

Title: Counting and Sorting

Please provide appropriate supervision to the children in your care when completing all lessons. You will need to decide what types of lessons are safe for the children in your care. Appropriate and reasonable caution should be used when providing art and sensory experiences for children.

Age Group:

Family/School-Age

Objectives:

Children will be able to sort and count blocks/cubes by color.

Standard:

Indiana

Mathematics Foundations

Mathematics Foundation 3: Data Analysis Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description.

M3.1: Demonstrate understanding of classifying

Materials:

- Unifix cubes or colored blocks
- Plastic bins (to hold blocks)

Procedure:

Place some blocks in bins before the lesson. Distribute bins to children. Teacher can help students count blocks. Children can sort blocks by color and count various colors there are.

Adaptations:

If a child does not want to count, they repeat the numbers after everyone else counts. They could count to where they know as well (ex, counting 1-5).

Children can help each other sort by color and count.

Assessment:

Observe and record if children are able to sort by color and count. Do the children help one another to sort by color and count the blocks?

Extension:

Ask children to name the colors as they sort. You can ask children to add or subtract blocks if they are old enough to do so.

Title: Puzzle and Perseverance

Please provide appropriate supervision to the children in your care when completing all lessons. You will need to decide what types of lessons are safe for the children in your care. Appropriate and reasonable caution should be used when providing art and sensory experiences for children.

Age Group:

Family/School-Age

Objectives:

Children have to work together to complete a big floor puzzle.

Standard:

New York

Approaches to Learning

C. Persistence and Attentiveness

Child focuses on tasks and perseveres in accomplishing them.

Materials:

- Big Floor Puzzle

Procedure:

Place the puzzle pieces on the floor and have children stand around the puzzle pieces. The children will work together to complete the big floor puzzle. Children can be placed into groups of 4-5 and given six puzzle pieces to put together.

Adaptations:

If a child is frustrated and does not want to complete the puzzle, the teacher can step in and offer some assistance. The teacher can also check in with students and see how they are feeling. Teachers can guide students to touch the puzzle pieces and guide the children to fit them together.

Assessment:

Observe and record if children are persevering through the task. What is each child's coordination like? How is their coordination developing? How are children working together as a group?

Extension:

Read a book on the theme of the picture of the puzzle, or a book on perseverance.