

## Math Mites Outreach Materials

### One Month Before the 12-Week Program

Check the general inventory:

- Portable flannelboard.
- Tripod.
- Rhythm sticks.
- Colored index cards (10 cards for each child).
- Plastic sandwich bags (200).
- Large yellow post-it notes (10 notes for each child).
- Small yellow post-it notes (8 notes for each child).
- 30 8-packs crayons.
- Silver crayons (30).
- Sharpies (assorted colors).
- Scotch tape.
- 1 small envelope for each child.
- Light-colored butcher block paper (at least 12 feet for each program).
- Cups, spoons, napkins and bowls, 1 for each child.
- Butcher block paper (10 feet for each class).
- Green and brown flannel pieces, if making flannelboard stories for the first time.

Order from Amazon.com for each session:

- Counting beads (30 for each child).
- Measuring worms (5 per child).
- Counting bears (10 per child).
- Pack of pom poms (20 per child).
- Foam letter and number stickers (20 per child).
- Foam shapes stickers (20 per child).
- Assorted flat stickers (20 per child).
- Craft stems (2 per child).
- Assorted buttons (10 per child).
- Green, brown and other assorted flannel pieces, if making flannelboard stories for the first time.

Email the preschool to confirm the dates, and have the following available:

- One long activity table with a chair for each child, a storytelling area where children can sit on the floor, and a chair for the instructor.
- CD player.
- Basic supplies: washable markers and crayons.

Copy worksheets for each child and parent or caregiver:

- Preschool Math Songs handouts for parents and caregivers.
- One-page *Mathstart* books handouts from [http://www.mathstart-at-20.com/uploads/2/1/8/1/21819274/63\\_books\\_one\\_pager.pdf](http://www.mathstart-at-20.com/uploads/2/1/8/1/21819274/63_books_one_pager.pdf)
- Size worksheets from <http://www.greatschools.org/worksheets-activities/5579-big-bigger-biggest.gs>.
- *Fun with Shapes* worksheets.

- Clock worksheets and analog clock cutouts.

Prepare the weekly program bags described below.

Prepare the "Every-Time Library Bag."

- *Favorite Counting Songs* by Baby Genius.
- Preschool Math Songs in a plastic sleeve.
- Weekly program plans in a plastic sleeve.

If this will be an ongoing program, obtain the books and other reusable materials listed under the description of each program. Make 12 bags--one for each program. Many of these items can be found in a large library's existing collection.

### **One Week Before Each Program**

- Do an inventory of the week's programming bag, and gather any needed materials. Send an email to the site director. Include the following wording in the email: *Please have one long activity table (or a cluster of smaller tables) with a chair for each child, and a storytelling area where children can sit on the floor, and a chair for the instructor. We'll bring all of the program materials except for markers, crayons, and glue sticks.*
- Review the program plan and songs.

### **Program Day**

Gather the Every-time Library Bag, Program Bag, portable flannelboard, tripod, and rhythm sticks.

Review the program plan and songs. Arrive at least 30 minutes before the program time to set up the materials. If appropriate, play the CD while setting up.

## Lesson 1 (Counting Beyond)

Program bag includes:

- *100 Days of Cool* by Stuart J. Murphy.
- *20 Hungry Piggies* by Trudy Harris.
- Flannelboard for *20 Hungry Piggies*.

For the first program, make a Flannelboard (make color copies, laminate, cut out, and apply felt to the back) of the pictures of all 20 piggies and the wolf from *20 Hungry Piggies*.)

Gather (in program bag):

- 10 feet of butcher block paper.
- Tape.
- Red Sharpie marker.
- Craft stems for every child in the program.
- Number beads (approx. for each child).

Gather Every-Time Library Bag, Program Bag and rhythm sticks.

Set-Up:

Using butcher block paper and markers, make a 10-foot horizontal number line (noting increments of 10 up to 100) on the wall. Tape it to the wall or floor near the story area. Set up tripod or flannelboard and Flannelboard (with *20 Hungry Piggies*).

