

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: <b>Preschool</b>	Curricular Area: <b>Mathematics</b>			
<b>Unit 1: Comparison &amp; Classification</b>	<b>Unit 2: Patterns &amp; Relationships</b>	<b>Unit 3: Measurement</b>	<b>Unit 4: Geometry</b>	<b>Unit 5: Number Sense &amp; Numeration</b>
<b>1A Describe shapes and objects</b>	<b>2A Recognize and describe a pattern</b>	<b>3A Comparison terms</b>	<b>4A Recognize and describe shapes</b>	<b>5A Compare numbers of objects</b>
<b>1B Match, sort and classify by attributes</b>	<b>2B Duplicate, extend, and create patterns</b>	<b>3B Standard and nonstandard units of measurement</b>	<b>4B Create drawings or models of basic shapes</b>	<b>5B Count to 10 and beyond</b>
		<b>3C Time</b>	<b>4C Positional concepts &amp; spatial relationships</b>	<b>5C Recognize and understand numbers to 10</b>
				<b>5D Numbers in daily life</b>



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**Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE***

<b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics</b>			
<b>Unit 6: Problem Solving</b>	<b>Unit 7: Data Analysis</b>			
<b>6A Solve everyday math problems</b>	<b>7A Collect and describe data</b>			
<b>6B Generate problems that can be solved mathematically</b>	<b>7B Organize and record information</b>			



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Mathematics Grade PS/Unit 1 - Comparison & Classification**

**Outcome: Children will begin to develop skills of comparing and classifying objects, relationships and events in their environment.**

<p><b>Head Start Child Outcomes Framework (HSCOF) or Grade Level Content Expectations for K (GLCEs)</b></p>	<p><b>Early Childhood Standards of Quality for Prekindergarten (ECSQ)</b></p>	<p><b>Teaching the Faith Activities</b></p>
<p>HSCOF-M 3.2.1 Begins to recognize, describe, compare, and name common shapes, their parts and attributes.</p> <p>HSCOF-M.3.2.4 Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape, or size.</p> <p>HSCOF-M 3.3.3 Begins to make comparisons between several objects based on a single attribute.</p>	<p>ELE.2.1 Can describe, match, and sort</p> <p>ELE.2.2 Identify likenesses and differences</p> <p>ELE.2.3 Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time)</p> <p>ELE.2.4 Recognize that the same group can be sorted and classified in more than one way</p> <p>ELE.2.5 Can describe why they group or sequence in a particular way</p>	<ul style="list-style-type: none"> <li>▪ Give each child two cards with the numerals 1 and 2 written on them. Ask questions about body parts and have children answer by holding up a card (e.g., “How many eyes do you have? Yes, God gave you two eyes. How many noses do you have?” etc.)</li> <li>▪ Sequence pictures of children from birth to age 5 to show how “God makes me grow.”</li> <li>▪ Make a poster of each of the 5 senses. Children sort, classify, and paste precut magazine pictures on each chart. Discuss how God gave us our 5 senses. Charts are identified by pictures of body parts representing each sense.</li> <li>▪ Match jars according to same sound, smell, taste, touch. Display one sense set at a time, each a gift from God.</li> <li>▪ Sort dress-up clothes according to mother’s, father’s, baby’s, etc. Thank God for the clothes He has given to your family.</li> <li>▪ Use paper dolls, flannel graph figures, or catalog figures for sequencing family members.</li> <li>▪ Go on a nature walk in the neighborhood. Collect and count seeds, pine cones, leaves.</li> </ul>



