

<p>Unit 3</p>  <p>Week 2</p>	<p><i>Small Groups: Umbrella Game</i></p> <p>High Support</p>	<p>Math SG2</p>	<p>Standards: MELDS.M.CCC.PS.3 MELDS.M.OAT.PS.2</p>
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Guiding Math Ideas:

- Weather affects living things.
- Gathering information helps us make decisions.

Math Concepts from Unit Learning Progressions:

- Immediately recognize small quantities of items without counting (subitizing).
- Representing number relationships with toys, manipulatives and puzzles: Assigning Number Names to Groups.

Materials:

- cardstock or construction paper
- markers
- cardstock umbrella cards with blue dots to represent raindrops (a card for each number ie, 2 drops, 3 drops etc. up to 5)
- blue dot stickers or bingo marker for making dots
- enough umbrella cards for each child in the small group. Umbrella can be glued to popsicle sticks to make them easier to handle
- counters (preferably blue)
- small container for each child to hold 5 to 10 counters
- copies of *Gilberto and the Wind* and *Rabbits & Raindrops*

Math Vocabulary:

- umbrella: circular material supported on a rod to protect from rain and snow
- shelter: a place where you go to get protection from the weather
- How many?
- number names: two, three, four, etc.
- place: to put an object in a specific spot

Preparation:

Create umbrella cards for teacher use and laminate if possible (see example below). Make an umbrella card for each child in small group using the cardstock and markers. Laminate if possible or place in a clear page protector.



Example of child game card and teacher card

Place counters in containers (5 to 10), one for each child in small group. Have copies of *Gilberto and the Wind* and *Rabbits & Raindrops* available. Mark the page where Gilberto has his umbrella and the page where the rabbits have sheltered from the falling rain.

Make sure all materials are available and not placed on the table until after the introduction.

Procedure:

Hold up the tagged page from *Rabbits & Raindrops*. (Only if you have read this book! If not please go to the next step). *When we read Rabbits & Raindrops we learned how the rabbits take shelter under the hedges when it begins to rain. Humans have other ways to protect themselves from rain.*

Hold up the tagged page from *Gilberto and the Wind*. *Gilberto used an umbrella as a way to protect from the rain. Today I am going to teach you a game using pictures of umbrellas (hold up a game card) counters for raindrops (hold up a counter).*

Pass out the cards. *I also have umbrellas, mine have dot or raindrops on them. I'm going to show you the side with raindrops/dots very quickly for you to see. When you look at the umbrella try to notice how many dots/raindrops you see. When I turn the umbrella around you can place the same number of dots on your umbrella. Be sure to keep the number in your head and don't shout it out so everyone has a chance to try and guess the number of raindrops on the umbrella.*

Pass out the containers of counters. *We will use these counters as our raindrops.*

Let's begin. Start with the smaller numbers. Hold the umbrella dot side out for several seconds. When you turn it over say: Now you place the same number of raindrops on your umbrella. When children have finished ask them to tell you how many. Have them place counters back in the container and play again with a new number.

Play as many times as time allows.

Hold the dot side up longer if it seems children are having difficulty. Have dots for numbers placed in a variety of ways for more of a challenge (have a group of four in a diagonal as well as in the traditional square position).

Strategies to Provoke Math Thinking:

- Some children may get the number of dots correct but are unable to name the number or answer how many. Model this for them and celebrate what they can do. "You put two dots on

your umbrella and there are two dots on my umbrella!” This game can be played throughout the year with modifications to meet the needs of the children. Other children may be ready for a challenge, you can hold up two umbrellas at one time and ask them how many all together and place that many on their umbrella. A die could also be used instead of the teacher umbrella.

Documentation:

Note the children who use names of the numbers when asked how many and those who do not yet. Are there children who look to their peers’ work for confirmation of their answer?

Provocation:

Use a rainy or snowy day to ask how many raindrops or snowflakes can be collected on paper. Use dark construction paper and hold it outside in the weather for a count of 4, 5 or more. Have Children count the dots. This technique can be used to spark a discussion on how hard or light the precipitation is. Will heavy rain produce bigger dots? Will snow dots look the same as rain dots?