Conduct Program:

- Sing opening song: *Who's Here?*
- Read *20 Hungry Piggies* by Trudy Harris. Put flannel piggies and wolf on board as you read.
- Ask: *What else can we count?* Count (together) the number of boys, then girls in the room. Ask: *What will you count when you go home?*
- Sing song: *This Old Man*.
- Read *100 Days of Cool* by Stuart J. Murphy. If the group is old enough, have the children write the numbers featured in the story on the number line (at least up to 50). If the group is younger, write the numbers featured in the story on the number line, and shorten the story.
- Pass out rhythm sticks (boys then girls, etc.). Sing ending song: *Ten Little Hot Dogs*. Collect rhythm sticks (boys then girls, etc.).

Conduct activity: Scatter number beads and craft stems and let children “string” the beads in order.

## Lesson 2 (Subtracting One)

Program bag includes:

- *Five Green and Speckled Frogs* Flannelboard, or prop set and book by various authors.
- *Monster Musical Chairs*.
- 6 stuffed monsters (formerly available in the Childcraft Monster Musical Chairs Math Literacy Bag).

For the first program, make a Flannelboard (make color copies, laminate, cut out and apply felt to the back) of the pictures of frogs and flies from *Five Green and Speckled Frogs*. Make a flannel pond and log. Keep these in the program bag.

Gather (in program bag):

- 10 counting bears for each child. (Each child can take only 1 home after the program.)
- A premium sticker for each child in the program.
- A piece of construction paper (all the same color) for each child in the program.

Gather Every-Time Library Bag, Program Bag, portable flannelboard, tripod, and rhythm sticks.

Set up tripod or flannelboard and Flannelboard (with *Five Green and Speckled Frogs*). Set up 6 monsters on a table or chair.

Conduct Program:

- Sing: *Who's Here?*
- Perform *Five Green and Speckled Frogs* Flannelboard. Set up 5 frogs (on a log) and 5 bugs (in the "air") on a flannelboard. Move 1 frog and 1 bug to the pool for each verse. *Five little speckled frogs, setting on a hollow log, eating some delicious bugs. Yum, Yum. One frog jumped in the pool, where it was nice and cool. Now there are four speckled frogs. Glub. Glub.* Repeat until there are no frogs or bugs. After each verse, ask children how many frogs are left.
- Sing song: *This Old Man*.
- Read *Monster Musical Chairs* by Stuart Murphy. Read the story once, placing one monster back in the bag at the appropriate times. Place construction paper in two rows, back to back, for each kid (minus one) in the program. Start the CD (or sing), and instruct children to sit down when the music stops. Give each child who can't find a seat a sticker. Remove one piece of construction paper, and ask...*How many monsters are left?* Repeat until every child has a sticker.
- Pass out rhythm sticks by age. Sing ending song: *Ten Little Hot Dogs*. Collect rhythm sticks by age.

Conduct activity 1 (adapted from *Monster Musical Chairs*, p. 32): Have the children line up against one wall. Have them count (together) the number of steps it takes to walk to the opposite wall. Have them turn around and walk back to the starting wall, counting backwards. "Ask the children why counting backwards is like subtracting by one."

Conduct activity 2 (from *Monster Musical Chairs*, p. 32): Give each child 10 counting bears. Count the together. Have children put 1 counting bear back into a pile in the middle of the table. Count the remaining bears together (9). Repeat until each child has only 1 bear left. Let each child keep a bear to take home.

### Lesson 3 (Size)

Program bag includes:

- *Best Bug Parade* by Stuart J. Murphy.
- *Watch Out! Big Bro's Coming!* By Jez Alborough.
- A quarter, a nickel and a penny for each child.
- *Big Bigger Biggest worksheet* from <http://www.greatschools.org/worksheets-activities/5579-big-bigger-biggest.gs>
- Nesting penguins (or another nesting toy).

Gather (in program bag):

- Copies (for each child) of *Big Bigger Biggest* worksheet from program bag or <http://www.greatschools.org/worksheets-activities/5579-big-bigger-biggest.gs>

Email preschool to have the following in the program area:

- Crayons.

Gather Every-Time Library Bag, Program Bag, portable flannelboard, tripod, and rhythm sticks.

Set up tripod, penguins, coins, worksheets and crayons.

