

Unit Objectives:

- Introduce and promote “math talk”
- Orient children to the classroom math materials
- Introduce and develop children’s understanding of “same and different”

To do so, please complete the following:

What	When
<p>View the following video clips (Teacher Tips)</p> <ul style="list-style-type: none"> • What is Math Talk? (5 minutes) https://videos.files.wordpress.com/CSSXy4Ys/01-mathtalk-overview_dvd.mp4 • Promoting Math Talk (3 minutes) https://videos.files.wordpress.com/4oj1qlgc/04-mathtalk-promoting_dvd.mp4 	<p>ASAP</p>
<p>Incorporate math talk into classroom routines.</p>	<p>Daily</p>
<p>Introduce a Math fluency activity as part of your circle time routine. This can be as simple as counting how many friends are present today or introducing a counting song. Suggestions include:</p> <ul style="list-style-type: none"> • I Can Count to 10 (Lyrics and Song Sample) http://www.songsforteaching.com/marharman/musicwithmar-icancountto10.php • Counting with My Friends (Lyrics and Song Sample) http://www.songsforteaching.com/math/earlynumberscounting/countingwithmyfriends.htm 	<p>Daily</p>
<p>Do a center walk to show children where Math materials are stored in the classroom and to identify them by name (vocabulary like “counters” and “links” may be new to some students).</p>	<p>ASAP, repeat as needed.</p>
<p>Each day, offer an “everyday” Math center; select from the options on page 2. This “free play” is the perfect opportunity for you to informally assess children’s understanding of basic Math Talk concepts. It is recommended that you offer the same center for at least 2-3 days before changing materials.</p>	<p>Daily</p>
<p>Each day, offer a “concept development” Math center that features the development of “same and different”; select from the options on page 3. It is recommended that you offer the same center for at least 2-3 days before changing materials.</p>	<p>Daily</p>

Note that the materials described/images provided on this page are included for illustrative purposes only. The Math materials in your classroom may vary slightly.

Please offer an “everyday” math center that features one of the materials daily; it is recommended that you offer a center for 2-3 days before changing the materials.

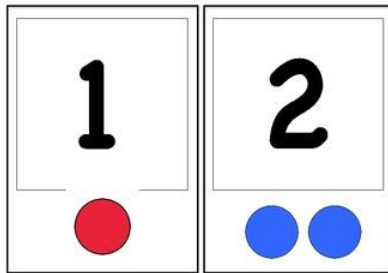
LINKS are ideal for counting, sorting, comparing (long/short, same/different, more/less), and practicing color recognition. Friends might also create and duplicate basic patterns.



MANIPULATIVES such as COUNTERS are ideal for counting, matching, sorting, and color recognition. Friends might also create and duplicate basic patterns.



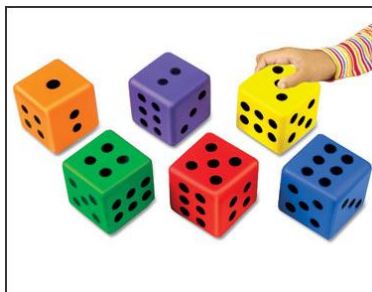
NUMBER CARDS can be homemade or commercial. They are ideally used for identifying numerals and practicing counting (I choose a card with a 2 and I take a picture of 2 friends – nice journal entry idea!)



PEG BOARDS are ideal for counting, sorting, comparing (taller/short, same different, more/less) and practicing color recognition. Friends might also create and duplicate basic patterns.



DICE can be homemade or commercial and used to invite children to build competence in subitizing (looking at the dots and knowing the number represented, without having to count the dots).



UNIFIX CUBES are ideal for counting, sorting, comparing (taller/short, same different, more/less), color recognition and measuring both length and height. Friends might also create and duplicate basic patterns.



Concept Development: Same and Different

Please offer one of these “Concept Development” Math centers daily; it is recommended that you offer a center for 2-3 days before changing the materials.

Use fabric squares or colored construction paper to create a basic matching game. Children create matching pairs to increase their understanding of same and different. Matches can be glued on paper to send home or to add to portfolios.



Make 2 black and white copies of each child’s photo to create a simple matching game. Children create matching pairs to increase their understanding of same and different.



Provide 4 colored paper plates or sheets of colored construction paper and a large variety of feathers and pompoms in the same 4 colors. Children match the object to the “mat” (paper) of the same color to increase understanding of same and different and reinforce color recognition.



Use paper towel tubes and colored craft sticks to create “Sort by Color” center. To increase understanding of same and different and reinforce color recognition, children sort sticks by color, placing in the matching paper tube. Save the tubes for the next center, too!



Use poster board, the paper towel tubes from the previous suggestions, colored pompoms, tongs, and an empty box or bin to create a “Colorful Pompom Drop” center. Children build fine motor skills as they sort by color; this activity also reinforces understanding of same and different.

