

Unit 2  Week 3	Small Groups: Buddy Counting Medium to High Support	Math SG 1	Standards: MELDS.M.MP.P-S.7. MELDS.M.CCC.PS.4 MELDS.M.OAT.PS.2
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Guiding Math Ideas:

- Quantity: Grouping of Objects

Math Concepts from Unit Learning Progressions:

- Math has special vocabulary.
- Creating small groups (groups from 2-5)
- Representing number with words signs or gestures

Materials:

- *Every Buddy Counts* by Stuart Murphy
- Large Number Dot Cards- Math materials
- Name/picture cards of each child in class AND of the teachers, 2 sets
- People manipulatives or the Family Attribute set

Math Vocabulary:

- Few- a small number, like 2, or 3
- Many- a large number like 4, 5, 6 or more

Preparation:

This activity supports Large Group *Every Buddy Counts*- It can occur any time before or after reading the book. Gather materials and place on the table. Two sets of name/picture cards are used – several children may want to create groups using the same cards.

Procedure:

Introduce the activity. *We love to play together with our friends at school. We can play with a **few** friends or **many** friends. A **few** friends means a small group of friends- maybe 2 or 3. **Many** friends means 4, 5, 6—or more. Today we are playing with these cards and pictures. We can make groups of a **few** friends or **many** friends.*

Show the book, and the back cover.

In our book, Every Buddy Counts, the girl counted and she had different numbers of buddies in her groups. We could make some groups of friends and count, too. We have some number cards, and some people cards.

To begin, choose number cards 1-5. Identify the numbers. Invite them to play with the name/picture cards and create groups using the cards as they wish. If children are still unsure about some of their classmates' names, identify for them.

Model creating a group, using your picture and some friends.

I might like to play with Susie, Johnny and Ethel. Create a group of 4.

Be sure to model creating several groups of different numbers.

Add the manipulatives for creating groups, if children do not connect to the name/picture cards.

This activity combines open-ended and task-focused approaches. Some children may engage in pretend play with the cards and manipulatives. Some will follow your lead and make groups. Some may want to play a game by drawing the number cards and creating groups that match the cards.

Strategies to Provoke Math Thinking:

- Children need many opportunities to create small groups of 1-5 objects.
- Drawing cards and counting is a basic game skill introduced in this activity. It involves counting and matching child picture cards or manipulatives or both—a lot of steps. Support children’s skills at any level of play.

Documentation:

Observe group for interest in playing games. This unit introduces a simple game, drawing cards and matching. Begin including games in the Math Center in response to children’s growing skills and interests.

Provocation:

Ask questions about where and how children might like to play with their group of friends.

Planning

ahead by visualizing groups and activities is a natural way to mathematize daily experiences.