

Memphis-Shelby County Schools

Division of Early Childhood

Math Small Group Activity Ideas

These activities were developed by Teachers during the November 5th District Learning Day (DLD) cohort planning activity.

Week of November 11-15

Standard:

PK.CC.B.5 With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line, rectangular array or circle.

Objective:

I can identify how many objects I see.

Group 1 (High)	Group 2 (Medium High to Medium)	Group 3 (Medium to Medium Low)	Group 4 (Low)
Students will count the number of objects to match a number (1-20)	Students will count the number of objects to match a number (1-15)	Students will count the number of objects to match a number (1-10)	Students will count the number of objects to match a number (1-5)
Students will count the number of manipulatives (10-20) they see arranged, whether in a circle, line or array. They will then write the number they see on a small piece of paper or post-it. When they have written all the numbers, they will put the papers/post-its in number order.	Students will count the number of manipulatives (6-12) they see arranged, whether in a circle, line or array. They will then write the number they see and talk about what number is the most/least.	Students will count the number of manipulatives (0-5) they see arranged, whether in a circle, line or array. They will then write the number they see.	Students will count the number of manipulatives (0-5) they see arranged in different groups and then match a number card to each group.
The student will match the number card by sight to each set of objects.	The student will count objects and place the number card by the objects.	The student will use number Picture cards to identify numbers and use their fingers to count for each number.	The student will identify one number at a time and identify one set of objects at a time with help to suggest which picture card goes with which set of objects.
Teacher will model counting manipulatives in different	Teacher will model counting manipulatives in different	Teacher will model counting manipulatives in different	Teacher will model counting manipulatives in different

<p>formations. Students will be given counters of varying amounts from 6-10. They will be asked to count and then arrange the items in another formation and count again. Students will work with several different amounts of counters.</p>	<p>formations. Students will be given counters of varying amounts from 1-10. They will be asked to count and then arrange the items in another formation and count again. Teacher will provide support for students needing help with one to one correspondence and counting accuracy.</p>	<p>formations. Students will be given counters of varying amounts from 3-7 They will be asked to count and then arrange the items in another formation and count again. Focus will be on counting in different arrays..especially how to mark when counting in a circle.Teacher will provide support for students needing help with one to one correspondence and counting accuracy.</p>	<p>formations. Students will be given counters in the amounts from 3-5. They will be asked to count and then arrange the items in another formation and count again. Focus will be on counting in different arrays..especially how to mark when counting in a circle.Teacher will provide support for students needing help with one to one correspondence and counting accuracy.</p>
<p>TSW count to answer “how many?” questions about as many as 10 things arranged in a line, rectangular array, or circle. If mastered by the end of the lesson, students will try up to 15.</p>	<p>TSW count to answer “how many?” questions about as many as 8 things arranged in a line, rectangular array, or circle. If mastered by the end of the lesson, students will try up to 10.</p>	<p>TSW count to answer “how many?” questions about as many as 6 things arranged in a line, rectangular array, or circle. If mastered by the end of the lesson, students will try up to 8.</p>	<p>TSW count to answer “how many?” questions about as many as 5 things arranged in a line, rectangular array, or circle. If mastered by the end of the lesson, students will try up to 6.</p>
<p>TSWBAT count objects and match number. TSW sort pony beads by color. Next place the pony beads onto the matching color pipe cleaner and match a number. (10 out of 10) (pony beads can be arranged in different ways)</p>	<p>TSWBAT count objects and match number. TSW sort pony beads by color. Next place the pony beads onto the matching color pipe cleaner and match a number. (7 out of 10) (pony beads can be arranged in different ways)</p>	<p>TSWBAT count objects and match number. TSW sort pony beads by color. Next place the pony beads onto the matching color pipe cleaner and match a number. (5 out of 10) (pony beads can be arranged in different ways)</p>	<p>TSWBAT count objects and match number. TSW sort pony beads by color. Next place the pony beads onto the matching color pipe cleaner and match a number. (4 out of 10) (pony beads can be arranged in different ways)</p>
<p>Students will identify the amount of objects up to 20. They will use manipulatives arranged in a line, rectangular array, or circle to show mastery.</p>	<p>Students will identify the amount of objects up to 15. They will use manipulatives arranged in a line, rectangular array, or circle to show mastery.</p>	<p>Students will identify the amount of objects up to 12. They will use manipulatives arranged in a line, rectangular array, or circle to show mastery.</p>	<p>Students will identify the amount of objects up to 10. They will use manipulatives arranged in a line, rectangular array, or circle to show mastery.</p>

Student will write the correct number beside the items they counted or color the correct number of pictures the number represent. (1-10)	Student will pick a number out the bag and place the number of objects on the tray (1-10)	Student will work with a partner to count the picture on the task card and clip the correct number (1- 5)	Student will work with teacher or teacher assistant to identify their numbers and count the number of items that goes with the number (1-5)
Students will create a counting book by creating a page for each number (1-10) and then drawing or cutting/pasting items to create a set that matches the number of items on each page.	Students will draw a number (6-10) from a cup and then find items around the classroom to make a set of their given number. Students will use one-to-one correspondence to check their work.	Students will draw a number (6-10) from a cup and then use counters to make a set of their given number. Students will use one-to-one correspondence to check their work.	Students will count out a set of counters to match a given number (1-5). Students will practice with each number/set multiple times. Student will use one-to-one correspondence to check their work.
Number line game: The students will write the numbers 1-10 on a large chart paper to create a number chart. then they draw circles to represent the numbers, count the circles and then tell what number they see.	Shopping for Numbers Game: The students will use the large number cards 1-10 and shop around the classroom for objects to link with the numbers and then identify the number of objects they see.	Number cups, The students will pick a number cup 1-10 and count the objects that's with in the cup to tell what number they see.	The students will use cotton balls to match the number on the number cards . Once the student have match the number they will then will be able to tell the teacher how many they see.
Counting puzzles: Write numbers on pieces of cardstock and have children match them with the corresponding number of dots 0-10	Counting puzzles: Write numbers on pieces of cardstock and have children match them with the corresponding number of dots 0-10	Counting puzzles: Write numbers on pieces of cardstock and have children match them with the corresponding number of dots 0-5 (teacher will assist as needed)	Counting puzzles: Write numbers on pieces of cardstock and have children match them with the corresponding number of dots 0-5 (model lesson with children)