


<p>Unit 3</p>  <p>Week 4</p>	<p><b>Large Group: Twist and Shout</b></p>	<p>Math LG</p>	<p><b>Standards:</b> MELDS.M.MP.PS.2 MELDS.M.CCC.PS.2 MELDS.M.OAT.PS.2</p>
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**Guiding Math Idea:**

- Exploring and identifying numerals

**Math Concepts From Unit Learning Progressions:**

- Matching numerals with their names
- Number can be represented by manipulatives, symbols and people.

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

- Use this activity during SWPL.
- Reverse the activity: Line up the letters in front of you and throw the numbers back in the bucket!
- Offer a similar activity during center time, without the chant (see Provocation).

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● bucket or box</li> <li>● plastic, wooden or magnetic numerals and letters (the larger the better)</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● numerals-something we use to show number. We use them to count.</li> <li>● letters- something that shows letter sounds. We use them to make words.</li> </ul>
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**Preparation:**  
This is an active game that takes place in the large group or meeting area. Choose an assortment of letters and numerals and mix them up in the bucket. Because there are many more letters than numerals, balance the choices of numerals/letters by choosing letters that match the first letter of the names of the children in your group, in order to make them easier to identify.

<p>“We are going to play a game today. I have some things in my bucket. What do you see?”</p> <p>“Yes, some of these are numerals and some are letters. Sometimes we use the word <b>numeral</b>,</p>	<p><i>Show the bucket, and begin to pull out some numerals and some letters. Children may begin to name the symbols.</i></p> <p><i>Continue drawing out numerals and letters and having children name them.</i></p>
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and sometimes we use the word **number**. We use them to count.”

“Today we are going to call them **Numbers!** We also have something else in our bucket.

**Letters.** Letters are what we use to make words, like our names. Since we are using our math right now, we are going to try to decide whether something is a **letter** or a **number**.”

“We are going to play a guessing game called **Twist and Shout**. Let’s practice how we will do it. When we pull out a number, we will say the number, turn around once and jump as many times as the number tells us to.”

**“Twist and shout! Jump and count! 2!”**

“Here’s another one!

**Twist and shout! Jump and count! 7!”**

“Is this a number? No it’s a letter. It’s the letter XXX like in XXXX’s name. We are looking for numbers!”

“When we pull out a letter, we will throw it back! Let’s say this together--**Not a number! What a bummer! Throw it back and try another.**”

“Does everyone know how to play? Here we go!”

**Twist and shout! Jump and count!** [Everyone jumps for each number counted]

OR

**Not a number! What a bummer! Throw it back and grab another!”**

*Use the word **Number** for the toy symbols during the chant.*

*Draw out a letter or numeral from the bucket*

*Pull out a number and practice together.*

*Ask children to stand up and lead them in the Twist and Shout Chant. Say 2, turn around and jump 2 times.*

*Practice again with another number that you have pulled from the bucket.*

*As you pull numbers out of the bucket, line them up in front of you.*

*Pull out a letter and ask children to identify it.*

*Lead children in the rest of the chant. Throw the letter back into the bucket.*

*Place items back in the bucket and start over.*

*As numbers are drawn, place them in front of you on the floor and throw the letters back in the bucket.*

“These are all the numerals/numbers that we use when we count and make other numbers.

“Let’s look in the bucket and see what is left.”

*What will you do when 0 is pulled out of the bucket? Problem solve with the children.*

*Line up the numerals in front until you have 0-9.*

*Pull out the letters and identify them.  
The game continues until all the numbers have been chosen from the bucket, or as long as the children stay interested.*

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

- To children, letters and numerals may all look like confusing mysteries. Since the first of school, we have been working on identifying these symbols. This simple chant/game puts a playful twist that can help children distinguish between these two different symbol systems.
- Numbers? Numerals? Numerals are the symbols that stand for number-- the quantity. However, in daily life, numerals are called often called numbers. At this point in math development, it is not critical that we correct young children as they call numerals numbers. This activity uses the word *number* as the most familiar way to describe number symbols.
- This is an enthusiastic energy- filled activity. Take every opportunity to associate math with fun and active learning to foster positive attitudes towards math.

***Provocation:***

Continue this activity by placing a mixed bag of letters and numerals, either manipulatives or number/letter cards, on a center shelf. Provide two baskets with a sample letter/numeral card in front of each for children to sort them on their own during center time.