Mathematizing the Environment



**intent:**

Brainstorm ideas for materials and activities intended for interest areas that support children’s development in each of the Mathematics strands.

**OUTCOMES:**

Participants will leave the training with:

* Concrete material ideas for each math strand that will strengthen their interest areas
* Aninventory sheet that can be filled out upon return to their classrooms

MCBS00539A0000[1]**Materials Required:**

* Handout 6: Creating Invitations Throughout the Environment—Taking Inventory (two-sided handout, one side to be completed during training)
* Handout 5: Math Environments and Materials (PCF pages 237-240)
* Dancing ClockPPT slides
* Optional: Math materials as samples on tabletops
* Optional: Math materials on display gallery table

**Time:** 20 minutes

**Process:**

* Optional: Prior to the training set up a gallery table with sample math materials or place a tray with sample items on each tabletop. Use the list on the Environments and Materials PPT slide for ideas.
* Ask participants to read Handout 5: Math Environments and Materials.
* Direct participantsto pair up with an elbow partner and brainstorm ideas for materials for each interest area that support children’s development in each of the Mathematics strands. Have them record ideas on Handout 6: Creating Invitations Throughout the Environment—Taking Inventory.
* (After 10 minutes) Ask participants to finish-up by circling two ideas they are most excited to add to their classroom environment.
* Have participants flip to the back side of the handout; point out that this can be used as an inventory list to help see what areas they might choose to focus on and add materials to in their own classrooms.
* Ask if anyone in the group would like to share something surprising they wrote on their handout.