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| Math Unit: Module 2:Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10 |
| Kindergarten  October 22-October 26, 2018 |
| **Standards:**

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| **K.MD.1**  | **Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.** |
| **K.MD.2** | **Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter** |
| **K.CC.6** | **Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to 10 objects.)** |

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| **K.G.1**  | **Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*** |
| **K.G.2** | **Correctly name shapes regardless of their orientations or overall size.** |
| **K.G.4** | **Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/”corners”) and other attributes (e.g., having sides of equal length).** |

**Speaking and Listening** **K.SL.1 - Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.****a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).****b. Continue a conversation through multiple exchanges.****K.SL.6 - Speak audibly and express thoughts, feelings, and ideas clearly** | **Focus Skills:**Objective 1: Identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes.**Objective 2:**  Compare lengths using taller than and shorter than with aligned and non-aligned endpoints.**Objective 3:** Compare length measurements with string**Objective 4:** Make a series of longer than and shorter than comparisonsObjective 5: Compare the length of linking cube sticks to a 5-stick. |

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|  | Monday (10.22) | Tuesday (10.23)  | Wednesday (10.24) | Thursday (10.25)  | Friday (10.26) |
| Learning Target | **I will sort shapes and forms in different ways.** | I can compare objects by length and height. | I can use tools to compare objects by length and height. | **I can compare objects by length and height** | I can use tools to compare objects. |
| Math | L93D shapes song on YoutubeFluency: Hide and See 5. S will work to identify and discuss all possible combinations of groups of cubes to make 5Application: S will draw a shape that we discussed this week. S will build that shape out of playdough. Concept Development: S will manipulate and identify the different characteristics of solid and flat shapes. S will talk within groups to find different ways to sort their group of shapesPromethean Planet SlidesAssessment: Students will sort shapes in different ways with a partner (checklist/observation) and identify the name of each form.Zearn in centers | L1Fluency: 5-group finger counting. S will show number 5 with one hand adding one more and counting each time.Application: S will discuss with their partners the differences they see between two objects in a picture. This discussion will lead to a better understanding of the vocabulary S already possess for measurements/comparisonsConcept Development: T/S will put on a magic show of measurements and comparisons. S will compare the height of people and objects with changing positions/shape*Longer than, endpoints, compare, taller than, shorter than*Problem Set: S will find and circle the taller object. S will draw a picture that is taller than the picture given.Zearn in centers | L2Fluency: Make it equal. S will work with a partner to change groups in order to make them equal.Application:S will draw a picture of something they know to be very tall. S will compare their picture with their partners to discuss how they could find out whose picture is taller.Concept Development: S will use a string as a tool of measurement to compare the height of objects around the classroom. S will find 5 objects that are longer and shorter than their string, focusing on proper alignment and endpoints. S will record their results and share with their groups.*Length, height*Problem Set: S will use a string as a tool of measurement and circle all of the objects taller than their string red and circle all of the things shorter than their string blue.Zearn in centers | L3Fluency: Say Ten Push-Ups. S will use hands/fingers to represent numbers beyond 10Application: S will draw three pictures and compare the heights between them allConcept Development: S will work with a partner to compare the height of various objects with different tools of measurement. S will work to sort their objects shorter/taller compared to which object they are using to measureProblem Set: S will create a picture paying close attention to the objects that need to be taller or shorter relative to each object pictured.Zearn in centers | L4Fluency: Show me longer and shorter (*lesson 2 game*) S will compare objects and identify one as longer or shorter than the other.Application: S will draw two pictures to fill in the sentence on the board *I am taller than\_\_\_. I am shorter than\_\_\_.* S will share and check thinking with partner.Concept Development: S will build towers 1-10 and practice one more counting. S will use a tower of 5 cubes to compare and sort other towers by shorter and taller.Problem Set: S will build towers for comparison. S will use complete sentences and appropriate vocabulary to share their measurements with the class.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_On the back of their paper. S can build and draw towers to represent a comparison that they can share with the class.Zearn in centers |
| InterventionsAnd Enrichments | **Debrief:** What new (or significant) math vocabulary did we use today to communicate precisely?Looking at your paper, who can name a flat shape? Solid shape?Can you name some other flat shapes that are not on your paper? Solid shapes? | Debrief:Explain to your partner how you were able to draw the flower taller than the vase. Did your partner think the same way? | Debrief:Does it matter which way you compare two objects? Why? How did you compare the string and the door?What new math vocabulary did we use today to communicate precisely? | **Debrief:** What did you notice when you changed the object you were comparing within our mystery bag activity? | **Debrief:** How did you compare the sticks in the sorting activity? (Review the importance of endpoint alignment.) When you were sorting the sticks, did you notice any patterns? |