

Prekindergarten: It Fits!

Module Overview

The purpose of the module *It Fits* is to encourage students to use *perceptive* behaviors to think like a scientist. The module introduces strategies developed in kindergarten. These strategies include *identifying attributes* to *sort, classify, and make inferences* in order to *create analogies* on collected observational data about our world and are for all students.

Task 1: Lesson 1: Matching Socks

STANDARDS:

- PK.MD.3 Sort objects into self-selected and given categories.
- PK SL2 Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.
- STEM Practices 3. Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics.
- NGSS Crosscutting Concepts - Patterns

ENGAGEMENT:

Show students the laundry basket filled with clean, loose socks. Ask if they have ever helped fold socks. Encourage them to orally share their experiences and discuss how putting socks together that are the same are considered a match. Dump the socks in the middle of the group and spread them out. Invite students to pick out two socks that make a match. After matching all the pairs, there should be some left-over individual socks that do not match. Discuss how these socks go together with the other socks in the basket because they are similar in purpose, but they are not a match since they are not the same as another sock. Reinforce this by showing the students two socks that are a perfect match. Elicit a discussion using the following questions as a guide:

- What are the objects?
- What do you do with the objects?
- How do we use the objects?
- Do they match?
- How do you know they match?
- What do we mean by match?

Next, show the students two socks that do not match. Elicit a discussion about these objects using the following questions as a guide:

- What are these objects?
- What do you do with these objects?
- Do the objects match? Why not?
- How are they different?
- How are they similar?
- Do these objects go together?
- How do they go together?

Share Definitions RS1A and BS1B to reinforce concepts that match and go together. Show RS1C and discuss how being able to see how things are alike and different is being perceptive.

EXPLORATION/EXPLANATION:

Gather at the front of the room with an adult assistant. Begin to role-play the thinking and actions of sorting the model Picture Cards RS2A-D onto the enlarged, labeled T Chart RS3.

An alternative is to cut the cards in half so that students may play “Memory” or “Go Fish.”

Teacher: Let’s play a sorting game! Here are some cards for you and here are some cards for me.

Assistant: Great! I love games. How do we play?

Teacher: Look at this game board (T Chart). It says MATCH on one side and GO TOGETHER on the other. I think we’re supposed to look at the pictures on each card and decide where they should go on the game board

Assistant: (Holding card for all to see) My card has two stars. They match because they are the same, so I think I will tape mine under the word MATCH.

Teacher: I think you’re right because my card has a star and a moon. They don’t match because they are not the same, but they do go together because they are both in the sky. I’m taping my card under the words GO TOGETHER.

Continue to model and sort remaining cards Picture Cards RS1 with the students. Reinforce the definitions for things that match and things that go together. Consider using individual student response Pinch Cards RS4 to capture a perceptive response from every child.

EXTENSION:

Students will be given their own Cards RS5A-E to sort onto their own T Chart RS3. Teachers may choose to have students work with partners or in a guided group. Students will discuss if the objects match or go together. Students may work independently on the T chart, or students may choose to make pictures at the art center for things that go together or match.

EVALUATION:

The teacher and assistant in the room will observe students during the extension activities and enter student’s initials in the appropriate REPI section on the Data Collection RS6A. Teachers and assistants can also make anecdotal records of students’ comments to supplement perceptive data collection. Gain expanded opportunities to capture students’ perceptive behaviors by discussing with students the reasons for the choices they have made.

The following are the Task 1: Lesson 1 Teacher Resources:

- [Parent Letter](#)
- [REPI](#)
- [RS1A Match Poster](#)
- [RS1B Go Together Poster](#)
- [RS1C Perceptive Poster](#)
- [RS2A Go-together Pair or Match Cards P1](#)
- [RS2B Go-together Pair or Match Cards P2](#)
- [RS2C Go-together Pair or Match Cards P3](#)

- [RS2D Go-together Pair or Match Cards P4](#)
- [RS3 Go-together Pair or Match Cards T Chart](#)
- [RS4 Pinch Cards](#)
- [RS5A Cards for Extension P1](#)
- [RS5B Cards for Extension P2](#)
- [RS5C Cards for Extension P3](#)
- [RS5D Cards for Extension P4](#)
- [RS5E Cards for Extension P5](#)
- [RS6A It Fits Data Collection Sheet](#)

Task 2: Lesson 2: Some Things Go Together

STANDARDS:

- PK.MD.3 Sort objects into self-selected and given categories.
- PK.RL.1 With modeling and prompting, answer questions about details in text.
- STEM Practices 3. Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics.
- NGSS Crosscutting Concepts - Patterns

ENGAGEMENT/EXPLORATION:

Place the connected Puzzle Pieces RS7A-B on the board and point out how the two pieces go together to make a shape. Explain that each puzzle shape is unique and does not match any other shape. Slowly pull the pieces apart and mix them randomly on the board. Review the working definition created for the phrase go together in lesson one by inviting the students to select the two puzzle pieces that fit or go together to reassemble the shapes.

