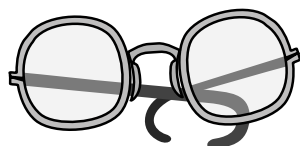
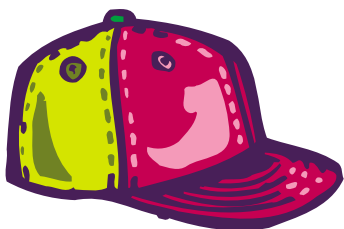


2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).

A. Teacher presents student with pairs of real objects to compare and contrast.



*Vocabulary
and
Resources*

tall
short

fat
thin

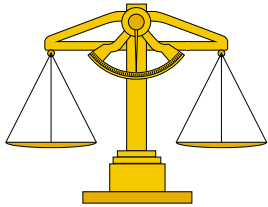
heavy
light

big
little

smooth
bumpy
shiny
rough

soft
hard

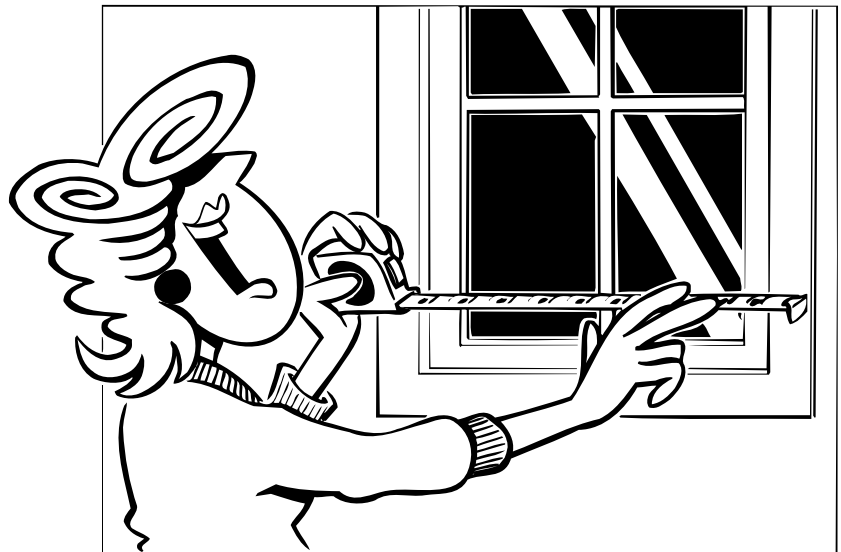
light
dark



B. Students use a water or sand table. Estimate the capacity of two (or three) empty objects and then test their conjectures.

C. Students use a pan balance and take the “heft” of two objects and decide which is heavier. They then put the objects on the balance and observe the results.

D. Students are given pieces of string of uniform length (18 inches/45 centimeters) and asked to “measure” objects in the classroom. Which objects are shorter, longer or the same length as the string?



2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).

A. Teacher presents a student with a calendar page.

January						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Possible questions:

- (1) What day is January 7th?
- (2) What is the day after Thursday?
- (3) What is the day one week after January 5th?
- (4) If January 16th is a holiday, how many school days are in that week?
- (5) Today is Tuesday, what is tomorrow?
- (6) Today is Friday, what is tomorrow?

