Pre-K Chapter 3

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

Unit Overview

Chapter Overview

In Chapter 3, the emphasis is on identifying position and direction, modeling the meaning of position and direction words, and using strategies and skills to solve problems.

Understanding mathematical position or orientations can be easily acquired when students are given opportunities to "practice" their already experienced knowledge of place and position. For example: acting out left, right, front, back, above, below, etc., becomes the foundation for understanding direction, location, and perspective of objects in space.

What's Happening Developmentally?

Knowledge of position and direction allows children to better understand their place in the physical world.

- Most 3-year-olds have acquired use of some of the basic positional words like "in," "out," "left," and "right." They can put very simple puzzles together finding the correct position and direction for each piece without help.
- 4-year-olds are more inclined to use multiple shapes in different positions and directions in both their art and puzzles. Their understanding and use of positional words is well developed and they can follow simple maps to find objects in a room or on the playground. They will also be able to match shapes of exact dimensions when placed on top of or next to each other.
- The typical 5-year-old will be able to complete puzzles with many pieces and of varying sizes. Some will be able to find shapes in different positions and directions embedded or hidden in pictures or objects.

Enduring Understandings

During this chapter, students will learn to:

- Identify positions such as above and below, in and out, front and back, and top and bottom.
- Distinguish directions such as left and right and forward and backward.
- Describe spatial relationships such as before and after and first and last.
- Use a strategy to solve a problem.

After this chapter, students will learn to:

- Identify common objects in their environment and describe geometric features.
- Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere,

cone).

Essential Questions

How do I describe where objects are located?

Instructional Strategies & Learning Activities

	Lesson 3-1	Lesson 3-2	Lesson 3-3
Lesson/ Objective	Above and Below (pp. 14A–14D) Objective: Students will identify and describe an object's position using *above* and *below*.	In and Out (pp. 15A–15D) Objective: Students will identify and describe an object's position using *inside* and *outside*.	Front—Back and Top—Bottom (pp. 16A–16D) Objective: Students will identify and describe an object's position using *in back*, *in front*, *on top*, *on the bottom*, or *in the middle*.
Foundation for CCSS	K.G.1	K.G.1	K.G.1
Math Vocabulary	above, below, direction, position	in (inside) out (outside)	back, bottom, front, top, middle
Lesson Resources	Materials , chart paper, star, moon, and cloud paper cutouts, glue, paper Manipulatives four-color spinner Other Resources *Over Under* by Marthe Jocelyn *Henry and Amy* by Stephen Michael King	Materials , chart paper, blank name stickers, tape, 4 tubs Manipulatives connecting cubes Other Resources *Over, Under & Through* by Tana Hobam	Materials , Blackline Master page 90, paper, crayons Manipulatives connecting cubes, pattern blocks, bear counters Other Resources *The Greatest Gymnast of All* by Stuart J. Murphy *Henry and Amy* by Stephen Michael King
Technology connectED	Song: "Directions"	Song: "Directions"	Song: "Directions"
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	*IMPACT Mathematics, Grade K* Unit E		
	Lesson 3-4	Lesson 3-5	Lesson 3-6
Lesson/ Objective	Left and Right (pp. 17A–17D)	Problem-Solving Strategy Act It Out (pp. 18A–18B)	Before—After, First—Last (pp. 19A–19D)
	Objective: Students will identify and describe an object's position using *right*, *left*, *forward*, and *backward*.	Objective: Students will use the problem-solving strategy Act It Out to solve position and direction problems.	Objective: Students will identify and describe an object's position using *before*, *after*, *first*, and *last*.
Foundation for CCSS	K.G.1	K.G.1	K.G.1
Math Vocabulary	backward, forward, left, right		after, before, first, last
Lesson Resources	Materials , yellow and red dot stickers, place mats, paper plates, napkins, cupbs, plastic knives, spoons, forks Manipulatives none Other Resources *Bug Dance* by Stuart J. Murphy *Henry and Amy* by Stephen Michael King	Materials , puppet, masking tape, miniature toy figurines: pig, dog, duck, child Manipulatives puppet, connecting cubes Other Resources *Where's That Bone?* by Lucille Recht Penner	Materials , class schedule, picture cards of daily activities Manipulatives connecting cubes Other Resources *Henry the Fourth* by Stuart J. Murphy
Technology connectED	Song: "Directions"	Song: "Directions"	Song: "Directions"
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