EXPLANATION:

Before reading, show students the cover of the book, *Some Things Go Together*. (If using the alternate text, *We Go Together* tailor the discussion to the illustrations in this book.) Invite them to look closely at the illustration, naming the objects on the cover. Talk about the overlay of the puzzle pattern over the illustration. Discuss why the illustrator may have used the puzzle overlay. State that the purpose of reading the story is to think and talk about how things fit or go together. During the reading, stop periodically to talk about how and why two objects go together. (Example: Key/lock go together because one fits inside the other; one opens the other; they are both on a door.)

After reading, have students offer several ways that the girl and the dog on the last page go together. (Ex: They can play together, go for a walk, etc.)

EXTENSION:

Wear a necklace or headband created using Together Pictures RS8A-B. Pass out a picture necklace to each student, making sure they can name the picture. Model how the students might mingle around the group and look for a friend wearing a necklace that goes with their necklace. Think aloud about the choice you made. Have the students move around the room to find the friend who has the necklace that is a fit. Have students sit next to each other as a go together pair. After all the students have made a connection, you should go around the group and have them orally explain why they go together.

EVALUATION:

Evaluation occurs throughout the lesson as students orally communicate and physically orient themselves to demonstrate their understanding of what goes together. Teachers should capture and document perceptive behaviors by adding students' names/initials to Data Collection RS6A, applying the REPI Developmental Continuum.

The following are the Task 2: Lesson 2 Teacher Resources:

- [REPI](#)
- [RS6A It Fits Data Collection Sheet](#)
- [RS7A Puzzles Sheet P1](#)
- [RS7B Puzzle Piece Sheet P2](#)
- [RS8AB-1 Extension Together Pictures P1](#)
- [RS8AB-2 Extension Together Pictures P2](#)

Task 3: Lesson 3: Going Together Again

STANDARDS:

- PK.MD.3 Sort objects into self-selected and given categories.
- PK SL1 Participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups.
- STEM Practices 3. Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics.
- NGSS Crosscutting Concepts - Patterns

ENGAGEMENT:

Revisit the text *Some Things Go Together* by Jill Eggleton or *We Go Together* by Todd Dunn and generate a list of go together pairs with the students. Follow the tune of "The Muffin Man" to sing the following song, filling in the second verse with the students' suggestions.

Do you know what goes together?

Goes together, goes together?

Do you know what goes together?

Tell me now.

A [bat and ball] go together,

Go together, go together.

A [bat and ball] go together.

What else do you know?

EXPLORATION/EXPLANATION:

After reading or singing, review the general rule for why pairs go together. Bring out the purse and empty its contents onto the floor or table. It helps to be animated and dramatic to gain and keep the attention of young students. Hold up each object and have the students name it. Explain that you want to put items back in the purse as pairs of objects that go together. Choose objects such as coins and receipts; explain that these items are from shopping. Choose two more items, such as a tissue and cough drop. Shift responsibility for the selection and explanation of go together pairs from you to the students.

Next, bring out the two backpacks/book bags filled with school supplies. Ask students to randomly choose an item from backpack A and then from backpack B. Ask the student if the two items match or go together and why. If students choose matching items, have them select another single item from one of the bags. Continue with several examples from the backpacks for guided practice. The teacher or the student should take an item out of the backpack if students keep picking the same things.

EXTENSION:

Students will use the objects from the assembled kits and work in small groups or independently at Center Time to manipulate concrete objects that go together. Suggest that the kits might show people's different living habits and jobs. If authentic materials are not accessible, use pictures from Extras RS7A and RS7B.