*Vocabulary
and
Resources*

today
tomorrow
yesterday

next week
week
this week
last week

Spring
Summer
Fall
Autumn
Winter

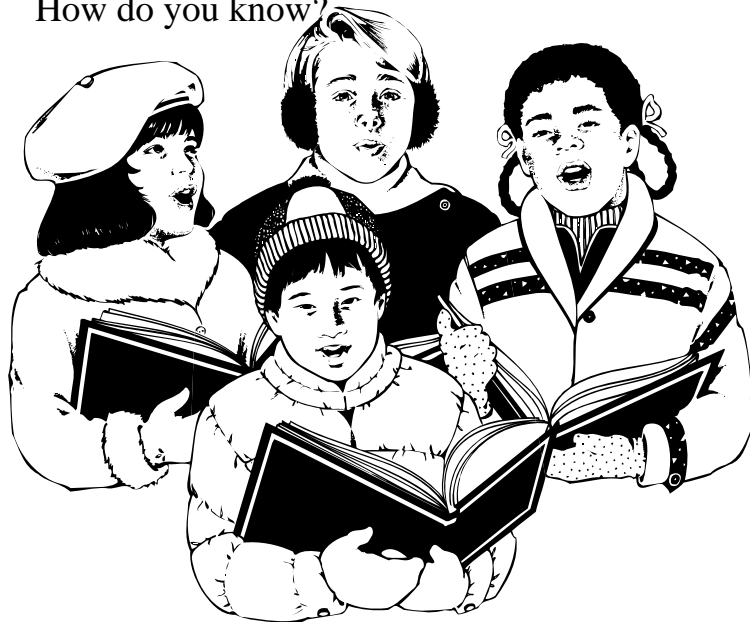
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

January
February
March
April
May
June
July
August
September
October
November
December

- B.** What season (month) is shown here?
How do you know?

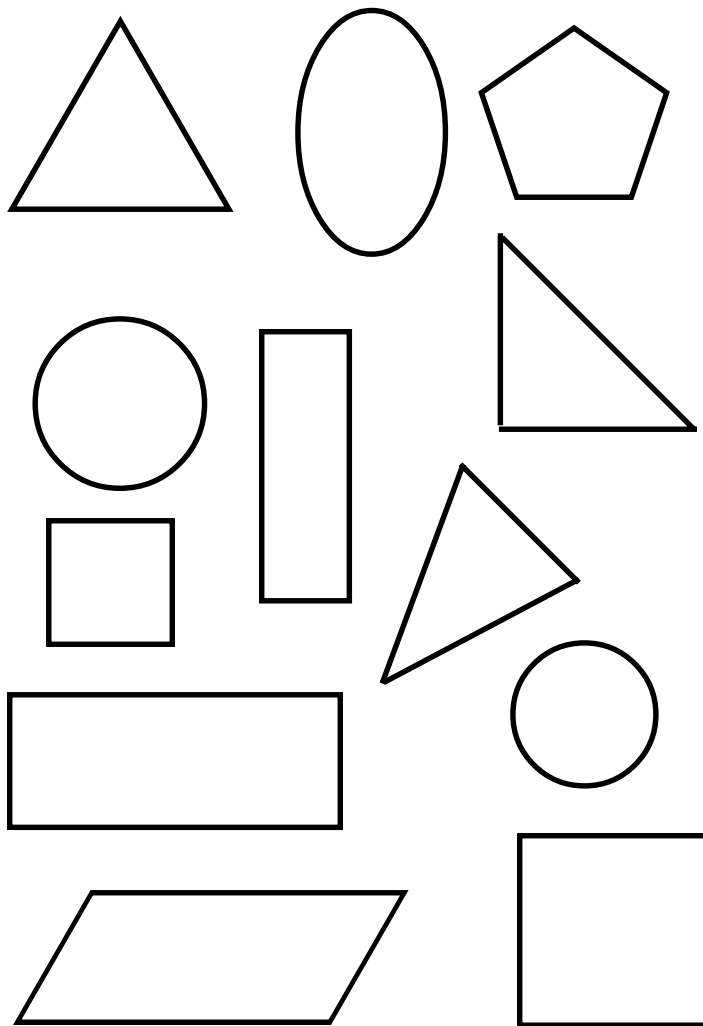


- C.** What season (month) is shown here?
How do you know?



**3.01 Identify, build, draw,
and name triangles,
rectangles, and circles;
identify, build, and name
spheres and cubes.**

- A.** Look at the shapes.
Color the triangles blue.
Color the circles green.
Color the rectangles red.



Vocabulary
and
Resources

geoboards
rubber bands
colored markers or
crayons

- B.** “Using your green crayon draw a rectangle.
Using your red crayon draw a triangle inside the
rectangle.
Using your blue crayon draw a circle below the
rectangle.”

“How do you know *this* is a rectangle?
How do you know *this* is a triangle?
How do you know *this* is a circle?”

