

Unit 4  Week 1	<p style="text-align: center;"><b>Large Group: Red, Yellow, Blue- Data Collection</b></p>	<b>Math</b> LG	<b>Standards:</b> MELDS.M.MD.PS.4 MELDS.M.MD.PS.8 MELDS.M.MD.PS.9
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<p style="text-align: center;"><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>Using Color as an Organizing Tool for Math and Art Connections</li> <li>Representation and Problem Solving-Making Math Visible through manipulatives, symbols, tools</li> </ul> <p style="text-align: center;"><b>Math Concepts From Unit Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>Finding patterns in data to help solve problems</li> <li>Using measurable attributes to organize materials.</li> <li>Organizing data: Recording data graphically in charts and graphs.</li> </ul> <p style="text-align: center;"><b>Adaptations for Using Large Group In Alternate Schedule Slots:</b></p> <ul style="list-style-type: none"> <li>Read book during a transition time. Make a master graph, running off numerous copies on copy paper with columns for different colors. Give each child a small graph and a marker and invite them to search for colors and check them off the list.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><i>Is it Red? Is it Yellow? Is it Blue?</i> By Tana Hoban</li> <li>sticky dots- pages of multiple colors</li> <li>additional dots of other colors, if necessary (black, orange, etc.)</li> <li>2 or 3 large posters or old large photographs</li> <li>Large graph on chart paper- see attached example</li> <li>Markers</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>photographer: a person who takes pictures</li> <li>graph: a special paper that help us keep track of information.</li> </ul>
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**Preparation:**

Locate 2 or 3 large photographs or posters on the wall. Be sure they are old, as children will be placing dots on them.

Create a large graph and place on wall or easel. You can create a one-week, two-week, or a graph that covers the entire unit. See note below.

Gather sticky dots.

**IMPORTANT NOTE:** How long will the data be collected? In Week 5, the Large Group Activity involves analyzing the color graph. It is permitted to shorten the time period and **insert the analysis stage at any point during the Unit**, based on children’s interests. The longer the data is collected, the more dots there will be as children rote count to 20, 30 and beyond.

**Commented [1]:** +beth.hatcher@maine.edu Hi Beth - which example should be attached to this lesson?

**Commented [2]:** Example now attached to the end of the lesson

**Commented [3]:** thanks!

*This month we are studying colors. We are reading books about colors, painting with colors, and counting with colors. I have a book about colors. It is a different kind of book. Before we read it, let's take a look and see what you notice about this book.*

*Yes- this a book with no words- just pictures.*

*Why do you think there are little circles at the bottom of each page?*

*This artist, Tana Hoban, is a **photographer**. She takes pictures, called photos, and turns them into books and art.*

*Let's share this book together. As we turn the pages, look at the colors at the bottom and we will see if we find those colors in the photos. I will need some helpers as I read this book. Everyone will get a turn.*

*XXX and XXX, come and be my helpers on this page. What colors do you see in this picture?*

*The photographer found lots of colors everywhere. We can do the same thing. Here are some pictures.*

*Let's find the colors in this picture. We will pretend to be just like Tana Hoban, and put color dots on the page that match the colors we see in the picture.*

*Let's use our math brains to count how many different colors we see on this picture.*

*Show book and turn a few pages. Children may notice that there are not words on the pages. They may notice the color dots at the bottom of each page and guess that these are the colors on each page.*

*Read the book, taking time to point out the colors that are shown in the dots on each page. Invite various children to find the colors.*

*Because the book is small, invite a child or two at a time to come up and point to the dot and the matching color in the picture.*

*Point to the large photographs or pictures that you have displayed. Distribute a sheet of color dots to each child.*

*Invite several children at a time to place color dots on the pictures.*

*Lead children in counting the different colors they find on the pictures.*

*Show graph to children. They will notice their*

*This week we are going to investigate colors. I have made a special paper, called a graph. What do you notice about this graph?*

*Yes it has our names, and the names of the days of the week. It has some squares in a row.*

*Take a look at your clothes. What is ONE color that you have on today? We are choosing just ONE color.*

