



WEEK 7, Day 1

Math Center: My Nature Scavenger Hunt
 Children write their own scavenger hunt to complete outside.

Big Ideas	<p>Children will:</p> <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. <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? 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?</p>
Vocabulary	<ul style="list-style-type: none"> ● scavenger hunt: a game where you search for a certain number of items
Materials and Preparation	<p>Identify an appropriate outside location for completing the scavenger hunt.</p> <ul style="list-style-type: none"> ● My Nature Scavenger Hunt sheets ● writing and drawing tools ● chart paper and markers <p>This center occurs in two parts. Part one occurs during Center Time. Part two can either occur during Centers or at another time when children can access the outside environment.</p>
Intro to Centers	<p><i>This week at the Math Center you will create a scavenger hunt for our classroom community to do at a later time. What is a scavenger hunt? Have you ever participated in a scavenger hunt?</i></p>

	<p>Provide a minute of quiet thinking time. Harvest a few responses.</p> <p><i>A scavenger hunt is a game where you look for certain items. This week you will create your own scavenger hunt for the _____ [outside location of your choice]. What are some items you could find in _____?</i></p> <p>Brainstorm a list of items that could be found outside (e.g., sticks, pebbles, pine cones, etc). Record ideas on chart paper to reference at the Math Center.</p> <p><i>You can list the items you hope to find on the scavenger hunt.</i></p> <p>Show the My Nature Scavenger Hunt sheet.</p> <p><i>The second part of this Center will include going outside to participate in your classmate's scavenger hunts. We will do that at _____ time.</i></p> <p>Part Two</p> <p><i>I was looking through this week's Math Center work and noticed such interesting ideas on our Nature Scavenger Hunts! Today we will go outside and complete your scavenger hunts.</i></p> <p>Set clear expectations for the time outside.</p> <p>Children complete their classmates' scavenger hunts. Children work in partnerships or small groups.</p>
During Centers	<p>Children list items they hope to find on the scavenger hunt. Guide children to expand their thinking about what items would likely be found when they go outside.</p> <p>Encourage the children to pick a variety of sized items and quantities.</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 in their plans.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you predict we will find? How many? ● Do you think we will find more _____ or _____? ● How would you describe this item? How does it compare to this item? How are they the same? How are they different? ● What can you do to help you be successful when working in centers? What can your partner(s) do to help you be successful? What can your teacher do?

	<ul style="list-style-type: none"> • How could you use the words “greater than”, “less than”, or “equal to” in your observations? (K.CC.C.6)
<p>Standards</p>	<p>A variety of standards may be posted, based on the math curriculum used in the classroom. Common options might include:</p> <p>QR.C.1 Know the number names and the count sequence.</p> <ul style="list-style-type: none"> • 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. <p>QR.C.2 Count to tell the number of objects.</p> <ul style="list-style-type: none"> • 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. <p>QR.C.3 Compare numbers.</p> <ul style="list-style-type: none"> • 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 <p>GR.C.1 Identify, describe, analyze, compare, create, and compose shapes based on their attributes.</p> <ul style="list-style-type: none"> • K.G.A.1: I can describe objects in the environment using words such as above, below, beside, in front of, behind, and next to. <p>SR.C.1 Describe and compare measurable attributes.</p> <ul style="list-style-type: none"> • K.MD.A.1: I can describe the attributes of objects, such as length or weight. I can describe several attributes for a single object. • K.MD.A.2: I can compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute and describe the difference. • K.MD.B.3: I can put objects into categories; count the numbers of objects in each category and sort the categories by count. <p>Standards for Mathematical Practice: 1-8</p>

Notes