

Unit/Topic Title: **I Can Measure and Put Things in Order**

Trimester: **2nd/3rd**

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

Standard(s)	
4. Shape, Dimension, and Geometric Relationships	
Prepared Graduates	
<ul style="list-style-type: none"> ➤ 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:	
<ul style="list-style-type: none"> • 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	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> • Follow directions to arrange, order, or position objects (4.1.d) • Group objects according to their size using standard and non-standard forms (height, weight, length, or color brightness) of measurement (4.2.b) • Recognizes basic shapes when they are presented in a new orientation (GOLD 21b.6) 	Inquiry Questions:
	<ul style="list-style-type: none"> • How do we describe where something is? • How do we know how big something is?
	Relevance and Application:
	<ul style="list-style-type: none"> • Comprehension of order and position helps students learn to follow directions. • Technology games can be used to arrange and position objects. • Measurement helps people communicate about the world. For example, we describe items like big and small cars, short and long lines, or heavy and light boxes.
	Nature of Mathematics:
	<ul style="list-style-type: none"> • Geometry affords the predisposition to explore and experiment. • Mathematicians organize objects in different ways to learn about the objects and a group of objects. • Mathematicians attend to precision. (MP) • Mathematicians look for and make use of structure. (MP) • Mathematicians sort and organize to create patterns. Mathematicians look for

	<p>patterns and regularity. The search for patterns can produce rewarding shortcuts and mathematical insights.</p> <ul style="list-style-type: none"> • Mathematicians reason abstractly and quantitatively. (MP) • Mathematicians use appropriate tools strategically. (MP)
<p>Essential Vocabulary</p>	
<p>➤ Mastery: measure, high, low, short, tall, heavy, light, long, dark; line up, group, flip, slide, turn, upside-down</p>	
<p>Assessments</p>	
<p>➤ Teaching Strategies GOLD™</p> <ul style="list-style-type: none"> • 21. Explores and describes spatial relationships and shapes <ul style="list-style-type: none"> 21a. Understands spatial relationships <ul style="list-style-type: none"> ○ 6. Uses and responds appropriately to positional words indicating location, direction, and distance 21b. Understands shapes <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools 	
<p>Instructional Resources</p>	
<p>➤ Teaching Strategies GOLD™ online activity bank; The Creative Curriculum System</p> <p>➤ Mastery: <i>The Creative Curriculum for Preschool, Volume 4, Mathematics</i> (Chapter 21, Pg. 757-778, Chapters 22 & 24)</p>	