*Can you find that color on your color dots? I have some extra ones in this pile if you need to match. As we leave our circle, I'll call you up and you can place a color dot beside your name in the color that matches your clothes.*

*This chart is going to be in our room all week [or designated time period]. There is a basket under it with lots of different color dots. Each day as we leave large group, you can look at your clothes and put a dot beside your name that matches the ONE color you choose. If you don't find the color you want, you can use the white dots and markers to color your own dot.*

*At the end of the week [or designated time period], we will find out which color is our favorite color to wear to school.*

*names and the color columns.*

*Count 1-5 for the days of the week. Your graph may also have additional weeks displayed.*

*Sticky dots typically have blue, red, green and yellow. Have additional dots of black, white, orange and purple if needed to match children's clothing.*

*As children leave Large Group they will choose a sticky dot that matches their clothing (it could also just be their favorite color) and place it beside their name in the daily column.*

*Hang the chart on an easel or the wall, and place dots in basket below it. Place small white dots and markers in the basket in case children want to color a dot that more closely matches their clothes.*

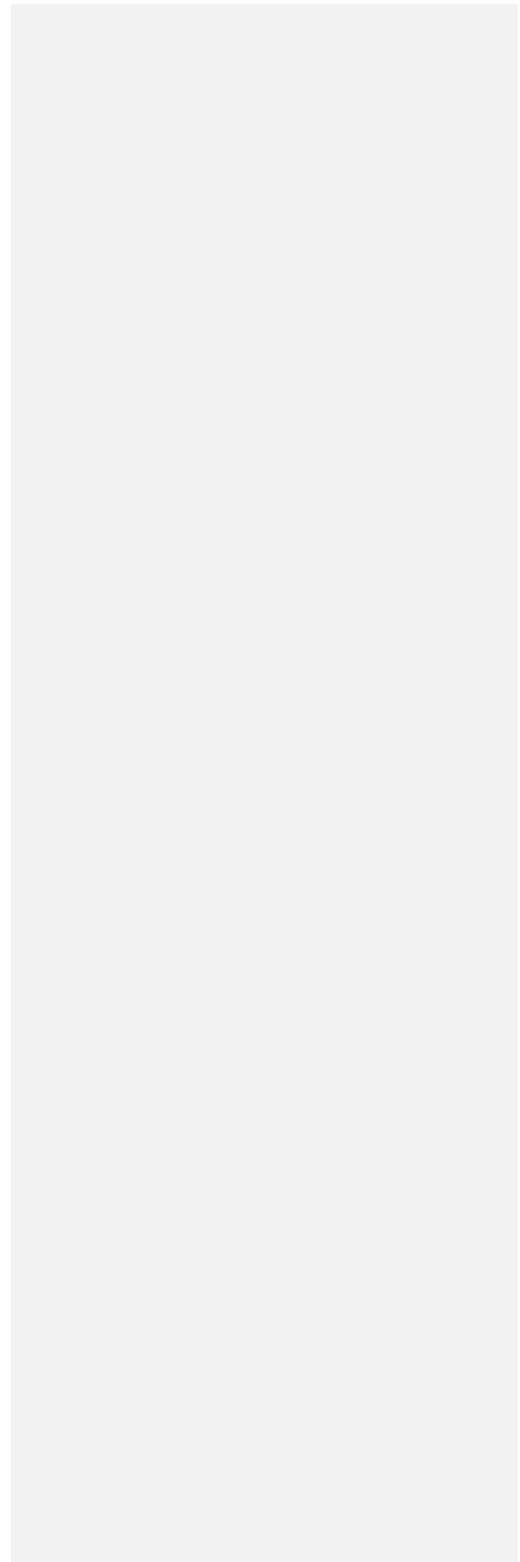
*Decide on a time during your school routine when children will add their color dot to the chart. This could happen during Center Time, Morning Meeting, during a transition to outdoors, meals or nap, etc. Use the graph during Unit 4.*

**Strategies to Provoke Math Thinking:**

- Using wordless books as math activities: Hoban has a series of math-related books that connect everyday objects with math concepts. Put these books Centers. As children explore the books, help them connect accurate math words to the photographs there.
- Make photo books or color journals. Organize photos you are already taking of in-class activities into math concepts.

