

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

Trimester: **1<sup>st</sup>**

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

<b>Standard(s)</b>	
4. Shape, Dimension, and Geometric Relationships	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Make sound predictions and generalizations based on patterns and relationships that arise from numbers, shapes, symbols, and data</li> <li>➤ 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</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
<ul style="list-style-type: none"> <li>• Shapes can be observed in the world and described in relation to one another (4.1)</li> <li>• Measurement is used to compare objects (4.2)</li> </ul>	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b>	<b>Inquiry Questions:</b>
<ul style="list-style-type: none"> <li>• Match and name basic shapes found in the natural environment (4.1.a)</li> <li>• Describe the order of common events (4.2.a)</li> </ul>	<ul style="list-style-type: none"> <li>• Where do you see shapes around you?</li> <li>• How can we arrange these shapes?</li> <li>• Why do we put things in a group?</li> <li>• What is the same about these objects and what is different?</li> <li>• How do we describe when things happened?</li> </ul>
<b>Introductory concepts/outcomes:</b>	<b>Relevance and Application:</b>
<ul style="list-style-type: none"> <li>• Positioning objects upon request</li> <li>• Counting and quantifying</li> <li>• Patterning</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes and position help students describe and understand the environment such as in cleaning up, or organizing and arranging their space.</li> <li>• Understanding the order of events allows people to tell a story or communicate about the events of the day.</li> </ul>
	<b>Nature of Mathematics:</b>
	<ul style="list-style-type: none"> <li>• Geometry affords the predisposition to explore and experiment.</li> <li>• Mathematicians attend to precision. (MP)</li> <li>• Mathematicians look for and make use of structure. (MP)</li> <li>• Mathematicians reason abstractly and quantitatively. (MP)</li> </ul>

	<ul style="list-style-type: none"> <li>• Mathematicians use appropriate tools strategically. (MP)</li> </ul>
<p><b>Essential Vocabulary</b></p>	
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Introductory: near, far, close, there, here, in front, behind, under, over, on, off, above, forward, backward, line up, order, more, less, pattern</li> </ul>	
<p><b>Assessments</b></p>	
<ul style="list-style-type: none"> <li>➤ Teaching Strategies GOLD™             <ul style="list-style-type: none"> <li>• 21. Explores and describes spatial relationships and shapes                 <ul style="list-style-type: none"> <li>21b. Understands shapes                     <ul style="list-style-type: none"> <li>○ 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</li> </ul> </li> <li>• 22. Compares and measures                     <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul> </li> </ul> </li> </ul>	
<p><b>Instructional Resources</b></p>	
<ul style="list-style-type: none"> <li>➤ Teaching Strategies GOLD™ online activity bank; The Creative Curriculum System</li> <li>➤ Mastery: <i>The Creative Curriculum for Preschool, Volume 4, Mathematics</i> (Chapter 21, Pg. 748-756, Chapters 22 &amp; 24)</li> </ul>	