- C.** Student uses playdough to make a sphere;
marshmallows and toothpicks to make a cube.

- D.** Student uses geoboard and rubber bands to make
shapes.

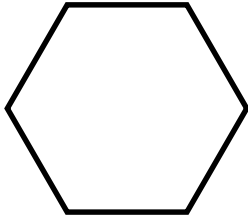
“Use red rubber bands to make two different triangles.
Use brown rubber bands to make two different
rectangles.”

“How do you know *these* are rectangles?
How do you know *these* are triangles?”

3.02 Compare geometric shapes (identify likenesses and differences)..

*Vocabulary
and
Resources*

A. Look at these shapes.



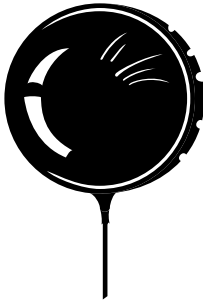
How are they alike?
How are they different?

flat
round
smooth

top
bottom
corner
side

figure
shape

B. Teacher presents student with a sphere and a cube.



How are they alike?
How are they different?

equal

long
short

length
width

straight
curved

alike
different

3.03 Model and use directional and positional vocabulary.

- A.** Draw a circle inside the box.
Draw an **X** under the circle.
Draw a triangle to the left of the box.
Draw a smiley face below the box.
Draw an **A** outside the box.