		<p>God helps seeds to grow into trees. Bring back collection of autumn items to sort.</p> <ul style="list-style-type: none"> <li>▪ Arrange harvest pictures in sequential order (e.g., field of corn, tractor and corn picker, empty field, sacks of corn). Thank God for the items in the pictures.</li> <li>▪ Have a variety of various size pretend pets available. Talk about how God provides these animals to be our companions. Have children place big pets on one table, little pets on one table, and middle-size pets on one table.</li> <li>▪ Choose three or four pets. Ask a child to place the pets in order from largest to smallest. Thank God for giving you pets in all sizes.</li> <li>▪ Place flannel graph figures, including angels, on flannel board. Children select angels from group.</li> <li>▪ Order a set of three angels by size.</li> <li>▪ Sort new and old items into “new” and “old” boxes. Include Bibles and hymnals. Are the old books still usable? If not, what should be done with them?</li> <li>▪ Arrange sets of stars big to little. Talk about the star of Bethlehem.</li> <li>▪ Sort food pictures into trays (fruits, vegetables, meat, milk, cheese, etc.). God gives us many kinds of food to eat to keep us healthy.</li> <li>▪ Display heart-shaped valentine boxes. Which is big? Which is little? Which shows how much Jesus loves you? <i>All of Jesus' love can't</i></li> </ul>
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		<p><i>fit into a box.</i></p> <ul style="list-style-type: none"> <li>▪ Sort pictures into two categories – “Need air” and “Do not need air.” Thank God for air.</li> <li>▪ Sort eggshells according to color. Glue on cardboard cross.</li> <li>▪ Prepare cards with spring pictures (e.g., bird, nest, bulb, flower, tree, bud, animal, animal baby). Pass cards around circle as music plays. Stop music. Tap one child to hold up card. Person with matching card stands. Together they say, “Thank You, God for spring.”</li> <li>▪ Place a yarn circle on floor. Select children who have same features (blue eyes, black shoes) to stand inside circle. Ask, “What’s the same?”</li> <li>▪ Do the same with children who look very different. Ask, “What’s the same?” God made us different but loves us the same.</li> <li>▪ Sort grains that animals eat. Ask, “How can you be God’s helper? What can you do for His animals?”</li> <li>▪ Match Dad’s socks. God gave us fathers to care for us.</li> <li>▪ Set table for Mother’s Day Tea. Match dishes, napkins, and utensils to outlines drawn on place mats. God gave us mothers to care for us.</li> </ul>
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1A Describe shapes and objects</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 1 - Comparison &amp; Classification</b>  <b>School Year:</b>				
<b><i>ECSQ-ELE, HSCOF-Indicator, or GLCE</i></b> (The <i>italicized</i> indicates the one used)	<b>Dates Taught (month/day/initials):</b>				
HSCOF-M 3.2.1 Begins to recognize, describe, compare, and name common shapes, their parts and attributes					
ELE.2.1 Can describe, match, and sort					
ELE.2.2 Identify likenesses and differences					



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>1B Match, sort, &amp; classify by attributes</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 1 - Comparison &amp; Classification</b>  <b>School Year:</b> _____				
<b><i>ECSQ-ELE</i>, HSCOF-Indicator, or GLCE</b> (The <i>italicized</i> indicates the one used)	<b>Dates Taught (month/day/initials):</b> _____				
ELE.2.3 Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time)					
ELE.2.4 Recognize that the same group can be sorted and classified in more than one way					
ELE.2.5 Can describe why they group or sequence in a particular way					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Mathematics Grade PS/Unit 2 - Patterns & Relationships**

**Outcome: Children will begin to develop the ability to seek out and to recognize patterns in everyday life.**

<b>Head Start Child Outcomes Framework (HSCOF) or Grade Level Content Expectations for K (GLCEs)</b>	<b>Early Childhood Standards of Quality for Prekindergarten (ECSQ)</b>	<b>Teaching the Faith Activities</b>
<p>G.GS.00.03 Create, describe, and extend simple geometric patterns.</p> <p>HSCOF-M 3.3.1 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.</p>	<p>ELE.3.1 Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures</p> <p>ELE.3.2 Identify patterns in their environment</p> <p>ELE.3.3 Investigate patterns and describe relationships</p> <p>ELE.3.4 Recognize patterns in various formats (e.g., things that can be seen, heard, felt)</p>	<p>Make a pattern of three or four food pictures. Children duplicate sequence with another set of food pictures. God gives us all kinds of food to eat.</p> <p>Prepare juice can lids with cross stickers and Easter stickers. Line up in pattern (e.g., 2 crosses, 1 sticker, 2 crosses, 1 sticker, etc.) for child to continue or duplicate.</p>



