

Math

Teacher Ideas

1:1 correspondence and Counting/Operations

<https://www.easternct.edu/center-for-early-childhood-education/supporting-mathematical-development/one-to-one-correspondence.html>

- Cards with different numbers of dots on them. Teacher holds up a card and children find cards that match. We point and count together.
- Children predict then count many steps, hops, or other movements, it will take to get from one spot to another.
- Bear Grab Bag- Children grab plastic bears out of a bag and place them on the table. They count how many bears they have. Some children may be able to say how many bears they have without counting (subitize). Others might combine their bears with a partner's bears and count how many they have all together.
- Estimation Jar: A clear jar that holds just a few larger items like pom poms early in the year. Each week, children guess how many objects are in the jar and we count together at circle time.
- Play children's board games and make simple path games on tagboard based on books we read. One is: Get the Mouse to the Cookie.
- When children arrive, they add a Unifix cube to a display to show they are here. Compare a pre-made display of cubes representing the number of children in the class to the stack that was made when they came in.
- Jumbo dot dice and jumbo number dice. The children roll a die and name a movement for others to do that many number of times. Count as they move.

Sorting and Classification/Graphing

- Small Group Sorting- give children items like big buttons to explore and plastic rings. Ask them to describe the buttons and observe how/if they naturally sort. Is there is a "rule" for the way they sorted? Did they give a group of sorted objects a name? (Classifying). Ask if there is another way they can be sorted to build on existing skills.
- Teach children to create simple tally surveys like: Do you have a pet?
- Painter's tape on a shower curtain for graphing real objects like shoes.
- Children names on Duplo's for graphing.

Sequencing

- What happened first in a story, next and last, Cards with illustrations for sequencing stories, plant and animal life stages, our schedule, etc.
- When lining up, count first, second, third.



Parts and Whole

- After reading Pizza at Sally's by Monica Wellington, play a game in small groups with pretend pizza slices. Each child is given a set number of pizza slices. It is their job to work together to create a whole pizza.

Patterns

- Dance Patterns – Children copy the teacher's movement patterns then make up their own.. "Clap, stomp, clap, stomp." After a few rounds, put up pictures that show clapping, stomping, clapping stomping. Point to each image and see if they can copy. Kids join in when they recognize the pattern. They can also guess when the next move(s) will be.
- Start a pattern with blocks or outdoor materials and see what the children do next. Name each object as it is put it down.
- Children describe patterns in nature and in pictures.

Shapes and Spatial Relationships

- Children pass shapes around the circle and name something that they notice.
- Large Group- With a pile of shapes in the center, each child gets a turn to pick a shape. The teacher picks up a shape and names it if the children do not. The child who has a matching shape holds it up.
- Small group- Children take turns picking a shape. They describe the shape they chose. After comparing shapes, play "I Spy". "I spy with my little eye a shape with four sides". Each child has a small selection of shapes from which to choose.
- Shape Hokey Pokey with different paper or plastic shapes.
- After introducing 3D shapes, create our own 3D shapes using toothpicks and clay. Pictures of the finished shapes are displayed on the wall with other 3D shapes.
- Shape hunts for shapes hidden in the room. The children come back to the circle and discuss what they found. Consider pairing children for this activity.
- Obstacle course – Explore in, out, over, under, around and through.

Measurement

- Read Balancing Act by Ellen Stoll Walsh. Children experiment with a balance scale and plastic bears.
- Use yarn to estimate and then measure themselves and other items such as the circumference of a pumpkin, etc.
- Use the children's name cards for graphing length and measurement.
- Leaf Hunt: Children find leaves, estimate how many attribute blocks it will take to cover them, then count how many it took to cover each one.
- Block area: Pictures of block constructions/buildings. Add paper, clipboards, pencils and blueprints, measuring tape.

