

WEEK 1, Day 3

Math Center: Finding Number Combinations

Children will compose numbers by combining two smaller numbers.

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>represent: using models to organize, record, and communicate mathematical ideas.</p>
Materials and Preparation	<ul style="list-style-type: none">• dominos• Frog Dot Cards, printed on cardstock and laminated <p>As children work in the Math Center, set up a routine for either children or adults to take pictures of children's creations.</p>
Intro to Centers	<p>Invite children to sit in a circle.</p> <p><i>This week in the Math Center, we will continue to explore math tools. Our new activity focuses on combining two numbers to make a larger number.</i></p> <p>Show the materials.</p>

	<p><i>First, I invite you to set out the Frog Dot cards.</i></p> <p>Show children how to set up the frogs.</p> <p>Hold up a domino.</p> <p><i>What do you notice about this domino? What do you wonder?</i></p> <p>Invite 1-2 children's noticings. Possible ideas include: it has two groups of dots, the total number of dots, etc.</p> <p>Explain the activity.</p> <p><i>Select a domino. Count the number of dots on each side of the domino and then all of the dots together to find out what lilypad the domino should be placed on.</i></p> <p>Model counting each side of dots individually and then finding the total number of dots. Explain that the two smaller parts of the domino make a whole (or bigger number). Place the domino on the lilypad that matches the total number of dots displayed on the domino.</p> <p>Describe the expectations for cleaning up and leaving the area when finished.</p> <p><i>When you are finished, put your supplies back where they belong so they are ready for the next person to use. Organizing materials and cleaning up are important responsibilities in Kindergarten.</i></p> <p>Show where the math tools belong when they are put away.</p> <p>If there is a routine for children to take pictures of their work, remind them of this routine.</p>
During Centers	<p>Children subitize (or count) each side of domino dots to determine the total number of dots on the domino.</p> <p>Children explain the strategies they use for finding the total number of dots on their domino.</p> <p>Follow the children's lead and use precise mathematical vocabulary to narrate what they are doing. Direct attention to how the structure of the counting sequence helps us compare numbers.</p> <p>Take observational notes about children's exploration and language.</p>
Facilitation	<ul style="list-style-type: none"> ● How did you find the total number of dots? ● How did a classmate help you today during center time? How did you help a classmate? ● What is something that has been challenging for you during math center? What did you do? ● What part of the math center has been your favorite part? Why?

	<ul style="list-style-type: none"> Now that you are finished, what can you do to get the materials ready for other children to use?
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.4; K.CC.B.5 <p>QR.C.3 Compare numbers.</p> <ul style="list-style-type: none"> K.CC.C.6; K.CC.C.7 <p>Standards for Mathematical Practice: 1-8</p>

Notes
