


Unit 1  Week 5	<i>Small Groups: Playing with Numerals</i> Low Support	Math SG1	Standards: CC: Rote counts to 10 and beyond by ones with increasing accuracy. CC: Recognizes and names written numerals 0-5
---	--	-------------	--

<p><i>Guiding Math Ideas:</i></p> <ul style="list-style-type: none"> ● Rote counting <p><i>Math Concepts From Unit 1 Learning Progressions:</i></p> <ul style="list-style-type: none"> ● Some marks are called numerals and some are called letters. ● Practicing the number word list through words and action
--

<p><i>Materials:</i></p> <ul style="list-style-type: none"> ● Wooden, plastic or magnetic numeral sets ● Number puzzles and number games or manipulatives ● Plastic plates and bowls ● Selected manipulatives 	<p><i>Math Vocabulary:</i></p> <ul style="list-style-type: none"> ● Number names ● In a line ● Group
--	--

Preparation:

Gather math manipulatives that include number symbols along with the wooden and plastic numerals.

Procedure:

This open-ended small group features toys from the Math Center that include numerals. Children will engage in free play with the number sets, the plates/bowls and the manipulatives. They may decide to make sets, to line up numbers, to identify number names or pretend play.

Strategies that Facilitate Math Thinking:

- Expanding children’s choices: Children may need encouragement to expand their play with number toys. Invite exploration of new materials, including those with self-correcting features, such as number/object 2 part puzzles, manipulatives, wooden numbers, and organizers.
- Describing Play: Describing children’s play using math words is one of the most effective ways to mathematize experiences. When children line up toys, say- *You are putting these toys in **a line**.* Or *I see that you have **grouped** all the large toys together,* etc.
- Numerals in context: It will be much later when children begin to manipulate written number symbols with understanding, but providing early experiences that combine play with identification of symbols is a good strategy. Identify numbers in the context of play: “ *This number symbol is 5. When I count five things, I put this number beside it,* etc.

Documentation:

Use small group format to observe which children are unsure or wait for others to chime in to identify numbers. Support them with additional activities and explicit language. Observe children who are competent at counting up to 10 and beyond and adjust counting activities in Unit 2.

Provocation:

There are lots of number symbols present in the classroom. Invite children to find them in hide and seek versions of this activity. Include 1:1 counting when possible to put numerals in context.