


<p>Unit 1  Week 3</p>	<p>Large Group</p> <p>Help Corduroy Find His Button</p> <p>High Support</p>	<p>Math LG</p>	<p>Standards:</p> <p>MP: Recognizes the idea of a problem and problem solving in the physical and social world.</p> <p>G: Uses physical movement to gain understanding of orientation and directionality</p>
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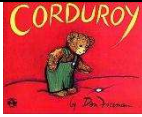


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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Introduction to Problem Solving <p>Math Concepts: [From Unit 1 Learning Progressions]</p> <ul style="list-style-type: none"> ● What is a problem? Introducing math into problem-solving ● Moving our bodies in many different directions <p>Adaptations for Using large Group in Alternate Schedule Slots:</p> <ul style="list-style-type: none"> ● Take the book, bear and buttons outdoors and search for them on the playground.
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<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Corduroy</i> by Freeman ● Stuffed Bear- [Or Corduroy Bear, if you have one] ● 5 Large circles to represent Buttons – Paper plates with black sticker dots work well ● Number Chart on Wall for Reference [Optional] 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Problem- Something that we wonder about and want to figure out or solve ● Solve- finding answers to a problem
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Preparation:

This Math Large Group takes place AFTER the Read-Aloud *Corduroy*.

Make the buttons. During room preparation, place 4 large button circles in different locations around the room. Save the 5th button to show the children during group time.

Gather *Corduroy* book, Stuffed Animal or other representation of Corduroy, and 1 Button.

<p>Intro:</p> <p><i>Remember when we read Corduroy? Corduroy had a problem. Do you ever have a problem? A problem is something we wonder about and want to figure out or solve.</i></p> <p><i>Corduroy had a problem. He lost one button on</i></p>	<p><i>Children offer ideas about what a problem is and what Corduroy’s problem was.</i></p> <p><i>Children may recall some of the ways that</i></p>
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his shoulder strap. He wanted to find it- to solve his problem.

How did Corduroy try to solve his problem?

He searched in the store for his button.

He looked down at the floor.

He went up the escalator- or went upstairs.

He crawled onto (on top of) a mattress

He fell off the bed. [fell down]

Sometimes I lose things and have to look for them.

Has anyone ever lost something?

We are going to pretend to help Corduroy find his button—

We are going to look for 5 buttons, not just one.

Remember we are going to look for 5 buttons.

Where did you find a button?

I noticed that XXX found a button under the big truck in the blocks.

How many buttons have we found so far?

How can we find out if we have them all?

We have 3 here. How many more do we need?

We helped solve the problem of the missing buttons today, using our math thinking. We looked in a lot of places and we counted.

Corduroy tried to find a button.

Describe Corduroy's search for his button. Show some pictures from the book about the search, using positional and directional words.

Use the stuffed animal and imitate the actions that he did while you describe them.

[Give personal example if needed, using positional and directional words].

A few children contribute stories about lost items.

Show the button.

Ask another adult or child to hide this button.

Count 1-5 on fingers or point to number chart.

Begin search. For accommodations or to manage the activity, you can use teams.

Children search the room for buttons and bring them back to the group area.

As the children find buttons, place them in a row in the group area. Use problem solving, spatial and quantity/counting questions

When all 5 are in the group area, count together.

1-5

Repeat as many times as time permits. Children can take turns hiding buttons for others to find.

Wrap up and summarize.

Strategies to Provoke Math Thinking:

- Focusing on small quantities: Although you may observe children rote-counting to 10 or above, that does not automatically mean that children have a sense of quantity. Small quantities, such as 1-5 are a good starting point for understanding: *We count to find out how many.* In this activity, children count as items are added to the group as a way to encourage 1:1 correspondence and the idea of quantity.

- Geometry as Spatial Understandings: We often associate geometry with shapes- but spatial concepts are also foundational. Pair positional or directional words with locations and actions to teach/reinforce understanding of relative positions in space.
- Problem-solving: Introduce the idea of solving a problem as a process that uses math-skills. This shifts the attention from the “right” answers onto the many ways that we can approach problems. Corduroy did not actually solve his problem during his search- but he used some excellent strategies. Problem-solving will be featured during each Unit in Week 5.

Provocation:

Children may still be learning about the layout of the classroom, their favorite activities, the location of their cubbies, who is beside them at lunch, etc. Encourage the use of spatial terms during the everyday routines of the classroom: [Examples]

Who is beside you at the lunch table?

Where did you hang your jacket?

Begin making notes about possible problems that the class can solve during Week 5- Bonus Week