

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 18-22

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)
Set up a scavenger hunt where children find different objects around the classroom or playground. After finding, they count the objects they've gathered and then create a simple graph or chart to display how many of each object they collected.	Provide a mixed set of objects (like buttons, blocks, or colored shapes). Ask the children to sort the objects into groups based on a specific attribute (e.g., size or color) and then count how many objects are in each group. They can share their findings with the class, reinforcing counting and comparison skills	Present two groups of objects (e.g., one group of 3 apples and another of 5 apples). Ask children to count each group and then discuss which group has more or less. Introduce simple vocabulary like "more," "less," and "equal."	Provide a small number of familiar objects (like blocks or toy animals) and have children count them one by one. Use visuals such as counting mats or number cards to help them connect numbers to quantities.
Create and solve scenarios involving up to 10 acorns on various configurations. Ask them to create their counting scenarios by arranging objects in a line, array, or circle. Have them dictate questions and have peers solve. Assess if they are able to subitize.	Count up to ten acorns and leaves in various configurations and compare quantities. Arrange 2 sets of the objects in different configurations. Ask each student to count each set and compare quantities.	Count up to 10 acorns or leaves in a line, array, or circle. Arrange objects in different configurations. Have students count the objects and show one-to-one correspondence.	Count up to 5 acorns or leaves arranged in a line. Have students do one-to-one correspondence. Use number cards to label each object. Repeat, repeat, repeat.

Students will use leaves collected on our nature walk to sort by color or kind and identify how many of each and match it to the corresponding number.	Students will have an apple tree template to match specified number of apples to the given space on the tree.	0-5 Use manipulatives to have students count items and identify how many and possibly find the corresponding number.	0-5 Students will use manipulatives to count and find how many items are present and students will understand that the number of items counted is based on the last number they've said.
Teacher will provide counters (0-10) in a variety of shapes or lines using different colors. Students will count the manipulatives by color, match the corresponding number, and write the number and number word.	Teacher will provide varying groups of manipulatives (0-10) arranged in different shapes. Students will count the manipulatives and match each group to corresponding number. Students can write numbers in sequential order 0-10.	Teacher will arrange manipulatives 0-10 in tens frame. Students will count the manipulatives and match corresponding numbers. Trace/ write numbers 0-10	Teacher will arrange manipulatives 0-5 in lines. Students will count the manipulatives and match corresponding numbers. Trace/ write numbers 0-5.
Students will be able to subitize groups of objects up to 10 using manipulatives. Students will tell how many they see without counting. Students will write the number.	Students will use manipulatives and number flashcards to count and answer how many.	Students will use task cards with pictures and numbers to count and tell how many. Students will select the correct number using dry erase markers, chips, clothespin, etc.	Students will practice identifying numbers 0-5 (0-10 if possible) using number cards, magnets, or a variety of manipulatives.
TSW select and count a specific color (blocks). TSW count their blocks ,(various numbers 5-10). TSW Snatch the number for the Quantity. TSW write their number. TSW choose another color and repeat.	TSW select and count a specific color (blocks). TSW count their blocks (various numbers 5-10). TSW Snatch the number for the Quantity.	TSW select and count a specific color (blocks). TSW count their blocks ,(various numbers 1-5). TSW Snatch the number for the Quantity. TSW use their fingers to show the amount.	TSW select and count a specific color (blocks). TSW count their blocks ,(various numbers 1-5). TSW Snatch the number for the Quantity. TSW clap to show the amount.
Students will compare quantities. Using manipulative and question cards. 1. How do you know which group is more	Students will match strategies. That pick 2 cards, build the number and lint them up to compare to figure out which is more, less, or the same.	Students will build and compare Students pick a card and build a tower that is the same, less, than and more than the number they pick.	Students will take a guess. Students will pull objects out of two cups and discuss which group has more or fewer objects.

