Unit/Topic Title: **What’s In Our Day? & Matching Shapes**

Estimated Time (When): **October** *(Includes time for reteaching and enrichment)*

**Standard(s)**

4. Shape, Dimension, and Geometric Relationships

**Prepared Graduates:**

- Make sound predictions and generalizations based on patterns and relationships that arise from numbers, shapes, symbols, and data
- Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error

**Grade Level Expectation: Preschool**

**Concepts and skills students master:**

- Shapes can be observed in the world and described in relation to one another (4.1)
- Measurement is used to compare objects (4.2)

**Evidence Outcomes**

- Students can:
  - Match and name basic shapes found in the natural environment (4.1.a)
  - Describe the order of common events (4.2.a)

**Introductory concepts/outcomes:**

- Positioning objects upon request
- Counting and quantifying
- Patterning

**21st Century Skills and Readiness Competencies**

**Inquiry Questions:**

- Where do you see shapes around you?
- How can we arrange these shapes?
- Why do we put things in a group?
- What is the same about these objects and what is different?
- How do we describe when things happened?

**Relevance and Application:**

- Shapes and position help students describe and understand the environment such as in cleaning up, or organizing and arranging their space.
- Understanding the order of events allows people to tell a story or communicate about the events of the day.

**Nature of Mathematics:**

- Geometry affords the predisposition to explore and experiment.
- Mathematicians attend to precision. (MP)
- Mathematicians look for and make use of structure. (MP)
- Mathematicians reason abstractly and quantitatively. (MP)
### Essential Vocabulary

- **Mastery:** before, after, next, yesterday, today, tomorrow, morning, afternoon, night, classroom schedule vocabulary (specific to your schedule), early, late, beginning, middle, end, match, same, different, square, triangle, circle, rectangle

- **Introductory:** near, far, close, there, here, in front, behind, under, over, on, off, above, forward, backward, line up, order, more, less, pattern

### Assessments

- **Teaching Strategies GOLD™**
  - 21. Explores and describes spatial relationships and shapes
    - 21b. Understands shapes
      - 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
    - 22. Compares and measures
      - 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

### Instructional Resources

- **Teaching Strategies GOLD™ online activity bank; The Creative Curriculum System**
- **Mastery:** *The Creative Curriculum for Preschool, Volume 4, Mathematics* (Chapter 21, Pg. 748-756, Chapters 22 & 24)