Pre-K 2020 Unit #5: Mathematics - Imagine It, Make It (PK)

Content Area: **Mathematics**
Course(s): **Pre K**
Time Period: **Marking Period 3**
Length: **Four 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.4.1.4.b	spontaneously count for own purposes; and
MA.PK.4.1.4.b	Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
MA.PK.4.1.4.c	recognize a number of objects (up to four) without counting.
MA.PK.4.1.4.c	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).
MA.PK.4.2.3	Explore three-dimensional shapes by building with blocks and other materials.
MA.PK.4.2.5	Identify symmetry during play (e.g., building with blocks).
MA.PK.4.2.6	Use simple shapes to make designs, patterns, and pictures (e.g., tangrams).
MA.PK.4.3.1	Describe patterns in the environment.
MA.PK.4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
MA.PK.4.3.2	Represent patterns in a variety of ways.
MA.PK.4.3.2	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
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).

Essential Questions

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

- How do we identify quanitites?
- How do we recognize capacity and area?
- How does the pattern repeat?
- How will the students build and connect structures?

Enduring Understanding

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

- Capacity and area are recognized by how many objects it takes to fill up the shape
- Patterns repeat in an ABB sequence
- Quantites are recognized by counting items
- Shapes will be explored by building and connecting structures

Content

Students will be able to:

- Count to 10
- Recognize numerals
- Counts items
- Concept of counting
- Identifies quantities without counting
- Recognize patterns
- Create patterns
- Extend patterns
- Build structures
- Name shapes
- Compares area of shape
- Recognizes capacity and area

Vocabulary:

- numerals
- quantity
- next
- pattern
- repeats
- flip
- rotate
- structure
- taller
- wider
- area
- bigger
- smaller

Resources

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

- Math Mat 17
- Math Mat 18
- Math Mat 19
- Math Mat 20
- Ten Black Dots by Donald Crews
- The Shape of Things by Dayle Ann Dodds
- The Three Little Pigs by Gavin Bishop