**Provocation:**

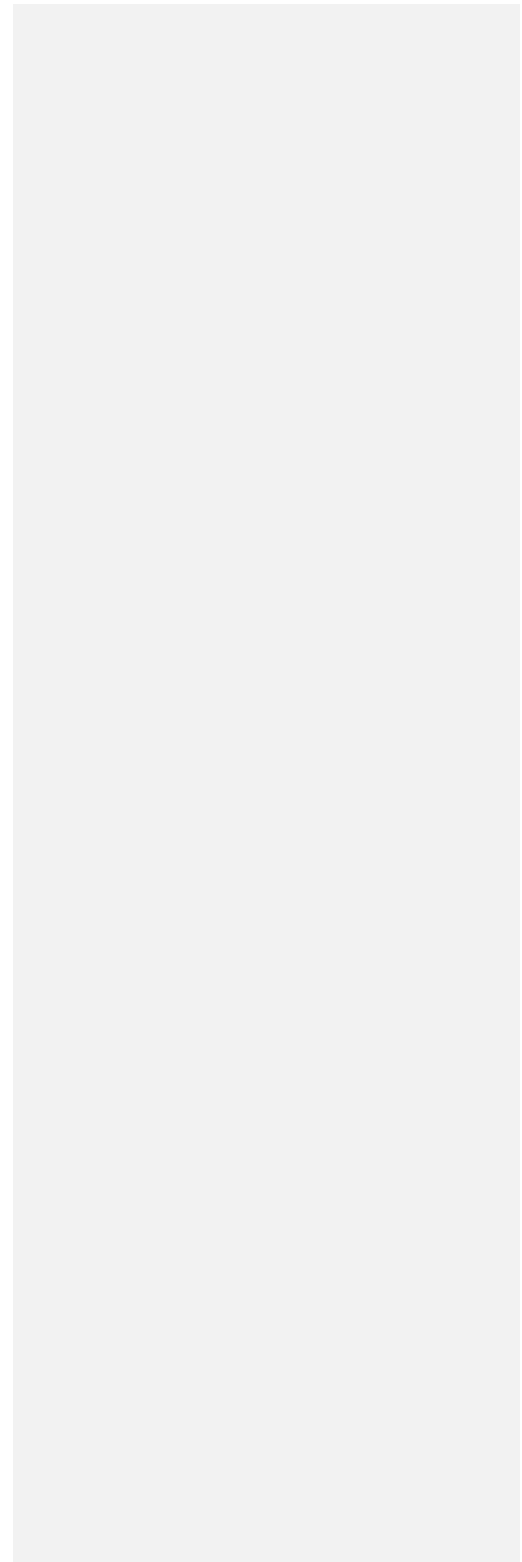
Taking color walks is a common activity in preschool. Mix it up by taking a 2-Color Walk- have children “vote” on what colors they would like to search for. Take 2 buckets/bags and some counters that represent the two colors. As children find a color, place the counter into the appropriate bag. At the end of the walk, compare bags to see which color was most popular.



Our Colorful Days  
Data Collection  
[Example]

Name	Monday	Tuesday	Wednesday	Thursday	Friday
Johnie					
Susie					
Frank					
Li					
Izzy					
Daily Total [ Example]	10 Greens	6 Blues	4 White	7 Reds	2 Purple

Create a similar table for your classroom on poster board or large paper and locate it in a spot easily accessible to children. Make squares on the grid large enough for a sticky dot to fit within the square.



Place a basket of colored sticky dots below the chart. At a designated time during the day, such as greeting time or large group, or as an activity for children to do on their own during center time, children will place a dot that matches the primary color of their clothing.

Tally at the end of the day and be sure to have children count with you. Continue each day for at least one week. You may adjust the length of time that you collect data depending on children's interests and your class schedule- daily, weekly, for 2 weeks or for the length of the entire unit. If you collect data for the entire unit, you will need to create a new chart for each week, due to the large amount of data collected. Use the Colors from Dog's Colorful Day with Matching Sticky Dots if possible to facilitate matching.

