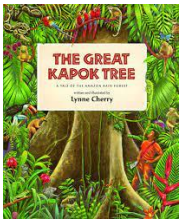

WEEK 3, Day 1

Math Center: Rainforest Story Problems

Inspired by *The Great Kapok Tree,* children connect their learning in math and tell addition story problems.

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	**compare**: to look at and notices similarities and differences between two or more numbers, groups, or objects **add:** to put two or more numbers, or things, together to make a new total
Materials and Preparation	● *The Great Kapok Tree,* Lynne Cherry ● small items from Beautiful Stuff to use for counters, such as: marker caps, buttons, pom poms, etc. ● animals from *The Great Kapok Tree* These can be printed or created by children. Tape onto blocks or binder use clips to stand the animals up. ● white board and markers to record combinations ● Rainforest Story Problem recording sheet ● writing tools Prepare for the Intro to Centers: have a collection of loose parts ready to

	model a problem (e.g., 4 blue marker caps and 3 red marker caps) and the butterfly taped onto a block. It might also be helpful to have a partly drawn example of the story problem on the recording sheet.
Intro to Centers	*Our new text is all about a tree found in the Amazon rainforest. What were some of the creatures that gathered around the tree in the story?* Provide 30 seconds of quiet think time. Invite 2-3 responses. *This week at the Math Center, we will tell math story problems using the animals from* The Great Kapok Tree*.* Show the collection of Beautiful Stuff and butterfly. Count out a combination of items *These items can turn into anything so let's use our imagination together! I want to make up a story problem and be inspired by the butterflies in the book.* *I will share my story problem out loud. I will tell it two times so listen closely. Who can help tell my story problem? Then _____ will repeat the story problem back to me.* Select one child. *I was walking in the rainforest. I saw a butterfly flying. It landed on four blue flowers and three red flowers. How many flowers did it visit in all?* Repeat. *Remember, I don't want the total, I want you to practice telling my story. You can act it out if you want too!* Invite the child to tell the story or act it out. *With your help, I can use tools to solve this problem. I have some marker caps to solve my problem. The butterfly landed on four blue flowers so let's count out four blue caps, 1,2,3,4 and three red 1,2,3. Now lets combine the red and blue and find out the total number of flowers, 1,2,3,4,5,6,7! Yes, the butterfly landed on 7 flowers in all.* *When you are finished with your story problem you can make up another one or record your problem by drawing a picture and writing the equation to match.* Show children the recording sheet and share how to complete it. *You can work with a partner at the Math Center or you can also do the*

	work on your own.
During Centers	Children can visit the Center on their own or with a partner. As children create stories encourage them to act out their stories by themselves or with their partner. Just like in story acting, remind children to use their body to become the animals and show motions/sounds. If a child has trouble telling a story, encourage them to use images from the book to gather ideas. Consider taking a video of children acting out their story problems and share it during Thinking and Feedback. 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 stories.
Facilitation	● What is happening in your story? ● What items will you use to tell your story? ● Did you notice when you acted out the story that it helped you solve the problem differently? ● How does telling the story multiple times help you think about numbers and combinations? ● What is a "how many?" question that you could ask? What would the answer be? ● How did you decide to record your story problem? ● What would your equation look like? How do you know?
Standards	A variety of standards may be posted, based on the math curriculum used in the classroom. Common options might include: **QR.C.1** Know the number names and the count sequence. ● **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.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. **QR.C.3** Compare numbers. ● **K.CC.C.6:** I can identify if the number of objects in one group is greater than, less than, or equal to the number of objects in another group **AR.C.1** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. ● **K.OA.A.1:** I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out

	situations, verbal explanations, expressions, or equations. ● **K.OA.A.2:** I can solve addition and subtraction word problems, and add and subtract within 10. **Standards for Mathematical Practice:** 1-8

Notes