	<p>Standards: MELDS.M.MP.PS.2 MELDS.M.CCC.PS.5 MELDS.M.OAT.PS.5</p>
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Guiding Math Ideas:

- Empowering Mathematical Thinking- Habits of Mind for School Success
- Review and Reinforcement of Counting Strategies and Quantity- Counting On Counting Back

Math Concepts From Unit Learning Progressions:

- Using Rote and Rational Counting in Different contexts
- Combining ideas of 1:1 correspondence, cardinality and number stability to show growing understanding of quantity.
- Using the Number Path

Adaptations for Using Large Group In Alternate Schedule Slots:

- *Combine with Outdoor Time and/or SWPL: Read book during Large Group or SWPL and then do the Number Path Hop activity with small groups of children. See Preparation below.

Materials:

- *1 Big Salad* by Juana Medina
- Large Number Line- 1-15 See Preparation-
- 3-Dot Dice – Large/Jumbo; Use 2 if you have an assistant teacher to help lead groups
- 8 large wooden or plastic numerals- 1-8
- Large piece of brown paper, a quilt, towel, etc. to represent the Salad Bowl at end of Number Line

Math Vocabulary:

- Numerical order: Numbers follow each other the same way each time we count
- Number Path-numbers lined up in sequence
- Count on- count up from a number on the number path.

Preparation:

This Large Group works best if you read the book at a brief Group Time, demonstrate the number path hop and talk about vegetable groups. Later, depending on the location of Number Path, at outside time OR center time call small groups of children to play. The lesson plan follows this procedure. Adapt as needed.

Make a Giant 1-15 Number Path*, which is long enough for children to have multiple opportunities to *count on*. Adjust length as needed. Locate Giant Number Path where is room for children to physically move and stand by a number and also where it can be reused several times. Giant Number Path suggestions: Use the Sidewalk or a Tarmac area and tape numbers written on used file folders to the surface; Use Hallway or a Gym space depending on availability and Noise (this will be a Noisy, fun activity); Use a long rope or cord along the ground and clothespin numbers to the rope in numerical order; Use sidewalk chalk.

Note: Children can help create the number path as an additional learning experience. See below. Set up Number Path and “Salad Bowl.”

*A Number Path is similar to a Number Line, but contains only the whole numbers in succession. Number Lines more closely resemble a ruler with marked intervals between the numbers.

We are studying about things that grow- last week flowers and this week—Vegetables!
We are going to read about the vegetables in *1 Big Salad by Juana Medina*. We have salad for our lunch at school sometimes. What vegetables are in Salad?

We can put a lot of different vegetables in our salad. Let’s read this book about Salads and Vegetables.

Did you notice any of your favorite vegetables that were in this Salad?
There were 2 things that were NOT vegetables. Can you guess what those were?

Today we are going to pretend to be vegetables and hop right into our Salad Bowl. We will use this dice and a number path to play our game. Be thinking about your favorite vegetable. We will put it in our pretend salad!

We will need a lot of room to play this game. It is called the Number Path Veggie Hop!

Children name some vegetables that are in salad.

Read book. Point to the numeral, the number word and the vegetables as you turn the pages. This is a brief, effective counting book. [See note in Strategies below]

Children guess. Turn to the pages of 8 walnuts and 10 clementines and talk about how people sometimes put things besides vegetables in their salad.

Spread out the 8 numbers in a row in the middle of the circle. Children can help order numbers.

We'll play on a giant number path (insert location and time). But Let's practice a little bit now.

Here are some numbers. Let's put them in **numerical order**. That means we will put them in a line, called a **number path or a number line** in the same way that we count them.

I'm going to put this [quilt] right at the end of my number path. I'm pretending that it is my Salad Bowl, just like in the book.

I'm going to pretend to be an onion and stand on the number 1. Susie will you roll the dice?

Susie rolled a 2. I am going to jump 2 times.

What number am I on now?

Yes that is right. I am on the number 3.

I didn't have to go back to the beginning, did I?

