

Pre-K 2020 Unit #4: Mathematics - Awesome Animals! (PK)

Content Area: **Mathematics**
Course(s): **Pre K**
Time Period: **Marking Period 2**
Length: **4 weeks**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

MA.PK.4.1.1	Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).
MA.PK.4.1.1	Count to 20 by ones with minimal prompting.
MA.PK.4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.
MA.PK.4.1.2	Recognize and name some one-digit written numerals:
MA.PK.4.1.2.a	begin to write one-digit numerals; and
MA.PK.4.1.3	Compare groups of objects (e.g., using the terms "more," "less," "same").
MA.PK.4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
MA.PK.4.2.2	Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).
MA.PK.4.2.2	Begin to represent simple word problem data in pictures and drawings.
MA.PK.4.2.4	Explore connections between two- and three-dimensional forms (e.g., sphere and circle).
MA.PK.4.2.6	Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).
MA.PK.4.2.8	Compare and order objects according to measurable attributes (e.g., length, weight).

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- Can you sort these object by their height?
- Can you sort these objects by their length?
- How many "objects" are there?
- What did we do in school today?
- What did we do in school yesterday?
- What do we do after centers?
- What do we do before snack time?
- What do you think we will do in school tomorrow?
- What does height mean?
- What does length mean?
- What is the same about the insects in this row?

MA.PK.4.1.1	Demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last).
MA.PK.4.1.3	Compare groups of objects (e.g., using the terms “more,” “less,” “same”).
MA.PK.4.2.1	Use and respond to positional words (e.g., in, under, between, down).
MA.PK.4.2.8	Compare and order objects according to measurable attributes (e.g., length, weight).
MA.PK.4.2.9	Demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine).
MA.PK.4.3.4	Show awareness of the attributes of objects through sorting, ordering, and classifying.
MA.PK.4.4.1	Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool.
MA.PK.4.4.2	Solve problems that arise in mathematics and in other contexts.
MA.PK.4.4.3	Use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities.
MA.PK.4.4.4	Recognize that mathematics is used in a variety of contexts in all disciplines, and apply mathematics in practical situations and other disciplines.
MA.PK.4.4.5	Use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes).

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- After centers we have snack
- All of the insects are red
- Answers will vary
- Answers will vary
- Answers will vary
- Answers will vary
- Answers will vary
- Answers will vary
- Answers will vary
- Before snack time we have centers
- Height is how tall something is
- Length is how long something is

Content

Students will be able to

- order objects
- compare length
- count items
- understand the concept of counting
- count in numerical order

- count items
- use problem solving techniques
- sort and describe objects
- identify shapes in the real world
- name shapes
- use time words

Vocabulary

- height
- length
- order
- after
- before
- column
- grid
- row
- after
- during
- today
- tomorrow
- yesterday

Resources

Please add your Resources by clicking on the Lists tab above.

- Bear Snores On by Karma Wilson
- Big Wall Chart 4
- Is Your Mama a Llama? by Deborah Guarino
- Math Mat 13
- Math Mat 14
- Math Mat 15
- Math Mat 16