



Protocol for Teaching *Mathematics* in the Kindergarten Classroom

Children learn a great deal of math through daily routines. Mathematical concepts are reinforced on a daily basis so that children become aware of how mathematics pervades our everyday lives. It is important that teachers include these routines in their daily instruction:

Number of the Day-Growing Number Line and Concrete Number Count

Job chart-Child of the Day

Monthly Calendar-Reading and Building the Calendar and Completing the Days Board

Weather-Observe, Record, Compile and Describe Data. Then transcribe the data into a bar graph.

Temperature-Collect, Record and Compile Data (Optional)

Survey (at least once a week)

Although they are written as separate activities, many of the routines work well together as part of the morning meeting. Instruction can be differentiated by offering varying levels of support and posing questions suited to individual children's comfort and understanding. Many of the routines include suggestions for adding complexity as the school year progresses.

- The daily math lesson is to be delivered to Kindergarten students for 60 minutes per day.
 - 15 minutes – Morning Meeting
 - 45 minutes – Instruction
- The teacher is to decide on the method of delivery to use based on student need for each lesson. Method 1 is has the students divided into 4 stations for the entire time period. Station 1 is a group led by the teacher and the other three are centers or groups depending on the make-up of the classroom (Inclusion teacher, aide, student teacher). Method 2 has the teacher deliver whole group instruction for 15-20 minutes before the students are divided into stations for the remainder of the math time.
- All students are to be engaged in meaningful mathematical activities, are well-managed and maintain a low-moderate noise level.
- It is important to follow the map provided as lessons may be out of sequence or changed.