Pre-K Chaper 1

Content Area: **Math**
Course(s):
Time Period: **September**
Length: **11 days**
Status: **Published**

Unit Overview

Chapter Overview

In Chapter 1, students will begin to understand the concept that objects have various characteristics or attributes. These attributes include color, shape and size. Students will also be given opportunities to match objects using one-to-one correspondence, therefore recognizing more, less, and equal groupings.

Knowing that objects have attributes or characteristics that set them apart from other objects and that cause them to be similar to other objects is a vital skill necessary for sorting. Identifying attributes of objects will help students see likenesses and differences in geometric shapes, solids, number quantities, patterns, and measurement. Once understood, students can match like objects using one-to-one correspondence and discover groupings of more, less, and equal.

What's Happening Developmentally?

Children are introduced to color, shape, and size early in their lives. Of the three, color is the most prevalent attribute that children encounter and is reinforced from birth. Being able to recognize and identify attributes is the first step in understanding the notion of measurement.

- 3-year-olds can, in most cases, recognize and identify three to four colors and at least two shapes (circles or non-circles). Although they are limited in their conceptual understanding of size, they are able to match a block to a prescribed space of the same base dimensions.
- Most 4-year-olds are still exploring with attributes and at the same time showing an interest in the concept of "more" and "less." This is manifested when comparing themselves to others and determining who is "taller," "heavier," or "faster."
- A 5-year-old will be able to recognize and identify multiple colors and shades, thereof, and aligning them from the lightest to the darkest. They are beginning to grasp the concept of conservation and will ignore attributes that run counter to the evidence before them.

Enduring Understandings

During this chapter, students learn to:

- Recognize and identify colors.
- Recognize and identify shapes to include heart, star, and moon.
- Recognize and identify size.
- Match objects one-to-one to determine groups having more, less, equal to or the same.

After this chapter, students will learn to:

- Identify differences and likeness in objects.
- Explore ways to sort objects by one and two attributes.
- Determine which objects do or do not belong in a group.

Essential Questions

How do I describe objects?

Instructional Strategies & Learning Activities

Lesson 1-1	Lesson 1-2	Lesson 1-3	
Lesson/ Objective	Color (pp. 2A–2D) Objective: Students will identify and describe the attribute of color.	Shape (pp. 3A–3D) Objective: Students will identify and describe the attribute of shape.	Size (pp. 4A–4D) Objective: Students will identify and describe the attribute of size.
Foundation for CCSS	K.MD.3	K.MD.3, K.G.1	K.MD.3, K.G.4
Math Vocabulary	attribute, color	crescent, heart, round, shape, star, straight	long, short, size, thick, thin
Lesson Resources	Materials , color chart, dot stickers, paper, crayons, solid-colored objects Manipulatives connecting cubes Other Resources *Teeny, Tiny Mouse A Book of Colors* by Laura Leuck *New Shoes, Red Shoes* by Susan Rollings	Materials , cardboard box, projector, crayon, spoon, banana, chart paper, yarn, craft sticks Manipulatives none Other Resources *Shapes, Shapes, Shapes* by Tana Hoban	Materials , modeling clay, modeling clay scissors, blocks Manipulatives attribute blocks Other Resources *Blue Sea* by Robert Kalan *New Shoes, Red Shoes* by Susan Rollings
Technology connectED	Song: "What is the Color?"	Song: "What is the Color?"	Song: "What is the Color?"

Reaching All Learners	Stepping Back English Language Learners Going Farther	Stepping Back English Language Learners Going Farther	Stepping Back English Language Learners Going Farther
Alternate Lesson			
Lesson/ Objective	Lesson 1-4 Matching Quantities (pp. 5A–5D) Objective: Students will use one-to-one correspondence to identify and describe the attribute of quantity.	Lesson 1-5 Problem-Solving Strategy Draw a Picture (pp. 6A–6B) Objective: Students will use the strategy Draw a Picture to solve matching problems.	
Foundation for CCSS	K.MD.3, K.CC.6	K.MD.3	
Math Vocabulary	less than, more than, one-to-one, same as		
Lesson Resources	Materials Manipulatives connecting cubes, counters Other Resources *Just Enough Carrots* by Stuart J. Murphy	Materials , cups, bowls, individual snacks, paper puzzle pieces that fit together in pairs Manipulatives connecting cubes Other Resources *Seaweed Soup* by Stuart J. Murphy	
Technology connectED	Song: "What is the Color?"	Song: "What is the Color?"	
Reaching All Learners	Stepping Back English Language Learners Going Farther		
Alternate Lesson	*IMPACT Mathematics, Grade K, Unit A*		

Integration of 21st Century Themes and Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology Integration

Interdisciplinary Connections

LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Differentiation

Each chapter in My Math teacher manual contains differentiated instruction for Approaching level, On Level and Above level students.

Modifications & Accommodations

I&RS and 504 accommodations will be utilized in addition to the differentiated instruction in the Unit.

Benchmark Assessments

Use Flipbook

Formative Assessments

Teacher observation

Discussion

Worksheets

Summative Assessments

Assessments for chapters located in My Math Unit.

Instructional Materials

See above.

Standards