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| Unit 5  Week 5 | <p style="text-align: center;">Large Group: How Many Creatures in our Class?</p> <p style="text-align: center;">Medium Support</p> | Math LG | Standards: MELDS..M.CCC.PS.8 MELDS.M.OAT.PS.5 |
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| <p>Guiding Math Ideas:</p> <ul style="list-style-type: none"> ● Acting out Story Problems: Forming and reforming groups ● Beginning Composing and Decomposing Numbers <p>Math Concepts From Unit Learning Progressions:</p> <ul style="list-style-type: none"> ● Counting groups and comparing sets ● Using story problems to visualize operations ● There are steps in problem solving: Generating and testing solutions <p>Adaptations for Using Large Group In Alternate Schedule Slots:</p> <ul style="list-style-type: none"> ● This activity is about forming and re-forming groups. It can be done at snack time (those who like cheese and those who don't; outdoors- Children stand beside their favorite playground equipment, during transitions forming groups with Velcro, lace or slip on shoes, etc. |
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| <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Five Creatures</i> by Emily Jenkins ● Flip Chart ● Markers ● Paper plates- Enough to help you form creature groups about your family | <p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Creature: an animal or human ● People Math: Groups of people can have fun doing math together ● Sorting Questions: Ideas about how we can make groups |
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Preparation:

Assemble materials. Use paper plates as math “counters” so that all children can see as you form groups. Be sure you have plenty of room to spread out and form different groups. Put sticky notes on a few pages that you will use to generate questions for forming groups.

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| <p><i>We are going to read a book today called Five Creatures by Emily Jenkins</i></p> | <p><i>Show book cover. Children describe cats and people.</i></p> |
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Why do you think the author named this book 5 creatures?

What is a creature?

Creatures are animals or humans. At my house, I have 4 creatures... Me, my son, my goldfish and my cat.

Let's read this book and find out about the creatures in this family.

I'm looking around our room. How many creatures do we have here?

Wow, we have a lot of creatures- 16 children, 3 grown-ups, and 1 gerbils. That is 20 Creatures.

We sort and make groups a lot in our math work.

In our book, there were lots of different ways to talk about the 5 creatures.

*Let's think about some **sorting questions** we can use for our creature groups. **Sorting** means we group things that are alike and different.*

*Today we are going to do some **people math**, moving our bodies and counting.*

Let's look at our book for ideas.

How many animals and how many humans?

I am moving my paper plates:

2 humans and 2 cats.

We can make our own groups.

How many of us can button our buttons?

What are some other questions about our creatures here in our classroom?

We have a lot of different ways to talk about the creatures in our classroom. If you think of more, we can write them down on our flip chart and we'll do them later on.

Count together.

Children give ideas.

Point out to children that there are not 5 people, nor 5 animals but that all together there are five living things, creatures in this family.

*Share children's ideas about **creatures***

Give your family as example, and as you name each member, place a paper plate on the floor in front of you in a row.

Read book.

Children count group, including teachers and any class pets that you may have.

Draw and write the groups on your paper in the form of an equation.

Turn to the page Three Humans and 2 cats. Re-sort your group of paper plates .

Write questions on Flip Chart

Children move and form groups. Count together and put information on Flip Chart

Continue with questions, forming and re-forming groups and counting. Make sure that some of the questions involve things children can see, such as color of shoes, or wearing a sweater. Recap. Children can add questions and ideas about how they would like to sort the large group.

This activity can be repeated as a part of your daily routine, as a version of Question of the Day.

Strategies to Provoke Math Thinking:

- Grouping and Comparing Sets: Many early math experiences are about forming and re-forming sets. When children sort their cars into red, blue and green, they are building skills

that they will use to addition and subtraction, comparisons of more, less and equal, and one to one correspondence.

- People Math: Moving our bodies to represent math concepts is an effective way for young learners to visualize concepts such as addition. By using the entire class (pets, children, adults) as the set, we work with large numbers, as many as 20. We do not typically expect preschoolers to add numbers up to 20, but by using **people math** we present experiences to stretch their thinking.

Provocation:

Maximizing SWPL with People Math: Look at all SWPL activities- songs, poems and games.

Could

you insert People Math by encouraging a lot of movement during these brief moment?

Example: 6

Little Ducks is about a creature group “Fat ones, skinny ones, fair ones too. But the 1 little duck with

a feather on its back,. He led the others with a quack quack quack. Children could Lots of different

ways to sort those ducks, and for children to pretend to join a group!

* This activity is adapted from an activity in *The Young Child and Mathematics* (2nd Edition) by J. Copley.