Pre-K Chapter 2

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

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

positioned in space.

Essential Questions

In what ways can we group objects?

Instructional Strategies & Learning Activities

Lesson 2-1	Lesson 2-2	Lesson 2-3	
Lesson/ Objective	Alike and Different (pp. 8A–8D) Objective: Students will compare objects and describe how they are alike and different.	Sort (pp. 9A–9D) Objective: Students will identify how objects can be sorted by like attributes.	Sort by One Attribute (pp. 10A–10D) Objective: Students will sort objects by one attribute and explain the sorting rule.
Foundation for CCSS	K.MD.3	K.MD.3	K.MD.3
Math Vocabulary	alike, attribute, different, same	alike, attribute, different, group, same, sort, sorting	alike, attribute, different, group, sort
Lesson Resources	Materials , pairs of socks Manipulatives attribute buttons Other Resources *A Pair of Socks* by Stuart J. Murphy *I Love Trucks* by Philemon Sturges	Materials , 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	Materials , buttons, objects that can be sorted by one attribute Manipulatives attribute buttons, Work Mat 1: Sorting Mat/T-Chart Other Resources *Sea Shapes* by Suse MacDonald *I Love Trucks* by Philemon Sturges
Technology connectED	Song: "Let's Find Out"	Song: "Let's Find Out"	Song: "Let's Find Out"
Reaching All Learners	Stepping Back English Language Learners	Stepping Back English Language Learners	Stepping Back English Language Learners

	Going Farther	Going Farther	Going Farther
Alternate Lesson			
	Lesson 2-4	Lesson 2-5	
Lesson/ Objective	Problem-Solving Strategy Make a Model (pp. 11A–11B) Objective: Students will use the problem-solving strategy Make a Model to solve sorting problems.	Sort by Two Attributes (pp. 12A–12D) Objective: Students will sort objects by more than one attribute and explain the sorting rule.	
Foundation for CCSS	K.MD.3	K.MD.3	
Math Vocabulary		alike, attribute, different, group, sorting	
Lesson Resources	Materials , pictures of various vegetables, large paper, glue, pictures of dogs and cats Manipulatives bear counters and boats, color tiles Other Resources *Tops and Bottoms* by Janet Stevens	Materials , yarn, crayons, chart paper, large and small paper circles and triangles in 3 colors Manipulatives attribute buttons Other Resources *How Many Snails? A Counting Book* by Paul Giganti, Jr.	
Technology connectED	Song: "Let's Find Out"	Song: "Let's Find Out"	
Reaching All Learners		Stepping Back English Language Learners Going Farther	
Alternate Lesson			

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.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.
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).

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