**Unit 3. Size of Objects**

Purpose: comparison of objects’ sizes by application (overlay) method; defining the size of an object in words «of the same size».

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| D:\1АМЕРИКА\картинки Америка\т3.jpg | ***Educational dialogue:***  Name the objects in the picture. *(Boots, shoes, sandals, slippers, gym-shoes.)* How can we name all these things in one word? *(It is footwear.)* What is the painter’s mistake? *(The painter painted boots, shoes, slippers, gym-shoes of different size.)* Take your, your mother’s, your father’s shoes and compare their sizes. Put the slippers one to another, sole to sole, in such a way that their edges from one side should coincide. Look whether the edges from another side coincide too. If it is so, the slippers are of the same size. Are the shoes of the same size for the legs of one person? *(The shoes for the legs of a person are of the same size.)*  Why shoes are made of the same size? *(Because one person’s feet are of the same size.)* Outline with a pencil your feet on the paper. Cut out these pictures and compare their sizes. Are your feet of the same size? *(The feet are of the same size.)* |

**Unit 5. Longe – shorter**

Purpose: comparison of objects’ length by application (overlay) method; defining an object’s size with words «longer – shorter».

Material: 5 paper stripes-boards – Appendix 2.

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|  | ***Educational dialogue:***  Finish the stairs. You have the strips of paper-boards. Put them in front of you. Show the length of these boards. What can you say about the boards’ length? *(There are boards longer and there are boards shorter in size.)*  You should choose out of the boards those that are shorter in size. How can you find them? *(Put one board to another in such a manner that their edges on one side should coincide. Put your finger on the edge of the boards where they coincide. Move your finger along the length. One board has already ended, it is shorter. Another board still extends further, it is longer.)* You should choose out of the boards the ones that are shorter, and paste them on the stairs.  Boards of which length did you choose? *(Shorter ones.)* Boards of what length remain? *(Longer ones.)*  How can you determine the size of things? *(To put one thing to another.)* |

**Table of Contents**

Foreword

Unit 1. Concept of «Object»

Unit 2. Size of Objects

Unit 3. Size of Objects

Unit 4. Higher - Lower

Unit 5. Longe – shorter

Unit 6. Wide – Narrower

Unit 7. Space: Above, Below

Unit 8. Space: Ahead, Behind

Unit 9. Space: Left, Right

Unit 10. Space

Unit 11. Space: In, On, Between, Across

Unit 12. One – Many

Unit 13.One – Many

Unit 14. One – Many

Unit 15. One – Many

Unit 16. One – Many

Unit 17. Multitudes of Equal Quantities

Unit 18. Multitudes of Equal Quantities

Unit 19.Neighboring multitudes

Unit 20. Neighboring and Equal Multitudes

Unit 21. Multitudes of Equal Quantities

Unit 22. Figure «1»

Unit 23. Figure «1»

Unit 24. Numbers «оne», «two»

Unit 25. Figure «2»

Unit 26. Figure «2»

Unit 27. Number «Three»

Unit 28. Number «Two»

Unit 29. Figure «3»

Unit 30. Number «four»

Unit 31. Number «3»

Unit 32. Figure «4»

Unit 33. Figure «4»

Unit 34. Number «five»

Unit 35. Number «four»

Unit 36. Figure «5»

Unit 37. Numbers and Figures

Unit 38. Counting Out of Things

Unit 39. Ordinal сounting

Unit 40. Ordinal сounting

Unit 41.Numbers and Figures

Unit 42. Ordinal Counting

Unit 43. Day Part – Afternoon

Unit 44. Day Part – Night

Unit 45. Day Part – Morning

Unit 46. Parts of Day – Evening

Unit 47. Parts of Day

Unit 48. Parts of Day

Unit 49. Parts of Day

Unit 50. Yesterday, Today, Tomorrow

Unit 51. Point (Dot)

Unit 52. Line (Straight, Curved)

Тема 53. Segment

Unit 54. Line (Broken)

Unit 55. Ray. Angle

Unit 56. Polygons

Unit 57. Triangle, quadrangle, pentagonal Unit 58. Form of Things

Unit 59. Rectangle

Unit 60. Square

Insert – Appendices

**Dear parents!**

**The tasks of this work sheet secure:**

*formation of math notions* ofquantity*,* form,size,space,andtime;

*development* *of* *logical* *thinking* – children will learn to analyze, to synthesize, to conclude, to generalize, to substantiate the choice of their way of solving a certain task\test;

*communication* *skills* *development* – children will master the skill of story composition (action, descriptive), exchange their views on study material; get information for solving the tasks; agree the numerals in gender, number, and case with the nouns;

*moral* *education* – practical situations will help to form in children a wish of assistance, responsibility, discipline, kindness;

*creativity* – the tests require quick mind, cognitive skills, originality in observing things and phenomena, imagination, fantasy;

*enrichment* *of* *a* *child’s* *knowledge* *about* *different* *spheres* *of* *the* *world* (nature, society, variety of things);

*cognition* *of* *the* *world* as a whole phenomenon, understanding of maths as a characteristic of the quantitative side of things and events.

The tests of the work sheet are based on development technologies:

* content generalization (V. Davydov, D. Elkonin),
* genesis of dynamic image (M. Rychyk);
* essence and interrelation of knowledge and thinking (E. Ilienkov),
* process nature of scientific knowledge (H. Shchedrovitsky),
* activity integration (A. Losev),
* development education (I. Bekh).

**How to work with the tests?**

Before the lesson, suggest the child to cut out of the appendix the things required for solving the task.

Advise the child to look at the picture with much attention.

Ask question after question with sufficient time interval, one by one, not all at once.

Do not hurry to answer all the questions, give the child an opportunity of performing the test in his\her own way, support his\her intention to think, to express his\her own point of view.

Do not criticize a child’s ideas, even if you perceive them as absurd or unrealistic.

Offer your variant of a test’s solving. Discuss each act while solving.

After a dialogue, ask the child what he\she would like to know else.

If a child has such a wish, he\she can paint a picture, compose a story after a picture, imagine the beginning and the end of the narration.

One test can require several days to complete.

After completing a task, ask the child to assess the work using the stars:

Right solution – paint a star blue.

Accurate solution – paint a star yellow.

Original solution – paint a star violet.

A child can paint more stars, if he\she finds out another criterion of performing a task. For example, when he\she asked additional questions – a green star, when he\she was attentive – a pink star.

In no way a child should get a negative response. Positive encouragement secures personal evaluation method, provides the possibility of comparison of a child’s former achievements with his\her current ones.