

# Pre-K 2020 Unit #6: Mathematics - Growing Up Healthy (PK)

Content Area: **Mathematics**  
Course(s): **Pre K**  
Time Period: **Marking Period 3**  
Length: **Four Weeks**  
Status: **Published**

## Established Goals/Standards

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

MA.PK.4.1.4	Demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying "One for you, one for me."):
MA.PK.4.1.4	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"):
MA.PK.4.2.1	Use and respond to positional words (e.g., in, under, between, down).
MA.PK.4.2.1	Represent addition and subtraction by manipulating up to 5 objects:
MA.PK.4.2.2	Begin to represent simple word problem data in pictures and drawings.
MA.PK.4.2.2	Explore and talk about basic shapes in the environment (e.g., circle, square, triangle).
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.4.4.1	Learn mathematics through problem solving, inquiry, and discovery and use emergent mathematical knowledge as a problem-solving tool.
MA.PK.4.4.1	Respond to and use positional words (e.g., in, under, between, down, behind).
MA.PK.4.4.2	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).
MA.PK.4.4.2	Solve problems that arise in mathematics and in other contexts.
MA.PK.4.4.3	Manipulate, compare and discuss the attributes of:
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.

## Essential Questions

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

- How can we share so each child has the same amount?
- How do we measure capacity?
- How do we use a bar graph to organize data?
- What attributes do shapes have?

## Enduring Understanding

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

- A bar graph helps us organize data by putting the information into columns.
- Alternate giving each child an object.
- Capacity is measured by the amount of space taken up inside the container
- Shapes have # corner, #sides

## Content

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Students will be able to:

- Identify shape attributes
- Compare areas of shapes
- Name shapes
- Create shapes
- Problem solve
- Count items
- Compare capacity
- Use time words
- Sort and describe objects
- Collect and organize data
- Understand graphs
- Count to 10
- Explore strategies to share and divide

## Vocabulary

- oval
- rectangle
- rhombus
- equal
- less
- most
- more
- compare
- fewer
- fewest
- graph
- least
- most
- divide
- equal
- share

## Resources

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

- How Does Your Salad Grow? by Francie Alexander
- Math Mat 21
- Math Mat 22
- Math Mat 23
- Math Mat 24
- Please Play Safe! by Margery Cuyler
- Shape manipulatives