

Wilfong-Junior Lab-Off-Site Learning Packet Day 4

Read WWYC Chapter 23: Guiding Math Experiences

As you are reading, mentally picture ways you could use our preschool materials to teach the various math concepts.

Complete, the provided Chapter 23 worksheets.

(37 points available)

23

Guiding Math Experiences

Math Match

Activity A
Chapter 23

Name _____
Date _____ Period _____

Match the following math terms with their definitions.

- | | |
|--|------------------------------|
| _____ 1. Groups of objects that are alike in some way and therefore belong together. | A. cardinality |
| _____ 2. Process of physically separating objects into categories based on unique features. | B. classification |
| _____ 3. A set with no members. | C. empty set |
| _____ 4. Method of assessment that involves giving children set activities to determine skills and/or needs. | D. matching |
| _____ 5. Process of mentally grouping objects or ideas into categories based on some unique feature. | E. numerals |
| _____ 6. Involves attaching a number to a series of grouped objects. | F. one-to-one correspondence |
| _____ 7. Simple form of classification that allows children to join a new experience with a similar, earlier experience. | G. parquetry blocks |
| _____ 8. Form of classification that involves putting like objects together. | H. rational counting |
| _____ 9. The recitation of numbers in order. | I. recognizing |
| _____ 10. Blocks of varying colors and geometric shapes. | J. rote counting |
| _____ 11. The understanding that one group has the same number as another. | K. sequencing |
| _____ 12. Each of these number symbols represents a quantity. | L. sets |
| _____ 13. The process of ordering objects from shortest to tallest or tallest to shortest. | M. sorting |
| _____ 14. The concept that the last number of a sequence tells how many objects exist. | N. specific task assessment |
| _____ 15. Concept of hours, days, years, tomorrow, and yesterday. | O. time |

Math Terms and Techniques

Name _____ Date _____ Period _____

Complete the statements below using the words from the list. Write the words in the space provided.

- | | | | | |
|----------------|----------------|------------|---------|-------------|
| cardinality | cooking | parquetry | size | temperature |
| charts | correspondence | rote | sorting | time |
| circles | counting | sets | space | transitions |
| classification | masking | sequencing | task | volume |
| color | mathematical | | | |

- _____ 1. _____ activities teach how quantities are related and sequenced.
- _____ 2. _____, those periods of time between scheduled activities, are a good opportunity to teach new math concepts.
- _____ 3. Specific _____ assessments are a method of collecting data on the children's math abilities.
- _____ 4. _____ ideas are learned from interacting with a variety of materials that promote physical and mental activity.
- _____ 5. _____ identification comes before shape identification.
- _____ 6. One-to-one _____ is the understanding that one group has the same number as another.
- _____ 7. _____ means that the last number of the counting sequence tells how many objects exist in a set.
- _____ 8. _____ can be used to teach children the usefulness of graphing.
- _____ 9. _____ are the first shape a child can reproduce.
- _____ 10. _____ blocks, which vary in color and shape, can be used to teach shape concepts.
- _____ 11. _____ tape can be used to make shapes on the floor.
- _____ 12. _____ is the process of grouping objects into categories or classes.
- _____ 13. _____ is the process of separating objects into categories according to unique characteristics.
- _____ 14. _____ are collections of objects that are alike in some way and consequently belong together.
- _____ 15. _____ is a basic math skill that is important for problem solving.
- _____ 16. _____ counting is mastered before rational counting.
- _____ 17. _____ is the process of ordering real-life objects from shortest to tallest or tallest to shortest.
- _____ 18. _____ concepts include *far, near, above, inside, and outside*.
- _____ 19. _____ concepts include *big, little, wide, and thin*.
- _____ 20. _____ concepts include *much, empty, full, little, and some*.
- _____ 21. _____ is a difficult concept for children to develop because it can represent the future, present, and past.
- _____ 22. _____ concepts include vocabulary such as *warm, hot, cold, and cool*.