up
down

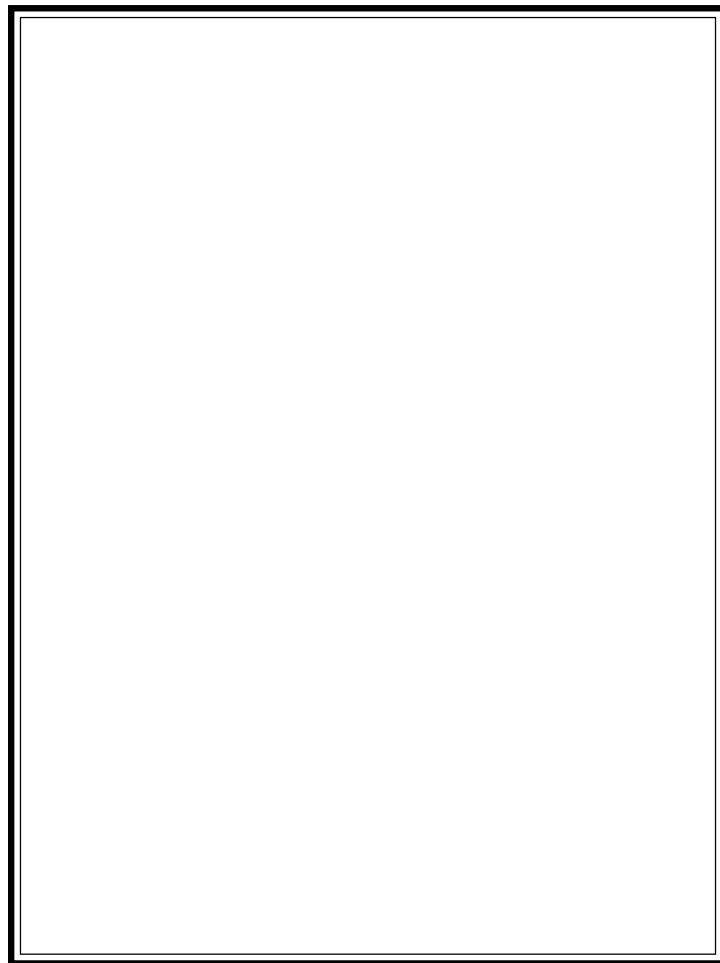
left
right

on top
under
over
beneath
below

inside
outside

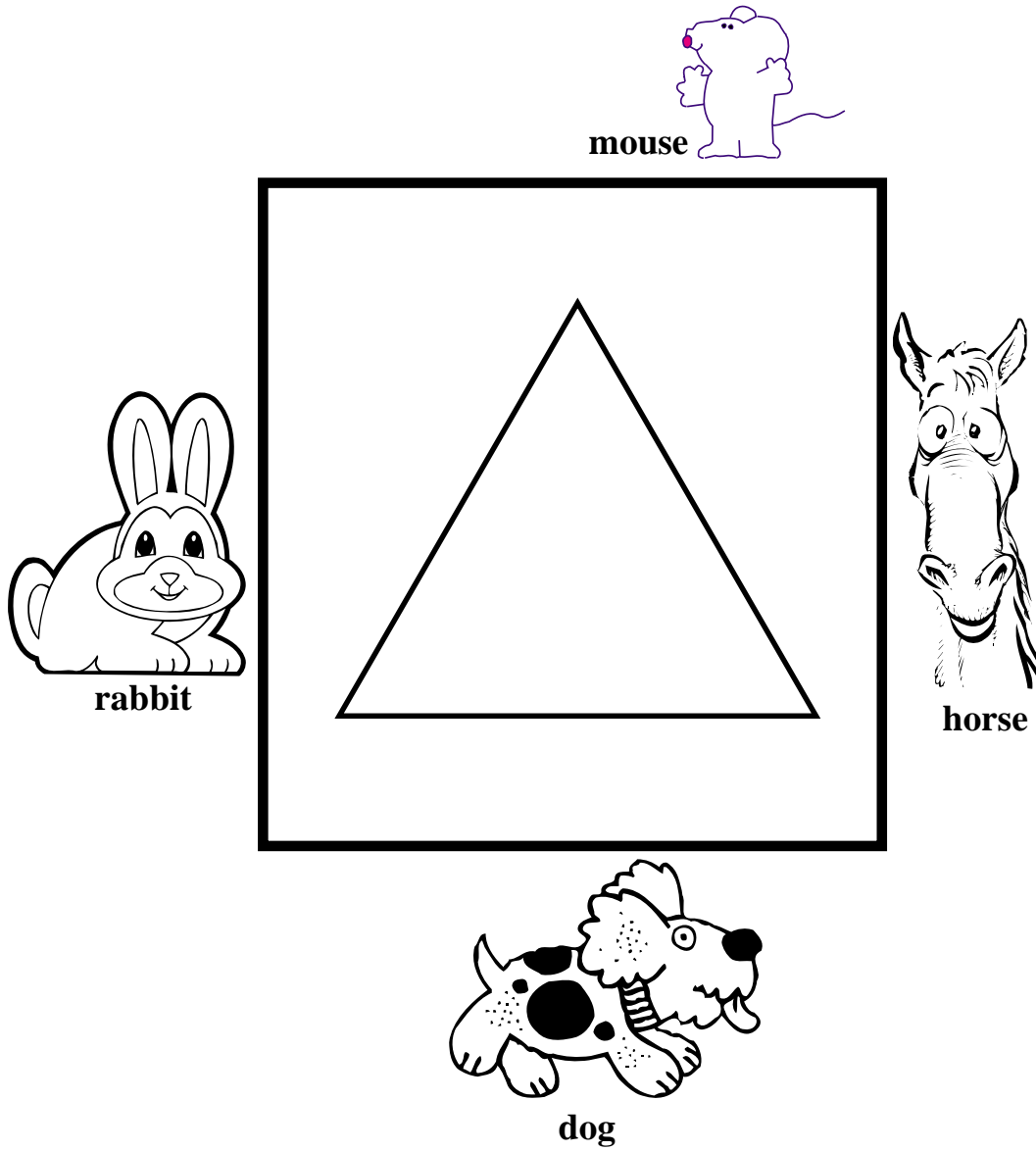
between

near
far



B. Show the following diagram to the student.

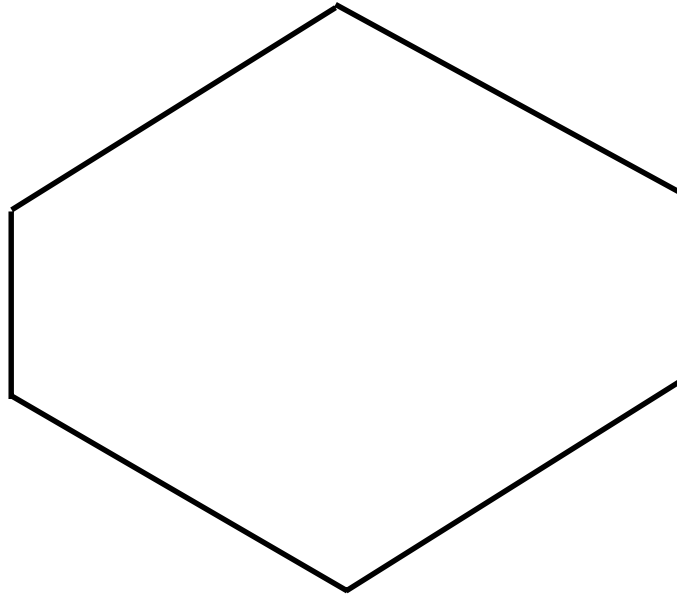
*Vocabulary
and
Resources*



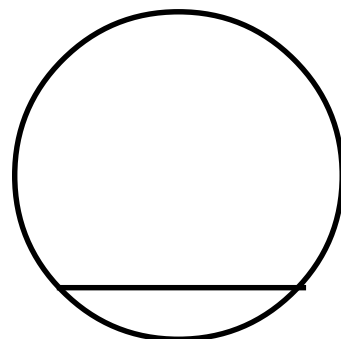
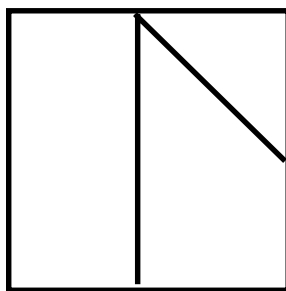
Where is the rabbit (dog, horse, mouse, triangle) ?

3.04 Complete simple spatial visualization tasks and puzzles.

A. Students are provided with 15 or 20 assorted pattern blocks. Students are asked to fill (cover) a given shape with pattern blocks.



B. Students are shown a simple line drawing on the overhead or a flash card for a limited time (15 seconds) and asked to reproduce it. For example:



4.01 Collect and organize data as a group activity.

A. Students place a snap cube of their favorite color on a prepared grid. Students organize the data into a display. Discussions center around counting, most popular color, least popular color, comparison of adjacent displays, etc.

B. Students each remove one shoe and organize a display by a single characteristic (color, type, sole, closure). Discussions relate to most and least popular, comparisons, etc.

C. Students use stickers or Post-Its to gather information about pets, favorite foods, prediction of tomorrow's weather, or other items of interest.

*Vocabulary
and
Resources*

popular

most popular

least popular

favorite

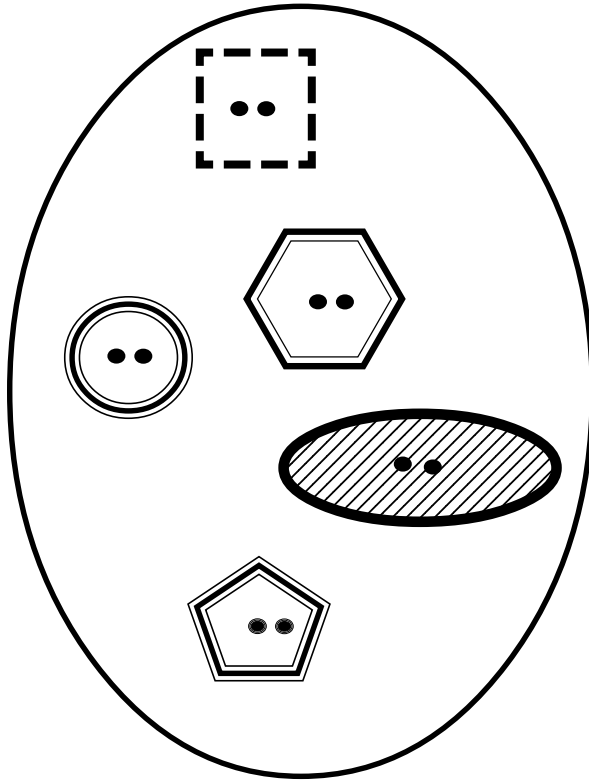
4.02 Display and describe data with concrete and pictorial graphs as a group activity.

