

<p>Unit 2</p>  <p>Week 3</p>	<p>Small Groups: Where and When? Playing with Friends</p> <p>Medium Support</p>	<p>Math SG 2</p>	<p>Standards: MELDS.M.CCC.PS.4 MELDS.M.OAT.PS.1</p>
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<p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Quantity: Grouping of Objects <p>Math Concepts from Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Mathematizing Daily Experiences ● Creating small groups (groups from 2-5) ● Representing number with words signs or gestures ● Exploring the language of time (Daily Schedule)

<p>Materials:</p> <ul style="list-style-type: none"> ● <i>Every Buddy Counts</i> by Stuart Murphy ● Name/picture cards of each child in class AND of the teachers, 2 sets. ● People manipulatives or the Family Attribute set ● Large poster board, marked off with Blue Masking tape into sections that are labeled with centers include a photo or symbol of center if you wish. See attached picture for ideas. Keep it simple. ● A copy of your daily schedule for reference 	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Few- a small number, like 2, or 3 ● Many- a large number like 4, 5, 6 or more ● Map- a drawing that shows the things around us.
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Preparation:

This activity supports Large Group *Every Buddy Counts* and adds to the skills in Small Group 1. Make poster board ahead of time. This will be re-used as a planning tool for children. Gather materials and place on the floor, for ease of access by several children at once. 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. Last time we talked about how we can play with a **few** friends or **many** friends. Does anyone remember what **few** means? **Many**? Today we are playing with these cards and pictures. We can make groups of a **few** friends or **many** friends. At school, sometimes we play with friends in centers or outdoors. Sometimes we go outside, or we sit down to eat or we get ready to go home. Our schedule tells us what to do next. Show the daily*

schedule and ask children to point to the times when they play with friends. *Do we have a long time or a short time when we play with friends?*

*We have different places that we can play here at school. This big paper is a **map** of our classroom.*

*What is a **map**?*

Children give answers.

A map shows where things are in our world- sometimes in our school, sometimes on our street or town.

Go over the different areas of the room, discussing with children.

Where do you like to play? Who do you play with there?

Children answer and point. Affirm or suggest: *Yes, I've noticed that you like to do art every day, Johnny.*

We can use these little people figures and these name cards to show where we like to play.

Invite children to play with the figures and the cards, placing them on the map, describing their play.

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

I might like to play outside with XXX and XXX. Play with figures and count, creating several groups.

Every day, I see that XXX and XXX play in the block center. Move their cards to that area. Count.

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 without using the map.

Strategies to Provoke Math Thinking:

- Be creative about creating small groups- This basic math function appears throughout the year- it is critical for understanding cardinality and number operations. In routines, transitions, outdoors- take every opportunity to help children create, name and count small groups.
- Time is an extremely difficult concept for children to understand- it develops over many years. Many classroom conflicts occur when children try to understand the daily schedule or decide where and when to play. Math skills of sequencing and orientation are integral to understanding time and space and can help children begin to regulate their behaviors.

Documentation:







Using a simple map as a planning tool is effective. You can also use a map to look at play patterns of children by creating your own classroom map and putting sticky- notes for where children regularly play, where conflicts are happening, etc. Use this as a brainstorming tool for ideas about re-arranging your classroom to accommodate interest and manage behaviors.

Provocation:

This activity introduces a very simple map- a tool for visualizing the arrangement of objects in space.

If there is interest in maps, provide materials for children to draw their own maps of the classroom.

This is a sample of how to create a simple map of your preschool area. Arrange any way and use any images you wish- just make sure that each area has room for children to place small manipulatives and/or their name/picture cards in the area.

<p>Math Center</p> 	<p>Library</p> 	<p>Puzzles and Manipulatives</p> 
<p>Block Center</p> 	<p>Home Center</p> 	<p>Art</p> 
<p>Outdoors</p> 