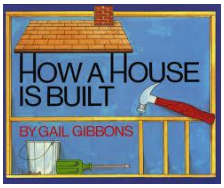

WEEK 5, Day 5

Math Center: Seeing Math in our Home Designs

Children make math connections within their house designs created in the Writing and Drawing Center.

Big Ideas	Children will: ● 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	**plan**: to think about what you are going to do (verb); a guide of what to do (noun) **revise**: to look over again in order to correct or improve. **perspective:** a perspective is a way to see or think about things. Different people have different perspectives. **represent**: using models to organize, record, and communicate mathematical ideas.
Materials and Preparation	● writing and drawing tools ● My Blueprint Math templates ● counters ● children's blueprints from Writing and Drawing to show as samples

	Complete the "Writing and Drawing: Inspired by How a House is Built" activities prior to introducing this Center lesson.
Intro to Centers	*This week we have been inspired by the book* How A House is Built*. In the Writing and Drawing Center, created individual plans of a house. At the Math Center, we will look at your plans through the* ***perspective*** *of a mathematician.* *The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. The Math Center can be a place where you go to* ***revise*** *and improve your plans and add more to your blueprint!* *It will be interesting to compare your plans to the plans of a classmate. Who has more windows in their house? Who has more rooms? Comparing and noticing differences may have you go back to your work and* ***revise*** *it to add more details.* *When you count your items to add them to the My Blueprint Math chart, think about the ways you will ensure that you count each item only once. What are some strategies you may try? I am going to put some counters and ten frames at the Math Center, too. I wonder how you could use our math tools to support your counting. Does anyone have an idea?* Show children an example of a blueprint and the math materials (tens frames and counters). Collect some ideas on how to count one-to-one in their work to keep track of their counting. For example putting a counter on every room, or using tally marks to record.
During Centers	After children draw plans at the Writing and Drawing Center, they can bring it to the Math Center. Using the "My Blueprint Math" chart, children will record their total number of items on their paper. They can use any form of recording that works for them. This includes tally marks, check marks, smiley faces, or numbers. Notice how children are choosing to record and take one of the ways to discuss at Thinking and Feedback. Sharing how children are using math and recording their thinking may inspire other children to try new methods and explore new math concepts. 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 in their plans.

Facilitation	● How did you count the total number of doors or windows? What strategy did you use to make sure you did not count an item more than once? ● Tell me more about this part. ● What items do you have the most of/least of? How do you know? ● What might you add? Why?
Standards	**QR.C.1** Know the number names and the count sequence. ● **K.CC.A.1**: I can count to 100 by ones and by tens ● **K.CC.A.3**: I can write numbers from 0 to 20. I can write the numbers 0-20 to **represent** a number of objects. **QR.C.2** Count to tell the number of objects. ● **K.CC.B.4a:** When counting objects, I say the number names in the right order, making sure I say only one number for each object that I count. ● **K.CC.B.5:** I can count to answer "how many?" questions for as many as 20 things arranged in different ways. Given a number from 1-20, I can count out that many objects. **Standards for Mathematical Practice:** 1-8

Notes