


<p>Unit 1</p>  <p>Week 2</p>	<p><i>Small Groups: Who Lives with Me?*</i></p> <p>Medium to High Support</p>	<p>Math</p> <p>SG2</p>	<p>Standards:</p> <p>CC: Recognizes and names written numerals 0-5</p> <p>OA: Responds with number words and/or counting strategy when asked the question, How many?</p> <p>MD: Matches and groups similar objects.</p>
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<p><i>Enduring Understanding(s):</i></p> <ul style="list-style-type: none"> ● A family is a group of people that care for and support each other. ● What does it mean to be a member of a family ● <p><i>Guiding Math Ideas:</i></p> <ul style="list-style-type: none"> ● Numbers are counting words. ● Matching and Grouping ● <p><i>Math Concepts From Unit 1 Learning Progressions:</i></p> <ul style="list-style-type: none"> ● Introducing number questions. ● Objects can represent other objects. ● Matching and Grouping (Attribute recognition)
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<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● <i>Families</i> by Rotner & Kelly ● See week one for math center manipulatives ● Additional Items: <ul style="list-style-type: none"> ● Bucket of Family manipulatives ● Pet manipulatives ● Muffin tins, 10 Frames and other organizers with compartments. ● House/Apartment Template - Teacher Materials Pack ● Large Numeral Cards-1-10 ● Plastic or Wooden Numerals 1-10 	<p><i>Math Vocabulary:</i></p> <ul style="list-style-type: none"> ● Group- a collection of things or people that go together ● Family- a group of people who love and care for me ● Creatures- living things that are not plants, for example: animals and humans
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Preparation:

Read the book *Families* at SWPL time in week prior to this Small Group. Place book in Math Center. This activity can take place on the floor or on tables.

Add new listed items to Math Center. Children play with toys for at least 2 days before this small group. Have large numeral cards and basket of plastic numerals available.

Before the activity begins, review the children’s registration information about the numbers and members of their family. It is not necessary that everyone’s group be 100% accurate, but the teacher can facilitate counting and grouping by asking questions or reminding children of their family members. Be inclusive as you describe the places where children live- houses, apartments, cabins, shelters, etc.-

Procedure:

"We all have a family, the people who live with us in our home."

Refer to *Families* and note a few pages that depict varying numbers and roles of family members. Place the baskets of family and pet manipulatives on floor or tables and invite children to play with them. Think out loud as you play alongside the children.

This looks like a mommy. This could be a Grandpa, etc. Children may begin to name and sort the figures as family members or into family groups as they explore the manipulatives. Pets also live in some homes, so include those manipulatives to extend thinking.

As play continues, put the house templates on the floor or table.

Here is something that looks like a house or apartment- a home. We might want to pretend that we are filling up our home with all of the people who live with us.

Who lives with you? How many people live with you?

If children show interest in counting or number identification, place number cards alongside each child's work area that corresponds to the number of people they have placed in their "house". Model counting the groups and placing a number beside them. Children may wish to add pets.

Use the phrase "All together" as you count.

1-2-3-4- *You have 4 people all together in your family.* If they include pets: *All together, there are 6 creatures who live at your house. A creature is a funny word that means a living thing that is not a plant.*

Remind children of the clean-up routine.

When it is time to clean up, we will put the toys back in the baskets that match. [Show baskets with picture/word labels]. We have some new baskets that have labels for our family and pet toys.

Strategies that Facilitate Math Thinking:

- Introducing number questions- Solving problems using math is a major goal for preschoolers.
 - *Who lives with you?* Encourages children to categorize and classify.
 - *How many people live with you? How many all together?* introduces the idea of cardinality.
- Observe counting skills:
 - Are some children gathering up an indeterminate number of family manipulatives in their houses? – They are at the *global stage* of counting- seeing and approximating.
 - Are children using any counting-related skills such as pointing or reciting number words [accuracy is not necessary at this point] as they play?
 - Are some children saying the correct number word when they see a numeral or point and count simultaneously?
- Continue to observe any matching, grouping or sorting activities.
 - Are children selecting larger/smaller family figures to represent adults and children?
 - Are children including pets into their groups?

Documentation:

Take photographs of the family groups/house pictures with child in the picture.

Provocation:

Some 4 year olds will demonstrate advanced number skills, even at the start of the school year. You may see children grouping people and pets, counting one group and then going to the other group counting *all together*. All children, however, are using mathematical reasoning. Encourage this innate mathematical reasoning through open- ended questioning and descriptive statements. *How did you do that? Or Show me how you know that. How do you know?* (that there are 7 people and pets, for example). *I wonder how you did that.*

*This activity is loosely based on activity "How Many Creatures?" created by Juanita Copley in *The Young Children and Mathematics, 2nd Edition, (2010)*.