



MISSISSIPPI
EXEMPLAR
Units & Lessons
MATHEMATICS

Pre-Kindergarten

Grant funded by:



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Lesson 7: Hungry Snake

Focus Standard(s): PK.OA.1, PK.OA.2

Additional Standard(s): PK.RL.1, PK.CC.2, PK.CC.3, PK.CC.4

Lesson Activity Materials:

- Manipulatives (pencils, erasers, crayons, play money, play or real food items)
- *Mouse Count* by Ellen Stohl Walsh

Learning Center Materials

- Markers
- Play-Doh and baking trays/cookie sheets
- Popsicle Sticks and glue sticks
- Sequencing puzzles
- Various art supplies (for props)
- Mouse Count Animated Story: https://www.youtube.com/watch?v=xtoB_x1O5YI

Lesson Target:

- Students will understand the relationship between adding and subtracting using developmentally appropriate materials.

Guiding Question(s):

- How can I add on to make more?
- How can I take away (subtract) to make less?

Vocabulary


Academic Vocabulary:

- Add
- Subtract

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definitions and pictures

<ul style="list-style-type: none"> • Total <p>Note: Expose students to various ways to mathematically express these terms. For example, when discussing the word subtract, include phrases such as take away, take from, and how many are left.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Model how to use the words in discussion <input type="checkbox"/> Discuss the meaning of word in a mathematical context <input type="checkbox"/> Create pictures/symbols to represent words <input type="checkbox"/> Write/discuss using the words
<p>Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> • Enough • Empty • Greedy • Hungry • Jar • Mice • Snake <p>Note: Consider which of these words would fall into Tier 2 for your students when introducing vocabulary.</p>	<p>Instructional Strategies for Direct Instruction Text Vocabulary:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce words with student-friendly definition and pictures <input type="checkbox"/> Model how to use the words in discussion <input type="checkbox"/> Write/discuss the meaning of word in multiple contexts <input type="checkbox"/> Provide pictures/props to represent words <input type="checkbox"/> Act out the words or attach movements to the words

Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform well below the grade level and/or for students who perform well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)

Instructional Plan
<p>Understanding Lesson Purpose and Student Outcomes: Students will understand the relationship between adding and subtracting using developmentally appropriate materials.</p> <p>Anticipatory Set/Introduction to the Lesson: <i>Mouse Count</i> Read Aloud (Whole Group)</p> <p>Read aloud <i>Mouse Count</i> by Ellen Stohl Walsh. Ask questions about the story (characters, sequence of events, vocabulary and moral of the story). With the students, count aloud forward 0 – 10 and backward 10- 0 as the pages in the book indicate.</p>

T: What happened in the jar as the mice were being put in by the snake?

T: What happened in the jar as the mice were getting away?

Note: Remind students of vocabulary words (adding to, taking away, more, less).

Reread the story as the students join in to count aloud 0 – 10 (adding to) and 10 – 0 (taking away).

Note: (1) Struggling students are placed near the presenter or assistant, who occasionally redirects the students' attention during whole group and small group activities. (2) Whole Group should last between 15-20 minutes. If this time frame is too long for students, the Whole Group activities may be divided into two sessions. (3) Small Group should last approximately 15 minutes. Using the pre-assessment results, design the formation of small groups to reflect student capability and to drive the instruction throughout every lesson.

For students who are EL, have disabilities, or perform well below grade level:

- Continue to use combinations of 0-5 for practicing addition.

Extensions for students with high interest or working above grade level:

- The teacher and students will compose more addition stories and students will take turns explaining and presenting answers.

Activity 1: Adding On (Teacher-led Small Group)

Note: Insert movement/physical activity for the students between the Anticipatory Set and Activity 1.

Ask students to help solve addition stories. Review the term add with students. Model what it means to add. Use as many combinations of numbers as you can for student practice. Read the following and model using real-world objects.

T: Sam has 5 (five) pencils. He gives 0 (zero) pencils to Pat. How many pencils does Sam have now?

T: Ted has 2 (two) erasers. His friend gives him 1 (one) more eraser. How many erasers does Ted have?

T: Mom eats 2 (two) cookies for lunch and 3 (three) cookies for dinner. How many cookies did Mom eat?

T: Jill has 3 dollars. Her dad gives her 1 dollar. How much money does Jill have now?

Learning Centers

Note: Learning Centers are designed to be developmentally appropriate for all students. The teacher and teacher assistant move about to observe and offer support, as needed. Learning centers will operate in conjunction with small group.

- ✓ **Writing Center** – Ask students to write and/or draw about their favorite animals. Have students reference the Word Wall, available books, charts and pictures in the classroom.
- ✓ **Dramatic Play Center** - Have students create their own props for *Mouse Count* out of various art materials and act out the story.
- ✓ **Math Center** - Using Play-Doh, have students make snakes and mice, count them, and make the number for the amount.
- ✓ **Computer/Listening Center** – Provide technology for students to listen to *Mouse Count* on CD, DVD, or online with [Mouse Count Animated Story](#). If listening to the story on CD, the student will use the text to follow with the reader.
- ✓ **Reading Center** – Allow students to select fiction and non-fiction books about mice, snakes, counting, adding, and subtracting to read, pretend read, and view.
- ✓ **Manipulative/Block Center** - Students will work with sequencing puzzles and counting puzzles.

Reflection and Closing:

Have students retell the story *Mouse Count* to a partner. Partner #1 will reenact putting 5 mice into the jar by the snake as both partners count 0-5. Partner #2 will reenact the mice getting out of the jar as both partners count 5-0.

Reflect on how well the students answered the following essential questions by examining evidence of student learning.

- How do I show (addition) adding on?
- What helps me know the difference in adding on and (subtraction) taking away?

Homework

Homework is not developmentally appropriate for pre-kindergarten.

For training or questions regarding this unit,
please contact:

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