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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 ofobjects. State which quantity is less.Objective 2: Strategize to compare two sets.Objective 3: Visualize quantities to compare twonumerals.Objective 4: Observe cups of colored water of equalvolume poured into a variety of container shapes.Objective 5: Use balls of clay of equal weights to makesculptures. |

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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 hasless. | I will tell which is more andwhich is less | I will tell which number ismore and less. | I will observe changes inliquid measurements. | I will compare the weight ofobjects. |
| Math | L26Subitizing Application Problem:Students draw two rows ofpictures and match eachone by drawing lines. Concept Development:Students match and countto compare two sets ofobjects. Students statewhich quantity is less. Problem Set:Students count picturesand write how many to tellwhich number is less. | L27Application Problem:Teacher reminds students oftaller/longer and shortervocabulary. Students showwith hands what each wordlooks like (opening arms outwide for longer, handspushed closer together forshorter, and hands open tallfor taller) Concept Development:Each student gets a cubestick. Partners discuss witheach other whose tower istaller/longer and whose isshorter. Problem Set:Students draw a set that ismore or less than a setpresented. Students willwrite numerals to tell whichnumber is more or less thanthe other | L28Subitizing Application Problem:Students draw two sets ofpictures, one that is morethan the other. Thencompare. Concept Development:Students visualize quantitiesto compare two numerals.Students use 5 group cardswith numerals to tell whichis more/less. Problem Set:Students use numerals to tellwhich is more and which isless. | L29Application Problem:Students will draw twovessels and partners willdecide which vessel wouldhold more. Concept Development:Students will work in smallgroups to pour liquid intodifferent sized vessels andthey will record the resultson a recording sheet fromtwo separate tables. Problem Set:Recording page | 30Application Problem:Students will draw picturesof objects on a balance scaleto show weight. Concept Development:Students will use clay (sameweight) to experiment withbuilding different sculpturesand comparing the weight oftheir sculptures each timethey change. Problem Set:Recording page |