

Sleepyheads

In this activity children construct equivalent sets of beds and sleepyhead children using matching (one-to-one correspondence) and counting strategies. The activity also lends itself to comparing quantities of sleepyheads and beds using the phrases *less than*, *more than*, or *same amount*.

Connecting to the CCSSM: K.CC.1, K.CC.4, K.CC.5, K.CC.6, MP.1, MP.2, MP.4, MP.6, MP.7, MP.8

Materials and Preparation

- Ten “beds” (rectangular paper cut-outs, pieces of foam, etc.)
- Ten counters per child (“kid counters” are used in this activity)
- Placemats (one per child and one for the beds)

Whole Class Introduction

- Ask the children to hold up their hands with their fingers spread. “Look at your fingers on one hand. Do you have more, less or the same number of fingers on that hand compared to the other hand? How could you show that you have the same number of fingers on both hands?” Some children might count; others might say there are five fingers on each hand. To promote one-to-one correspondence by matching, encourage children to match the fingers on one hand with the fingers on the other hand (see figure 1).
- Provide other examples of one-to-one correspondence by matching (rather than counting), such as one cushion for each child, one cubby for each child, one mitten for each hand.

- “Today’s math activity is about sleepyhead kids at a sleepover. We are going to play some games to find out if there will be enough beds, too many beds, or just the right number of beds for the kids in the game.”



Figure 1. The children match their fingers to show that both hands have the same number of fingers on both hands.

Small Group Activity 1: Matching Kids to Beds

- Lay out five beds and five kid counters. “I have some friends coming over for a sleepover. Do I have enough beds for them?” Children may solve this in different ways. Help the children check if they are correct by putting one kid counter on each bed (see figure 2).



- Present quantities of beds and kids that do not match and ask, “Are there enough beds for my friends now?” Encourage the children to explain that there are, for example, more beds than kids, fewer kids than beds, fewer beds than kids, or more kids than beds. Also ask, “What should we do if we have extra kids or extra beds?” Children may decide, for example, to add more beds or not invite as many friends to the sleepover.



Figure 2. Sammy puts one kid counter on each bed.

Small Group Activity 2: Sleepyhead Game

- Put out ten beds and ten kid counters. The first child takes a handful of kids, shakes them, and drops them onto the mat. The kids landing face-down are “sleepyheads,” and the ones landing face-up are awake. Ask, “How many sleepyheads are there?” Then ask the child to “put the sleepyheads to bed” with one kid per bed (see figure



3). The kids that are still awake are passed to the next child and the game continues until all the sleepyheads are put to bed.

•



Figure 3. Kaalyn puts the sleepyheads to bed.

Variations

- The sleepyhead context can be used for a variety of matching and counting activities. For example, say, “I want to invite some friends to my sleepover, but I only have this many beds,” and put out between six and ten beds. Take a handful of kid counters that you think are about the same. Encourage the child to estimate visually—without counting—whether they are the same. Then the child can place one counter on each bed. “How many friends can I invite to my sleepover?”

