

Remember that BB materials should be readily available for students to explore independently. This is also a great opportunity to support students that need more exposure to previous materials and small group activities.

COMPUTER ACTIVITIES:

- Mystery Pictures 3
- Memory Geometry 3

If students have not played geometry games in previous weeks or struggle with the activity, it's okay to set the computer games to a previous week you think they can benefit from.

MATH THROUGHOUT THE YEAR:

- Counting Jar
- Guessing Bag
- Dinosaur Shop in Dramatic Play
- Shape Walk

DAILY REVIEW QUESTIONS:

- How did you match the new Mystery Pictures shapes?
- How did you know which shape is a trapezoid and which is a rhombus?
- What shapes did you use on the computer?
- What is the same about these shapes? What is different?
- Why did you use the shapes you did to make your pictures?

PLANNING AHEAD:

- What materials will I need to prepare for upcoming weeks?
- Pattern Strips will be needed for weeks 16 and 17

REMINDERS:

- Send home Math News Family Letters

Week 15

BIG IDEAS:

- Shape Matching
- Shape Identification
- Adding and Subtracting Small Numbers

OBJECTIVES:

- To identify and match shapes
- To find and describe the shapes of objects in the environments
- To count forward to backwards from 10
- To add and subtract small numbers

OVERVIEW:

- What questions should you focus on?
- What skills are we looking for?
- How do children learn about shapes?

WHOLE GROUP:

Monday - Shape Step, Mr. Mix-Up Shapes

Tuesday - Count and Move (Forward and Back), Guess My Rule

Wednesday - Shape Step, How Many Now?

Thursday - Count and Move (Forward and Back), Guess My Rule

Friday - Discuss Shape Pictures, Mr. Mix-Up Shapes

SMALL GROUP - Guess My Rule

Refer to SGRS from week- 10

Materials- Blue and Yellow Shape Set and SGRS

Refer to A3 in TE for Sorting rules

Things to consider when planning:

- Refer to A3 in TE for sorting rules
- What's different this time around?
- Which shapes will I use?
- How will my notes/ codes from previous weeks help my planning for this week?
- How will I group my students?
- What shapes can my students name and describe?

Objectives: To identify and match shapes.

What to look for: What types of shapes and shape parts can the child identify? (TE p. 226)

Write sorting rule next to each grouping.

Sample Codes: “Guesses which rules” : Y= Yes; N= No

“Reasoning”:
N= named shape

S= sides, followed by number of sides described

A= angles, followed by number of angles described

Trajectory Name: Recognizing Shapes

SMALL GROUP - Shape Step

Refer to SGRS from week- 10

Materials- Shapes taped around the room and SGRS

Things to consider when planning:

- What’s different this time around?
- Which shapes will I use?
- How will my nodes/ codes from previous weeks help my planning for this week?
- How will I group my students?
- What shapes can my students name and describe?

Objective: To find and describe the shape of objects in their environments.

What to look for: What types of shapes and shape parts can the child identify?

Sample Codes:

“Finds which shapes?”: Draw shapes and foilers above column. Place a check mark below shapes identified correctly, and an X below misidentified shapes.

“Strategies” column: SN = named shaped;

s = sides, followed by number of sides described;

sl = Identified/ pointed to side(s);

Cs = counted number of sides;

a = angles, followed by number of angles described;

al = Identified/ pointed to angle(s);

Ca = counted number of angles.

Trajectory Name: Recognizing Shapes

HANDS ON CENTER:

- Shape Pictures
- Feely Box (Name)
- Shape Flip Book

Refer to Instructions in TE, for appropriate set up.

COMPUTER ACTIVITIES:

- Mystery Pictures 4
- Memory Geometry 4
- Memory Geometry 5

BB games are to be set on weekly basis. This is also another area that can be individualized to support individual students.

RELATED RESOURCES:

- TE pages A3, C4 and C5
- Monitoring Student Progress and Wrap- up