

<p>Unit 1</p>  <p>Week 1</p>	<p>Small Groups: Exploring Manipulatives</p> <p><i>Low Support</i></p>	<p>Math</p> <p>SG1</p>	<p>Standards:</p> <p>MP: Develops positive attitudes about math.</p> <p>MP: Participates in whole group and small group math-focused activities.</p> <p>MD: Matches and groups similar objects.</p>
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<p>Guiding Math Ideas</p> <ul style="list-style-type: none"> ● Discovery and exploration of math materials ● Enjoyment and participation in math activities <p>Math Concepts From Unit 1 Learning Progressions</p> <ul style="list-style-type: none"> ● Learning math starts with discovery & exploration ● Naming our math center and math activities. <p>Adaptations to Center Time/Free Play:</p> <p>Children will also play in this center during Center Time. Use the suggestions observations and reflective statements to note their play patterns and support during the first week of small group. Extend free play with manipulatives as needed.</p>

<p>Materials:</p> <ul style="list-style-type: none"> ● Attribute toys in baskets or buckets (colored, many sized dinosaurs, cars, bears, etc.) – 2 or more sets. ● 1" Inch Cubes ● Multi-colored and sized baskets (plastic or natural materials) ● Paper plates ● Large Numeral Cards 1-5 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Math ● Math center ● Count(ing)- We count to find out how many ● Match- things that are the same ● Group- things that go together ● Labels- papers or stickers with words and pictures.
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Preparation:

See Preparing the Math Environment in Initial Training Materials.

Initial play in the math center with toys should be on the floor, not tables. Select sets of attribute toys and place in baskets with labels. Children will share baskets of attribute toys, inch cubes, etc. Adjust number of attribute sets depending on number of children in group. Be aware of not introducing too many toys at one time. Place toys, paper plates, small baskets and numeral cards on floor.

Procedure:

Suggested ways to introduce math center to children:

This part of our room is called the math center. Math helps us figure things out, count and solve problems. The math center has lots of toys and games we can play with a friend and alone, and things we can build. We will learn a lot about numbers and counting and shapes here.

Children will probably dive in, but if necessary, invite children to play and start playing alongside them to encourage any hesitant children. Model placing items in baskets, grouping items, combining inch cubes with animals, and other ways to play with toys.

As Small Group ends:

It is time to clean up. Let's put the toys back in the baskets that match. [Show baskets with labels].

Strategies that Facilitate Math Thinking:

- Exploring manipulatives encourages children to be comfortable playing in the math center, and to associate math learning with enjoyable activities. Free play for at least the first 2 weeks is important before introducing more intentional activities. This can also happen during free center time. Observation and reflective description are strategies to support children's play.
 - *I see you are putting all the baby dinosaurs in a row. What are they doing?*
 - *When I play with cars, I like to put all the little ones together. How do you like to play?*
- Observe any matching, grouping or sorting activities.
 - *Some of these unit blocks are yellow and some of the cars are yellow. That means that the color matches. OR You have made a group of yellow things.*
- Clean- up is a math activity. Children are matching, sorting, & grouping when they organize materials. They are using spatial abilities as they fit items onto the shelves.
 - *It's time to clean up. I wonder where these XXX (toys) go? Let's look for the matching picture on the label.*
 - *Will there be room for these trucks on the shelf beside the blocks?*

Documentation:

Most 4 year olds children will demonstrate some classifying or sorting skills. Make note of those children whose play seems random or who may be overwhelmed by the amount of materials and adjust numbers and types of manipulatives. In addition, note children who are grouping and/or sorting items based on an attribute such as color to guide future counting and classifying activities.

Provocation:

Encourage Spatial Thinking and awareness of locations of thing in space: Use words such as over, under, beside, on top of as you describe children's play.