Pre-K Chapter 5

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

Unit Overview

Chapter Overview

In Chapter 5, students will begin to understand the concept of whole numbers zero to five to include: counting, one-to-one correspondence, comparing sets, and ordinals.Numbers can be used to explain our world as well as place an order in the events, happenings, and objects around us. Students will be given opportunities to relate quantity to number, to create and compare objects in a set that can be numbered, to gain understanding of the number zero as a number that tells how many there are when there are none, and that numbers 0 to 5 represent a rational ordering and counting of items.

What's Happening Developmentally?

This chapter is intended to ascertain and promote the child's ability to use numbers beyond just counting. Key aspects of this area encompass recognized relationships between numbers and sets and use numbers for informational purposes.

Although most 3-year-olds are able to count to five, they are more comfortable in their understanding and use of numbers up to three. At this age, they begin to engage in one-to-one correspondence, respond to verbal requests for sets of three items, and show the beginnings of the use of the ordinal terms "first" and "last."

4-year-olds on the other hand can more easily rote count to ten and some will venture beyond but may encounter difficulty getting them in the right order. Their level of confidence in using numbers is demonstrated by their ability to use size words ("more" and "less"), and understanding sets of five items.

By the time a child is 5 years old, the use and understanding on numbers greatly increases. Most will easily be able to count to twenty and apply the repeating pattern to count beyond. At this age they will frequently use ordinal terms, estimate ("about" and "close to"), and understand the concept of zero.

Enduring Understandings

During this chapter, students will learn to:

- Recognize the amount of objects in a group (to 5) without counting the objects (subitize).
- Count and name objects in a group to 5. Count and make a group to 5.
- Use zero to represent an amount that means none.
- Draw a picture as a problem-solving strategy.

After this chapter, students will learn to:

- Identify, describe, copy, extend, and create patterns.

- Recognize patterns in the environment.

Essential Questions

How can I tell how many?

Instructional Strategies & Learning Activities

Lesson 5-1	Lesson 5-2	Lesson 5-3	
Lesson/ Objective	Counting 1 to 5 (pp. 28A–28D) Objective: Students will determine how many objects are in a set of up to 5 objects	Numbers to 3 (pp. 29A–29D) Objective: Students will count and recognize sets of up to three objects.	Numbers to 5 (pp. 30A–30B) Objective: Students will identify, describe, and create sets of up to five objects
Foundation for CCSS	K.CC.4, K.CC.4a, K.CC.4b, K.CC.5	K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5	K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5
Math Vocabulary	count, number, set	onet, sets, three, two	five, four
Lesson Resources	Materials , laminated construction paper, cup Manipulatives connecting cubes, counters Other Resources *Rooster's Off to See the World* by Eric Carle *Count the Baby Animals* by Bill Ferguson	Materials , chart paper, empty milk jug, pair of shoes, picture of traffic signal Manipulatives connecting cubes, Work Mat2: Five-Frame Other Resources *1, 2, 3 to the Zoo: A Counting Book* by Eric Carle	Materials , chart paper, modeling clay, craft sticks Manipulatives counters, bear counters and boats, Work Mat 2: Five-Frame Other Resources *1, 2, 3 to the Zoo: A Counting Book* by Eric Carle *Count the Baby Animals* by Bill Ferguson
Technology connectED	Song: "Counting Numbers"	Song: "Counting Numbers"	Song: "Counting Numbers"
Reaching All	Stepping Back	Stepping Back	Stepping Back

Learners	English Language Learners Going Farther	English Language Learners Going Farther	English Language Learners Going Farther
Alternate Lesson			*IMPACT Mathematics, Grade K,* Unit B
Lesson/ Objective	Lesson 5-4 Zero (pp. 31A–31D) Objective: Students will use zero to identify and represent a set.	Lesson 5-5 Problem-Solving Strategy Draw a Picture (pp. 32A–32B) Objective: Students will use the Draw a Picture strategy to solve a problem.	Lesson 5-6 Ordinals (pp. 33A–33D) Objective: Students will use ordinal numbers to identify the position of objects.
Foundation for CCSS	K.CC.3, K.CC.5	K.CC.4, K.CC.4a, K.CC.4b, K.CC.5	Preparation for K.CC.4a
Math Vocabulary	none, zero		fifth, third, fourth, second, first
Lesson Resources	Materials , dot cards 0-5, miniature pretzels, baggies, glue sticks, construction paper, art materials such as colored macaroni, buttons, cotton balls, craft sticks Manipulatives counters Other Resources *The Crayon Counting Book* by Pam Muñoz Ryan and Jerry Pallotta	Materials , plastic bags, paper, pencils, lunch box, books Manipulatives counters, connecting cubes, bear counters, attribute buttons, pattern blocks Other Resources *Counting is for the Birds* by Frank Mazzola Jr.	Materials , colored cups Manipulatives counter, connecting cubes Other Resources *Henry the Fourth* by Stuart J. Murphy
Technology connectED	Song: "Counting Numbers"	Song: "Counting Numbers"	Song: "Counting Numbers"
Reaching All Learners	Stepping Back English Language Learners Going Farther		Stepping Back English Language Learners Going Farther
Alternate Lesson			*IMPACT Mathematics, Grade K,* Unit E

KEY

☒ Approaching Level	☒ Beyond Level	☒ English Language Learners	☒ CD-Rom
☒ Flipbook	☒ Local Library Literature	☒ Program Big Book (activities on connectED.mcgraw-hill.com)	

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

Formative Assessments

Teacher observation

Discussion

Worksheets

Summative Assessments

Assessments for chapters located in My Math Unit.

Instructional Materials

See above.

Standards