Conduct Program:

- Sing: *Who's Here?*
- Read *Best Bug Parade* by Stuart J. Murphy. At the end of each segment, ask... Which one is the biggest, smallest, etc.
- Place the penguins on the table or chair. Put one penguin in each hand. Ask: *Which is the largest penguin, the one on this side or the one this side.* Spread your arms wide. Say: *Please point.* Mix the penguins up on the table or chair. Ask: *Are these in order?* Put the penguins in order from largest to smallest. Ask: *Are these in order? How?* Ask: *Which is the smallest penguin, the one on this side or the one this side.* Spread your arms wide. Say: *Please point.* Put the penguins in order from smallest to largest. Ask: *Are these in order? How?*
- Sing song: *This Old Man.*
- Read *Watch Out! Big Bro's Coming!* by Jez Alborough (using animal voices). After Big Bro appears, ask: *Who is bigger, Big Bro or Little Bro?... Big Bro or the frog, etc.?*
- Pass out rhythm sticks by age. Sing ending song: *Ten Little Hot Dogs.* Collect rhythm sticks by age.

Conduct Activity: Have children do the worksheet with a crayon, and turn it over. Give each child a penny, a nickel and a quarter. (Don't use dimes.) Ask: *Which is the smallest? Which is the biggest?* Have children put them in order by size. Have them trace the coins on the back of the worksheet. (Optional: have them write 1, 5 and 25 above each circle.)

## Lesson 4 (Tallying)

Program bag includes:

- *Tally Charts* by Vijaya Khisty Bodach.
- *Tally O'Malley* by Stuart J. Murphy.
- Tallying worksheet from <http://prek-8.com/preschool/mathtally.html>.
- 10 quarters.
- Assorted sharpies.
- Tape.

Gather (in program bag):

- Post-it notes in pads of approx. ten (one pad for each child).
- Copies (for each child) of *Tally* worksheet from <http://prek-8.com/preschool/mathtally.html>.
- White copy paper (5 sheets for each session).
- White or light-colored butcher block paper, cut into a 2' x 4' piece.

Email preschool to have the following in the program area:

- Large bin of crayons.

Gather Every-Time Library Bag, Program Bag, portable flannelboard, tripod, and rhythm sticks.

Set up tripod. Tape the butcher block paper on the wall next to the activity table. Put out worksheets and crayons.

Conduct Program:

- Sing opening song: *Who's Here?*
- Read *Tally Charts* by Vijaya Khisty Bodach. Have 5 sheets of white paper, assorted sharpies, and tape ready. After page 13 (ice cream), ask children what their favorite flavors of ice cream are, and write them on a sheet of paper (taped to a Flannelboard) or on a white board. Ask: *How many of you like vanilla ice cream?* Make the tallies. Ask: *Which flavor of ice cream is the most popular?* Repeat with tooth brushes, favorite sports, cars, and quarters. (Shorten as necessary.)
- Sing: *This Old Man*.
- Activity: Hand out an 8 pack of crayons to every participant. Ask children to arrange them into tallies. Ask how many crayons they have.
- Hand out post-it notes (with about 10 post-its each) to every participant. Read *Tally O'Malley* by Stuart J. Murphy. Have children chose a silver, red or blue crayon for cars; a yellow, green or red crayon for t-shirts, and a black, red or silver (or gray) crayon for train cars. Make a separate tally note for each item being tallied.
- Ask children to put their crayons back in their boxes, and return them to you. Hand out rhythm sticks by age as children return their crayons. Sing ending song: *Ten Little Hot Dogs*. Collect rhythm sticks by age.

Conduct activity: Go to the sheet of butcher block paper, and ask kids what they'd like to tally. Make tally charts for the number of kids here today, the number of kids wearing red, etc. Have children do tally worksheets from: <http://prek-8.com/preschool/mathtally.html>.

## Lesson 5 (Shapes)

Program bag includes:

- *Museum Shapes*.
- *Shape by Shape* by Suse MacDonald.
- *Museum Shapes* flannelboard story.
- Musical triangle.
- Round tape in a square box.
- Felt shapes.
- Large sticker shapes. Cut into strips.

If this is the first program, make a flannelboard set with the shapes found in *Museum Shapes*. (Keep these in the program bag.)

Gather (in program bag):

- *Fun with Shapes* worksheets (a sheet for each child).
- Additional large sticker shapes if needed. (The foam shapes are for week 9.)

Gather Every-Time Library Bag, Program Bag, portable flannelboard, tripod, and rhythm sticks.

Set up tripod and flannelboard. Put felt shapes on the bottom of the flannelboard. Set sticker sheets and worksheets on the activity table.