No, I just **counted on** and went to that number.

What am I doing when I **count on**?

When I count on, I start adding more numbers to the number I have. I don't have to go back to the beginning of the line.

Now I am going to ask Johnny to roll the dice. Johnny rolled a (X). I am going to jump down the line (X) times.

What number am I on now? **How many do I have all together?**

Yes I am on the number (X).

How do you know?

We will be jumping along our number path trying to get to the end and our Salad Bowl.

I am going to call out the vegetables as a part of our game.

Okay, XXX you can be tomatoes. Tomatoes--- let's jump along our number line.

Put the Salad Bowl at the end of the row.

Choose a child and demonstrate rolling the dice and hopping along the number path.

Some children may answer that you are adding numbers, or have various definitions.

Another child rolls the dice and the demonstration continues.

Continue rolling until you get to 6 or above, and then model jumping into the Salad Bowl.

Asking How Do You Know? verifies children's understanding of cardinality.

Assign children to be different types of the vegetables named on the list OR Children can choose which vegetable they would like to be. Each group of vegetable will move along the number path together. Children can take turns rolling and hopping.

You got to the end of our Number Path- Hop on into the salad bowl!

Let's go look at the Giant Number Path I made earlier.

This part continues on the full Number Path

We're going to play our game (Location/time). When we get to the end of the number path...we will jump right into our Salad Bowl. We will be calling out groups and numbers for hopping during (X) time. Everyone will get plenty of turns. We can play a long time. Let's go.

Okay, our number line is ready. What is the largest number on our path?

Where should we start?

I see that you tomatoes were on number 1 and now you are on number 4.

How many do we have All Together?

How do you know?

Looks like you made it to our Salad Bowl!

Now, how about you Peppers? Would you like to play?

Do a few more demonstrations with several children. A group can jump together, so that all children get a chance to play at least once.

Show the quilt or paper/mat, etc. set up as the Salad Bowl.

Take Dice, and "Salad Bowl" and head to your prepared Number Path area to show children what they will be doing later, or continue to play with large Number Path depending on your schedule.

Expand, if time permits: Children can help to create the number path. Supply them with large numbers on file folders and have them problem-solve about how to put the numbers in numerical order, how much room they need, etc.

Call out certain vegetables and that group starts on the number path.

*Roll the die. Remember the crucial **How Many All Together?** And **How Do you Know?** Questions and observe children's abilities to conserve number. These concepts will also be highlighted in Small Group 1.*

Continue to help children roll and count. It will be crowded and noisy, but a lot of fun.

The game ends when all of the children get to 15- If you have an aide or assistant, you can start two different groups. They will be at different points on the number path. As the group gets to the end of the number path they can hop, roll or tumble into the Salad Bowl. Call another group as current group returns to outdoor or center play.

Strategies to Provoke Math Thinking:

- Selecting Counting Books: *1 Big Salad* is an example of an excellent counting book. It has large clear numerals and number words in a simple font. Items to count are presented without background clutter. It focuses on numbers 1-10. Selecting appropriate counting

books ensures that children have good models for writing numerals and counting skills.

- Share Resources: Setting up the number path takes time and preparation. Why not share it with other classes or Kindergarten, making connections between PreK and K learning goals? See the free article, *Number Path Games* in *Teaching Young Children*, April/May 2019 for more ideas. <https://www.naeyc.org/resources/pubs/tyc/apr2019/number-path-games>
- Counting On and Counting Back: This game focuses on Counting On. [See Small Group 1 for additional info on concepts embedded in Counting On]. If you feel that your group, or some individuals in your class are ready for counting back, add the + and – symbols on large cards, and use them for a back and forth journey into the salad bowl.

Provocation:

- Outdoor Childhood Games and Math: Another popular childhood game, Red Light/Green Light can be used with the Number Path. Instead of reaching a designated goal on the playground, they have to reach a certain number. Use the dice and invent rules about when they will stop, when they will go back (count back) and when they will go forward (count on).