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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>2A Recognize &amp; describe a pattern</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 2 - Patterns &amp; Relationships</b>  <b>School Year:</b>				
<b><i>ECSQ-ELE</i>, HSCOF-Indicator, or GLCE</b> (The <i>italicized</i> indicates the one used)	<b>Dates Taught (month/day/initials):</b>				
ELE.3.2 Identify patterns in their environment					
ELE.3.3 Investigate patterns and describe relationships					
ELE.3.4 Recognize patterns in various formats (e.g., things that can be seen, heard, felt)					



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<b>2B Duplicate, create, &amp; extend patterns</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 2 - Patterns &amp; Relationships</b>  <b>School Year:</b>				
<b><i>ECSQ-ELE, HSCOF-Indicator, or GLCE</i></b> (The <i>italicized</i> indicates the one used)	<b>Dates Taught (month/day/initials):</b>				
ELE.3.1 Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures					
G.GS.00.03 Create, describe, and extend simple geometric patterns					
HSCOF-M 3.3.1 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Mathematics Grade PS/Unit 3 - Measurement**

**Outcome: Children will explore and discover simple ways to measure.**

<b>Head Start Child Outcomes Framework (HSCOF) or Grade Level Content Expectations for K (GLCEs)</b>	<b>Early Childhood Standards of Quality for Prekindergarten (ECSQ)</b>	<b>Teaching the Faith Activities</b>
<p>M.UN.00.01 Know and use the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year).</p>	<p>ELE.5.1 Show an awareness that things in their environment can be measured</p>	<p>Provide small baskets and quantities of nuts. Children practice making baskets full, half full, empty. Thank God for providing nuts and other food.</p>
<p>M.UN.00.02 Identify tools that measure time (clocks measure hours and minutes; calendars measure days, weeks, and months).</p>	<p>ELE.5.2 Begin to understand concepts of weight</p>	<p>Take an autumn walk in park or neighborhood. Stop. Which tree is nearest? Farthest? Which is thick? Thin? Worship God under the trees.</p>
<p>M.UN.00.04 Compare two or more objects by length, weight and capacity, e.g., which is shorter, longer, taller.</p>	<p>ELE.5.3 Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events</p>	<p>Identify which candle is short or long on the Advent wreath.</p>
<p>M.PS.00.05 Compare length and weight of objects by comparing to reference objects, and use terms such as shorter, longer, taller, lighter, heavier.</p>	<p>ELE.5.4 Recognize personal time as it relates to their daily life (e.g., breakfast, snack)</p>	<p>Place several stand-up crosses in worship area. Identify nearest and farthest.</p>
<p>HSCOF-M 3.3.4 Shows progress in using standard and non-standard measures for length and area of objects</p>	<p>ELE.5.5 Show an awareness of temperature as it affects their daily lives</p>	<p>Place balloons with Christian messages at various levels on a wall. Children “look up” and tell which are nearest and farthest.</p>
	<p>ELE.5.6 Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children)</p>	
	<p>ELE.5.7 Begin to use non-standard (e.g., length of hand) measure of length and area of objects</p>	
	<p>ELE.5.8</p>	



	Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.	
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>3A Comparison terms</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 3 - Measurement</b>				
<i>ECSQ-ELE, HSCOF-Indicator, or GLCE</i> (The <i>italicized</i> indicates the one used)	<b>School Year:</b> _____				
	<b>Dates Taught (month/day/initials):</b>				
ELE.5.1 Show an awareness that things in their environment can be measured					
ELE.5.6 Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children)					
M.UN.00.04 Compare two or more objects by length, weight and capacity, e.g., which is shorter, longer, taller					
M.PS.00.05 Compare length and weight of objects by comparing to reference objects, and use terms such as shorter, longer, taller, lighter, heavier					
ELE.5.2 Begin to understand concepts of weight					
ELE.5.5 Show an awareness of temperature as it affects their daily lives					



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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>3B Standard &amp; nonstandard units of measurement</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 3 - Measurement</b>				
<b><i>ECSQ-ELE</i>, HSCOF-Indicator, or GLCE</b> (The <i>italicized</i> indicates the one used)	<b>School Year:</b> _____ <b>Dates Taught (month/day/initials):</b> _____				
ELE.5.7 Begin to use non-standard (e.g., length of hand) measure of length and area of objects					
ELE.5.8 Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.					