Conduct program:

- Sing opening song: *Who's Here?*
- Read *Museum Shapes*. As the book is read, have a volunteer take the appropriate shape from the bottom of the flannelboard, and place it on the top of the flannelboard.
- Discussion adapted from *Circus Shapes* by Stuart J. Murphy, page, 32. Have a triangular and a square item handy. Look for these things around the room: clock, buttons, books, windows, etc. Ask which of these are circles, rectangles, squares and triangles.
- Sing: *This Old Man*.
- Read *Shape by Shape* by Suse MacDonald.
- Pass out rhythm sticks by age. Sing ending song: *Ten Little Hot Dogs*.
- Collect rhythm sticks by age.

Conduct activity adapted from *Circus Shapes* by Stuart J. Murphy, page 32. Using the *Fun with Shapes* worksheet, have children make a snowman, a house or an ice cream cone. Have them make their own creations on the back of the worksheet.

## Lesson 6 (Number Order)

Program bag includes:

- *Curious George: Home Run* adaptation by Erica Zappy.
- *Over in the Arctic Where the Cold Wind Blows* by Marianne Berkes.
- *One Two Three Sassafrass* by Stuart J. Murphy.
- Laminated score board, score cards, and number line.
- Laminated strips of animals from *Over in the Arctic Where the Cold Wind Blows* by Marianne Berkes.

The first time this program is conducted, create or copy score board, number line and score cards described in *Curious George: Home Run*. Copy, laminate and cut the strips of animals on the last page of *Over in the Arctic Where the Cold Wind Blows*. Place round circles of tape to the back of each laminated strip. (Keep durable materials in the program bag.)

Gather (in program bag):

- Photocopies, for each child, of the children lined up on page 27 of *One Two Three Sassafrass*. Vertically cut the children and their numbers into strips. Place each set of strips in an envelope.
- Small post-it notes, divided into sets of 8 for each participant. Place these in the envelopes as well.

Email preschool to have the following in the program area:

- Markers.

Gather Every-Time Library Bag, Program Bag, portable flannelboard, tripod, and rhythm sticks.

Set up tripod and flannelboard. Place round circles of tape to the back of each strip from *Over in the Arctic Where the Cold Wind Blows* and the score board, score cards, and number line. Place the score card and number line on the Flannelboard. Put the envelopes and markers on the table.

- Sing opening song: *Who's Here?*
- Read *Curious George: Home Run* adaptation by Erica Zappy.
- Activity (from *Curious George Home Run*): Tape the score cards on the board for each inning. Ask: *Does [3] or [4] come first [pointing to the numbers on the number line]. So...Which team is winning? The red team or the blue team?*
- Sing: *This Old Man*.
- Read *Over in the Arctic Where the Cold Wind Blows* by Marianne Berkes, placing laminated animal strips on the Flannelboard during reading. Mix the strips up on the Flannelboard. Ask: *Which number comes first?* Put the strips back in order.
- Pass out rhythm sticks by age. Sing ending song: *Ten Little Hot Dogs*. Collect the rhythm sticks by age.
- Read *One Two Three Sassafrass* by Stuart J. Murphy. Go to the activity tables.

Conduct activity: Hand out the envelopes. Have children remove the strips from *One Two Three Sassafrass* and put them in order. Have children write the ages of the children on small post-it notes. Have children place the post-its onto the photocopies in the appropriate places. Have them write their age and make a small drawing of their faces on another post-it. Have them place their post-it in the correct space on the table. Children can take home the strips, post-its, and envelopes.



## Lesson 7 (Patterns)

Program bag includes:

- *Beep Beep, Vroom Vroom!* by Stuart J. Murphy
- *A-B-A-B-A* : a book of pattern play by Brian P. Cleary.
- Assorted stickers.

Gather (in program bag):

- Pom poms (assorted colors and sizes, a handful for each child).
- Toy cars, 4 each of yellow, blue and red.
- Alphabet and number foam pieces.
- Construction paper.

Email preschool to have the following in the program area:

- Crayons

Gather Every-Time Library Bag, Program Bag, tripod (if used for books) and rhythm sticks.

Set up the activity table with a handful of assorted pom poms, alphabet and number foam pieces, assorted stickers, crayons and construction paper. Set up story table with books and cars.

