


<p>Unit 6</p>  <p>Week 2</p>	<p>Small Groups: One Big Salad Creatures Books</p> <p>Low to Medium Support</p>	<p>Math</p> <p>SG 2</p>	<p>Standards:</p> <p>MELDS.M.CCC.PS.6</p> <p>MELDS.M.CCC.PS.7</p> <p>MELDS.M.OAT.PS.5</p> <p>MELDS/CA.VA.PS.5*</p> <p>MELDS.PHD.N.PS.1</p>
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Guiding Math Ideas:

- Review and Reinforcement of Counting Strategies and Quantity

Math Concepts from Unit Learning Progressions:

- Numerals communicate math ideas we can “read” and use to solve problems
- Sets are special kinds of groups that can be manipulated in operations
- Using and applying rational counting to questions of quantity

*This activity also meets Visual Arts and Physical Development/Health standards

Materials:

- *1 Big Salad* by Juana Medina
- Vegetable Photograph Cards resources*
- Optional: Use real vegetables as inspiration. Use as snack at another time.
- Pencils, Crayons, or Narrow-Line Markers
- Pre-made 10 page blank books - copy paper/ staples
- Number stickers (Optional)
- Numeral cards Or Plastic/Wooden Numerals (Math Resources)
- Blank Copy Paper
- Glue sticks

Math Vocabulary:

- Numerical order: Numbers follow each other the same way each time we count

Preparation:

This is a counting book-making activity for children to create individual Big Salad books.

Pre-make blank books by stapling copy paper together in a simple book format. OR use blank copy paper and children can make several individual pages. OR decide ahead of time if you wish to create one class book, with children contributing individual pages.

You can change this activity into a class book-making activity with each child choosing a number and contributing a page, using blank copy paper and stapling the book together after completion.

Copy vegetable photos and cut apart. Use vegetable creatures children started creating in Small Group if applicable. Assemble materials in small group area.

Procedure:

We read 1 Big Salad , counted vegetables and played the Number Line Game in Large Group and Small Group. Some of us started making our own creatures. Today we will have time to make more creatures.

What kind of vegetable creatures did the author and illustrator Juana Medina create?

Look at each page from 1 to 10.

On the table we have lots of photographs of vegetables and markers to make our own creatures.

Let's make some creatures!

Children choose a vegetable picture and begin making creatures. As they work, comment on children who have chosen the same vegetable but are making different creatures or similar creatures. Guide children in counting as they add legs, ears, etc.

Show blank books and distribute to children. Children will then glue their creature(s) on a page of their pre-made Big Salad book or copy paper using glue sticks. Encourage children to make several pages representing different numbers.

How many creatures will you put on the page? What number will you choose?

Arrange the plastic numerals in order on the table for children to use as a model of numerical order.

OR children can draw numbers at random and then place in numerical order, your choice.

*When we make our books, let's be sure we have our vegetable creatures in **numerical order**. That means that our numbers will follow each other in the same way they do when we count.*

The activity continues with children creating creatures, forming sets, using counting strategies and math language, gluing creatures and adding pages to their books. [If you have chosen the option of one Class/Group Book, assign children a number.] Children practice writing numerals **or** choose a plastic numeral and match it to the amount of vegetables on a page. You could also write the numerals. Many children will NOT be writing numerals. This is to be expected developmentally.

Make comments about different sets of numbers and different vegetable creatures that children have created comparing and using math relationship language.

You may not have time for everyone to make a full 1- 10 book. Leave materials in the small group area for children to add to their books by making additional creatures, or filling in missing number pages.

Strategies to Provoke Math Thinking:

- Numerical Order: Do children REALLY know the order of numbers? Some children still could be chanting and copying, using memorization (the first step). By asking children what comes after and before a numeral, you can assess their mastery of the **stable order rule**. Use the plastic numerals or a class number chart to help them determine the next or previous number.
- Creativity, Math and Intentionality: This activity provokes imaginative thinking while children are engaged in very specific math skills. It is good example of the balance between teacher-directed and child-directed math instruction currently recommended as best practice. You are providing materials for set-making, numeral recognition and duplication, and counting while encouraging creativity with the open-ended creation of vegetable creatures. See *The Intentional Teacher*, Rev. Ed (2014) by Epstein for more information about balancing teacher and child initiated activities.
- Using Food Appropriately: Using real food items for art or as manipulatives is not best practice.

However, food is a very important part of the everyday lives of children and families and is an easily available, logical way to connect math with daily routines. Realistic pictures of actual vegetables and fruits is preferable to plastic vegetables, but use what you have. Children will make the connections.

Adaptations for Additional Challenge:

- Expand children’s thinking to the *Analysis* and *Application* Levels of Bloom’s Taxonomy of Thinking Skills. Challenge them to create a shopping list for a meal, using pictures or invented spelling. Give them a reusable Grocery Bag and invite them to “shop” around the room for items for their meal. They can choose many creative ways to represent their “food” such as green paper for spinach, or small blocks for bread OR use your extra vegetable pics. Have them analyze their bags to see if they need more or less for a healthy meal and categorize them in different ways, sorting, grouping, creating sets and experimenting with mathematical operations.
- Link to Previous Units: Unit 5 introduced the word **creatures** in *5 Creatures* by Jenkins. Use the set-making/grouping activities in U5 activities and expand with vegetable creatures.

Documentation:

- Using Counting Books to Document Counting Skills: Create a special area with all types of counting books used throughout the year that present different degrees of difficulty in counting. We gradually added challenge to counting books with books that count to 20 and those that include the decades up to 50 or 100 or count down from 10 to 1 or 0. Books also add difficulty with illustrations that present certain objects to be counted alongside many other items that are not counted.

Provocation:

- Cooking: If resources available, children can make a big salad to share at lunch or snack, OR expand the idea into a home/school connection with each family bringing one vegetable salad to add to a salad supper.

* Vegetable photographs courtesy of Nita Gilger. Copyright waived for use in Math for ME.