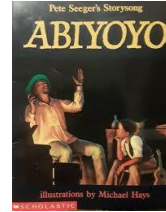


Unit 1: Community



WEEK 3, Day 2

Math Center: Create with Collections

Children will count out and create with collections of pattern blocks.

Big Ideas	Children will communicate mathematically through multiple forms of expression. Children will persevere in solving questions with a growth mindset. Children will solve mathematical problems using a variety of strategies. Children will make sense of the world around them through mathematics. Children will connect math to other learning and real-world examples. A strong, interdependent math community has qualities, such as: shared responsibility, collaboration and support for each other.
Guiding Questions	What does it mean to be a member of a math community? How do you use math tools? How do you most effectively communicate your mathematical thoughts and ideas? Why is collaboration and listening to the ideas of others important?
Vocabulary	tool: an item that you use to help you do something. illustration: a picture or sketch
Materials and Preparation	- pattern blocks - Sort math tools into containers. - Pattern Blocks, Get and Build Cards - Abiyoyo (if book is not available use images from the text) - Abuela (if book is not available use images from the text) In the Math Center, set up several containers with math tools organized and sorted by type. As children work throughout the week, set up a routine for children to take pictures of what their creations
Intro to Centers	<i>At the Math Center you have noticed math around you by looking at images in books and looking around our classroom. This week in the</i>

Centers U1 W3

	<i>Math Center, we will look at groups of math tools, specifically pattern blocks, to inspire your creations.</i> Hold up and show a Pattern Blocks, Get and Build Card. Invite children to share what they notice or wonder. Sample response: <i>It has a number written next to different groups of pattern blocks.</i> <i>This page shows you which pattern blocks you will need. There is a number next to the pattern block groups or you can count. After you get the amount of blocks you need, you can use your pattern blocks to create whatever you'd like. We can create or be inspired by the books we have been reading. Could you make the wand that the father uses in Abiyoyo? How might you use the shapes? You can work on your own or with a partner to do this special work.</i> Describe the expectations for cleaning up and leaving the area when finished. <i>When you finish, put your supplies back where they belong so they are ready for the next person to use. You can also get another card or do another Math Center choice. Organizing materials and cleaning up are important responsibilities in Kindergarten.</i> Show where the math tools belong when they are put away. If there is a routine for children to take pictures of their work, remind them of this routine.
During Centers	Children use a "Pattern Block, Get and Build card" to collect a specified number of pattern blocks. While the written number is provided, children may place the pattern blocks on top of the images to determine how many pattern blocks they need. This gives children practice in creating groups with the same number (equal sets). Children may also count to determine how many of each pattern block they need. Have pattern blocks accessible to children to collect what they need to build with. Children use those blocks to build and create. Develop a routine for children to take photos. Children can continue to use other math tools to build representations of objects from picture book images. Observe and then join the children. Ask children to describe or show how they collected and created with pattern blocks. Follow the children's lead and use precise mathematical vocabulary to narrate what they are doing. Take observational notes about children's exploration and language.

Facilitation	• How did you figure out how many pattern blocks you needed? • How did you make sure you had the correct number and type of blocks from the card? • Which type of blocks do you have more/less of? Did you use the same number of any groups of blocks? • What did you build/create with your pattern blocks? Can you describe it to me? • Can you describe where you put the blocks to make this? • How did you decide what to build? Why did you decide to create/build that idea? • What do you notice your friend is doing with the pattern blocks? Could that help you with yours? • What is the same/different about what _____ and _____ are making? • What is something that has been challenging for you? • What part of the Math Center has been your favorite part? Why? Upcoming daily extension opportunities: Week 3, Day 4 - • Connecting Cubes Add copies of Connecting Cubes, Get and Build blackline master 2-3 sets. Children will continue to use these throughout the year. Consider copying them on cardstock or laminating them and keeping them organized to be used repeatedly
Standards	Addressing: QR.C.2 Count to tell the number of objects. • K.CC.B.4; K.CC.B.4a; K.CC.B.4b Building Towards: QR.C.1 Know the number names and the count sequence. • K.CC.A.1 QR.C.2 Count to tell the number of objects. • K.CC.B.4c; K.CC.B.5 QR.C.3 Compare numbers. • K.CC.C.6 GR.C.1 Identify, describe, analyze, compare, create, and compose shapes based on their attributes. • K.G.A.1; K.G.A.2; K.G.B.4; K.G.B.5; K.G.B.6 SR.C.1 Describe and compare measurable attributes. • K.MD.B.3 Standards for Mathematical Practice: 1-8