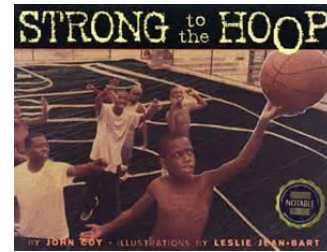


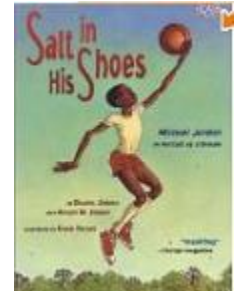
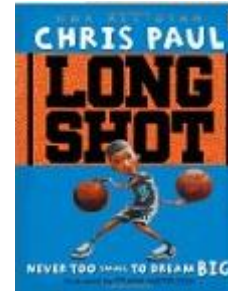
Coy, J. (1999). *Strong to the Hoop*.-activities
This is the younger brother who joins a basketball game in the neighborhood.



Jordan, R. & Jordan, D. (2003) *Salt in His Shoes: Michael Jordan in Pursuit of a Dream*.
How MJ used practice to be a better player as a child.

Paul, C. (2009) *Long Shot: Never Too Small to Dream Big*.

This is the story of NBA player Chris Paul and how he made the team as child even though others said he was too small.



Mathematical connections:

Balls, goal, record sheet

Counting. Count the number of times each child shoots during the activity. Count by 2's and 3's.

One to One correspondence. Student places a basketball next to each player (could involve dribbling, - use counting)

Cardinality with Building Sets. Students give number for sets of basketballs. *Students create sets for the number of points they scored in the activity. (Tally marks)

Matching numeral with written form: Students play as a game: Match player's score with the written number.

Subitizing: Create cards with sets of basketballs on them to practice subitizing.

Ordinal numbers: Describe what a *line up* is in basketball. Have students practice as you say aloud to students: First, (Maria Gonzalez), second (Marcus Johnson), etc.)

***Part-Part-Whole for understanding simple addition:** Students combine their shots to get their whole score. Then students combine their individual scores (for a team total) to teach part-part-whole relations.

*Demonstrated in this session.

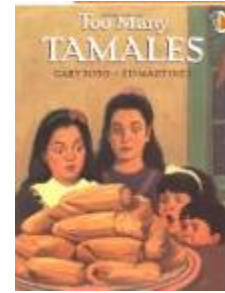
Soto, G. (1998) *Too Many Tamales*. - activities

This is the story of a Maria who plays with Mommy's ring and thinks it fell in the tamales. She and her cousins eat all the tamales in search of the ring.

Mathematical connections:



freeclipartpictures.com



***Counting.** Estimate how many tamales are on the cover. Then count the tamales on the cover, have student copies of paper tamales to count and number as they practice with them on a disposable plate.

***One to One correspondence.** Place a tamale on each plate. Or draw a tamale on each plate. Practice passing out plates and/or tamale to each member of a small group of students.

***Cardinality with Building Sets.** Students create a set of tamales (with cut outs or drawing long ovals) for a given number.

Cardinality by matching number with set. Students play as a game: Match tamales to the plate. (The answers could be on back of plate in a subitized pattern.) Or students draw a number card and put that many tamales on the plate.

Cardinality: Students order number plates of tamales (subitized pattern) in order 1-5, 1-10, 1-20.

***Ordinal numbers:** Put children in different order. (Students manipulate cut out of students as teacher calls the order, or students order then and use 'first, second, third, fourth' to describe their position.)

***Practice "fair share" (foundational for division/fractions):** Reenact the "eating tamales" scene: Disposable dish with 24 paper tamales on them (3 cousins + Maria) in groups of 4.

*Demonstrated in this session.

Harrington, J. (2007). *Chicken Chasing Queen of Lamar County*- activities

This is the story of a granddaughter who loves to chase chickens until she finds out what chickens do.



Mathematical connections:

yellow counters, plastic eggs, little toys, jelly beans, paper chicks

Counting. Choose pages to count the hens or Miss. Hen's chicks. Use corresponding page to create lines of chicks to count. Students could use yellow counters as chicks. Students can count number of eggs sorted by color in "egg hunt".

One to One correspondence. Student places a paper chick inside each egg for hiding. Students find eggs and then open to place a chick next to an egg.

Cardinality with Building Sets. Students create a set of chicks to go with Miss. Hen (with cut outs or use yellow counters) for a given number. *Students create sets for the number of colored eggs found during the "egg hunt".

Cardinality by matching number with set. Students play as a game: Match chicks to their mother hen. (The answers could be on back of hen in numeral form or in a subitized pattern.) Or students draw a number card and put that many chicks with the hen.

Subitizing: Create cards with sets of eggs on them to practice subitizing.

Ordinal numbers: Have students practice putting eggs in order by color as you say them: First, a blue egg, second a green egg, etc.) Students could also color them in the order you call, for a formative assessment. Students could *act it out* with the eggs on the table and then tell you what order the eggs are in using ordinal numbering.

***Part-Part-Whole for understanding simple addition:** Students use contents of eggs to create part-part-whole relations. Students use two different groups of eggs (sorted by color) to practice part-part-whole relations.

*Demonstrated in this session.

English, K. (1998) *Just Right Stew*.

This is the story of a family who is celebrating Grandma's birthday by making her famous stew. But no one can remember the secret recipe except Victoria.



Mathematical connections:

Counting. Using cut outs of spices, students can count how many spices were added, students can count how many people came to the party. Students can draw in their math journal a tally mark or draw a circle in a pot for each spice added as the story is read. They can count the people as they are seated (near end of story).

One to one correspondence. Students use little cut outs of stew bowls to show amounts in sets or next the guests (different amount in each scenario).

Ordinal numbers: Place stew bowls or guests in order (first, second, third...). Students could reenact being served stew or serving stew to practice ordinal number, counting, or one to one correspondence.

Creating their own recipes: Students could have a cut out of a bowl and add their own (cut out ingredients) to count or total or sums (ex. 3 carrots, 2 potatoes, 4 baby onions, 1 turnip= 10 ingredients. Could be laminated for center, then they add their recipe to a poster placed in the center.

Practice "fair share" (foundational for division/fractions): Reenact the "celebration" for Grandma by sharing stew (for example: tell students they each get 4oz, how much would we need to make for our class? Or make a certain amount of stew to share (for example the stew made 56 oz., ask students to determine how much they can have if they share equally).

Students could also decide how guest would be seated to eat, by acting it out (For example, there are 20 guest and only 5 tables, then again only 4 tables, then again only 2 tables). This could be done in groups with different scenarios. (Act it out Pre K- K, draw it 1-2)