Unit 1 ⠀ Week 3	**Small Groups: Stuffed Animal Families** Medium Support	Math SG1	**Standards:** **MD**: Matches and groups similar objects. Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason

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Enduring Understanding(s):

● Family is a group of people that care for and support each other.

Guiding Math Ideas:

● Matching and Grouping

Math Concepts From Unit 1 Learning Progressions:

● Matching and Grouping (Attribute recognition)
● Uses some sorting, ordering and classifying skills

Materials:	**Math Vocabulary:**
● Groups of assorted stuffed animals. *See note in preparation]* OR 3 Different Sets of Attribute Figures or Small and large farm animals or sea creatures-Any manipulatives that can be sorted into "families" ● Small Boxes or Baskets ● Numeral cards or plastic numerals ● Large paper or Chart Paper and Marker	● Sort- finding ways things are alike and different ● Group- a collection of things that go together

Preparation:

This Small Group is loosely connected to *Corduroy* through the use of stuffed animals as manipulatives.

Gather a large assortment of stuffed animals in the math area. Put them in a pile on the floor or table.

Collect washable animals from staff, homes, from thrift stores, etc. Sanitize prior to and after use.

Place animals in math center at least 1 day before you conduct this small group for exploration.

Set out boxes, baskets, numerals, large paper and marker.

Note: Some centers do not allow stuffed animals, due to health concerns. If this is your school's policy, use at least 3 different sets of attribute figures, mixed all together (not sorted into labeled baskets).

Procedure:

After a brief period of free play, introduce the idea of sorting and grouping.

I see a lot of different kinds of stuffed animals. I wonder if I could make some different families with these stuffed animals. I think I'll make a family of bears. Which ones might go together?

Begin making groups and describing your actions. Think out loud as you include some animals in your group and exclude others. After you create your "family", count it and put a numeral beside your group. Place it in a basket if you wish. Write on the Large Paper:

Ms. XXXX's Bear family- 5 bears, or 2 big bears and 3 little ones, etc.

Model putting groups together in other ways:

I think I'll make a family of all blue animals. Or *Here's a group that has only big animals in it.*

Encourage each child to make at least one group. As they complete a group, write each group on the large paper, who made it, and describe it by counting and naming it as the child directs.

After children make their groups, encourage them to dump items back in the pile and start a new group.

Strategies that Facilitate Math Thinking:

- Classifying, Sorting and Grouping: We classify things based on their similarities and differences. Children begin to sort and group as Infants and Toddlers. Children often create their own categories.
    - Use reflection and description as child creates groups:
        - Groups items, but does not yet express reason for grouping. Support with ideas/observations: *These things all look like bunnies. Were you making a bunny group*?
        - Arbitrary groups- child groups items based on personal preference or idea: I like these ones. I don't like those. Reflect child's actions.
        - Grouping based on an observable attribute: Color, size, shape
        - Grouping based on a concept: Things that go, Things that you take on a trip.
    - Seriation: Note any children who line up items based on their size or other attribute.
- Encourage grouping and re-grouping, a basis for learning mathematics operations.

Documentation:
Some children will engage in pretend play with the animals, rather than sorting and grouping. There still may be classifying going on- assigning the bigger animals as adults and smaller animals as children, for example. As in other activities with lots of manipulatives, some children may be overwhelmed by the amount of materials. Make accommodations as needed.

Provocation:
Provocations are not always questions. Presenting unorganized materials along with organizing tools invites children to use classification skills. The science area can also be used as a place for classification provocations (baskets of rocks, leaves, etc.)