Unit 1 Week 4	***Large Group*** **Windows and Rectangular Shapes** High Support	**Math** **LG**	**Standards:** **MP:** Participates in small group and whole group math activities. **G**: Recognizes and describes simple shapes

Guiding Math Idea(s):

- Enjoyment and participation in Math

Math Concepts From Unit 1 Learning Progressions:

- We use math every day: Connecting math concepts to environment
- Manipulating 3-D Shapes

Adaptations for Using Large Group in Alternate Schedule Slots:

- As children finish clean up at different times, remind them of the story about the *Hello Goodbye Window* and ask them to count the windows in the room. Write down the number and discuss during SWPL.

Materials:	***Math Vocabulary:***
• *The Hello, Goodbye Window* by Juster & Raschka • Large empty rectangle picture frame • Rectangle-shaped Post-It Notes • Unit Blocks from Block Center • A cardboard box with 2 long and 2 short sides • Large paper and marker	• Rectangle- A shape with 2 long sides and 2 short sides. • Rectangular prism- A block that is shaped like a rectangle

Preparation:

This Math Large Group takes place AFTER the Read-Aloud *The Hello, Goodbye Window*

Gather materials.

Remember when we read The Hello Goodbye Window? The story had a special window. *The Hello-Goodbye window looks sort of like this frame I have right here.* *What do you notice about this shape?*	*Show book and turn to a page that shows the window with T-Rex looking through it- the best depiction of a rectangular shape.* *Show the picture frame.* *Children describe the picture frame. Some may*

It is like a rectangle, because 2 sides are long and 2 sides are short. Let's look around our room. Do you see any windows? *What shape do these windows remind you of?* *Those windows look like my special frame here.* *I wonder--how many rectangular-shaped windows do we have in our classroom? How could we find out? When we find one, we'll put a rectangle paper, this Sticky-Note, on it.* *Let's go!* *How can we find out how many rectangle-shaped windows do we have?* *I'm writing the numbers on our chart.* *There might be other things in our room that look like rectangles- These blocks and this box are called rectangular prisms. They are like a flat rectangle (show the Sticky-note), only "thicker". They remind me of the Hello-Goodbye window. Can you find other rectangular-shaped things?*	*identify it as a "rectangle." Some may attend to the color or have other descriptions.* *Children point to windows.* *Some children respond rectangles. Some may say the windows look like the picture frame.* *Children may suggest hunting for windows. Suggest hunt if children do not.* *Put Sticky-note on your picture frame.* *Make teams of 2-3 children. Distribute sticky-notes and have fun as the children go around the room and place sticky notes on windows.* *Children go around the room and put sticky-notes on any windows they see.* *Children may return to the search and count the marked windows and report* *Record the number of windows children report.* *Expect children to report different quantities.* *As time permits, extend the exploration as children find other items they identify as rectangles or rectangular shaped.* *Children return to the hunt. Wrap up the activity by adding any other items to the list.*

Strategies to Provoke Math Thinking:

- Rectangles are flat- 2 D- Rectangular prisms have depth (3 D). Use accurate terminology. If the phrase *rectangular prism* seems awkward, describe blocks as rectangular-shaped, or say "this looks like a rectangle or this side looks like a rectangle".
- *Stability of sets*: Same windows- different answers- Groups of children will get different answers. This will not typically bother most children, as they have not yet mastered the concept of *stability of sets*. This activity is not about finding right answers. It is about using counting as a strategy to answer a problem *How Many Windows*? Support children's growing understanding of stability of sets through intentional activities. Model accuracy.

Provocation:

Use teachable moments to help children discover other 3-D shapes around them, such as spheres (balls) cubes (packages) and cylinders (electric poles and pipes)