

DMT INSTITUTE

Developing Mathematical Thinking Institute (DMTI)



Professional
Development



Curricular
Resources



Assessment

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About the DMTI Targeted Activities

These DMTI Targeted Activities modules are designed to be played or completed with a partner or in small groups. These supplement the Primary Math Assessment and DMTI curricular materials.

The activities are intended for teachers or caregivers to play with children to build necessary math skills and math language. Each activity can be played for 10 to 20 minutes. And if there are additional activities in a module, they are built to be more advanced.

PMA – Grade K

Sequencing – Scavenger Hunt

Sequencing

What's involved:

- Finding patterns
- Counting forward and backward
- Recognizing numbers
- Determining quantity

Why it matters:

- Builds one-to-one correspondence
- Begins to build proportional reasoning, which is important for many math ideas and STEM careers
- Leads to efficient computation and stronger number sense and flexible thinking

Sequencing: Patterns

Materials

- 9 containers (buckets, pails, cups or boxes)
- Numbers 1-9 written on labels or sticky notes – one for each container
- Under each number create a rectangle with the same size squares that represent that number.



Sequencing: Scavenger Hunt I

1. Give your child one of the containers and ask them to search for something inside or outside the house. They must bring back that number of objects in the container.
2. When your child returns, ask your child to count the objects. They should do this counting forward and back.



Sequencing: Scavenger Hunt I

3. Have them trace the number 4 on the container.
4. Have them use their fingers to represent the length of 4 using the bar model or rectangle on the container.



Sequencing: Scavenger Hunt I

Examples of objects inside the house

Pens

Spoons

Small toys

Blocks

Chips

Examples of objects outside the house

Small rocks

Sticks

Leaves



Sequencing: Scavenger Hunt II

Have your child take any two of the containers and have them go find and fill the container with that many objects.

Ask them to count the objects as they are placing them into each container.

Once they return with containers ask them the following questions:

How many objects are in each container? (They may have to count them again.) Have them trace the number on the container and show you with fingers how long each bar model (rectangle) is.

Which container has more?

Which container has fewer?

How many objects are there total?

Then, have them put them back where they found them and have them count backwards as they do it.





“The Developing Mathematical Thinking Institute (DMTI) is dedicated to enhancing students’ learning of mathematics by supporting educators in the implementation of research-based instructional strategies through high-quality professional development, curricular resources and assessments.”

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