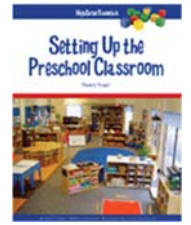


Math Time Line

“Above all, the adult must continually find fresh ways to stimulate the child’s activity and be prepared to vary his or her approach as the child raises new questions or imagines new solutions.”
--Piaget (1972, pp. 20-21)

EPK MATH TIMELINE



BEFORE THE FIRST DAY

- ✚ Use the HighScope book, *Setting up the Preschool Classroom*, as a guide.
Pay special attention to p. 64 – 66: “Equipment and Materials for the Toy Area”
 - Decide on math materials that will be accessible to children for the first thirty school days
 - Label shelves and containers – This correlates with Math COR Advantage items BB – Observing and Classifying, and GG – Geography. It also correlates with the beginning math skills of identifying same and different, sorting and matching.
- ✚ Post HighScope area signs
- ✚ Post HighScope Daily routine – This correlates with Math COR Advantage item HH – History (child anticipates the next event in a familiar sequence)
- ✚ Gather and familiarize yourself with the following teaching books and resources:
 - *High Scope’s Lesson Plans for the First 30 Days*
 - Also see the *Motor Skills Support* (Tab 5)
 - **Mathematics Developmental Continuum** (Tab 8)
 - COR Advantage Mathematics Section (Items S,T,U,V,W)
 - Numbers Plus Kit
 - Numbers Plus Teacher’s Manual (note the Activity Grid p.25-32 for overview of all cards, and Chapter 4, “Mathematics at Home”)
 - Numbers Plus parent booklet, “*Helping Your Young Child Learn About Mathematics*” (distribute to parents during Session 2 – see below)

SESSION 1 (Days 1-30; Pause Days 28-30)

- ✚ Use the chart **Math Small Group Activities by Content Area Session 1** to plan your small group activities (Tab 5)
 - It begins with activities from *Lessons Plans for the First 30 Days* and then moves on to lessons from *Numbers Plus*
 - Also see the *Motor Skills Support* (Tab 5)
- ✚ Using COR Advantage, note your observations for each child as you complete each small group lesson (see p. 84 in HighScope Lesson Plans for the First 30 Days on how to write an anecdote)
- ✚ Adjust activities to fit the individual needs of your particular group of children.
Reference the Developmental Continuum (Tab 8) when needed.
- ✚ Extend content into parts of the day (see p. 3 in *Numbers Plus Teacher’s Manual*)
- ✚ Once a child has been in school at least two weeks, you can begin to administer the Brigance screening tool. Noting math items, you can use information gained from the Brigance screening for anecdotes in COR Advantage and developing lesson plans.
- ✚ The small group activities are aligned with the **NYS Early Learning Guidelines**.

✚ Pause and Reflect (days 28-30)

- What did you learn about your students and yourself?
- What worked for your group? What needs to be adjusted or tweaked?
- What action do you need to take to individualize for children's developmental levels?
- Have you identified any changes that need to be made in the routine, environment or strategies?
- What items in COR Advantage have you missed? Fill in the gaps.
- Using COR Advantage, see where your children are and what should come next within the content and topics addressed in Math.

SESSION 2

✚ Use the chart **Math Small Group Activities by Content Area Session 2** to plan your small group activities (Tab 6)

✚ Using COR Advantage, note your observations for each child as you complete each small group lesson (see p. 84 in HighScope Lesson Plans for the First 30 Days on how to write an anecdote)

✚ Adjust activities as needed for your particular group of children

- Reference the COR Advantage Developmental Range Report to support you in scaffolding your lessons

✚ Extend content into parts of the day (see p. 3 in *Numbers Plus Teacher's Manual*)

✚ Begin reading the *HighScope Preschool Curriculum Mathematics* book from the boxed set

✚ Pause and Reflect (days 28-30)

- What did you learn about your students and yourself?
- What worked for your group? What needs to be adjusted or tweaked?
- What action do you need to take to individualize for children's developmental levels?
- Have you identified any changes that need to be made in the routine, environment or strategies?
- What items in COR Advantage have you missed? Fill in the gaps.
- Using COR Advantage, see where your children are and what should come next within the content and topics addressed in Math.



SESSION 3

- ✚ Use the chart **Math Small Group Activities by Content Area Session 3** to plan your small group activities (Tab 7)
- ✚ Using COR Advantage, note your observations for each child as you complete each small group lesson (see p. 84 in HighScope Lesson Plans for the First 30 Days on how to write an anecdote)
- ✚ Adjust activities as needed for your particular group of children
 - Reference the COR Advantage Developmental Range Report to support you in scaffolding your lessons
- ✚ Extend content into parts of the day (see p. 3 in *Numbers Plus Teacher's Manual*)
- ✚ Continue reading the *HighScope Preschool Curriculum Mathematics* book from the boxed set

**SESSION 4 AND ONGOING**

- Thinking of the developmental levels and interests of your children:
 - Decide which cards you will use from the *Numbers Plus Kit*; keep in mind that activities can be repeated and scaffold for children's **current** developmental level
 - Refer to the **Math Resource Guide for the Daily Routine** (Tab 10) for suggested activities
 - Use the COR Advantage's Developmental Range Report to guide your lesson planning
 - At least weekly, input anecdotes in COR Advantage and use the revised Developmental Range Report to scaffold instruction
 - Pause and reflect on children's progress every 30 school days
 - Include in your monthly newsletter a fun math activity you have done in the classroom
- ✚ Home School Connection:
 - Send home with each child a copy of the Numbers Plus parent booklet, "Helping Your Young Child Learn About Mathematics" (Please note that additional copies would need to be ordered by your school or site each year.)
 - Include in your monthly newsletter a fun math activity you have done in the classroom and/or put it on your webpage