



WEEK 2, Day 3

Math Center: Spin a House

Using a spinner and various math materials, children construct a house.

Big Ideas	Children will: <ul style="list-style-type: none"> ● communicate mathematically through multiple forms of expression. ● persevere in solving questions with a growth mindset. ● solve mathematical problems using a variety of strategies. ● make sense of the world around them through mathematics. ● 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	construct: to build or create
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Three Little Pigs</i>, Paul Galdone ● pencils, to use as part of the spinners ● paperclips, to use as part of the spinners ● Spin a House template Laminate for durability. ● connecting cubes in various colors: red, yellow, brown ● small wooden blocks
Intro to Centers	Hold up <i>The Three Little Pigs</i> by Paul Galdone. <i>We've been reading The Three Little Pigs by Paul Galdone. Let's take a moment to remember what happens in the story.</i> Take a brief picture walk through the text, pausing to invite children to tell about key moments of the story. <i>What is the problem in this story? How was it solved?</i>

	<p>Harvest a few ideas.</p> <p><i>This week at the Math Center, I invite you to pretend to be one of the three little pigs. You will use a spinner and build a house out of blocks or cubes.</i></p> <p>Show and demonstrate how to use the spinner. <i>To use the spinner, you need to hold it down with one hand and spin the arrow with the other. It will work best if it's on a hard flat surface, like the table.</i></p> <p>Model how to build the house using the spinner. Demonstrate with blocks and cubes, if using both. <i>When you spin, you will follow the directions where the spinner lands.</i></p> <p><i>Is it ok, to land on the wolf? YES, it's part of the game to take pieces away. Keep playing until you have a big, strong house! You can use connecting cubes, to represent straw, sticks and bricks, or the small blocks.</i></p> <p>Describe the expectations for cleaning up and leaving the area when finished. <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.</i></p> <p>Show where the math tools belong when they are put away.</p>
During Centers	<p>Children build a house with cubes or blocks (or both). They take turns spinning. They add the number of blocks/cubes or remove the number of blocks that the spinner shows. Children keep spinning until they build a house.</p> <p>Take observational notes about children's exploration and language. Follow the children's lead and use precise mathematical vocabulary to narrate what they are doing.</p>
Facilitation	<ul style="list-style-type: none"> ● Direct children's attention to how they are constructing their house. What makes it most stable? How do you choose which blocks to take off? ● What will you add on your next turn? ● What math strategies are you using? ● What does someone need to know about your house? ● How have you connected mathematics to other learning this year?

	<ul style="list-style-type: none"> • What do you do when you're not sure of what to do in math or if your answer is correct?
Standards	<p>Building Towards:</p> <ul style="list-style-type: none"> • The Guiding Principles & Standards for Mathematical Practice <p>QR.C.2 Count to tell the number of objects.</p> <ul style="list-style-type: none"> • K.CC.B.4 <p>QR.C.3 Compare numbers</p> <ul style="list-style-type: none"> • K.CC.C.6 <p>AR.C.1 Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <ul style="list-style-type: none"> • K.OA.A.1

Notes