Possible Assembled Kits

Kitchen/Baking Kit: apron, cookbook, teaspoon, bowl, spoon, spatula, muffin tin, toothpick, timer

Tool Kit: hammer, nails, screwdriver, screws, nuts, bolts, ruler, pencil

Grocery Kit: plastic foods, clean empty food boxes

Shaving Kit: shampoo, scissors, toy razor, shaving cream, toothbrush, toothpaste, cotton swab, a small bar of soap, emery board

Camping Kit: water bottle, cup pan, bandages, compass, map

Gym Kit: soccer ball, basketball, sneakers, socks, shorts, shirt, water bottle, lock, stopwatch

EVALUATION:

Teachers capture and document perceptive behaviors throughout the lesson by adding students' names/initials to the Data Collection RS6B and apply the REPI Developmental Continuum.

The following are the Task 3: Lesson 3 Teacher Resources:

- [REPI](#)
- [RS7A Puzzle Piece Sheet P1](#)
- [RS7B Puzzle Piece Sheet P2](#)
- [RS6B It Fits Data Collection Sheet](#)

Task 4: Bridging Experience

- Refer to the information captured on perceptive behaviors on Data Collection RS6B compiled in previous lessons to decide on which level to begin the tiered Bridging Experience. Plan to start at the student's demonstrated behavioral level, Readiness, Emergent, Progressing, or Independent.
- Prepare a Bridging RS8 for each student by circling or highlighting the tiered task that you plan to use initially. If a student is successful at that level, offer a more challenging tiered task.

STANDARDS:

- PK.MD.3 Sort objects into self-selected and given categories.
- PK SL1.b During scaffolded conversations, continue a conversation through multiple exchanges.
- STEM Practices 3. Interpret and Communicate Information from Science, Technology, Engineering, and Mathematics.
- NGSS Crosscutting Concepts - Patterns

PROCEDURE:

Begin with students at Readiness and Emergent levels for perceptive behaviors (Names are noted earlier on Bridging Recording Sheet RS8):

1. Invite a student to your center and introduce the RS9 Sorting Mat. Explain that you are going to play a game.

2. Show only the objects on the Tier Tray 1. Have the students point to and name each object.
3. Ask students to pick two objects and place them on each panel of the Sorting Mat RS9.
4. Ask if the objects match or go together. Ask, "Why?" Note the objects selected and what the student said in the top section of RS8.
5. If the explanation of the match is correct, take away one object and challenge the student to pick another from the tray. Ask if the objects match or go together. If the explanation of the go together set is correct, record the objects in the middle section of RS8.
6. Based on the knowledge of the student, decide whether to offer a greater challenge. Put away, Tier Tray 1.
7. If ready for more challenge, share Tier Tray 2. Ask the student to choose any two objects, and if the objects match or go together. Record the objects and explanation on the bottom of RS8.

Meet with students at the Progressing level for perceptive behaviors. (Names are noted earlier on Bridging Recording Sheet RS 8):

1. Invite a student to your center and introduce the RS9 Sorting Mat. Explain that you are going to play a game.
2. Place one object from the Tier Tray 1 on one side of RS9 and challenge the student to pick another object that would make a go together pair.
3. If the student is unable to explain a go-together pair, go back to the steps for Readiness and Emergent.
4. If successful at explaining the go together pair, record the objects and explanation in the middle section of RS8. Decide whether to provide a greater challenge. Put away, Tier Tray 1.
5. If ready for more challenge, share Tier Tray 2.
6. Ask students to select two objects and tell whether they match or go together.
7. Record the objects in the bottom section of RS8.

Meet with students at the Independent level for perceptive behaviors. (Names are noted earlier on Bridging Recording Sheet RS8):

1. Invite a student to your center and introduce the RS9 Sorting Mat. Explain that you are going to play a game.
2. Share the objects in Tier Tray 2. Have the student point to and name each object.
3. Ask students to pick two objects and place them on each panel of the Sorting Mat RS9.
4. Ask students to explain how the objects go together. Record the objects and explanation on RS8.
5. To encourage fluency and flexibility of thought, remove both objects and challenge the student to make a different go together pair OR remove one of the objects from the first pair and challenge the student to make as many go together pairs as possible.
6. To promote original/abstract thinking, give the student a blank Sorting Mat RS9 and invite the student to draw two things. Record the student's explanation of how they go together to the bottom section of RS8.

The following are the Task 4 Teacher Resources:

- [REPI](#)
- [RS9 Sorting Mat](#)
- [RS8 Bridging Recording Sheet](#)