Conduct Program:

- Sing opening song: *Who's Here?*
- Read *Beep Beep, Vroom Vroom!* by Stuart J. Murphy. Place toy cars on the table or chair as indicated by the book.
- Sing: *This Old Man*.
- Read *A-B-A-B-A : A Book of Pattern Play* by Brian P. Cleary .
- Hand out rhythm sticks by age.
- Say: *Let's make a pattern with our with rhythm sticks*. Hit them together twice, then on the ground twice until the whole group joins in. Sing *10 Little Hot Dogs*.
- Collect rhythm sticks by age.

Activity: Place miscellaneous items on the table, and have kids make patterns. Suggested items: alphabet and number foam pieces, assorted stickers, crayons, and pom poms.

## Lesson 8 (Fewer, Same and More)

Program bag includes:

- *Just Enough Carrots* by Stuart J. Murphy.
- *Splash* by Ann Jonas.
- Flannelboard of *Splash*.
- Bag of 300 pennies (4 rolls).
- 10 large toy peanuts.
- 10 large toy carrots (or bunches).
- 10 large toy counting worms.

The first time the program is conducted, make a flannelboard (make color copies, laminate, cut out, and apply felt to the back) of the characters from *Splash*. Make a large flannel pond. (Keep these in the program bag.)

Gather (in program bag):

- Additional pennies if needed.
- A small envelope for each child.
- 3 squares of colored construction paper (yellow, blue, red) for each participant.
- Bag or basket for peanuts, carrots and counting worms.

Email preschool to have the following in the program area: Crayons.

Gather Every-Time Library Bag, Program Bag, portable flannelboard, tripod, and rhythm sticks.

Set up the table or chair with measuring worms, miniature toy carrots and peanuts hidden in a bag or basket. Set up the each seat at the activity table with a pile of 10 pennies, 3 squares of colored construction paper, an envelope and crayons. Set up the flannelboard as the characters appear on the first page of the book.

Conduct program:

- Sing opening song: *Who's Here?*
- Read *Just Enough Carrots* by Stuart J. Murphy. After reading each fewer/same/more page, pull out sets of carrots, peanuts and measuring worms (all the same size) to reinforce the concept. (Keep the items hidden in a bag or basket until they are used.) For instance, say: *Here are our carrots.* Display a set of 2, then pull up a set of 6. Point to the set of 6. Say: *Is this more, the same amount or fewer?* Put the set of 6 back. Display another set of 2. Say: *Is this more, the same amount or fewer?* Put the set of 2 back. Display 1. Say: *Is this more, the same amount or fewer?*
- Sing: *This Old Man*.
- Read *Splash* by Ann Jonas, with the book pointed toward you so that the children will focus on the flannelboard. Move the animals as indicated by the text. Ask: *How many are in my pond? Are there more, the same amount or fewer in the pond?* Review how many jumped in and climbed out first as the book becomes more complex. Count them together. Don't mention the bird. Turn the book around on the last page and read: *My dog is sad, my cat is mad. I feed my fish. The end.*
- Hand out rhythm sticks by age.
- Say... *Let's make another pattern with our with rhythm sticks.* Make a pattern and repeat until the whole group joins in. Sing *10 Little Hot Dogs*.
- Collect rhythm sticks by age.

Conduct activity:

Place a set of 10 pennies for each participant on a yellow square of construction paper.

Ask each child to take 1 penny and put it on a blue square.

Ask the children to take 2 more pennies and put them on a red square.

Say: *Point to the square that has more pennies.*

Ask the children to take another penny and put it with the single penny.

Ask: *Which square has more pennies?* (They are the same.)

Ask the children to take another penny and put it on the blue square.

Say: *Point to the square that has fewer pennies.*

Ask the children to take a penny from the set that has more pennies, and put it back in the middle.

Ask: *Which square has more pennies?* (They are the same again.)

Ask the children to take away another penny from either pile.

Say: *Point to the square that has more pennies.*

Let each child keep the last "lucky" penny to take home. Have them write their names on the envelopes, put the penny in, and seal.

## Lesson 9 (Pairs & Matching)

Program bag includes:

- *How Many is a Pair?* by Ted R. Schaefer
- *A Pair of Socks* by Stuart J. Murphy
- *Match!* By National Geographic Little Kids.
- Sock and shoe cutouts from pgs. 22 and 23 of *Little Rabbit's First Number Book* by Alan Baker.
- Images from *Match!* By National Geographic Little Kids.

