

Unit 1: Community

WEEK 4 Day 2

Math Center: Number Race

Children will practice recognizing and tracing numbers 1-10.

Big Ideas	<p>Children will communicate mathematically through multiple forms of expression.</p> <p>Children will persevere in solving questions with a growth mindset.</p> <p>Children will solve mathematical problems using a variety of strategies.</p> <p>Children will make sense of the world around them through mathematics.</p> <p>Children will connect math to other learning and real-world examples.</p> <p>A strong, interdependent math community has qualities, such as:</p> <ul style="list-style-type: none">• shared responsibility, collaboration and support for each other.
Guiding Questions	<p>What does it mean to be a member of a math community?</p> <p>How do you use math tools?</p> <p>How do you most effectively communicate your mathematical thoughts and ideas?</p> <p>Why is collaboration and listening to the ideas of others important?</p>
Vocabulary	<p>tool: an item that you use to help you do something.</p> <p>illustration: a picture or sketch</p>
Materials and Preparation	<ul style="list-style-type: none">• colored pencils, crayons, or markers• connecting cubes• something to roll or throw (e.g., sticky ball, pom-pom) Hold in a container (e.g., tray, box) so children can toss and it will not roll away.• Number Mat 1-10, multiple copies• Number Race Recording Sheet for Tracing, multiple copies <p>Continue to provide access to various math picture books tools (pattern blocks, connecting cubes, two-colored counters, geoblocks, and 5-frames), including <i>Bippity Bop Barbershop</i> and <i>Chrysanthemum</i>, throughout Week 4.</p>

	Children can continue to freely explore math tools to represent images from new picture books each week, or to represent objects around them.
Intro to Centers	<p><i>You've noticed math around you by looking at images in picture books and looking around our classroom for groups of objects. You used your math tools to explore math concepts like fewer or greater. You also used "Get and Build Cards" to collect groups of pattern blocks as the starting point for your creations.</i></p> <p>Hold up and show, or display on the slide, the Number Race Mat and Recording Sheet.</p> <p><i>This week, we will learn a new Math Center option called Number Race. This activity is a little different from past weeks. We get to play a math game with a partner! Let's play a round together.</i></p> <p>Select a partner to model with. Give each person a recording sheet. Show the number mat, a connecting cube, and colored pencils.</p> <p><i>I will roll the cube onto the number mat. Which number did the cube land on?</i></p> <p>Provide 30 seconds of quiet think time. Have children chorally read the number the cube landed on.</p> <p><i>Now, I will find that number on the recording sheet and trace the number at the bottom.</i></p> <p>Demonstrate tracing the number the cube landed on.</p> <p><i>You can play Number Race by yourself or with a partner at the math center. When you play with a partner, take turns with your partner. It is important to develop fairness and friendship in our math community when we work with others. During each turn, roll the cube and trace the number on the recording sheet. Play until you've traced all of one number. That number is the winner. You can keep playing if you want until all numbers are completed!</i></p> <p>Describe the expectations for cleaning up and leaving the area when finished.</p> <p><i>When you are finished at the Math Center, put your supplies back where they belong so they are ready for the next person to use. Organizing materials and cleaning up are important responsibilities in Kindergarten.</i></p> <p>Show where the math tools belong when they are put away.</p>
During Centers	Children practice recognizing and writing numbers as they roll a cube onto

	<p>the mat and trace the number that it lands on. If children do not yet recognize each number, they can match the symbol on the number mat to the symbol on the recording sheet. Children continue rolling and tracing until one number "wins" (all of the numbers in the column are traced). After children have traced all of one number, they can finish tracing the rest of the numbers. Children can use different colors or writing tools. In a future variation of this center, children will write the numbers instead of tracing them.</p> <p>Children can continue to use other math tools to build representations of objects from picture book images.</p> <p>Observe and then join the children, asking them to describe or show how their Number Race is going. Follow the children's lead and use precise mathematical vocabulary to narrate what they are doing.</p> <p>Take observational notes about children's exploration and language.</p>
Facilitation	<ul style="list-style-type: none"> • How did you figure out which number to trace? • How many ____ have you traced? Can you count to show me? • Which number have you traced the most/least? Have you traced any numbers the same amount of times? • What is something that has been challenging for you during math center? What did you do? • When you played in centers with a partner, how did you decide who gets to go first? What would you do if you wanted to go first but your partner wanted to go first too? <p>A new Math Center is introduced on Week 5, Day 3.</p>
Standards	<p>Addressing: QR.C.1 Know the number names and the count sequence.</p> <ul style="list-style-type: none"> • K.CC.A.3 <p>Building Towards: QR.C.2 Count to tell the number of objects. QR.C.3 Compare numbers.</p> <p>Standards for Mathematical Practice: 1-8</p>