Where's the Math?

- What is the mathematics in this activity?
- How are different students in my room likely to approach this task given their current understanding?
- What will I observe that lets me know where each child is and how will I respond to different children?

Swat It!

- Write numbers 0 – 10 on the board
- Divide class into two teams
- Line up one behind another in two rows
- First student in each line holds a swatter and stands behind the line
- Teacher names a number and students "swat" the correct number on the board

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Find the Bone

- Fideo has lost his bone
- Take a card from the stack
- Move that number of spaces
- If you land on Fideo's picture you get an extra turn
- Who will get to Fideo's bone first?

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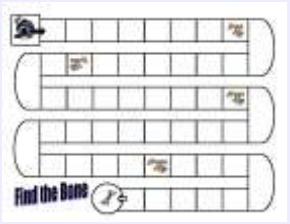

Number cards are shuffled and stacked beside the game board. Each player starts at Fido's hours, draws a card form the deck then moves that number of spaces on the board. The card is placed in a discard pile and the next player takes their turn. If a player lands on Fido's picture they lose a turn.

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Count Around

- The teacher says the target number and begins the counting with "one"
- The student to the right says the next number; counting continues around the circle until the target number is reached
- The student that says the target number sits down; student on the right begins the counting again with "one"
- Continue until all students are sitting

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Up and Back Counting

- Specified number of students sit in chairs
- As class counts forward, each stands up
- As class counts back, each sits down

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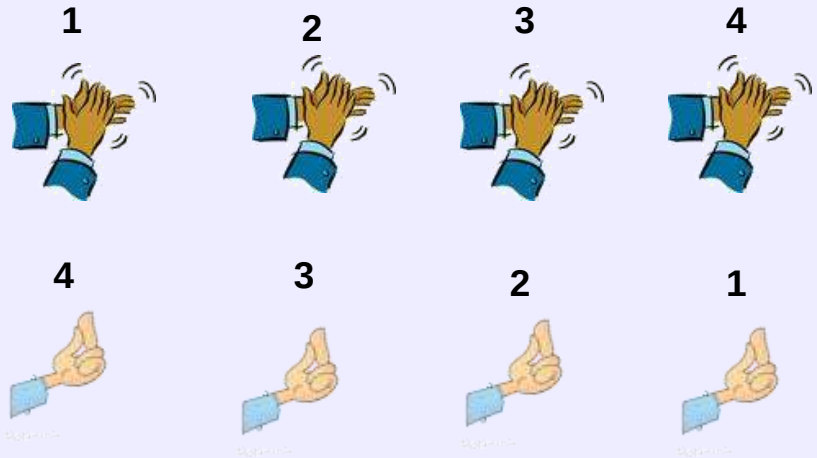
Clap and Snap



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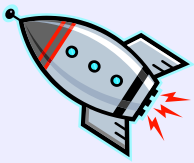
The students clap together in rhythm, counting forward and saying the next number as they clap, “One, two, three, four” then snap their fingers in rhythm as they count backward, “Four, three, two, one.” Repeat this over and over again without losing the beat between the last clap and the first snap.

Blast Off!



- Students use a specified number of cubes to build a spaceship
- They count the number of cubes forward and backward (example: “1,2,3,4,5” and “5,4,3,2,1, Blast-off!)
- Repeat with various numbers

Abracadabra!

- Class begins rote counting forward
- The leader says, “Abracadabra!” and the counting stops
- “Abracadabra! Forward from 5”
- Counting resumes from 5 forward
- “Abracadabra! Backward from 9”
- Counting resumes at 9 backward

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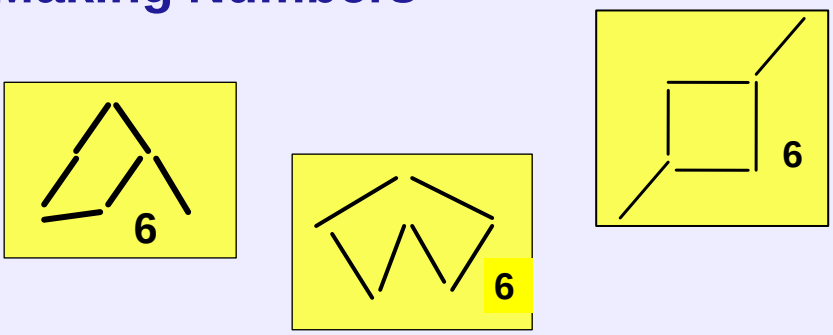
Making Numbers



How are these examples of conservation of number?