2. How do you know which group is less			
I can identify the pairs of sports ball come in big and little sizes by identifying the shapes and how many objects I see	I can identify the smallest object by using pots and pans and placing them side by side in dramatic play and counting how many objects I see .	I can identify objects and draw pictures of my family from big or small .	I can identify objects I see by cutting and pasting each animal and identifying which object is big or small.
Students will be able to count out items on puzzle pieces 1-10 and correctly match the corresponding number.	Students will be able to count out and identify items on puzzles numbers 6-10 and correctly match the corresponding number.	Students will count items 0-5 and identify the number that matches the object.	Using visual reminders students will be able to identify the number of objects they see using their fingers if they need assistance.
Students will be given the dotted cards and numbers. Student will provide the number amount for the number of dots.	The students will trace the numbers and match blocks with the numbers they are tracing.	Monster Math. Students will place the dice on the correct monster with dots on it. Ex. Rolls the dice and it lands on 4. The student will match the 4 dots to the correct amount.	Count and dough. Students will roll up dough balls and match them the number given on the bottom of the cup.
Teach children One to one correspondence. It is the basis for learning how to count. Do the following: Place an egg carton and the twelve eggs in front of the child. Point out the twelve empty compartments of the egg carton. Tell the children to place one egg in each compartment. Talk to a child about what they did: How many eggs did you place in the compartment? Did you have any eggs left over? Did you have the same number of eggs as compartments? Say just as you are putting each egg in the compartment we will say one number for each object.	Teach children One to one correspondence. It is the basis for learning how to count. Do the following: Place an egg carton and the twelve eggs in front of the child. Point out the twelve empty compartments of the egg carton. Tell the children to place one egg in each compartment. Talk to a child about what they did: How many eggs did you place in the compartment? Did you have any eggs left over? Did you have the same number of eggs as compartments? Say just as you are putting each egg in the compartment we will say one number for each object.	Place paper plates on the table. Put quantities 0-6 in each plate. The first plate has 0 and the last plate has 6. Children sit facing the plates. Show children number card. Review number name. Count the objects on each plate. Ask the child to say how many. Place the corresponding number on each plate. Ask children to show the number of fingers corresponding to the answer.	Place paper plates on the table. Put quantities 0-4 in each plate. The first plate has 0 and the last plate has 4. Children sit facing the plates. Show children number card. Review number name. Count the objects on each plate. Ask the child to say how many. Place the corresponding number on each plate. Ask children to show the number of fingers corresponding to the answer.

<p>I will place 10-20 objects in a circle and the student will tell me how many objects there are. The student will write the number on a piece of paper and place it with the set.</p>	<p>I will place 1-10 objects in a circle and the student will tell me how many objects there are. The student will write the number on a piece of paper and place it with the set.</p>	<p>I will place 1-5 objects in a circle and the student will tell me how many objects there are. Student will place the number card with a set of objects on it, to the set that it matches.</p>	<p>I will place 1-5 objects in a circle and the student will tell me how many objects there are. Student will place the number card with a set of objects on it, to the set that it matches.</p>
<p>Students will quickly identify numbers on Teacher Number Cards 0-10 as a group.</p> <p>Each student will receive 2 random number cards from the 0-10 stack. Students will take turns counting out manipulatives to match their number cards.</p> <p>Students will lay out their number cards on the table back in order as a group with teacher assistance starting with the number 0.</p>	<p>Students will quickly identify numbers on Teacher Number Cards 0-5 as a group.</p> <p>Each student will receive 1 random number card from the 0-5 stack. Students will take turns counting out manipulatives to match their number card.</p> <p>The teacher will take back each student's number card leaving each student with their manipulatives in front of them. Students will count out and identify how many objects each friend has.</p>	<p>Each student will flip over one mystery teacher number card and identify its number. Each student will keep their card. (Numbers 0-5)</p> <p>Teacher will place 0-5 manipulatives on the table. When the student recognizes their quantity of manipulatives that matches their number card.</p> <p>The student will match their mystery number card to the group of manipulatives on the table.</p>	<p>Each student will flip over one mystery teacher number card and identify its number. Each student will keep their card. (Numbers 0-3)</p> <p>Teacher will place 0-3 manipulatives on the table. When the student recognizes their quantity of manipulatives that matches their number card.</p> <p>The student will match their mystery number card to the group of manipulatives.</p>
<p>I can identify 8 to 10 objects with rectangular, line, or circle.</p>	<p>Activity: I can identify objects 4 with 7 with a line or circle.</p>	<p>Activity: I can identify objects 4-7 with a line or circle.</p>	<p>I can identify objects 1-5 in a circle.</p>