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| Math Module 3: More/Less Lesson 26-30 | |
| Kindergarten  December 10-14, 2018 | |
| **Standards:**  [K.CC.B.4.C](http://www.corestandards.org/Math/Content/K/CC/B/4/c/) Understand that each successive number name refers to a quantity that is one larger.  [K.CC.C.6](http://www.corestandards.org/Math/Content/K/CC/C/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.1  [K.CC.C.7](http://www.corestandards.org/Math/Content/K/CC/C/7/) Compare two numbers between 1 and 10 presented as written numerals.  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 | **Focus Skills:**  Objective 1: Match and count to compare two sets of  objects. State which quantity is less.  Objective 2: Strategize to compare two sets.  Objective 3: Visualize quantities to compare two  numerals.  Objective 4: Observe cups of colored water of equal  volume poured into a variety of container shapes.  Objective 5: Use balls of clay of equal weights to make  sculptures. |

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|  | Monday (12.10) | Tuesday (12.11) | Wednesday (12.12) | Thursday (12.13) | Friday (12.14) |
| Learning Target | I will tell which group has  less. | I will tell which is more and  which is less | I will tell which number is  more and less. | I will observe changes in  liquid measurements. | I will compare the weight of  objects. |
| Math | L26  Subitizing  Application Problem:  Students draw two rows of  pictures and match each  one by drawing lines.  Concept Development:  Students match and count  to compare two sets of  objects. Students state  which quantity is less.  Problem Set:  Students count pictures  and write how many to tell  which number is less. | L27  Application Problem:  Teacher reminds students of  taller/longer and shorter  vocabulary. Students show  with hands what each word  looks like (opening arms out  wide for longer, hands  pushed closer together for  shorter, and hands open tall  for taller)  Concept Development:  Each student gets a cube  stick. Partners discuss with  each other whose tower is  taller/longer and whose is  shorter.  Problem Set:  Students draw a set that is  more or less than a set  presented. Students will  write numerals to tell which  number is more or less than  the other | L28  Subitizing  Application Problem:  Students draw two sets of  pictures, one that is more  than the other. Then  compare.  Concept Development:  Students visualize quantities  to compare two numerals.  Students use 5 group cards  with numerals to tell which  is more/less.  Problem Set:  Students use numerals to tell  which is more and which is  less. | L29  Application Problem:  Students will draw two  vessels and partners will  decide which vessel would  hold more.  Concept Development:  Students will work in small  groups to pour liquid into  different sized vessels and  they will record the results  on a recording sheet from  two separate tables.  Problem Set:  Recording page | 30  Application Problem:  Students will draw pictures  of objects on a balance scale  to show weight.  Concept Development:  Students will use clay (same  weight) to experiment with  building different sculptures  and comparing the weight of  their sculptures each time  they change.  Problem Set:  Recording page |