



# Palmetto

# Pre-K

# Jamboree

Partner agencies



Breakout: (9:40-10:40 a.m.)

## Learning Math in Everyday Play

(1 hr CU)



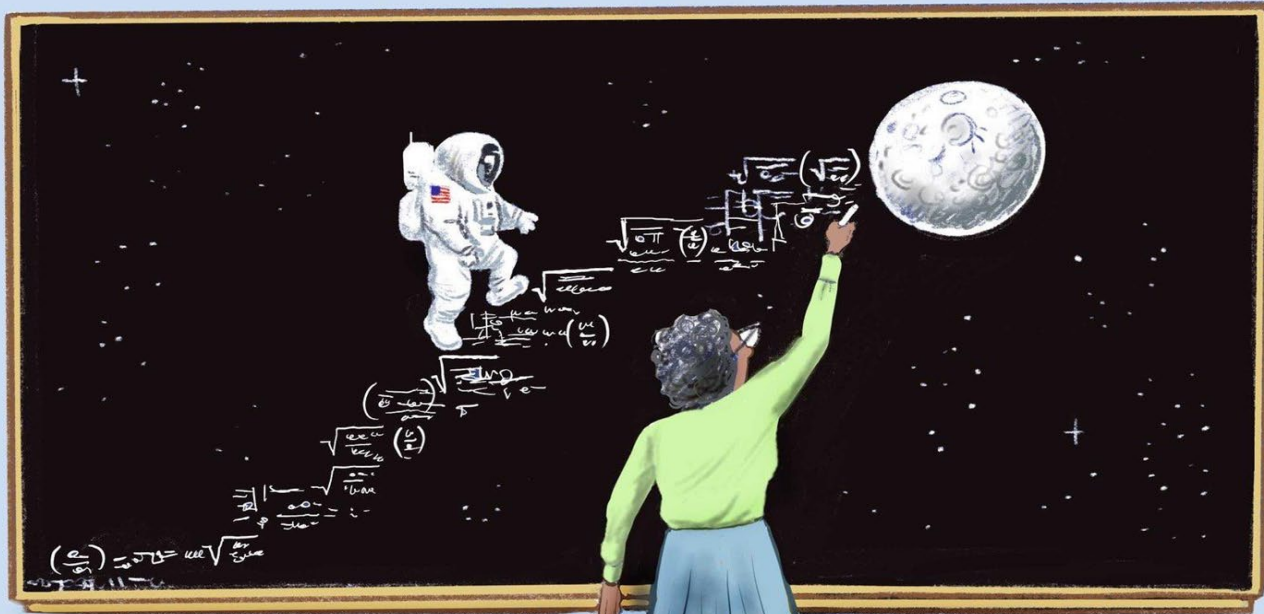
Shayla Pettigrew  
SC First Steps 4K

Sponsors of great prizes – Must be present to win!

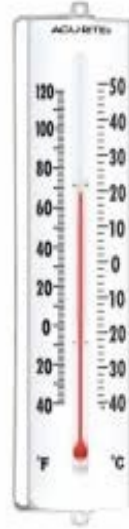


# KATHERINE JOHNSON, NASA LEGEND

1918-2020



# How have you used math today?

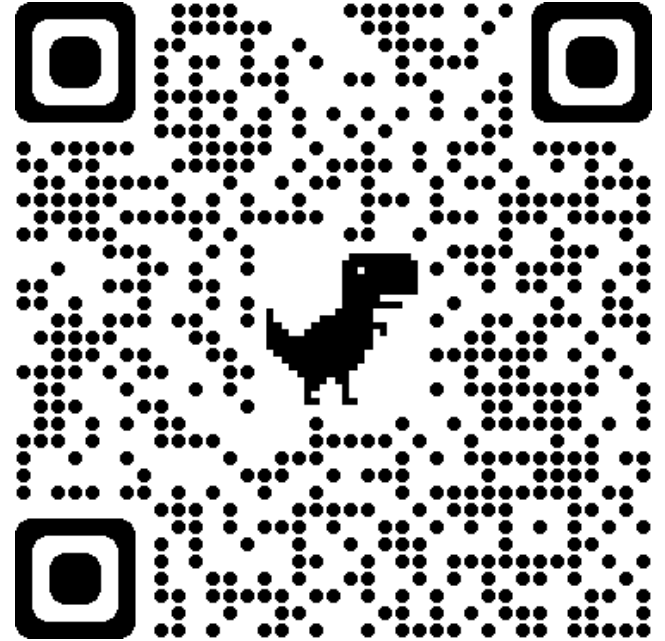


# Objective

1. Discuss the importance of making children aware of math in daily life.
2. The teacher's role in intentionally promoting children's use of mathematical skills in a day.

# Mathematical Process Skills

1. Problem Solving
2. Reasoning
3. Communication
4. Connections
5. Representation



# Problem solving



# Reasoning

## Words that are important to reasoning skills:

- Not (one of the most underused words)
- Or
- If
- Then
- Because
- None
- Some
- All
- Never
- Probably



# What is Math Talk?





# Convo INcludes

1. Use number words in conversations
2. Having number experiences during routines
3. Giving verbal time updates
4. Solving problems
5. Comparing shapes

# Connections



# Representation



# Scenario



# Breakout Groups

# Breakout Group Instructions

1. Brief introductions
2. Choose a recorder and a reporter.
3. Create a scenario that works for the “time of day” on your group’s slide.
4. The recorder can type the scenario onto the slide. The reporter will be responsible for sharing the scenario in large group.
5. Click on my avatar to access the next slide

Follow your morning routine



**Click on your breakout group's number**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

**11**

**12**

**13**

**14**

**15**

## Group 1- Arrival Time



Follow your morning routine. Give students a choice of different math activities at various centers. Provide a variety of math skills such as building a with blocks, sorting the bears, counting out objects, talking to others in group or or choosing which blocks would be best for building a tower.