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>3C Time</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 3 - Measurement</b>  <b>School Year:</b>				
<b><i>ECSQ-ELE, HSCOF-Indicator, or GLCE</i></b> (The <i>italicized</i> indicates the one used)	<b>Dates Taught (month/day/initials):</b>				
ELE.5.3 Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events					
ELE.5.4 Recognize personal time as it relates to their daily life (e.g., breakfast, snack)					
M.UN.00.01 Know and use the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year).					
M.UN.00.02 Identify tools that measure time (clocks measure hours and minutes; calendars measure days, weeks, and months).					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Mathematics Grade PS/Unit 4 - Geometry**

**Outcome: Children will build their visual thinking skills through explorations with shape and spaces in their classrooms and neighborhoods.**

<p><b>Head Start Child Outcomes Framework (HSCOF) or Grade Level Content Expectations for K (GLCEs)</b></p>	<p><b>Early Childhood Standards of Quality for Prekindergarten (ECSQ)</b></p>	<p><b>Teaching the Faith Activities</b></p>
<p>G.GS.00.02 Identify, sort, and classify objects by attribute and identify objects that do not belong in a particular group.</p> <p>G.GS.00.03 Create, describe, and extend simple geometric patterns.</p>	<p>ELE.8.1 Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms</p> <p>ELE.8.2 Investigate and begin to predict the results of combining, subdividing, and changing shapes</p> <p>ELE.8.3 Begin to recognize and appreciate geometric shapes in their environment</p> <p>ELE.8.4 Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind)</p>	<p>Identify position within an open space with yarn circles. Say, “This is Mary’s space.” Sing, “Mary is inside her space, inside her space, inside her space. Mary is inside her space, God’s own special child.” (Tune: “Mary Had a Little Lamb”)</p> <p>Mark a dot on child’s paper. Now add another dot. Child draws line to each new dot. Repeat until a closed figure (cross) is formed.</p> <p>Draw outlines of road-safety signs on game board. Children place magazine pictures or photos of signs on proper shape. Talk about ways in which God uses these shapes to protect us.</p> <p>Identify the shape of the Advent wreath (circle). Look for circles in your classroom.</p> <p>Prepare a file folder game to help students distinguish between several shapes. Draw an outline of a bell, candle, Christmas tree, and wreath on open folder. Provide Christmas card pictures with these items. Place cards on corresponding outline shapes on file folder. Ask children how each item can tell the story of Jesus’ birth.</p> <p>Draw sad faces on cross-shaped paper. Cover with “happy face” stickers to show that Jesus’ forgiveness turns sad faces to happy faces.</p> <p>Find round items in room that remind students of</p>



		the sun. God made the sun. Match laminated paper suns to matching outlines drawn on game board. Put picture of Jesus on one.
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>4A Recognize &amp; describe shapes</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 4 - Geometry</b>  <b>School Year:</b>				
<i>ECSQ-ELE, HSCOF-Indicator, or GLCE</i> (The <i>italicized</i> indicates the one used)	<b>Dates Taught (month/day/initials):</b>				
ELE.8.3 Begin to recognize and appreciate geometric shapes in their environment					
G.GS.00.02 Identify, sort, and classify objects by attribute and identify objects that do not belong in a particular group.					
G.GS.00.03 Create, describe, and extend simple geometric patterns.					



