



WEEK 5 Day 3

Math Center: My Name in Numbers

Children will compare the number of letters in their names.

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| 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>compare: to look at and notices similarities and differences between two or more numbers, groups, or objects</p> <p>equal: being the same amount, or number, as another</p> <p>less than: when comparing, a way to describe the smaller quantity, or number; fewer</p> <p>greater: when comparing, a way to describe the larger/bigger quantity, or number; more</p> |
| Materials and Preparation | <ul style="list-style-type: none"> name cards (pre-written) or child made (e.g., Write name on paint samples found at home improvement stores or use stickers on unifix cubes) 10's frames counters (math tools or other Beautiful Stuff) number chart, for comparing numbers |

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| | <p>Children can continue to play Number Race, introduced in Week 4.</p> <p>This activity can be modified. Children can count letters in their names by counting letters taped onto Legos/Duplos, unifix cubes, loose parts, etc.</p> |
| Intro to Centers | <p><i>Last week, we read Chrysanthemum by Kevin Henkes. How many letters were in her name?... 13 letters that's right! Our book this week is The Name Jar. Both these books remind us how special our names are. This week our math center will allow you to compare the number of letters in your names and celebrate our class community.</i></p> <p>Demonstrate counting the letters in your name or another name in the class. Have manipulatives near you to model counting one-to-one and using the ten frame.</p> <p><i>Watch me as I place one counter in a ten frame for each letter: E-R-I-N has 4 letters. Let's put one counter for each letter in the ten frame. We will review the steps. First, I will look at my name card. Then, I will point to and say each letter aloud. For each letter, place one counter in a box on the ten frame. If my name had more than 10 letters, I would use a second ten frame. When all letters are represented with counters, count them all together. Continue doing this for other friends' names in the classroom. I wonder who has the most letters in their names? We can also find names that have an equal or the same amount of letters. Just like in The Name Jar or Chrysanthemum, we will investigate the special names in our room.</i></p> <p>Describe the expectations for cleaning up and leaving the area when finished. Show where the math tools belong when they are put away.</p> |
| | <p>Children can choose to play Number Race or compare the number of letters in their names.</p> <p>Observe and then join the children, asking them leading questions like:</p> <ul style="list-style-type: none"> • “Do you have more than 5 letters?” • “Does your name fill the ten frame?” • “Who has the longest name?” “Who has the shortest?” <p>Take observational notes about children’s exploration and language.</p> |
| Facilitation | <ul style="list-style-type: none"> • How did you figure out how many letters are in your name? • How did you know if two names were equal? • What strategies helped you the most when exploring names today? • 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? |

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| | <ul style="list-style-type: none"> How was your partner or group able to help you when something was challenging during centers today? <p>Possible extension opportunities:</p> <ul style="list-style-type: none"> Provide children with chart paper to list the total number of letters in students names to make a class graph. Share this later at Centers as a way to connect to the names in your community. . |
| Standards | <p>Addressing:</p> <p>QR.C.2 Count to tell the number of objects.</p> <ul style="list-style-type: none"> K.CC.B.5 <p>QR.C.3 Compare numbers.</p> <ul style="list-style-type: none"> K.CC.C.6 <p>Standards for Mathematical Practice: 1-8</p> |

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| <p>Notes</p> |
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