

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

Trimester: **1st**

Estimated Time (When): **October** (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:	Inquiry Questions:
<ul style="list-style-type: none"> • Match and name basic shapes found in the natural environment (4.1.a) • Describe the order of common events (4.2.a) 	<ul style="list-style-type: none"> • 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?
Introductory concepts/outcomes:	Relevance and Application:
<ul style="list-style-type: none"> • Positioning objects upon request • Counting and quantifying • Patterning 	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • 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)

	<ul style="list-style-type: none"> • Mathematicians use appropriate tools strategically. (MP)
<p>Essential Vocabulary</p>	
<ul style="list-style-type: none"> ➤ 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 	
<p>Assessments</p>	
<ul style="list-style-type: none"> ➤ Teaching Strategies GOLD™ <ul style="list-style-type: none"> • 21. Explores and describes spatial relationships and shapes <ul style="list-style-type: none"> 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"> ○ 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 	
<p>Instructional Resources</p>	
<ul style="list-style-type: none"> ➤ Teaching Strategies GOLD™ online activity bank; The Creative Curriculum System ➤ Mastery: <i>The Creative Curriculum for Preschool, Volume 4, Mathematics</i> (Chapter 21, Pg. 748-756, Chapters 22 & 24) 	