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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>4B Create drawings or models of basic shapes</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 4 - Geometry</b>  <b>School Year:</b>				
<b><i>ECSQ-ELE</i>, HSCOF-Indicator, or GLCE</b> (The <i>italicized</i> indicates the one used)	<b>Dates Taught (month/day/initials):</b>				
ELE.8.1 Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms					
ELE.8.2 Investigate and begin to predict the results of combining, subdividing, and changing shapes					



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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>4C Positional concepts &amp; spatial relationships</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 4 - Geometry</b>				
<b><i>ECSQ-ELE</i>, HSCOF-Indicator, or GLCE</b> (The <i>italicized</i> indicates the one used)	<b>School Year:</b> _____ <b>Dates Taught (month/day/initials):</b> _____				
ELE.8.4 Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind)					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Mathematics Grade PS/Unit 5 - Number Sense & Numeration**

**Outcome: Children will begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.**

<b>Head Start Child Outcomes Framework (HSCOF) or Grade Level Content Expectations for K (GLCEs)</b>	<b>Early Childhood Standards of Quality for Prekindergarten (ECSQ)</b>	<b>Teaching the Faith Activities</b>
<p>N.ME.00.01 Count whole numbers and recognize how many objects are in sets up to 10.</p>	<p>ELE.7.1 Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems</p>	<p>Have students count their God-given senses. Using fingers, trace the numeral 5 cut from sand paper.</p>
<p>N.ME.00.02 Use one-to-one correspondence to compare and order sets of objects to 10 using such phrases as “same number”, “more than”, or “less than”; use counting and matching.</p>	<p>ELE.7.2 Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives</p>	<p>Ask each student to bring picture of family to school. God gave children to parents. Name and count family members. Compare more or less with other families.</p>
<p>N.ME.00.03 Compare and order numbers to 10 using phrases such as “more than” or “less than”.</p>	<p>ELE.7.3 Make progress in moving beyond rote counting to an understanding of conceptual counting (one-to-one correspondence)</p>	<p>Count the number of grandparents each child has on Grandparents’ Day. Grandparents are a gift from God. Share grandparents by matching one child to one adult. If no visit has been arranged, ask students to bring photos of grandparents.</p>
<p>N.ME.00.04 Read numerals to 10 and connect them to the quantities they represent.</p>	<p>ELE.7.4 Recognize and match number symbols for small amounts with the appropriate amounts in meaningful ways</p>	<p>Place correct number of flannel-backed apples on flannel trees numbered 1-5. God gave us apples to eat.</p>
<p>N.ME.00.05 Count orally to 20 by ones.</p>	<p>ELE.7.5 Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways</p>	<p>Give each child a “thanking bag” containing a snack for the day. Children say, “Thank You, God, for [say number and name of food].” Use fruit slices, pretzels, carrot or celery sticks, crackers, etc.</p>
<p>HSCOF-M 3.1.3 Develops increasing ability to count in sequence to 10 and beyond.</p>	<p>ELE.7.6 Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life</p>	<p>Assign half the group to be angels and half to be children. Play soft-flowing music. When music stops, each angel finds a child to protect on the playground. Take turns being angels.</p>
<p>HSCOF-M 3.1.4 Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</p>		<p>Stand unit blocks in rows to represent people. Arrange row of angels ornaments matching one-to-</p>



