

<p>Unit 1</p>  <p>Week 4</p>	<p>Small Groups or SWPL: What is BIG? Introduction to Measuring</p> <p>Low Support</p>	<p>Math</p> <p>SG2</p>	<p>Standards: MP: Communicates math ideas verbally and non-verbally</p>
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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Enjoyment and participation in math activities <p>Math Concepts From Unit 1 Learning Progressions:</p> <ul style="list-style-type: none"> ● Everyday use of measurement words in play, at school and at home <p>Adapting for SWPL:</p> <ul style="list-style-type: none"> ● This book is very brief. Read and show pig box and ask children to find anything in the room that is bigger than the pig and stand beside it. Record their answers and recall during small group or large group the following day.
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<p>Materials:</p> <ul style="list-style-type: none"> ● <i>A Pig is Big</i> by Douglas Florian ● <i>A large, but lightweight box, with pig ears and pig nose taped on it (Pattern in Teacher materials) – OR some other way to represent a large pig.</i> ● <i>Large chart paper and Marker</i> ● <i>Small and large animal toys [added to Math Center shelves</i> ● <i>Is it Larger? Is it Smaller?</i> by Tana Hoban [Optional for Extension] 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Measure- A way to find out the size of something ● Dimensions- numbers we use to tell how big something is ● Magnitude- huge
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Preparation:

Read through the book. Prepare the box, which is used to represent a large pig. Place box in the Math Center.

Prepare the Large Paper: Heading: *Is it bigger than a pig?* Draw line down the middle of paper and write Yes and No on the 2 columns.

This Small Group moves around the room. It can be started in the Math Center or in the meeting/circle area.

Procedure:

We read our book 10 Tiny Babies and we pretended to be tiny babies when we leapt or crawled. Today we are going to read about something that is NOT tiny- it is Big!

Can you look at my box and my book and guess what we are going to do today?

Children guess.

Read the book and talk about things that are big.

Pause at each page that asks a question of the children and wait for their answers.

I wonder if we can find some big things. We are going to pretend that this box is a great big pig!

Ask children to bring a few items from the Math Center shelves

Compare them to the box.

Is it bigger than our pig?

Record on the large paper as children bring items and write name of item on the yes or no side.

Let's keep looking. Maybe there is something in our room that is bigger than our pig.

Go with the small group and take the pig box around to different areas of the room, looking for something that is bigger than the pig box: Furniture, adults, etc. Don't forget the outdoors.

Be sure to do direct comparisons- holding the pig box near the item and comparing.

As you finish the group time, revisit your chart and summarize:

Ask children to count and report.

We found X things that were not bigger (smaller) than a pig. We found XX things that were bigger than a pig. Did we find anything that was the same size as our pig?

Other words for big: Big is a concept about relative comparison- things are *big* in comparison to other things. Ask children if they know other words for "big" and write them on the wall paper as well. [The book has some of those words.]

Play again if you have time and...Don't forget to have fun!

Strategies that Facilitate Math Thinking:

- Provide opportunities for children to use measuring ideas and terms during mealtimes and routines. Add clarification or definition if needed.
 - Would you like some more strawberries? These apples are different sizes. Would you like a big one or a little one? Is it a long time or a short time until we go outside?
- Early Measurement involves direct comparisons of two or more things. The pig box in this activity introduces the use of a measuring with an arbitrary unit- a key concept in non-standard measurement explored in Units 5 and 6. Encourage informal measurement comparisons.
- Math is engaging and fun! Each unit has at least one silly and light-hearted activity included like this one. Be intentional about describing math activities with positive words and actions.
- Extending Learning: Keep the pig box out in an area for the room for at least a week. Anytime that individual children need a task or are waiting (such as washing hands, finishing clean up, etc.), ask children to find something bigger or smaller than the pig.

Documentation:

Designate a day and keep a list of the measuring words that you hear children using. You may be surprised at how many times during the day children use these terms in their play, in school routines and interacting with friends. Use these words to help you plan additional measuring activities and to reinforce the use of math language in mathematizing other experiences, such as outdoor play.

Provocation:

Is it Larger? Is it Smaller? by Tana Hoban is a great book to provoke additional comparisons.