- A.** Students use Post-it Notes™ of various colors to “vote” for their favorite color, pet, food, etc. from among choices after a discussion.
- B.** Students collect leaves and sort by color or shape to create a concrete graph of Autumn leaves.
- C.** Students save labels, cereal box tops or Chiquita™ stickers and create a pictographs of their favorite foods.
- D.** Students draw suns, clouds, wind, etc. weather icons to record the daily weather each morning.
- E.** Students sort their hats, shoes, jackets or other clothing articles (depending on the season) by color, style or some other characteristic.
- F.** Students discuss the number of siblings at home and create a graph to display the results.
- G.** Students draw pictures of their family and create a graph to display the results.
- H.** Students line up behind pictures based on how they arrived at school: bus, car, walked, bicycle, etc.

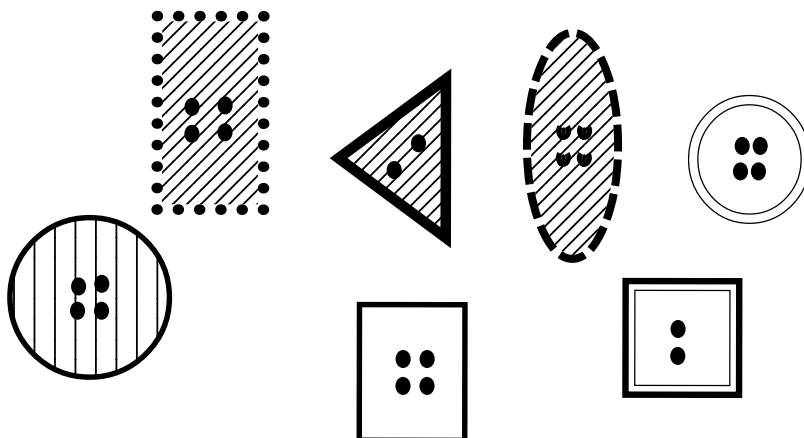
5.01 Sort and classify objects by one attribute.

Vocabulary
and
Resources

A. Sam sorted his buttons.



Which of these buttons belongs in his group?

