

Meal Time

Children in a four-year-old class just finished singing “Willoughby, Wallaby” while coming in from outside play. They wash their hands and sit down at their tables for lunch. Miss Rosa points to the pile of napkins and asks Christina to get enough napkins for the children at the table. Christina takes a handful of napkins and begins to pass them out, one to each student. She looks at the remaining napkins in her hand. “Too many,” she says and returns the extra napkins to the counter. Meanwhile, the teacher’s assistant, Ms. Smith, asks Joseph to give everyone a plate. Jeremy takes one plate at a time, hands the plate to a student and returns for the next plate, until he has made 15 trips delivering the plates.

Both the teacher and teacher’s assistant are sitting with all of the children. At one table, Daniel notices that his juice carton has the number 6 on it and tells the teacher, Miss Rosa. Miss Rosa responds by saying, “Yes, you’re right. I think there may be 6 children sitting at this table with you. What do you think?” Daniel points to each child while counting, “1, 2, 3, 4.” “There are 4 kids here,” he exclaims. Miss Rosa asks, “If you include yourself, then how many children are at the table?” Daniel correctly counts to 5. Miss Rosa asks Keisha, who is listening in on the conversation, “Is five more or less than the number six?” (Referring to the number on Daniel’s juice carton) Keisha shrugs her shoulders to indicate she doesn’t know. Daniel says “less” and sets aside 5 of his crackers on a napkin. Then he adds one more to make 6. Miss Rosa compliments his counting. Keisha shouts, “Daniel’s crackers are circles and they look like wheels.” Miss Rosa positively reinforces Keisha’s recognition of the shape and asks if she notices any other circles in the room. The whole table joins in the conversation, telling the teacher the circles that they see in their environment.

Notes:

Meal Time – PRESENTER’S COPY

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Both the teacher and teacher’s assistant are sitting with all of the children. At one table, Daniel notices that his juice carton has the number 6 on it and tells the teacher, Miss Rosa. (*recognizing numbers*) Miss Rosa responds by saying, “Yes, you’re right. I think there may be 6 children sitting at this table with you. What do you think?” Daniel points to each child while counting, “1, 2, 3, 4.” “There are 4 kids here,” he exclaims. (*functional counting*) Miss Rosa asks, “If you include yourself, then how many children are at the table?” Daniel correctly counts to 5. (*adding numbers*) Miss Rosa asks Keisha, who is listening in on the conversation, “Is five more or less than the number six?” (*comparing amounts*) (Referring to the number on Daniel’s juice carton) Keisha shrugs her shoulders to indicate she doesn’t know. Daniel says “more” and sets aside 5 of his crackers on a napkin. Then he adds one more to make 6. (*adding numbers*) Miss Rosa compliments his counting. Keisha shouts, “Daniel’s crackers are circles and they look like wheels.” (*recognizing familiar shapes*) Miss Rosa positively reinforces Keisha’s recognition of the shape and asks if she notices any other circles in the room. The whole table joins in the conversation, telling the teacher the circles that they see in the environment.