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Collect items that can be counted and glued on paper as students "make numbers." (Some suggestions for items are: toothpicks, plastic, bread tags, paper squares, bottle lids, keys, washers, etc.) Prepare number cards with single digit numbers on them as well as the corresponding number of dots (ex. 4…). Each student will choose the items to model the number on their card and then build it on the construction paper. Having a student to show 6 in three different ways on three different pieces of construction paper could help the student to better understand conservation of number as they see that different arrangements of the same items does not change the amount.

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Walk Around Numbers

- The teacher shows a number card to the students at a table
- Each student takes the number of counters from the center of the table
- On a sheet of paper, students show a set of that number with their counters
- Students walk around the table to see all of the number arrangements

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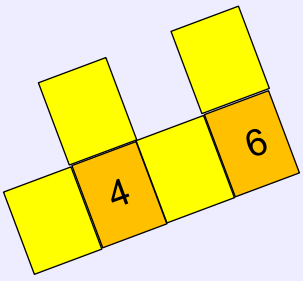
What Comes After Me?

- Say a number between 20 and 30 to the class
- What comes after me?
- Students respond to question giving the next number
- Continue giving numbers in random order

Flip a Flap



•Flip up a flap to see a number
•Flip the next flap to the right to see the number that comes after or one more
•Skip a flap and flip to see a number that is two more
•Flip a flap to the left..how do the numbers change?

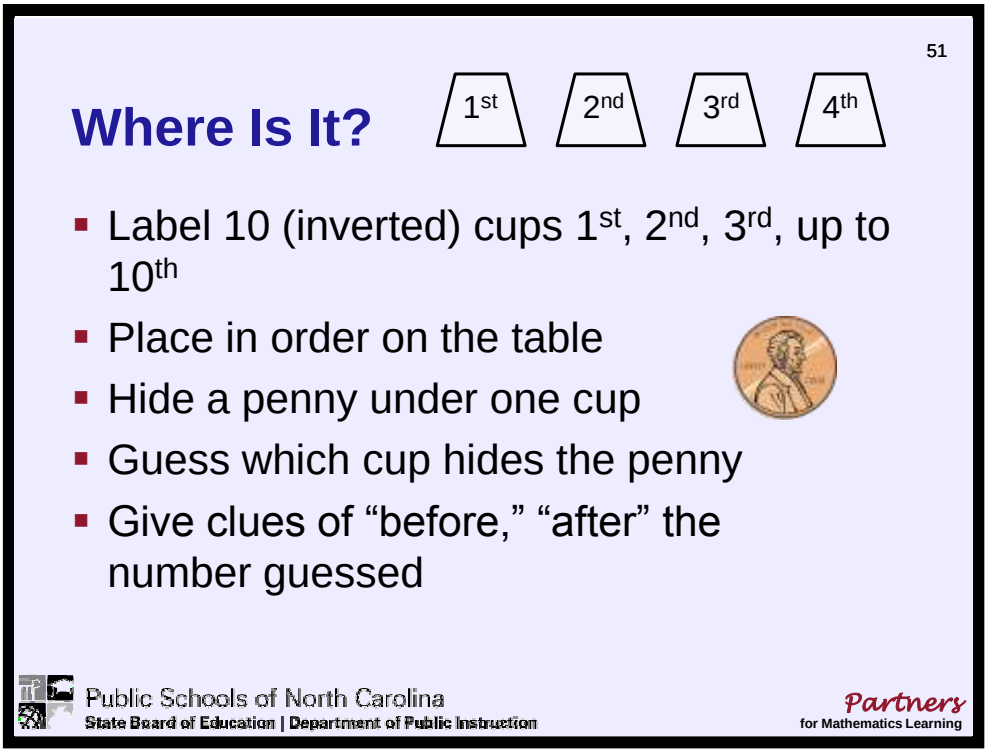
Stack 'em High

- Use cubes to build a stack
  - ✓Build a stack of four
  - ✓Build a stack that has one more than four
  - ✓Build a stack that has one less than four
  - ✓Build a stack that has one more than two
  - ✓Build a stack that has two more than three
  - ✓Build a stack that has one less than seven
  - ✓Build a stack that has two less than four

Before This…….game

The teacher shows the students a series of pictures one at a time and the students try to identify the previous stages of the objects in the picture. For example, if the students are shown a plant, they might say that before it was a plant, it was a seed. If shown a baby bird, they might say that before it was an egg.

What other "pictures" come to mind that would be easily used for this game?



Ordinal numbers and learning to interpret clues logically are both addressed in this activity. If a student guesses that the penny is located under the 10th cup, the teacher responds with a clue such as, “The penny is under a cup that comes before the 10th cup.” Each time that a student responds with an ordinal number, the teacher will give a response in a complete sentence but only giving before and after clues. “The penny is not under the 4th cup. It comes **before** the 4th cup.”