

MATHEMATICS – GRADE K**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.1**Core Standard:** No**Standard Description (Academic or Indicator):** Match sets of objects one-to-one.**Suggestion for Integrating International****Content:** Have students use dolls from various countries as objects to match one-to-one correspondence. **Extension:** Discuss how the clothing of the dolls from the different countries is similar or different.**Differentiated Instruction- Special Needs****Accommodations:** Provide outlines of the dolls to give students an additional concrete space for the matching of one-to-one correspondence.**Differentiated Instruction- Highly Able****Accommodations:** Have highly able students use a world map and pushpins to mark countries of origin of the dolls used in the activity.**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.3**Core Standard:** No**Standard Description (Academic or Indicator):** Know that larger numbers describe sets with more objects in them than sets described by smaller numbers.**Suggestion for Integrating International****Content:** Have students use miniature objects or small pictures from various cultures to arrange in two sets to determine if one set is equal, more than, or less than the other set of objects or pictures. **Extension:** Have students read the book *Chrysanthemum* by Kevin Henkes (Greenwillow Books, 2007), to compare names written in English with the same name written in Chinese or Japanese by a parent or visitor fluent in that language. Students could have their names written in another language and compare the number of letters or characters in their name translations with those of other students to determine who has equal, more than, or less than the other.**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.6**Core Standard:** Yes**Standard Description (Academic or Indicator):** Count, recognize, represent, name and order a number of objects (up to 10).**Suggestion for Integrating International****Content:** Teach students how to count to ten in a different language or invite a parent, other teacher, or guest to the classroom to teach one to ten in another language. Then have some students use a number line and point to numbers or objects in English while other students are counting in the other language. **Extension:** Do this with additional languages.**Differentiated Instruction- Highly Able****Accommodations:** Have students learn the correct vocabulary for minus, plus, and equal in the second language and begin working basic math problems.**Grade:** K**Academic Standard:** K.1**Academic Standard Indicator:** K.1.6**Core Standard:** Yes**Standard Description (Academic or Indicator):** Count, recognize, represent, name, and order a number of objects (up to 10).**Suggestion for Integrating International****Content:** Use items which are international in nature to count, recognize, represent, name, and order a number of objects. **Examples:** Stamps from various countries; hats from around the globe; country flags.**Grade:** K**Academic Standard:** K.4**Academic Standard Indicator:** K.4.1**Core Standard:** Yes**Standard Description (Academic or Indicator):** Identify and describe common geometric objects: circle, triangle, square, rectangle, and cube.

Suggestion for Integrating International

Content: The teacher should cut out pictures of a variety of international objects and people and label each with its country or continent of origin. Cut the pictures into a variety of shapes. Mix the shapes up and pass them out to the students. Assign each student a country or continent. Have students trade pictures by playing “I have a (shape) from (country). Who has a (shape) from (country)?”, indicating the picture shapes everytime, along with the countries/continents. Then have students put the pictures together in a collage.

Grade: K

Academic Standard: K.5

Academic Standard Indicator: K.5.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.

Suggestion for Integrating International

Content: The teacher should, with the help of parents or students as needed, bring in objects from a variety of countries, for which the place of origin is known. Have students create ways to sort the objects by length and judge whether it's better to measure in feet or inches. **Extension:** Have students create other ways to measure and sort the objects.

Differentiated Instruction- Highly Able

Accommodations: Have highly able students use a world map and pushpins to mark the objects' countries of origin.

Grade: K

Academic Standard: K.5

Academic Standard Indicator: K.5.1

Core Standard: Yes

Standard Description (Academic or

Indicator): Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.

Suggestion for Integrating International

Content: Have students maintain an ongoing comparison of temperatures in two or more countries on a daily basis. **Extension:** Have students illustrate the comparison of temperatures using a double bar graph.

Grade: K

Academic Standard: K.6

Academic Standard Indicator: K.6.1

Core Standard: No

Standard Description (Academic or

Indicator): Choose the approach, materials, and strategies to solve problems.

Suggestion for Integrating International

Content: Have students, in pairs or small groups, use problem solving skills to decide how to divide international foods into equal parts. **Examples:** Tocinillo de cielo ("Heaven's Little Pig" in Spanish); English shortbread; French pastry. **Extension:** Have students search for recipes for international treats. **Examples:** Tocinillo de cielo; French creme caramel; Mexican Chocolate; Dulce de Leche Crepe Torte. Then ask the school cafeteria manager to bake the item (enough for the whole class) and have the student groups divide the baked item into equal parts. Have students eat the parts as a reward for solving the problem. **Note:** Be sure to learn about all student food allergies before choosing the food to be cooked.
