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MISSISSIPPI  
**EXEMPLAR**  
Units & Lessons  
MATHEMATICS

**Pre-Kindergarten**

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P.O. Box 771 | Jackson, MS | 39205-0771  
Tel (601) 359-2586  
www.mde.k12.ms.us  
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MISSISSIPPI DEPARTMENT OF EDUCATION

359 North West Street, Suite 203

Jackson, Mississippi 39201

(601) 359-3511

## Lesson 8: Smart Little Mice

**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:**

- 10 Black, white, and gray (or available) pompom balls
- *Mouse Count* by Ellen Stohl Walsh
- Play-Doh snake
- Small plastic jar or bowl
- White board/Smartboard

**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](https://www.youtube.com/watch?v=xtoB_x1O5YI)

**Lesson Target:**

- Students will understand that addition as putting together and adding to; understand subtraction as taking apart and taking from.

**Guiding Question(s):**

- How can I show a number using different combinations of the same objects?
- How can I use number combinations to make more (add)?

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

**Understanding Lesson Purpose and Student Outcomes:** Students will understand the relationship between adding and subtracting using developmentally appropriate materials.

### **Anticipatory Set/Introduction to the Lesson: Adding on Mice (Whole Group)**

Ask students to read along while rereading *Mouse Count*. Guide students to count on when adding and count back when subtracting. Introduce the plus sign (+) and the equal sign (=) to help students become familiar with the symbols for mathematical equations.

**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:**

- Students will continue to count using 0-5 mice until skills is mastered.
- Students will work with a partner to count and add on (0-5).

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

- Students may pantomime the taking away part of the story by counting "out" the mice as they subtract (count back) 10-0.
- Students may add or subtract (0-10) as they are able.

### **Activity 1: Adding on Mice (Teacher-led Small Group)**

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

Demonstrate adding mice into the jar using pompoms (mice), a jar and a Play-Doh snake. Starting with 0, pause after each "mouse" is placed in the jar to question students:

T: How many mice are in the jar now?

S: Respond with the correct amount.

For example: There are 2 mice in the jar. Add 1 more and ask, “how many mice are in the jar altogether?” Students will respond, “3”. Reinforce that 2 mice + 1 more mouse = 3 mice. As the amounts increase, students may need to pour out the mice to be able to count with precision.

Continue the lesson and observe, allowing students opportunities to be the snake and count mice into the jar and ask peers, “How many mice altogether?”

### 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 playdough, 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:

During snack time, have students demonstrate adding on by placing 5 goldfish, 5 pretzels, or 5 other small snacks into a paper cup. Encourage students to verbally add on.

For example: 1 goldfish + 1 goldfish = 2 goldfish; 2 goldfish + 1 goldfish = 3 goldfish

Observe and listen as students count and add snacks into the cup.

Reflect on how well the students mastered adding as it relates to the real world.

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

- How can I show a number, using different combinations of the same objects?
- How can I use number combinations to make more (add)?

### Homework

Homework is not developmentally appropriate for pre-kindergarten.

For training or questions regarding this unit,  
please contact one of the following:

Wendy Clemons  
Professional Development Director  
[Wclemons@mdek12.org](mailto:Wclemons@mdek12.org)

Elise Brown  
Math Professional Development Coordinator  
[elise.brown@mdek12.org](mailto:elise.brown@mdek12.org)

Kristina Livingston  
Professional Development Coordinator, Lead  
[klivingston@mdek12.org](mailto:klivingston@mdek12.org)