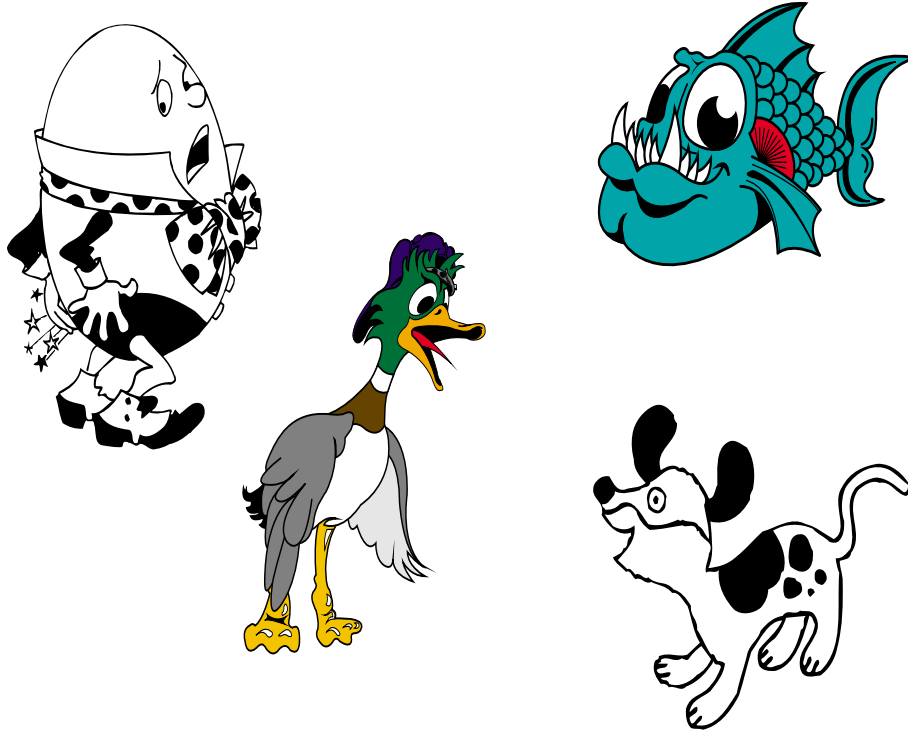


intersection

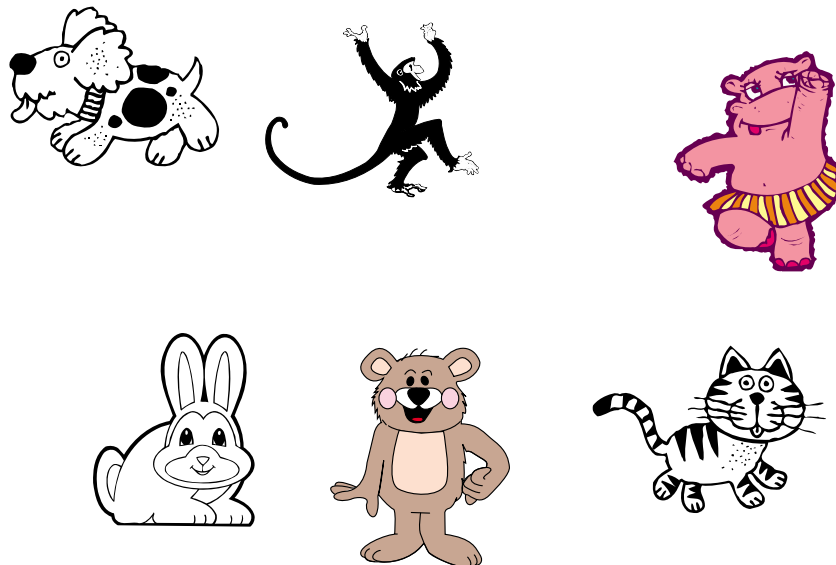
sort

rule

B. Draw a circle around the one that does not belong in this group. Tell why it does not belong.



C. Keesha has a set of toy animals. How could she sort them into two groups? What is her rule?



5.02 Create and extend patterns with actions, words, and objects.

A. Jimmy made this pattern with stickers.



Make another pattern like this with pattern blocks.

B. Look at this pattern.



Make another pattern like this with snap cubes.

C. Listen to this pattern. (Teacher makes an AAB pattern with claps and snaps and produces at least three repeats.) Continue this pattern and make one like it with colors.

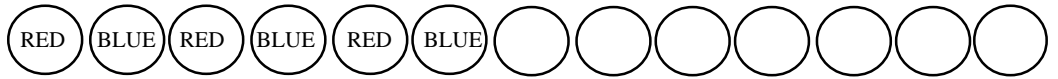
D. Look at this pattern. What comes next?

cat, dog, bunny, cat, dog, bunny, cat, dog, bunny, cat,

E. Use pattern blocks and continue this pattern:



F. Suzi made this bracelet with red and blue beads.

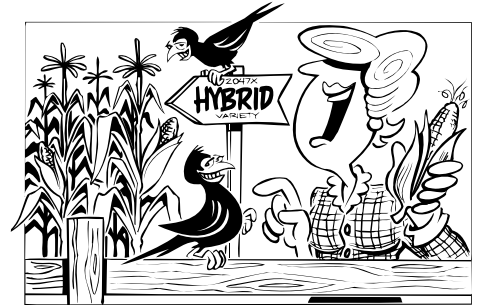


If the pattern continues, what color is the last bead?

G. Mother planted a garden with peas, corn and beans.

Can you continue this row to help her finish the garden?

P, C, B, P, C, B, P, C, B _____



H. David has a set of toy mice.

He wants to color some yellow and some blue.
Show how he could color the mice in a pattern.