<p>HSCOF-M 3.1.5 Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</p> <p>HSCOF-M 3.1.6 Develops increased abilities to combine, separate, and name “how many” concrete objects.</p>	<p>ELE.7.7 Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates)</p> <p>ELE.7.8 Develop an increasing ability to count in sequence up to ten and beyond</p> <p>ELE.7.9 Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities)</p> <p>ELE.7.10 Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials</p> <p>ELE.6.1 Participate regularly in informal conversations about mathematical concepts and number relationships</p> <p>ELE.6.2 Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words</p> <p>ELE.6.3 Show growth in understanding that number words and numerals represent quantities</p>	<p>one with “people”.</p> <p>Count 10 angels. Sing, “One little, two little, three little angels, four little, five little, six little angels, seven little, eight little, nine little angels, ten angels guarding me.”</p> <p>Use pieces of cotton batting to represent angels. Scatter “angels” throughout room. Count them. Be sure to have far more than the students can count. Say, “There are too many. In fact, there are even more angels than this. <i>No one</i> can count them!”</p> <p>With permanent marker, print numerals (1-9) inside large size plastic eggs. Make felt eggs with corresponding numerals. Children put felt eggs into correct containers. Talk about eggs as a food God gives us.</p> <p>Practice counting 1-5, using numbered hearts with Velcro on back. Students place hearts on Velcro on the teacher’s apron. Say, “One valentine to tell of God’s love. Two valentines say, ‘He came from above.’ Three valentines say, ‘He died for you.’ Four valentines say, ‘I love you.’ Five valentines showing His love. All of them together want to give you a hug.” Give each child a hug.</p> <p>Count number of children at each table during snack or lunch. Say, “This table has ___ children whom Jesus loves.”</p> <p>Boys go to one area, girls to another. Are both sets equal? Which is more? Less? Does Jesus love one group more than the other? (No.)</p> <p>Rote count to 10. Sing “Ten Little Children.” “One little, two little, three little children... know of Jesus’ love.</p>
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		Place numerals 1-5 on upside-down strawberry baskets. Children lift basket and place correct number of plastic farm animals in each “pen”. God made all the animals.
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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>5A Compare numbers of objects</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 5 - Number Sense &amp; Numeration</b>				
<b><i>ECSQ-ELE, HSCOF-Indicator, or GLCE</i></b> (The <i>italicized</i> indicates the one used)	<b>School Year:</b> _____ <b>Dates Taught (month/day/initials):</b> _____				
N.ME.00.02 Use one-to-one correspondence to compare and order sets of objects to 10 using such phrases as “same number”, “more than”, or “less than”; use counting and matching.					
N.ME.00.03 Compare and order numbers to 10 using phrases such as “more than” or “less than”.					
ELE.7.10 Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials					
ELE.6.1 Participate regularly in informal conversations about mathematical concepts and number relationships					
ELE.6.2 Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words					



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>5B Count to 10 and beyond</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 5 - Numbers &amp; Numeration</b>				
<b><i>ECSQ-ELE, HSCOF-Indicator, or GLCE</i></b> (The <i>italicized</i> indicates the one used)	<b>School Year:</b> _____ <b>Dates Taught (month/day/initials):</b> _____				
ELE.7.1 Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems					
ELE.7.8 Develop an increasing ability to count in sequence up to ten and beyond					



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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>5C Recognize &amp; understand numbers to 10</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 5 - Numbers &amp; Numeration</b>				
<b><i>EC SQ-ELE</i>, HSCOF-Indicator, or GLCE</b> (The <i>italicized</i> indicates the one used)	<b>School Year:</b> _____ <b>Dates Taught (month/day/initials):</b> _____				
ELE.7.2 Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives					
ELE.7.3 Make progress in moving beyond rote counting to an understanding of conceptual counting (one-to-one correspondence)					
ELE.7.4 Recognize and match number symbols for small amounts with the appropriate amounts in meaningful ways					
ELE.7.5 Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways					



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<b>5D Numbers in daily life</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 5 - Numbers &amp; Numeration</b>				
<b><i>ECSQ-ELE, HSCOF-Indicator, or GLCE</i></b> (The <i>italicized</i> indicates the one used)	<b>School Year:</b>				
ELE.7.6 Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life					
ELE.7.7 Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates)					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Mathematics Grade PS/Unit 6 - Problem Solving**

**Outcome: Children will begin to develop processes and strategies for solving mathematical problems.**

<b>Head Start Child Outcomes Framework (HSCOF) or Grade Level Content Expectations for K (GLCEs)</b>	<b>Early Childhood Standards of Quality for Prekindergarten (ECSQ)</b>	<b>Teaching the Faith Activities</b>
<p>HSCOF-M 3.1.1 Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</p> <p>HSCOF-M 3.1.2 Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</p>	<p>ELE.1.1 Try to solve problems in their daily lives using mathematics (e.g. how many napkins are needed)</p> <p>ELE.1.2 Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g. distribute crackers)</p> <p>ELE.1.3 Begin to develop and use various approaches to problem solving based upon their trial and error experiences</p> <p>ELE.1.4 Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations</p>	



