Unit 2  Week 2	***Large Group*** ***The Monkeys are Missing!*** High Support	**Math** **LG**	**Standards:** MELDS.M.CCC.PS.1 MELDS.M.OAT.PS.1

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Guiding Math Idea:

- Rote Counting Number Word List
- Problem Solving Working with Friends

Math Concepts From Unit Learning Progressions:

- Practicing the number word list through words and actions**.**
- Identifying/naming number symbols in the environment

Adaptations for Using Large Group In Alternate Schedule Slots:

- The same concepts are introduced in Small Group 1. Play the Missing Monkey Game and show the book at Small Group Time.

Materials:	***Math Vocabulary:***
• *Count the Monkeys* by Mac Barnet • Magnetic Numerals and Magnet Board • Plastic monkeys from Bucket of Monkeys toy AND the Bucket	• Next: The following item or event • Trick: Something funny that makes people guess

Preparation:

This book has a "trick"—there are NO monkeys to count on the pages. Place bucket on floor in front of you. Put Numerals where they are easily accessible to you.

I am very excited to read this book about Monkeys and counting monkeys. We have been learning a lot about counting. You are very good "counters"- so I know you can help me find the monkeys as we turn the pages. *Let's read this book and count the monkeys…..* *What? Where are the monkeys?* *I wonder what has happened to the monkeys?*	*Read the book. Make a big deal on each page as you wait for children to discover that there are no monkeys to count.*

*Oh no, this is a **trick**! That's something funny that makes people guess or wonder.*	*As you turn each page, put the matching numeral on the magnetic board until you have a row of 10.* *Children try to find the monkeys and give ideas about what has happened to the monkeys.*
I have a LOT of monkeys here in my bucket. I am going to give everyone 10 monkeys.	*Distribute the monkeys to the children. Give each child 10 monkeys and ask them to count together as you distribute them.*
The monkeys didn't get to count in our book- Let's help the monkeys do some counting. *Here's our first number.* *XXX, come up and put 1 monkey in our bucket.* *XXX, could you bring 2 monkeys?*	*Take the numeral 1 from the magnetic board.* *A child brings a monkey and puts it by 1.* *Call on another child. Repeat until all numerals from the magnet board are used. Replace the numerals as you finish using them.* *Count together and children help each other.* *Replace the numerals on the board, so that all children can easily see them.* *Re-distribute the monkeys to children.*
*Now I am going to try to **trick** you, just like our book- do something funny to make you guess — Look closely at the numbers on my board.* *Close your eyes and hide your faces.* *Okay- Hmmm- Look at our numbers. Is something missing? I wonder what it could be.* *A lot of us think a 4 is missing. How can we check? What is the **next** number after 3?* *Bring out the missing numeral. Yes here it is!* *XXX can bring us 4 monkeys for our bucket?*	*While children are hiding eyes, remove one of the magnetic numerals from the board.* *Children discover a number is missing and may suggest counting to check what is missing.* *Call on a child to come and count the missing number of monkeys. Remind children that they can ask a friend to help them guess and count.* *Adjust the order that you call on children based on your observations about their counting skills.*
Are all our numbers here now? Let's count one more time to make sure none are missing.	*Continue playing the game, looking for the missing numbers. Children can ask a friend to help them count. You may not have time for all 10 numbers, but end by counting the number word list from 1-10, pointing to each number/shape spot as you count.*

Strategies to Provoke Math Thinking:

- *Cliffhanger* counting: Children often repeat the same counting errors, typically skipping a number. After 6 weeks of practicing the number word list, it is a good time to check for counting errors. Use *Cliffhanger* counting (described in SWPL) as you count from 1-10 and wait for children to fill in the next number.
- Reciting the number word list vs. counting: This activity embraces children at all skill levels: Some are rote counting and some are beginning to quantify.
- Collaborative problem solving: Make mistakes together. Asking a friend to help you count, guessing, giving wrong answers- all are things that mathematicians do. Working together to discover how to arrive at the correct answer is a fundamental math reasoning and proof skill.

Provocation:

Increase challenge by removing 2 numbers in a row, or two non-sequential numbers.