


<p>Unit 3</p>  <p>Week 2</p>	<p><b>Large Group: The BIG Storm: A Very Soggy Counting Book</b></p>	<p><b>Math</b> <b>LG</b></p>	<p><b>Standards:</b> MELDS.M.CCC.PS.5 MELDS.M.OAT.PS.2 MELDS.M.OAT.PS.5</p>
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**Guiding Math Idea:**

- Finding math in stories
- Living things often depend on each other for shelter and protection (Enduring Understanding)

**Math Concepts From Unit Learning Progressions:**

- Number can be represented by manipulatives and symbols and people
- Beginning to count from 1 onward when asked how many.
- Number words refer to quantity.

**Adaptations for Using Large Group In Alternate Schedule Slots:**

- Act out on the playground, designating a place for the hill hollow.
- Make a game of cave and animals and place in Puzzle/Manipulative center along with numerals.

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>The Big Storm: A Very Soggy Counting Book</i> by Tafuri</li> <li>● Number Cards 1-10 AND Numbers 11 and 12</li> <li>● flip chart and marker</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● hill hollow- a cave</li> <li>● critters- animals</li> <li>● scent- a smell</li> </ul>
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**Preparation:**

This Large Group takes place in an open area of the classroom. No other preparation is necessary.

<p>“We are reading books about wind, water and storms. Here is a book about a storm that we can act out! Let’s read it through together. Let’s pretend that we are the animals who are hiding from the Big Storm. ”</p> <p>“What do we need to act out this story? A cave; 2 bears ;Storm; 10 animals.”</p>	<p><i>Read through the book one time.</i></p> <p><i>Assign children or take volunteers for acting out the story.</i></p> <p><i>Write down on flip chart.</i></p> <p><i>3 or 4 children can form a “hill hollow” by</i></p>
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“When each animal goes into the **hill hollow**, which is another word for cave, I am going to put one of these numbers in front of us on the floor.”

How many are in the hill hollow now?

How many are there when we add the bears?

What happened next?

The bears caught the **scent** [smell] of the **critters** [ animals]

They all run out... Let’s count down.

10-9-8-7-....

*forming a semi-circle, holding up their arms etc., leaving a space within.*

*Start over from the beginning and act out. Be sure to note the picture on the title page that shows the bears going into the hill hollow to start the story. Two or more children can be the storm that Rumbles and Grumbles.*

*When a child goes into the hill hollow, add a number card to the row in front of you. As the story progresses, stop from time to time and ask the question about quantity. At the end, the bears smell something and begin to rumble and grumble.*

*Add 11 and 12 to your row, and count all together. You may need to have all the characters leave the hill hollow and count them- let your class be your guide.*

*The “bears “sniff the air. They grumble and rumble.*

*Count down from 10 to 1, reminding children that the bears stayed inside.*

*Repeat, changing the children’s roles, as time permits.*

### ***Strategies to Provoke Math Thinking:***

- Choosing the “right” counting book: Counting books are NOT all the same-- they depict numbers in varied ways. In this book, the number word list is very important. One group of 10 animals is created (not counting the bears, of course). Each page adds 1 or more animals to the group of 10. This is in contrast to other counting books, in which each successive number is a group of objects (Look at *Goodnight Numbers*, *10 Tiny Babies*, *Count the Monkeys*, etc. for examples). Both types of counting books have value, and should be matched to the activity’s purpose. This book is perfect for acting out, because as each child enters the “hill hollow” the number increases in a manageable way. It reinforces the number word list, which is helpful for children who are still mastering rote counting, gives an

example of the concept of More, and also provides clear 1:1 correspondence as each child enters the hill hollow, adding to the total.

- Cardinality and counting on: The number 10 represents the entire group.... Or does it? Can children *count on* the 11<sup>th</sup> and 12<sup>th</sup> animals, the bears, without having to count the entire group? If children are able to count on, they have probably grasped the cardinality principle.
- Counting down: Counting down is more difficult than counting up, but it is time to add this skill to children's repertoire if they have not begun doing it. Counting down gives children additional practice in the Stable Order rule of counting: There is only one order for numbers (even in the reverse!). Begin adding counting down to your transition activities and to the *Cliffhanger* counting activity introduced in SWPL, Unit 2.

**Provocation:**

This is an excellent book for acting out without a lot of adult support. It has plenty of role for a large group of children, the story is simple, and it has humor and action. Place the book in the Dramatic Play area and act it out with the children, being sure to include number cards or manipulatives.

Make a cave by putting a blanket over a table.