


<p>Unit 4</p>  <p>Week 1</p>	<p><i>Small Groups: Spin, Count, and Link</i> Low Support</p>	<p>Math SG2</p>	<p>Standards: MELDS.M.MP.PS.5 MELDS.M.CCC.PS.8 MELDS.M.MD.PS.10 MELDS.M.MD.PS.4</p>
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Guiding Math Ideas:

- Math Enthusiasm- Playing Math Games
- Representation and Problem-Solving using Color as an Organizing Tool
- Rational Counting

Math Concepts from Unit Learning Progressions:

- Playing games = engaging with math concepts and skills
- Counting groups of objects and assigning a number name
- Beginning to recognize parts/wholes of number groups.

Materials:

- Learning Links
- 1" blocks
- die- one 3 dot or 6 dot die
- color spinner
- color stackers
- multi-colored people or animal manipulatives
- plastic, wooden or magnetic numerals
- trays or place mats to designate individual work spaces
- materials for writing numerals
- tools for documentation- Include your program's observation/assessment tool, such as Teaching Strategies Gold, the Rote and Rational Counting Concept Sheets from Units 1 and 2

Math Vocabulary:

- Numbers inside numbers:
Finding smaller numbers
"inside" larger numbers.

Preparation:

Place the Learning Links Dice, spinner and numerals on the table. Have other math materials available on the shelves. Ensure that all children have a chance to work with these materials during the week.

Be prepared to use the small group time for documentation (e.g., note-taking, checklists, or other means of recording math learning).

Procedure:

Model counting sorting and organizing and game-playing. Children spin the color spinner, name the color. They roll the die. They choose the matching color and the number on the die and create different color chains (they can also create one large chain if they wish). Children can place numerals beside their chains, count the links, write numerals, etc. depending on their level of mastery and their interest. Learning links can be used to identify the numbers within other numbers. If children create long chains of different colors, support:

Let's see how many you have all together? Count the entire chain.

There looks like there are some numbers inside this number. How many yellow links are there?

How many green?

Hmm- what could that mean? Follow the child's lead and be ready to document these initial steps in composing and decomposing numbers.

Invite children to explore the other math manipulatives on the shelves and create their own games by combining materials. Observe children as they combine materials and talk about their work. The information gathered can be used for planning during the last half of the school year, for sharing with families, for adjusting activities to ensure that children have the appropriate level of challenge.

Strategies to Provoke Math Thinking:

- Inventing games: The Learning Link game in this activity is a common one. Other variations include placing the different colored chains on hangers and comparing them for length and number, using learning links for non-standard measurement, and creating long chains with various colors for representing the number line. Keep Learning Links available during the entire unit and beyond, and brainstorm with colleagues about how to use them to illustrate operations, composition and decomposition of numbers and patterns.

Adaptations for Additional Challenge:

- Some children may already be finding "number partners" a concept that is introduced in Units 5 and 6. Typically, number partners are introduced in groups of up to 5 objects, and then increased to 10 as the child shows ability and interest.
- Use Learning Links as grouping tools. Children can create lengths of chain to match the number of objects in their group and surround the objects with the chain.

Provocation:

Place learning links in various centers. Using Learning Links as a tool for children to mark their attendance by placing a link on the class chain as they enter the classroom, and counting the links for the total # of children. Designate different colors of Learning Links as a tool to do lunch count, bus count, or center choice.

