**Math Fair Lesson Plan**

**~Rhonda Brewer~**

**Activity Name:** *‘I Spy’*

**Observation that led to this lesson:** *At the start of each year I observe my children. When observing I noticed that some of the class didn’t know or recognize their numbers. So, I searched for a fun game to help them recognition of the numbers as well as understand the numbers.*

**Book to spark this lesson:**

**Age Range:** *ages 4 & 5*

**Domain:**

* *Cognitive Development (CD)*

**Goals and Learning Objectives:**

*Mathematical Thinking and Expression (CD)*

* *#* *Goal CD-10: Children show understanding of numbers and quantities during play and other activities.*

**Assessment of goals:** *To assess the children to see whether they accomplished the goals and objectives; I will use a checklist. Then monitor while we play the activity. After, I will record the information. If there is something I feel is very important; I will have a clipboard to record as necessary.*

**Materials:**

*Basket*

*Pen/Bright colored markers*

*Slips of paper*

*Braille press (instruction written on bottom of press)*

*The items will be what the children choose.*

**Procedures:**

*(Before class starts make sure you put the numbers in the basket for the game. Please make sure if Sammi is playing you prepare the pieces for her a head of time. She is our child who is partially blind.) Children today we will be playing a game called ‘I Spy’. I want you all to pick a slip of paper out of this basket. It will have a number written on it. (The numbers will be from 0-10.) It’s a secret! Don’t tell anyone your number! Okay, next when you get your paper look at your number to see what you have. If you’re not sure, Please come and ask me. I will whisper your number to you. After you see your numbers go around the classroom or the playground and search for something that equals to the number amount on your slip of paper. (This is a game for indoors or outdoors) When each child is finished getting their items; have them place the items in front of you on the table or ground. Then have each child read the number to you off their slip of paper. After, ask them to count the items to see if they are correct. When every child is done searching for their items; we will put the items in order. Each child will get their items and place them on the table in the correct order with their slip of papers.*

**Modification to include children with exceptionalities:**

*For my child that is partially blind; she can see reds and bright colors. Her favorite is hot pink. On the days she is playing the game I will have bright color markers to write the numbers down. They will also be in braille. I have a braille letter press to help me put the numbers on the pieces of paper for her.*

**Modification to include children of different age ranges:**

Modifications or adaptations that could be made for this lesson for older children would be to change the numbers from 0-10 to 10-20 then go higher when the children are ready to move on. For younger children I would modify by just simply lowering the numbers. Like 0-2. Then use the same steps as before; steadily move forward when the children are ready.

1. **Extensions:** *This book would be great to use when extending the activity for adding and subtracting***.** *The description of the book, (****From one to one hundred****, By Teri Sloat, (New York: Penguin Books USA Inc., 1995) age ranges from 4-7. Choosing Books you can count on link. (Counting backward, skip-counting, counting higher numbers, page 3) This book is used to introduce the numbers one through ten and then, counting by tens, then move on up to 100.*
2. **Connections:**  *A connection for this activity would be teaching shapes, colors, and numbers. Have the children/class to* *look and talk about one or two different things you see that don’t have the attribute your child/class has given you. Example (“Hmm …That box couldn’t be it – it’s not shaped like a ball…”) until you find the object your child has chosen. As the game continues, increase the attributes to two. For example, “I see something with 4 legs and that is smaller than this car.” (A dog.)*

**Resources:**

**For goals and objectives:**

*North Carolina Foundations for Early Learning and Development*

*Extensions- Book- Choosing Books you can count on link.*