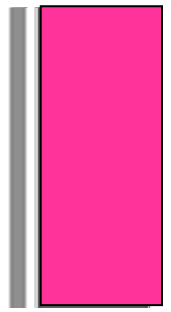


Activity 1

Check Your Math Pulse



1. Take the quick math learning environmental inventory.
2. Share your responses with a partner.

What areas of your setting are strong for promoting early math development?

What areas of your setting do you feel need strengthening?

Math Learning Environmental Inventory

Part I

	Yes	No
I have an area set aside specifically for math exploration.		
I have a block area in my setting that the children use regularly.		
I have a variety of math picture books accessible to children in my setting.		
I read books to the children related to math regularly.		
Numbers are visibly displayed at a child's eye level in my setting.		
My setting has templates or tools to help young children form numbers.		
My setting has a clock(s) available for children to see.		
A calendar is maintained in my setting with the children.		
The children have access to an outside thermometer that we read regularly.		
I have charts/posters with numbers and/or math words & concepts displayed.		
The children are involved regularly with counting, comparing, and sorting activities.		
A variety of math props/toys/manipulatives are available to the children.		
My setting has puzzles that relate to math concepts.		
A computer is available to children with a variety of math games/activities.		
Children are often involved in problem solving in my setting.		
I have a water and/or sand table available for the children with a variety of liquid measuring tools.		
My setting has a scale and/or balance for children to weigh items.		
I purposefully introduce and regularly use math vocabulary with the children.		
My setting is organized with supportive math materials located throughout the setting.		
I have a schedule posted within my setting with times and pictures of activities.		
The children are engaged in mathematics daily specifically relating to their real life experiences.		
I involve the students in baking projects/snacks that involve math concepts.		
I often involve the students in songs, chants, and rhymes relating to math concepts.		
I encourage children to problem solve by asking open ended questions and support them while they brainstorm various solutions.		
I regularly plan math experiences for the children relating to preschool math standards and goals.		
There are opportunities for the children to collect data and create graphs.		
I provide regular opportunities for the children to recognize, create, extend, and interpret patterns.		
The children and I create "real life" story problems that relate to math concepts.		
We discuss math concepts/ideas regularly in my setting throughout the day.		

Math Learning Environmental Inventory

Part II

Directions: Circle the “mathematics rich aspects” that you currently have in your early childhood setting.

- *Math picture books *Math picture books with props *Scales/Meter stick
- *Magnetic numbers *Number celebrations (example: 100th Day)
- *Counters (example: teddy bear counters, buttons, shells, etc.) *Unifix® Cubes
- *Geoboards *Math games *Foam shapes *Attribute shapes
- *Math puzzles *Wooden building blocks *Pattern activities (beads, lacing, etc)
- *Building toys (example: Lego®, Tinkertoys, etc.) *Balance *Tangrams
- *Cash register/toy money *Thermometer *Specific math center
- *Calendar *Sensory table *Pocket charts (used for place value, graphing, etc.)
- *Computer (with math games) *Sandtray (for forming numbers) *Variety of timers
- *Assortment of measuring tools *Conversations using math vocabulary
- *Graphing opportunities for children *Time for children to explore
- *Opportunities for problem solving *Math songs, chants, rhymes
- *Adults ask questions to probe thinking *Number activity mat/rug
- *Math integrated within other aspects of the curriculum (during circle time, social studies, science, etc.)
- *Connecting math to “real life” experiences *Number line *Math charts
- *Math props in dramatic play area (example: telephone, telephone book, restaurant menu, etc.)
- *Sorting activities *Comparison activities *Posted schedule (with times)
- *Exploration with math technology (including calculators, games, recording devices, etc.)
- *Opportunities for one-to-one correspondence *Counting activities
- *Math shelves *Supportive math play conversations

Other: _____

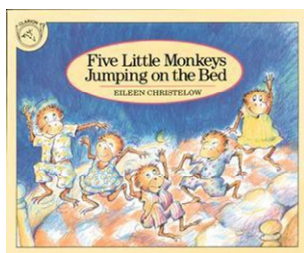
Activity 9

Math Songs and Chants

1. Join together with singing some simple “math” songs

Five Little Monkeys

<http://www.youtube.com/watch?v=y21b9UFJN1Q>



Five little monkeys jumping on the bed,
One fell off and bumped *his* head.
Mama called the Doctor

and the Doctor said,
"No more monkeys jumping on the bed!"

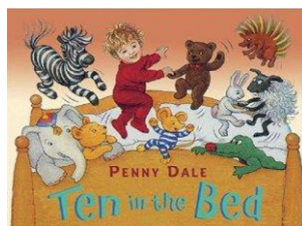
(Repeat whole verse with *four*, then *three*, then *two*, and for the last verse sing...)

One little monkey jumping on the bed,
He fell off and bumped *his* head.
Mama called the Doctor and the Doctor said,
"Put those monkeys straight to bed!"

*Note: For each verse also keep switching the gender of the monkey. Switch from *his* to *her* to *his* to *her* and in the final verse use *he/his*.

Ten in the Bed

<http://www.youtube.com/watch?v=WqF0ev8UOB4>



There were *ten* in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out

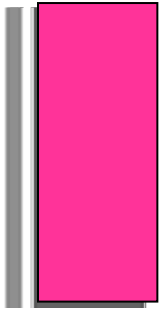
(Repeat whole verse with *nine*, then *eight*, then *seven*, then *six*, then *five*, then *four*, then *three*, then *two* and for the last verse sing...)

There was *one* in a bed
And the little one said
"Good night!"

Activity 9

Math Songs and Chants

(Continued)



2. Discuss in pairs other songs for children that can be used to develop math skills and concepts

3. Discuss the benefits of sharing math songs together with the children.
