

Math Curriculum – 3K

6 Wks	Guidelines Introduced	Activities to Teach Guidelines
1 st	<p>1a-arranges sets of concrete objects in 1-to-1 correspondence.</p> <p>1b-counts by ones to 10 or higher.</p> <p>1c-counts concrete objects to 5 or higher.</p> <p>3a-begins to recognize, describe, and name shapes.</p> <p>5d-participates in creating and using real and pictorial graphs.</p>	<p>1a- in small groups, give “word problems” and let them match the number of counters to the squares on a mat. Roll dot cubes and have them count out that many on a mat.</p> <p>1b-practiced daily when doing calendar.</p> <p>1c-when children have put counters in 1-to-1 correspondence on a math mat, have them count the objects out loud.</p> <p>3a-introduced during group time with songs and poems about the shapes. Practice with using and naming them by making “shape people”, collages, etc.</p> <p>5d-make graphs using the children: make 2 rows, one for boys, one for girls. Count which has more. Shoes: velcro or tied. Use picture cards of themselves to indicate which of something they like better (french fries or chips) or whether or not they have something (Do you have a pet at home?)</p>
2 nd	<p>1f-recognizes and describes the concept of zero(meaning there are none).</p> <p>2c-begins to recognize patterns in the environment</p> <p>3b-begins to use words that indicate where things are in space (e.g., beside, inside, behind)</p> <p>4c-begins to make size comparisons between objects.</p>	<p>1f-using a math mat, put several counters out. They count and tell you how many. Then take 2 away and ask again how many there are. Last, take all the counters off and ask how many (none). Ask them what number do we use when there are “none”. Lead them to the number “0”.</p> <p>2c-walk around the school looking for patterns in our classroom rugs, borders around bulletin boards, in the hallways, or on the playground.</p> <p>3b-attach a symbol of whatever unit is being studied to a craft stick. Have the children hold them where you indicate (“put your apple behind your back, etc.”)</p> <p>4c-At circle time, put out objects of noticeably different sizes and ask the children to tell you about them, leading the conversation to their sizes.</p>

<p>3rd</p>	<p>1d-begins to compare the numbers of concrete objects using language (more than, same, less than, etc.) 1e-begins to name “how many” are in a group of 3 or more objects without counting. 2b-recognizes and reproduces simple patterns of concrete objects. 2d-begins to predict what comes next when patterns are extended. 5c-sorts objects into groups by an attribute and begins to explain how the grouping was done.</p>	<p>1d-Partners take turns rolling dot cube and count out that many counters. Compare by lining up in 1-to-1 correspondence and see who has more, less, or if they have the same amount. 1e-during group time, put out three or four large objects on the floor for just a few seconds and ask the children how many they see without giving them time to count. 2b-At circle time use different calendar date cards to form a pattern (eg: red card, blue card or pumpkin, ghost, etc) In small group, start a pattern using counters and ask them what comes next. 2d-use pattern sleeve with a sentence strip inside that is pulled out slowly as the children predict what comes next. When they come to the end of the sentence strip ask them to continue the pattern with extra pieces provided. 5c-Put out a large bowl of bear counters and let the children work together to sort them by color. When they are able to do this, set out a bowl of transportation counters and let them sort them first by color, then ask if there is another way to sort them (by what kind of transportation they are: car, train plane fire truck, boat, etc.)</p>
<p>4th</p>	<p>1h-begins to identify first and last in a series. 2a-imitates pattern sounds and physical movements. 3e-puts together puzzles of increasing complexity</p>	<p>1h-line up children, one at a time, and designate their positions as you put them in line (e.g.: Alice is first, Andrew is next, Austin is next, and Alexa is last in line). After some practice with this, put some objects on the table and repeat the dialogue as with lining up the children. After some practice with this, let the children line up the objects themselves and tell you which is first and which is last. 2a-during group time use the children to make patterns (e.g.: stand, sit, stand, sit; boy, girl, boy, girl; arms up, arms down, arms up, arms down). Let them make the rhythm for chants you do as a group (e.g.: slap legs, clap hands pattern for “Who Stole the Cookies from the Cookie Jar?”) 3e-begin the year by putting out puzzles that finish a small picture with only one piece. As the children are able to do these, put out simple 4-pc. puzzles, then progress to more pieces that have been outlined on the puzzle tray so they can match the shape. As a last step, put out puzzles that have not had outlines made on the puzzle tray.</p>

<p>5th</p>	<p>1a-arranges sets of concrete objects in 1-to-1 correspondence.</p> <p>1b-counts by ones to 10 or higher.</p> <p>1d-begins to compare the numbers of concrete objects using language (more than, same, less than, etc.)</p> <p>1f-recognizes and describes the concept of zero (meaning there are none)</p> <p>3a-begins to recognize, describe, and name shapes.</p> <p>3b-begins to use words that indicate where things are in space (e.g., beside, inside, behind)</p> <p>4f-begins to order two or three objects by size (seriation)</p>	<p>1a-roll dot cubes or draw a card with a number and count out that many objects. Have students match objects to pattern cards.</p> <p>1b-practice counting in circle time (calendar, how many friends).</p> <p>1d-play “how many” games with a variety of objects.</p> <p>1f-demonstrate with empty containers.</p> <p>3a- introduced during group time with songs and poems about the shapes. Practice with using and naming them by making “shape people”, collages, etc.</p> <p>3b-attach a symbol of whatever unit is being studied to a craft stick. Have the children hold them where you indicate (“put your apple behind your back, etc.”). Play games in which the children move around the room according to the teacher’s directions.</p> <p>4f-use counters in different sizes for sorting activities.</p>
<p>6th</p>	<p>2b-recognizes and reproduces simple patterns of concrete objects.</p> <p>2d-begins to predict what comes next when patterns are extended.</p> <p>3d-begins to investigate and predict the results of putting together two or more shapes.</p> <p>4c-begins to make size comparisons between objects (e.g., taller than, smaller than)</p> <p>5c-sorts objects into groups by an attribute and begins to explain how the grouping was done.</p> <p>5d-participates in creating and using real and pictorial graphs.</p>	<p>2b- At circle time use different calendar date cards to form a pattern (eg: red card, blue card or pumpkin, ghost, etc). In small group, start a pattern using counters and ask them what comes next.</p> <p>2d- use pattern sleeve with a sentence strip inside that is pulled out slowly as the children predict what comes next. When they come to the end of the sentence strip ask them to continue the pattern with extra pieces provided.</p> <p>3d-make pictures using shapes. Do puzzles in small groups and in centers.</p> <p>4c- At circle time, put out objects of noticeably different sizes and ask the children to tell you about them, leading the conversation to their sizes. Do a size comparison of the students, using a growth chart or comparing them to different animals (emperor penguin, giraffe, elephant, etc.).</p> <p>5c- Put out a large bowl of bear counters and let the children work together to sort them by color. When they are able to do this, set out a bowl of transportation counters and let them sort them first by color, then ask if there is another way to sort them (by what kind of transportation they are: car, train plane fire truck, boat, etc.). During group time, use a chart to classify different animals by whether or not they have fur or feathers, live on land or in water, etc.</p> <p>5d-Graph the results of the above classifications.</p>