## Group 3- Morning Meeting or Circle Time



Morning Meeting look at schedule and times. Song and count how many are here and not here (graph). How many girls? How many boys? Go through subatizing cards one to ten. Blocks with numbers, ask which is more or less?

Have a box with numbers. Ms. Valerie will have two students pull numbers from the box. Which number is more, which is less, take people to represent the number, make a representation of the number with blocks.

Count colors that children are wearing, use Pete the Cat to count how many times his shoes change colors. What was the first pair that changed? How how many of each item did it take to change the shoes? Stand up and stomp a certain number of times.

Have name cards, count the letters in their names. Can see how many have a certain letter. Good time to talk about zero. (hard concept)

Transition to circle times, not only Morning Meeting. (due to attention span)

# Group 2- Breakfast



m

## Group 4- Transition to Centers



- Use different timers during different transitions
- Teacher sets the timer and announces the time until transition is over. Students can count down until the timer is over like a rocket ship blast off. The timer is displayed on the board. Teacher counts how many students are on the rug or in each center as the transition is occurring. Students model teacher behavior by counting off how many friends are on the carpet or in each center. Students see how many students are in the center and have to recognize when the center is full based on how many students are in the center.



## Group 5- Art Area

Creating patterns using different colors of paint.

While in the art area, Johnny and Sarah was creating shape patterns using various colors of paint.

Mrs. Henry ask Johnny and Sarah, “What shape did you use to create this pattern?” How many shapes are alike? How many shapes are different? Which shape is larger? Which shape is smaller? What colors did you use?

## Group 6- Library (Reading) Area



Allow students access to math books in the reading area. (math language)

Allow students to visit during free center time.

Students can take clipboards and pencils to the reading area and draw different math things they have seen by looking at the pictures in the stories.

As a teacher when sitting with the children in the reading area ask them math related questions and see what their responses would be record their answers.

Provide math tools in the reading area for them to explore with it while reading such as measuring devices to stimulate imagination while reading.

# Group 7- Music & Movement



Teacher introduces Jack Hartman video, [Let's Get Fit Count to 100](#) (communication)

Point and sing using the 100 Chart so children can see and sing along

( connection, representation)

Children will move along with the video

Ask “what’s one more, one less?” What comes after 20? Etc... ( reasoning)

Ask students to locate around the room certain number of objects to match a number ( problem solving)

Part of Circle Time, Morning Meeting, Transition, etc...

## Group 8- Cozy Center/Safe Space/Relaxation Center



For the quiet center, three children may choose to enter. Ms. ABC notices two are in the center. Johnny and Bob want to go there. The teacher uses this as a math opportunity.

“There are two children there. So how many of you can enter, Johnny and Bob?”

## Group 9-Lunch



As Mrs. Johnson's class is preparing for lunch, Kyle begins passing out napkins to his classmates. He ran out of napkins and noticed that he still had some classmates that did not have a napkin. Mrs. Johnson asked Kyle how many more napkins does he need so that every child would have one. There are 9 children in the class and Kyle passed out 6 napkins. How many more napkins does he need?



# Group 10- Personal Care Routine



Mom wakes up child and says, “It’s time to get ready for school”. Child stumbles out of bed, stretches and says “OK, mom

Getting ready for school. What to wear? Is it hot or cold outside? Making a connection to past weather experiences.

Singing a morning song

Brushing teeth

Brushing hair

Monitoring time it takes to get ready so as not to be late.

Packing the bookbag...do you have everything you need, folder, lunch, papers, blanket for nap.

Eating breakfast...cereal would need a bowl and spoon,

Problem solve, reasoning, connections, communication with parents about what they need for school.

# Group 11-Nap Time



Set timer

Play math music

Measure the distance between mats

Count mats

How many of your friends are still sleeping when the timer is done

Count the number of people that is in line to go to the bathroom

How many people sleep on different parts of their body

Who wakes up first and who wakes up last

Who puts up mats first compared to who put up their mat last

What time do we go to sleep compared to the time we wake up

How many children went to sleep compared to the number of children that didn't go to sleep

Who sleep facing different parts of the room (door, wall)

Abc order to get mats

## Group 12- Snack



The teacher will provide each student with a bag of fruit snacks. Students will then utilize math during snack time by:

- Use problem solving by trying to open the package themselves
- Counting them
- Compare them in their own way
- Sorting them by color, flavor or shape
- Discuss sharing them with friends, family and classmates

## Group 13-Outdoor Time



The teacher will draw hopscotch on the sidewalk using chalk and allow the children to toss a pebble. Then the teacher will ask how they know the number of hops they should take. Expected answers would be: “I count until I reach my pebble.”

Group 14-Small Group



Group 15-Dismissal





# Thank You

Shayla Pettigrew,  
(803) 995 - 2252

*4K Coach*

[spettigrew@scfirststeps.org](mailto:spettigrew@scfirststeps.org)

