Pre-K Chapter 7

Content Area: **Math**
Course(s):
Time Period: **March**
Length: **6-8 Weeks**
Status: **Published**

Enduring Understandings

During this chapter, students will learn to:

- Rote count to 10.
- Count, identify, and create groups of objects from six to ten.
- Make a model as a problem-solving strategy.

After this chapter, students will learn to:

- Describe and compare objects using measurable attributes such as length and weight.
- Explore different times that make up a day.

Unit Overview

In Chapter 7, students will deepen their understanding of the concept of whole numbers zero to five and gain further understanding of numbers when introduced to numbers six through 10 to include: counting, one-to-one correspondence, and comparing sets.

Just as with understanding numbers to five, understanding numbers to 10 is critically important to the foundations of math. Numbers to 10 expose students to place value, expand enumeration, and lead them into whole number operations. Students gain increased number sense for numbers six to 10 by comparing, ordering, counting, and showing quantity of these numbers.

What's Happening Developmentally?

Being able to count to 10 is a milestone for most children. It is at this point that a child will begin to demonstrate knowledge of the concept of numbers and their relationship of one to another.

Many **3-year-olds** are eager to count beyond five, but in many cases will encounter difficulty getting the correct sequence. Most of their ability to work with groups is limited to three items.

4-year-olds are comfortable counting beyond 10 and in some cases up to 20 correctly. Although still

functioning at a basic level, they are making progress rapidly in writing one-digit numerals and determining the greater of one-digit numbers (three or four).

At the age **5 years**, most children are well on their way to grasping the concept of numbers and using them effectively. For example, most of them will be able to ascertain the greater of two numbers and to match one-digit numerals with their quantities.

Essential Questions

What do numbers tell us?

Instructional Strategies & Learning Activities

Lesson	7-1	7-2	7-3	7-4	7-5
Lesson/Objective	**Counting 1 to 10** (pp.42A-42D) **Objective**: Students will determine how many objects are in a set of up to 10 objects.	**Explore 6 to 7** (pp. 43A-43D) **Objective:** Students will identify, describe, and create sets of six and seven objects	**Explore 8 to 9** (pp. 44A-44D) **Objective:** Students will identify, describe, and create sets of eight and nine objects.	**Explore 10** (pp. 45A-45D) **Objective:** Students will identify, describe, and create sets of 10 objects.	**Problem-Solving Strategy: Make a Model** (pp. 46A-46D) **Objective:** Students will create simple patterns.
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	K.CC.3, K.CC.4, K.CC.4a, K.CC.4b, K.CC.4c, K.CC.5	K.CC.4, K.CC.4a, K.CC.4b, K.CC.5
Math Vocabulary	eight, nine, seven, six, ten	count, one-to-one, seven, six	eight, nine, set	count, less, more, one-to-one	
Lesson Resources	**Materials:** Flip Book, long rectangular	**Materials:** Flip Book, blocks, egg cartons, marbles, paints,	**Materials:** Flip Book, ball, paper, pencils	**Materials:** Flip Book, bowl, plastic bowling pins, dot	**Materials:** Flip Book, play food, paper, crayons, picture cards of

	blocks **Manipulatives**-counting bears and boats, connecting cubes **Other Resources**-*Everybody Counts* by Stuart J. Murphy *Water for One, Water for Everyone* by Steven Swinburne	gift box top, plastic spoons, paper **Manipulatives**-Work Mat 3:Ten-Frame **Other Resources**-*Count on Clifford* by Norman Bridwell *Water for One, Water for Everyone* by Steven Swinburne	**Manipulatives**-counters, Work Mat 3: Ten-Frame, Blackline Master page 109 **Other Resources**- *Count on Clifford* by Norman Bridwell *Water for One, Water for Everyone* by Steven Swinburne	stickers, two balls **Manipulatives**-counters, Work Mat 3: Ten-Frame **Other Resources**-*Ten Black Dots* by Donald Crews *Water for One, Water for Everyone by Steven Swinburne*	groups of less than 10 items **Manipulatives**-attribute buttons, connecting cubes **Other Resources**-*Just Enough Carrots*, by Stuart J. Murphy
Technology connectED	Song: "The Number Song"	Song: "The Number Song"	Song: "The Number Song"	Song: "The Number Song"	Song: "The Number Song"
Researching All Learners	Stepping Back English Language Learners Going Farther	Stepping Back English Language Learners Going Farther	Stepping Back English Language Learners Going Farther	Stepping Back English Language Learners Going Farther	Stepping Back English Language Learners Going Farther

Integration of Career Readiness, Life Literacies and Key Skills

	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Computer Science and Design Integration

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.

Interdisciplinary Connections

All disciplines are incorporated into the preschool program when appropriate.

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 MyMath teacher manual contains differentiated instruction for Approaching Level, On Level, and Above Level students.

Modifications & Accommodations

IEP and 504 accommodations will be utilized in addition to the differentiated instruction in the Unit.

Benchmark Assessments

Checklists

Teacher observation

Formative Assessments

Checklists

Teacher observation

Discussion

Summative Assessments

Assessments for chapters located in MyMath Unit.

Instructional Materials

See Above

Standards

4.1	Children begin to demonstrate an understanding of number and counting.
4.1.1	Count to 20 by ones with minimal prompting.
4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.
4.1.3	Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.
4.1.4	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):
4.1.4.a	Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.
4.1.4.b	Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).
4.1.4.c	Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).
4.1.5	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
4.1.6	Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).