

<p>Unit 3</p>  <p>Week 3</p>	<p>Large Group: Rosie's Walk</p>	<p>Math LG</p>	<p>Standards: MELDS.M.MP.PS.1 MELDS.M.MP.PS.7 MELDS.M.G.PS.7 MELDS.M.G.PS.8</p>
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image downloaded from Amazon.com

Guiding Math Ideas:

- Language of Math: Words to describe relative position in space
- Finding Math in Stories: Directionality and orientation

Math Concepts From Unit Learning Progressions:

- Math words and ideas appear in storybooks, outdoors and home.
- Moving objects and our bodies and describing relative positions in space
- Discovering movement patterns in songs or materials.

Adaptations for Using Large Group In Alternate Schedule Slots:

- Play the YouTube video of Rosie's Walk during transitions such as clean-up or SWPL time. Children can clap and keep the beat of the background song *Turkey in the Straw*.
- Set up an obstacle course outdoors.
- If you have had a snowfall, go for a walk in the snow if possible, noting your tracks/trails in the snow,

Materials:

- *Rosie's Walk* by Pat Hutchins
- Youtube video of Rosie's walk (Music: *Turkey in the Straw*)
<https://www.youtube.com/watch?v=R3kNUTwJhf8>
- index cards, each with one word of the different ways that Rosie travelled around the barnyard: across, around, over, past, through, under and 'back home'

Math Vocabulary:

- hen- a mother chicken
- mill- a place for grinding grain into flour
- habitat- the place where an animal lives

Demonstrate as needed the words that describe relative position in space: over, around, etc.

Preparation:

This book should be read/viewed prior to the math small groups for the week.

Cue up the YouTube video for use. If possible, use a classroom TV or computer monitor for children to view the video together. If possible, also download it to a tablet/phone so that the story/song is mobile while moving around the classroom or building.

This activity occurs in the large group or gathering area, and then moves around the center or room as the children take a walk with Rosie. Use outdoor spaces or hallways as needed to include as many different positional words as possible in your walk. Decide the route ahead of time and Rosie's trip around the "barnyard".

"We have been learning about animals and their **habitats**- the places where they live. Today we are reading a book about an animal who goes on a walk around the place where she lives, which is a barnyard. What kind of animals might live in a barnyard?"

"This is a **hen**, a mother chicken and her name is Rosie. Let's find out about what she does when she decides to go on a walk."

"Now we are going to listen to our book and the music that goes with it."

"Do you notice any other animal who might be taking a walk behind Rosie?"

"Let's go on a walk like Rosie did. I have some cards that show the different ways that Rosie walked around the barnyard."

"Are there any other ways that we could move as we go on our walk?"

"Let's head back to where we started, just like Rosie did!"

Wait for answers from the group, then show the book.

Read the book through.

Play the YouTube video on as large a screen as available for your program.

As the video plays, begin to clap hands in time to the beat. Children will join in.

Children may notice the fox- a character who is never mentioned in text.

If possible, take the video along while leading the children on a walk. Read the cards on the walk, mimic the many different positional words that are described on Rosie's walk. When coming to a table, walk around it; step over a toy, go under a doorway, etc.

Accept any suggestions from the children, emphasizing the positional words.

Save the "back Home" card for last. Show it and return to the group area.

Strategies to Provoke Math Thinking:

- Music and Math: Music is intrinsically mathematical, based on notes and patterns of notes that are played for different lengths of time and in different combinations. Steady beat songs, such as *Turkey in the Straw*, are excellent introductory connections between music and math. Assist children in *finding the beat*, in this case a 4-4 marching style beat.
- Geometry: Spatial concepts. Children are not always aware of the location of their bodies in space. Adding descriptive words to the actions that they make with their bodies assists with concept formation.

Provocation:

Note children's varying responses to the music. Some will naturally carry the beat and clap or walk in rhythm while others may not. Experiment with different rhythms, such as 3-4 [waltz] time, or 6-8 [skating, galloping or loping] and match movements to the beat.