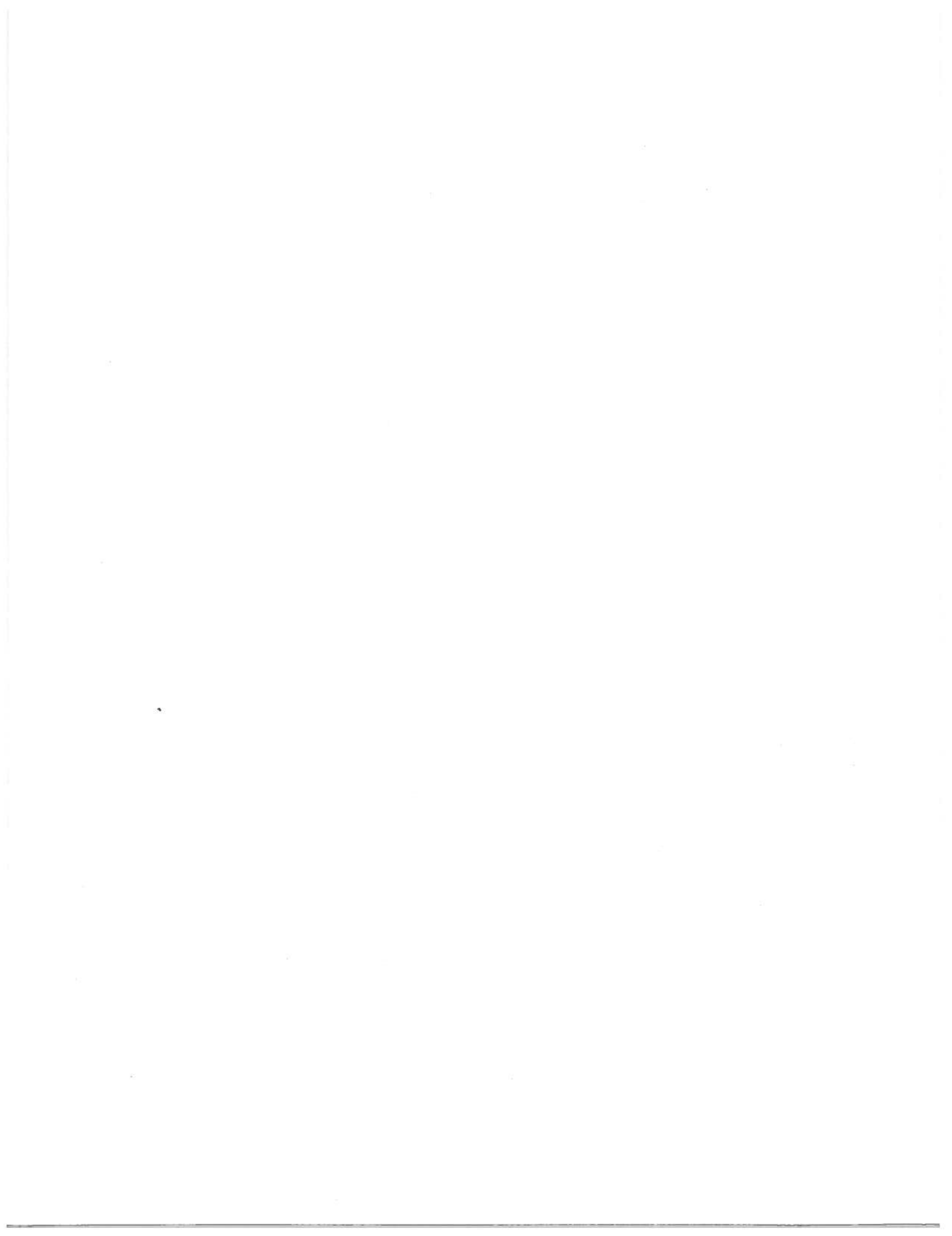


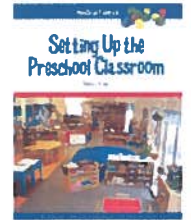
Math Time Line

“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)



MATH TIME LINE



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 Item V - Patterns (children begin to discover same and different, sorting)
- ✚ Post HighScope area signs – This correlates with Math COR Advantage Item T - Geometry and Spatial Awareness
- ✚ Post HighScope Daily routine – This correlates with Math COR Advantage Item U - Measurement
- ✚ Gather and familiarize yourself with the following teaching books and resources:
 - *High Scope’s Lesson Plans for the First 30 Days*
 - **Mathematics Developmental Continuum**
 - 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)
- ✚ Begin with activities from *Lessons Plans for the First 30 Days* and then move on to lessons from *Numbers Plus*
- ✚ Using the **Mathematic Developmental Continuum**, (Tab 8) note your observations for each child as you complete each small group lesson (see p. 82 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
- ✚ 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
- ✚ The **NYS Pre-K Foundation for Common Core Aligned with Math Developmental Continuum** (Tab 9) is available for you as a reference and/or to use for lesson plans

✚ Pause and Reflect (days 28-30)

- What did you learn about your students and yourself?
- What worked for your group? What needs adjustments or tweaking?
- 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 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 the **Mathematic Developmental Continuum**, (Tab 7) note your observations for each child as you complete each small group lesson (see p. 82 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
- ✚ Extend content into parts of the day (see p. 3 in *Numbers Plus Teacher's Manual*)
- ✚ Begin reading the *HighScope Preschool Curriculum Mathematics* book
- ✚ Pause and Reflect (days 28-30)
 - What did you learn about your students and yourself?
 - What worked for your group? What needs adjustments or tweaking?
 - 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 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 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 8) for suggested activities
 - Use the **Mathematics Developmental Continuum** to note children's daily math work in all components of the HighScope Daily Routine

- At least weekly, input anecdotes in COR Advantage and use the revised Developmental Range Report to scaffold instruction
- Using COR Advantage review suggested activities based on children's current Developmental Range
- Pause and reflect on children's progress every 30 school days

✦ Home School Connection:

- Send home with each child a copy of the Numbers Plus parent booklet, "Helping Your Young Child Learn About Mathematics"
- Include in your monthly newsletter a fun math activity you have done in the classroom and/or put it on your webpage

