



*Professional Learning Module*  
*Integrating Learning Throughout the Preschool Day*

## **Integrating Mathematical Thinking**

### **Classroom Snapshot**

Letia looks through the book *Bear Snores On* by Karma Wilson. She chose this as her book for the week because it fit very well with the “Animals and Their Homes” unit. The story is about a bear who is sleeping in his warm, snug cave during a winter storm. Several animals enter the cave a few at a time to seek out the warmth of his fire. Before long, the cave is full and the animals make a lot of noise, but, the bear snores on. The children loved the story and enjoyed acting it out using the “cave” they created in the drama center using a big box.

As Letia thought about the story, she decided it would work very well with one of her math goals for the week of combining and separating sets. She decided to use the forest animals from the story to create a math activity. As she retold the story, she would ask the children “How many are in the cave now?” as a new animal came into the cave. Once all the animals are in the cave, she would play a game by taking some animals out of the cave and asking, “How many went away?” Letia knew using real story problems supported children in understanding the concept of “combining” and “taking away” better than using a worksheet.



Later, she would put the props from the story in the art center and ask children to draw a picture of the story and place the animals in and outside of the cave. She would talk with them about their pictures and write the numerals as they talked about who was in the cave and who was out of the cave. She decided this would make a great class book!

### **Integrating Mathematical Thinking Throughout the Day**

- Make a class number book. It could be with objects found while on a field trip or a variety of materials from the arts and craft area.
- Plan activities every day that incorporate counting sets (e.g., counting the number of markers in a box, the number of pictures in a book, or the number of children in a line).
- Encourage children to count objects (e.g., their fingers, toes, buttons on their shirt, and stripes on a flag) and point out numerals (written) in the world around them.
- Talk with children about combining sets of objects to equal a set no larger than ten (e.g., While playing in the sand table, the teacher says, “Look, I found five white shells and two brown shells. How many shells do I have altogether?”).
- Talk with children about removing objects from a set no larger than ten (e.g., while playing in the sand table the teacher says, “Look, I found five shells in the sand table. Then I gave two shells to a friend. How many shells do I have left?”).

