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| Math Unit: Module 3: Measurement | |
| Kindergarten   November 12-16, 2018 | |
| **Standards:**  **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.)  **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: Observe conservation of weight on the balance scale. (Lesson 11)**  **Objective 2: Compare the weight of an object with sets of different objects on a balance scale. (Lesson 12)**  **Objective 3: Compare volume using more than, less than, and the same as by pouring. (Lesson 13)**    **Objective 4: Explore conservation of volume by pouring. (Lesson 14)**  **Objective 5: Compare using the same as with units. (Lesson 15)** |

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|  | Monday (11.12)  Day 1 | Tuesday (11.13)  Day 2 | Wednesday (11.14)  Day 3 | Thursday (11.15)  Day 4 | Friday (11.16)  Day 5 |
| Learning Target | I will determine if two things are the same weight. | I will compare the weight of different sets of objects. | I will tell which container holds more, less or if they hold the same amount. | I will measure capacity using different containers. | **I will test containers to see if they hold the same amount as other containers.** |
| Math | L11  **Fluency**: Heavier or Lighter  **Application** **Problem**: Students draw a picture of something that is heavier and a picture of something that is lighter.  **Concept** **Development**:  Students observe conservation of weight on a balance scale using cube towers.  **Problem** **Set**:  Students identify weights that are the same.  **Zearn in Centers**  **Math interactive notebook in centers** | L12  **Fluency**: Roll and Draw 5 Groups  **Application** **Problem**: Teacher will measure weight using a pair of scissors and pennies. Students guess how many pennies it will take to balance the scale.  **Concept** **Development**:  Students compare the weight of an object with sets of different objects on a balance scale. Work in groups at tables.  **Problem Set:**  Students complete a recording sheet during the problem set.  **Zearn in Centers**  **Math interactive notebook in centers** | L13  **Fluency**: Roll and Say 1 More  **Application** **Problem**: Teacher will show students two bowls. Students will determine which bowl would hold just enough milk for a small kitten to drink.  **Concept** **Development**:  Students compare volume using more than, less than, and the same as by pouring.  **Problem** **Set**:  Students discuss and compare two objects’ capacities.  **Zearn in Centers**  **Math interactive notebook in centers** | L14  **Fluency**: Hidden Numbers of 10 (fish page)  **Application** **Problem:** Students will compare capacity of two objects. Circle the object that holds the most.  **Concept** **Development**:  Students explore conservation of volume by pouring with rice.  **Problem** **Set**:  Students complete a recording sheet during the problem set.  **Zearn in Centers**  **Math interactive notebook in centers** | L15  **Fluency**: Dot Cards of 7  **Application** **Problem**: Students tell if a container is big enough to hold 10 small beans. Test hypothesis.  **Concept** **Development**:  Students compare using “the same as” with units.  **Problem** **Set**:  Students complete a recording sheet during the problem set  **Zearn in Centers**  **Math interactive notebook in centers**  ASSESS: Circle object that holds more/less. |
| Debrief Questions: | What happened when you took the clay ball apart, made it into two balls, and weighed them together on the balance? | Did you notice any patterns as you were balancing your object with sets of different things? | How were we comparing today? Were we comparing length, weight, or how much something holds?  Which of your containers had the biggest capacity? Which had the smallest capacity? | Did the amount of the rice ever change?  Were the shapes of the containers the same? Describe them to your partner.  Does the shape of the container make the amount of the rice seem different? Why? | Which of your containers held the most scoops?  Which of your containers held the least number of scoops? |