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**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>6A Solve everyday math problems</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 6 - Problem Solving</b>  <b>School Year:</b>				
<b><i>ECSQ-ELE</i>, HSCOF-Indicator, or GLCE</b> (The <i>italicized</i> indicates the one used)	<b>Dates Taught (month/day/initials):</b>				
ELE.1.1 Try to solve problems in their daily lives using mathematics (e.g. how many napkins are needed)					
ELE.1.3 Begin to develop and use various approaches to problem solving based upon their trial and error experiences					
ELE.1.4 Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations					
ELE.4.2 Use simple estimation to make better guesses					



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>6B Generate problems that can be solved mathematically</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 6 - Problem solving</b>				
<b><i>ECSQ-ELE</i>, HSCOF-Indicator, or GLCE</b> (The <i>italicized</i> indicates the one used)	<b>School Year:</b> _____ <b>Dates Taught (month/day/initials):</b> _____				
<b>ELE.1.2</b> Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g. distribute crackers)					
<b>ELE.4.1</b> Can generate problems that involve predicting, collecting, and analyzing information					



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**Michigan District Lutheran School Curriculum *OUTCOMES***

**Curricular Area: Mathematics Grade PS/Unit 7 - Data Analysis**

**Outcome: Children will translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.**

<b>Head Start Child Outcomes Framework (HSCOF) or Grade Level Content Expectations for K (GLCEs)</b>	<b>Early Childhood Standards of Quality for Prekindergarten (ECSQ)</b>	<b>Teaching the Faith Activities</b>
<p>HSCOF-M 4.1.4 Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, and charts.</p>	<p>ELE.6.4 Begin to use symbols to represent real objects and quantities</p> <p>ELE.6.5 Make progress from matching and recognizing number symbols to reading and writing numerals</p> <p>ELE.6.6 Recognize that information comes in many forms and can be organized and displayed in different ways</p> <p>ELE.6.7 Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number symbols</p> <p>ELE.6.8 Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information</p>	<p>Divide a piece of tag board in half with marker. Attach pictures of healthy people to one side, sick people on the other. Place a picture of Jesus in center of heart on top of picture. Say, “God loves us when we’re sick and when we’re well.”</p> <p>Using a file-folder game board, match pictures of equipment with pictures of helpers. Thank God for these helpers.</p> <p>Paint a large appliance carton yellow to make an imaginary bus. Cut out windows of various sizes. Save cutouts for children to replace. Put name of school and logo on side of bus. Call it the “Jesus Bus” of helpers.</p> <p>Display two containers, one tall and thin, one short and fat, both containing one cup water. Which has more water? Less? Are they the same? Pour water into two identical measuring cups to show the same amount. God gave us water for many uses.</p>



**Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD***

<b>7A Collect &amp; describe data</b> <b>Teacher:</b> _____ <b>Grade Level: Preschool</b>	<b>Curricular Area: Mathematics/Unit 7 - Data Analysis</b>  <b>School Year:</b>				
<b><i>ECSQ-ELE, HSCOF-Indicator, or GLCE</i></b> (The <i>italicized</i> indicates the one used)	<b>Dates Taught (month/day/initials):</b>				
<b>ELE.6.8</b> Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information					
<b>HSCOF-M 4.1.4</b> Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, and charts.					



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<b>7B Organize &amp; record information</b> Teacher: _____ Grade Level: <b>Preschool</b>	<b>Curricular Area: Mathematics/Unit 7 - Data Analysis</b>  <b>School Year:</b>				
<i>ECSQ-ELE, HSCOF-Indicator, or GLCE</i> (The <i>italicized</i> indicates the one used)	<b>Dates Taught (month/day/initials):</b>				
<b>ELE.6.4</b> Begin to use symbols to represent real objects and quantities					
<b>ELE.6.5</b> Make progress from matching and recognizing number symbols to reading and writing numerals					
<b>ELE.6.6</b> Recognize that information comes in many forms and can be organized and displayed in different ways					
<b>ELE.6.7</b> Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number symbols					



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