


<p>Unit 2</p>  <p>Week 1</p>	<p style="text-align: center;">Large Group</p> <p style="text-align: center;">Mouse's First Fall- Intro to Collections Nature Walk</p> <p style="text-align: center;">High Support</p>	<p>Math</p> <p>LG</p>	<p>Standards:</p> <p>MELDS.M.MD.PS.2</p>
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<p>Guiding Math Idea:</p> <ul style="list-style-type: none"> ● Quantity- Collections: Grouping of Objects (Perceptive, Attribute) <p>Math Concepts From Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Grouping of objects and describing similarities and differences ● Describing sorting and classifying collections- Self-described or in response to Questions <p>Adaptations for Using Large Group In Alternate Schedule Slots:</p> <ul style="list-style-type: none"> ● Read book and collect items during Outdoor Play Time. Adjust for seasons. ● Read book and substitute the SWPL <i>While on a Walk in Maine One Day</i> for a nature walk. ● Read book, discuss collections and place teacher-made collections in the Math Center or Small Group Area if no access to nature-based items for collecting.
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<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Mouse's First Fall</i> by Lauren Thompson ● Paper sack or basket for collecting outdoor items-- teacher collects all items in one large sack/basket ● A sample collection on a tray- Leaves, acorns, etc. ● A few Leaf pictures from Unit 1 Week 5. [optional] 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Collection- a group of items that we gather and save
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Preparation:

This activity bridges the ideas introduced during Unit 1 Week 5 featuring Fall-themed items and collections and supports Unit theme as friends explore nature together. For this nature walk, the teacher brings one large sack for all children to place their items. This reinforces the idea of a whole group activity and reduces any arguments over what is “mine.” Adapt the activity if necessary, but keep the focus on the math concepts of collecting, sorting and classifying.

<p><i>Last week, we looked at some books about Leaves and Fall while we were making our Leaf pictures.</i></p>	<p><i>Show Books and a few leaf collage pictures saved from last week.</i></p> <p><i>Children identify their art work, and comment.</i></p>
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Let's read this book, *Mouse's First Fall*, about how 2 friends, Mouse and Minka, went on a walk in the fall.

We are like Mouse and Minka- They were friends who had fun going outside together. We are going outside together. We will find nature things that we like, and put all of them in my sack. That is called **collecting**.

Let's go outside and find some things for our Fall **Collection**.

I found an acorn. I am going to put it in the sack. You are trying to put this **big** stick in the sack, but it won't fit. Could you find something **smaller**?

Wow- you have put a **lot** of **tiny** pebbles in the sack. Could you find something else that is tiny? I am going to put our **collection** in the Math Center. In Small Group, we will find out what we have and do some math thinking about our **collection**.

Read book.

Show tray and large sack/basket and place a few items from the tray in the sack.

Give instructions about how to take a nature walk (see adaptations) and head outdoors.

As children and teacher place items in the sack, use questions and statements that describe attributes and math concepts.

Return to the room. Children help you put the items in the Math Center until used for Small Groups 1 and 2.

Strategies to Provoke Math Thinking:

- Use natural materials for math: Math is found everywhere in the natural world. Make connections between nature and math any time you have the opportunity.
- Work as a group- Keep the focus on what we all do together, rather than on children claiming ownership of what is "my rock" etc. This relates to problem-solving as a group activity, when children investigate a shared problem or group question.
- Use descriptive words as items are placed in the sack as a forerunner for the classification activity in Week 1 Small Groups 1 and 2.

Provocation:

Apply math concepts to everyday life: *Grown-ups and children like to collect things. [Name something that you or someone you know collects]. Does anyone at your house collect things?*