

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

Trimester: **2<sup>nd</sup>/3<sup>rd</sup>**

Estimated Time (When): **February** (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> <ul style="list-style-type: none"> <li>• Follow directions to arrange, order, or position objects (4.1.d)</li> <li>• Group objects according to their size using standard and non-standard forms (height, weight, length, or color brightness) of measurement (4.2.b)</li> <li>• Recognizes basic shapes when they are presented in a new orientation (GOLD 21b.6)</li> </ul>	<b>Inquiry Questions:</b>
	<ul style="list-style-type: none"> <li>• How do we describe where something is?</li> <li>• How do we know how big something is?</li> </ul>
	<b>Relevance and Application:</b>
	<ul style="list-style-type: none"> <li>• Comprehension of order and position helps students learn to follow directions.</li> <li>• Technology games can be used to arrange and position objects.</li> <li>• 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.</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 organize objects in different ways to learn about the objects and a group of objects.</li> <li>• Mathematicians attend to precision. (MP)</li> <li>• Mathematicians look for and make use of structure. (MP)</li> <li>• Mathematicians sort and organize to create patterns. Mathematicians look for</li> </ul>

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