

 Unit 1 Week 5	<p style="text-align: center;">Large Group: What's Our Favorite?</p> <p style="text-align: center;">High Support</p>	Math LG	Standards: MP: Recognizes the idea of a problem and problem solving in the physical and social world. OA: Transitions from rote counting to 1:1 Correspondence
---	---	------------	---

<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Introduction to Problem Solving <p style="text-align: center;">Math Concepts: [From Unit 1 Learning Progressions]</p> <ul style="list-style-type: none"> ● What is a problem? Introducing math into problem solving ● We use math every day: Connecting math concepts to environment ● Using a number word or counting to find out how many <p style="text-align: center;">Adaptations for Using large Group in Alternate Schedule Slots:</p> <ul style="list-style-type: none"> ● At lunch time or during free play, go around with a tray with name cards and artifacts. Have children think about their favorites, and invite them to put a card in the basket that matches their favorite. Place artifact baskets and name cards in Math Center and count the totals during SWPL and do activities during transitions or SWPL during the week. 	
--	--

<p>Materials:</p> <ul style="list-style-type: none"> ● Large Chart Paper and Markers ● Artifacts from large group activities in the past 4 weeks- 10 Tiny babies, Goodnight Numbers Jumping, Finding Corduroy's Button, Looking for Windows/Rectangles. (Adjust number of choices as you prefer) ● Name cards with child's name and picture ● 4 baskets 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Voting- a way for each person in a group to show what she/he wants. ● Favorite- what we like best ● First, Second - words that tell us what to do next
--	---

Preparation:
This activity needs to take place early in the week, as the results of the "vote" will dictate the order of several activities for the remainder of the week.
Read the *Where's the Math?* Tip sheet on Problem-Solving.
Gather materials. Place one artifact in front of each basket.
Distribute each name card in front of each child.

<p>Intro:</p>	
----------------------	--

We've been learning about being problem-solvers at school. Remember how we helped each other solve the problem of *How Many Windows* are in our classroom? Did we also solve another problem (show Corduroy book) using our math thinking? *We helped Corduroy find his button. Today, I need your help in solving a problem. I want us to do our favorite things, but I'm not sure which one to choose to do **first**. I have 4 things here that remind me of things we have had a lot of fun doing at school. I wonder which one is our group's **favorite**? One way to find out is to **vote**! That means that each one of us will have a chance show our favorite- the one we like the most. Then, we will count our cards to find out which ones have the most votes- our favorite. When we vote, everyone has a chance to say what they think.*

Do a little thinking. When I show the basket if this is your favorite, put your name card in this basket.

*I wonder which basket has the most cards?
XXX has X votes.*

*We will do this one **first**! Don't worry, we will have a chance to do the other things too. I'm going to write down the votes and tomorrow we will choose another one.*

Children may remember the button hunt.

Children may start calling out their favorites. Redirect to the voting idea as a better idea than shouting out.

Show the artifacts. Children describe activities.

Show the 4 baskets and start the voting process. Each child puts his/her card in a basket.

Lay the cards out and count them.

Call out children's names as you count 1:1.

Use Chart paper and write results.

Go right into the first activity. Do others at various times during SWPL or outdoors. Be sure to cross them off the list, so that children will know that you did all activities.

Strategies to Provoke Math Thinking:

- Voting is another way of finding out how many. While children are familiar with naming a favorite, voting is a harder concept. Using one name card for one vote introduces voting more clearly than raising hands (preschoolers typically raise their hands every time!) Writing down results makes math thinking visible.
- Beginning problem solving using data representation: The name cards are a simple way to show the results of a "survey". Do activities of this type before using flipcharts (such as question of the day).

Provocation:

Talk about favorites at other times during the day. Encourage children to identify favorites and plan their play, such as planning to go to the art area first, etc.