

## Pre-K Math – February 2015

*The remainder of the school year challenges students to build on their work with numbers through 5 to make sense of and count groups of up to 10 objects. Students also continue their work with rote counting, one-to-one correspondence, cardinality, and number recognition. It is important to note that some of this content will be too complex for friends who have recently moved up to the Pre-K classroom; repeat learning centers from September through January for those students.*

### **1 – Daily Fluency Practice - Clap and Count to 6 and 7 (Large Group or Small Group, about 2 minutes)**

Note: Rote counting to 6 and 7 prepares students for the objective of touching and counting to 6 and 7 by adding 1 more.

- Let's clap 6 times, and count our claps! Join in when you are ready. 1, 2, 3, 4, 5, 6. (Repeat until most students are clapping, counting, or ideally, clapping and counting. Pause between counts.)
- Let's pat our heads 6 times, and count our pats! 1, 2, 3, 4, 5, 6. (Follow the same process as above.)
- Let's clap 7 times, and count our claps! 1, 2, 3, 4, 5, 6, 7.
- Let's pat our heads 7 times, and count our pats! 1, 2, 3, 4, 5, 6, 7.

### **2 - Concept Development, 1 More (Small Group, about 5 minutes)**

Gather a small group of friends in the blocks center (no more than 4). Have children count out a group of 5 blocks. Add 1 more block, and ask them to count how many. Then, add 1 more block and have them count again (up to 7). Finally, ask them to stack the blocks and count. Some students use conservation to understand that the number of blocks does not change when the blocks are rearranged.

### **3 - Concept Development, Touch and Count (Small Group, about 3 minutes)**

Materials: Each child needs a baggie with 7 identical objects (beans, pompoms, pennies, etc.).

This activity gives children practice counting out a new group of 5 objects, then creating a group of 6 by including 1 more. The example notes pennies but use what you have. Gather a group of 3-4 children and provide each child with a baggie with 7 objects.

Ask them to:

- Put 5 pennies in a line. (Pause as students do so. Observe their strategies. Gently remove pennies from those who struggle to count to 5 accurately until they have a number they can touch and count with one-to-one correspondence.)
- (Discretely address students who are able to count to 5 correctly.) Jenny, Alexis, and Marta, put 1 more penny at the end of the line.
- Touch and count how many pennies you have now. (Pause as students touch and count. Observe carefully.) How many pennies do you have now?
- Have the students count until they have mastered counting 6 pennies. Encourage students who have mastered counting 6 pennies to put 1 more penny in line.

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#### 4 - Fluency Practice, Build and Break a Stick (Small Group, about 3 minutes)

Materials: one set of numeral cards 1–6 per group, 4 stick of 5 cubes each (varied colors, 1 stick per child), loose cubes

Note: This fluency activity allows students to have another experience of composition, putting together, and decomposition, breaking apart. Some students may be ready to count the cubes in each part, others may be at the level of simply noting that the bigger tower can be broken into two smaller parts. Encourage each child to his or her highest level with sensitivity.

Gather a group of 4 children and provide each child with a stick of 5 unifix cubes to:

- Touch and count the cubes of your stick. (Pause to allow for student response.) Now, let me hear you counting as you build! (1, 2, 3, 4, 5)
- Now, add 1 more!
- Touch and count the cubes of your stick now. (Pause to allow for student response.) Now, let me hear you counting as you build! (1, 2, 3, 4, 5, 6)
- Break your stick apart in different ways and then put it back together again. (Circulate and provide support as students work.) How many cubes are in your stick when you put it back together?
- Have the students break their sticks again in a different way.
- Be sure to show them the numerals from 1 to 6. Ask them which shows the number 6, to help connect their composition to the numeral.

#### 5 – Learning Center

How to Play: To play this game, you need objects for counting (we used math linking cubes), a cup for each player (pick the size based on age and ability), and a die. Each player rolls the die and then adds that many cubes to their cup. The first one to fill the cup wins!

