

Unit 5  Week 4	<b>Large Group: The Napping House</b> <b>Low to Medium Support</b>	<b>Math</b> <b>LG</b>	<b>Standards:</b> MELDS.M.MP.PS.4 MELDS.M.OAT.PS.3 MELDS.M.OAT.PS.5
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<p><b>Guiding Math Ideas:</b></p> <ul style="list-style-type: none"> <li>● Rote and Rational Counting: Counting Patterns</li> <li>● Patterns- Adding Complexity</li> </ul> <p><b>Math Concepts From Unit Learning Progressions:</b></p> <ul style="list-style-type: none"> <li>● Problem Solving- Acting out story problems.</li> <li>● There are steps in problem solving: Generating solutions and testing them</li> <li>● Adding is a 1 + pattern (Shown in Number Sequence)</li> </ul> <p><b>Adaptations for Using Large Group In Alternate Schedule Slots:</b></p> <ul style="list-style-type: none"> <li>● Many daily routines involve the 1+ pattern such as lining up or choosing teams. Counting by 1s is a daily example of 1+. Use the language of math to describe these activities.</li> </ul>
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<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● <i>The Napping House</i> by Audrey Wood and Don Wood</li> <li>● <i>ABABA Book of Pattern Play</i> by Brian Cleary (Resource)</li> </ul>	<p><b>Math Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Pattern: a repeating arrangement of numbers, colors, shapes, or other items. (Cleary, 2010)</li> <li>● One more: Adding one more object or creature to a group</li> <li>● All together: how many are in a whole group</li> </ul>
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**Preparation:**  
 Designate an area for the Bed in the middle of the circle.

*Our book today is The Napping House by Don and Audrey Wood. I think it might be a math book... but you will have to tell me when I am through reading it if it is!*  
*I will say the same thing over and over. When something repeats, it is called a **pattern**.*

*Read book pausing for children to join in the repeating phrase in a napping house where everyone is sleeping.*

Help me with the pattern by joining in.... you'll know what to do if you are listening.

On each page something changes... What do you notice that changes?

Yes, each time, **one more** creature (a word for animals and people), gets into the bed. **One more** is a counting pattern- we are **adding** one more person to the group.

I said this was a counting book. Do you notice any numbers on these pages?

I am curious. I wonder how many creatures **all together** got in that bed. All together is a math idea we use a lot.

What does **all together** mean?

Could we count the creatures in the bed even though there are no numbers on the pages?

I wonder how many people would be in our Napping House bed if we **all** pretended we had a big Bed right in the middle of our room?

How could we find out?

Let pretend that we have a big bed in the middle of our circle and we are all getting sleepy!

But wait--We would not be safe if we all piled on top of each other... What could we do?

This sounds like fun- Let's get started!

When I call out

**Add 1 More** (you can help) and call your name, come and get in the bed!

What is the last creature to get in the bed? [Flea]

What happens when the flea gets in the bed?

I'm going to put this book over in our Small Group area. We will use it again this week.

Children give answers. They will definitely mention that there are more and more people who get in the bed. Reinforce the idea of 1 more as a counting pattern.

Children give ideas about what **all together** means.

Count with the children starting at the beginning, and adding one more each time.

As you turn the pages, if children do not notice the way the illustrations go from dark to light, indicating night to day pattern, give hints.

Use number chart in room, or counting on fingers or touching each child- any strategies children suggest.

Yawn and stretch together.

Children may suggest lying down side by side Re-tell the story in simple fashion, adding the names of the children as they get in the "bed" and using the phrase In the Napping house where everyone is sleeping.

Children answer flea

The last child will be the flea.

When the "flea" gets into the "bed"- everyone jumps out of the "bed", going back to their place, rolling or hopping or jumping. Play again.

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

There are two types of patterns in this book- The 1 + pattern (A growing pattern); the repeated phrases about the *napping house where everyone is sleeping*. ( A repeating pattern). In clever use of ever increasing light from dark to light is related to a pattern (if it increased in a regular, observable

measurable way it would be a pattern. *Refer to the AABBA Book of Pattern Play* for examples of patterns.

***Provocation:***

Patterns in the Natural World- Use the book *A Walk in the Woods* (Unit's Book List )and go on a Pattern Walk looking for repeating patterns and/or collect nature items bring use them as a teaching moment throughout the day. Examples are sea shells, pine cones, & flowers