

Task Board

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The goal of this presentation was to present a supplement to the kindergarten component of Everyday Math in order to prepare students for first grade journal writing. I demonstrated how to enhance the Everyday Math program by also differentiating instruction with the activities.

There was a Task Board displayed on the wall, and I began by explaining that I created the Task Board to address the lack of paper and pencil activities in the kindergarten program. Using the Task Board prepares the students for writing in the first grade math journals. I then explained how I incorporate its use in my classroom.

I reinforced the importance of establishing the ongoing daily routines, classroom management, transitions, and centers before beginning the implementation of the Task Board. I also reinforced the importance of beginning with these routines from day one. The components used during calendar time—tallies, money and graphing—are vital to the success of Task Board. After the winter break, I begin having my students use the individual Task Boards by gradually introducing independent concepts on students' individual sheets. I presented several Task Board activities:

- Finish the Pattern. Students complete a pattern that the teacher has started.
- Create the Pattern. Students create their own patterns.
- Tally-It! Students use tally marks to count to a given number.
- How Much Money? Students count the coins in a bag.
- Everyday Estimation. Students estimate the number of items in a jar.
- Graph-It! Students graph the number of times a picture appears on a poster.
- Guess the Covered Number. Students guess the number that is covered on an *Everyday Math* number grid.
- Link Vote. Teacher discussed which stickers received the most and fewest votes.
- What Time Is It? Students work on telling time to the nearest hour.
- Add It/Take It Away. Students are given a number sentence (for example, $3 + 3$) and they make up a story to go with it. This activity is done orally, and students can use props or manipulatives to make the number sentence.

I concluded the session by presenting some examples of student work and answering questions. All participants received a copy of my calendar routine and a description of each task that goes along with the Task Board.