# Pre-K Chapter 2 

Content Area:
Course(s):
Time Period: Length:
Status:

## Unit Overview

Chapter Overview
In Chapter 2, students will observe and identify likenesses and differences in objects' attributes. They will sort objects by one and two of these attributes and tell why objects do or do not belong to a group.

Once students can distinguish attributes of objects they can begin to separate and group the objects according to these attributes. As students sort and classify groups for comparison they are developing a sense for number, quantity, and equal amounts.

## What's Happening Developmentally?

This area is the foundation for later engagement and understanding of patterns, measurement, and position and direction. Being able to separate objects according to likeness and differences will allow children to develop their ability to perform higher order mathematics.

- The typical 3-year-old is able to sort and classify at a very basic level. For example, children of this age will sort concrete objects by two attributes. In addition, their language is reflective of some of the key concepts they are discovering and learning such as, same, more, and different.
- 4-year-olds make great strides in their ability to sort and classify. They are generally curious of their environment and begin to take interest in the shapes, sounds, and other attributes that make up their world. Language ability unfolds rapidly at this age in keeping with their ability to sort and classify.
- By the age of 5 children's thinking is becoming abstract. Hence, their ability to sort and classify reflects a deeper understanding of mathematics and its various components.


## Enduring Understandings

During this chapter, students learn to:

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

After this chapter, students will learn to:

- Describe spatial relationships including above, below, in (inside), out (outside), front, back, top, bottom, left, right, before, after, first and last.
- Use concrete objects and pictorial representations to identify the location of objects as they are


## Essential Questions

In what ways can we group objects？

## Instructional Strategies \＆Learning Activities

Lesson 2－1 Lesson 2－2
Lesson／Alike and Different
Objective
（pp．8A－8D）
Objective：Students will compare objects and describe how they are alike and different．attributes．
（pp．9A－9D）

Lesson 2－3
Sort

Objective：Students will identify Objective：Students will sort how objects can be sorted by like objects by one attribute and

K．MD． 3
explain the sorting rule．
K．MD． 3
Sort by One Attribute
（pp．10A－10D）

Foundation K．MD． 3
for CCSS
Math alike，attribute，different，same
Vocabulary
$\square$

| Lesson | Materials |
| :--- | :--- |
| Resources $\quad$，pairs of socks |  |

Manipulatives
attribute buttons

Other Resources
${ }^{\boxtimes}$ A Pair of Socks
by Stuart J．Murphy
® I Love Trucks
by Philemon Sturges
Technolog ${ }^{\boxtimes}$ Song：＂Let＇s Find Out＂
y connectED
Reaching Stepping Back $\boxtimes$
All
Learners English Language Learners ®
alike，attribute，different，group，alike，attribute，different， same，sort，sorting
Materials
区，crayons，colored straws，
items that can be sorted in two
ways

Manipulatives
assorted manipulatives，Work
Mat 1：Sorting Math／T－Chart
Other Resources
® The Button Box
by Margarette S．Reid
® I Love Trucks
by Philemon Sturges
${ }^{\boxtimes}$ Song：＂Let＇s Find Out＂

Stepping Back $⿴ 囗 十$
English Language Learners 『
group，sort

## Materials

® ，buttons，objects that can be sorted by one attribute

Manipulatives
attribute buttons，Work Mat 1：
Sorting Mat／T－Chart
Other Resources
${ }^{\boxtimes}$ Sea Shapes
by Suse MacDonald
${ }^{\boxtimes}$ I Love Trucks
by Philemon Sturges
® Song：＂Let＇s Find Out＂

Stepping Back ${ }^{\text {® }}$
English Language Learners

® Beyond Level
® English Language Learners
${ }^{\boxtimes}$ CD-Rom
${ }^{\boxtimes}$ Flipbook
${ }^{\boxtimes}$ Local Library Literature
® Program Big Book (activities on connectED.mcgraw-hill.com)

## Integration of 21st Century Themes and Skills

CRP.K-12.CRP1
CRP.K-12.CRP2
CRP.K-12.CRP4
CRP.K-12.CRP5
CRP.K-12.CRP6
CRP.K-12.CRP8
CRP.K-12.CRP11
CRP.K-12.CRP12

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

## Technology Integration

## Interdisciplinary Connections

LA.RF.K. 1
LA.RF.K. 2
LA.RF.K. 3

LA.RI.K. 1
LA.RI.K. 2
LA.RI.K. 4
LA.RI.K. 7

Demonstrate understanding of the organization and basic features of print.
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

With prompting and support, ask and answer questions about key details in a text.
With prompting and support, identify the main topic and retell key details of a text.
With prompting and support, ask and answer questions about unknown words in a text.
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).

## 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