The first time the program is conducted:

- Copy pages 22 and 23 from *Little Rabbit's First Number Book* by Alan Baker. Laminate and cut out the socks and shoes. (Use two of each pages if necessary to have a set for each child.) Attach velcro or flannel to the back.
- Enlarge, laminate and cut out images from *Match!* By National Geographic Little Kids. Attach velcro to the back.

Place these in the program bag.

Gather (in program bag):

- Make sure that there is a pair of socks and shoes for each participant. Paper clip the pairs together to make sure that each child's image has a match on the flannelboard.
- Divide a large set of multicolor shape stickers into exact pairs (same shape, size, color). Put 6 matching pairs in a plastic bag for each child. Put the unmatched remaining stickers into a large bag.
- Construction paper for each child.

Gather Every-Time Library Bag, Program Bag, portable flannelboard, tripod, and rhythm sticks.

Set up the tripod and flannelboard with socks and shoes, making sure that that there is a match for each item placed on the board. Set up the activity table with shape bags and construction paper.

Conduct program:

- Sing opening song: *Who's Here?*
- Say: *Today we are going have fun with pairs. Let's see what we mean by 'pairs'.* Read pages 4-7 of *How Many is a Pair?* by Ted R. Schaefer. Ask: *What else comes in pairs?* (For instance, shoes--yes. Nose, head--no.) *Why are they a pair? Do they look alike?*
- Read *A Pair of Socks* by Stuart J. Murphy. After reading each page, point to the illustrations and ask questions such as... *How are these socks the same? How are they different?*
- Activity (from *Little Rabbit's First Number Book* by Alan Baker). Place one of each pair of socks and shoes on the Flannelboard. Hand out the other items to the children. Have the children come up to the Flannelboard one at a time, and place their sock or shoe beside its match.
- Sing: *This Old Man.*
- Read *Match!* By National Geographic Little Kids. Hold the book toward you. As you read each page, place the images being matched to the Flannelboard. For smaller groups, allow the children to move the images on the Flannelboard to create pairs.
- Hand out rhythm sticks by age.
- Say: *Let's make another pattern with our with rhythm sticks.* Make a pattern and repeat until the whole group joins in. Sing *10 Little Hot Dogs.*
- Collect rhythm sticks by age.

Activity: Hand out plastic bags containing 6 matching pairs of shape stickers to each child. Have children apply stickers to construction paper in pairs. Then put out bowls of unmatched shape stickers. Have children attempt to find pairs, and place them on another sheet of construction paper. Ask each child (regarding their matches): *Are these the same color or the same shape?*

## Lesson 10 (Sequencing)

Program bag includes:

- Childcraft *Rabbit's Pajama Party Math Literacy Kit* (or just the book if the kit is unavailable).
- *Growing Vegetable Soup* by Lois Ehlert.
- Plastic carrot, tomato, green pepper, red pepper, onion and eggplant. One vegetable for each participant.
- Assorted sharpies.

Gather (in program bag):

- 12 feet of butcher block paper.
- Tape.

Email preschool to have the following in the program area:

- Markers.
- Scissors

Gather Every-Time Library Bag, Program Bag, portable flannelboard, tripod, and rhythm sticks.

Set up plush toys, vegetables and tripod or flannelboard in the story area. Tape approximately 12 feet of paper roll to one, long table or the wall. Put markers on activity table.

Conduct program:

- Sing opening song: *Who's Here?*
- From Childcraft Math Fundamentals Activity Card by Cindy Barden: Begin storytime by opening the book to the last page. When children point out that you are doing it wrong, pretend to be confused and ask them why it matters. Ask children what would happen if they went to storytime before they got dressed? What would happen if they washed the dishes before they ate a meal? What would happen if they took a bath before the water was in the tub? Is the order we do things important? Why? Ask children to name other things they need to do before they can do something else.
- Read *Rabbit's Pajama Party* by Stuart J. Murphy, using plush figures from Childcraft *Rabbit's Pajama Party Math Literacy Kit* if they are available in the library system.
- Sing: *This Old Man*.
- Read *Growing Vegetable Soup* by Lois Ehlert. Display plastic carrot, tomato, green pepper, red pepper, onion, eggplant. Have children pretend to do the activities in the book. When it's time to put the vegetables into the water, have each child take one vegetable from the display, and put it into the pot.
- Hand out rhythm sticks by age.
- Say: *Let's make another pattern with our with rhythm sticks*. Make a pattern and repeat until the whole group joins in. Sing *10 Little Hot Dogs*.
- Collect rhythm sticks by age.

Activity from Childcraft Math Fundamentals Activity Card by Cindy Barden: As a group, make a timeline of a child's typical day. Start at the left of a 12 ft. paper roll, and write the words "Wake Up." Use phrases like, "what do you do next" or "then what happens." Have children take turns naming other things they do during the day. After each child names the things they do, write their suggestions on the paper, then have them take a marker and draw a picture of that activity on the paper. Cut out the children's pictures for them to take home.

## Lesson 11 (Sets)

Program bag includes:

- *Seaweed Soup* by Stuart J. Murphy.
- *What Comes in Sets* by Minta Berry.

Gather (in program bag):

- Cups, spoons, napkins and bowls for each child.
- 6" craft stems--several for each child. (Cut if necessary.)
- Assorted buttons.

Gather Every-Time Library Bag, Program Bag, portable flannelboard, tripod, and rhythm sticks.

Set up story area, making sure there are just enough cups, spoons and bowls for each child. Set up the activity table with assorted buttons and craft stems.

Conduct program:

- Sing opening song: *Who's Here?*
- Read *Seaweed Soup* by Stuart J. Murphy.
- Activity: Have sets of cups, spoons, napkins and bowls for each child. Remove one spoon, two napkins and three bowls from each set. Hand out the items, alternating beginning at the front and the back. When you run out of spoons, napkins and bowls, ask: *How many more will they need so that everyone can have one?* Hand out that number so that everyone can have a complete set.
- Sing: *This Old Man*.
- Read *What Comes in Sets* by Minta Berry up to "Comparing Sets," p. 16.
- Hand out rhythm sticks by age.
- Say... *Let's make another pattern with our with rhythm sticks*. Repeat the pattern until the whole group joins in. Sing *10 Little Hot Dogs*.
- Collect rhythm sticks by age.

Conduct activity: Ask children how they may want to sort buttons--size, color, shape. Let them sort buttons, to make a set. Go around and ask how many items are in each child's sets. Have children make craft stem bracelets with their sets.

## Lesson 12 (Time, On the Hour)

Program bag includes:

- *Starting Off with Time* by Peter Patilla.
- *It's About Time!* by Stuart J. Murphy.
- *Little Rabbits' First Time Book* by Alan Baker.
- Laminated Pages from *It's About Time!* by Stuart J. Murphy.
- Clock worksheets and analog clock cutouts.

The first time the program is conducted, copy pages from *It's About Time!* by Stuart J. Murphy (7-wake up, 8-school, 12-lunch, 3-jump & run, 6-dinner, 8-lie down). Laminate and keep in program bag.

Gather (in program bag):

Copies of clock worksheets and pictures of analog clocks. Cut pictures into sets and paperclip.

Email preschool to have the following in the program area:

- Markers.
- Glue sticks.

Gather Every-Time Library Bag, Program Bag, portable flannelboard, tripod, and rhythm sticks.

Set up books in story area. Tape pages of *It's About Time!* by Stuart J. Murphy to a wall. Set up the activity table with worksheets, markers and glue sticks.

Conduct Program:

- Sing opening song: *Who's Here?*
- Introduce the concept of time with pages 18 and 20 of *Starting Off with Time* by Peter Patilla. Point out any clocks in the room.
- Read *It's About Time!* by Stuart J. Murphy .
- Activity: Go to stations where copies of *It's About Time!* by Stuart J. Murphy are taped to the wall.
- Sing: *This Old Man*.
- Read *Little Rabbits' First Time Book* by Alan Baker. Move the hands to the appropriate times as your read.
- Hand out rhythm sticks by age.
- Say: *Let's make another pattern with our with rhythm sticks*. Repeat the pattern until the whole group joins in. Sing *10 Little Hot Dogs*.
- Collect rhythm sticks by age.

Activity: Using the clock worksheet and analog clock cutouts, have kids paste the cut-out clock images onto the worksheet. Have children draw a pictures of what they do at each time of day.



## **Other Materials**

Boxes to be left at the preschools.

- One paperback or hardcover copy of every Level One *Mathstart* book.
- A copy of every other book used in the program.
- Additional books on the topics covered in the program.
- Preschool Math Songs handouts.