

Math Unit: Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10 Lessons 4–8

Kindergarten
October 29– November 2, 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.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- K.SL.6 – Speak audibly and express thoughts, feelings, and ideas clearly

Focus Skills:

- Objective 1: Compare the length of linking cube sticks to a 5–stick
- Objective 2: Determine which linking cube stick is longer than or shorter than the other.
- Objective 3: Compare the length of linking cube sticks to various objects.
- Objective 4: Compare objects using the same as.
- Objective 5: Compare using heavier than and lighter than with classroom objects.

	Monday (10.29)	Tuesday (10.30)	Wednesday (10.31)	Thursday (11.1)	Friday (11.2)
Learning Target	I can use tools to compare objects.	I can use tools to compare objects.	I can compare objects by length and height.	I can use tools to compare objects by length and height.	I can compare the weight of objects.
Math	<p>L4 Fluency: Show me longer and shorter (<i>lesson 2 game</i>) 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>I am taller than___ I am shorter than___</i>. 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.</p> <hr/> <p>On the back of their paper. S can build and draw towers to represent a comparison that they can share with the class. Learn in centers</p>	<p>L5 Fluency: Hidden Numbers 5 as a Whole (<i>lesson 3 fluency template</i>) S will find/make groups within five. 5-Group Hands, pushing whole hand out and counting on from 5. Application: S will create a name train and compare it with a partner <i>Longer than, shorter than</i> Concept Development: S will use cube towers to compare heights. S will work to use the numbers represented by cubes to describe the height comparisons. Assessment: S will identify the object that is shorter/taller. And identify the number of the shorter/taller object in comparison.</p>	<p>L6 Fluency: Show me Taller Shorter. T will display various pictures, S will use one picture as a standard to demonstrate <i>longer or shorter</i>. Counting Say-10 way on Rekenrek. S will count numbers on rekenrek on top and some more on the bottom beyond 10. Application: <i>crayon, paper, bag of linking cubes</i>. S will trace hand. S will make a prediction of how many cubes tall/long their hand is. S will test their prediction with cubes and discuss their findings with their partner. Concept Development: S will use cubes to compare the measurements of objects in order to discuss longer, shorter than with respect to cube length. Materials: <i>linking cube number stairs, pencil, eraser, glue stick, toy car, small block, 8-inch piece of string, marker, child's scissors, crayon</i> Problem Set: S will find and circle the taller object. S will draw a picture that is taller than the picture given.</p>	<p>L7 Fluency: Green Light Red Light Numbers (<i>written</i>) S will write numbers in order from a given point to a specific end point Materials: <i>Dry erase board, marker</i> Application: S will create two snakes out of clay as long as two of their fingers and compare their lengths with a partner. Concept Development: S will complete riddles to tell which objects equal the length of their five cube stick in various ways. Problem Set: S will trace measuring tools on paper to show length. S will compare length of objects to traced tools. S will find objects of varying lengths in classroom to compare to cube sticks.</p>	<p>L8 Fluency: Draw more or Cross Out Five. S will draw more objects to the picture to make five or S will cross out objects to make five in a group. Application: S will draw a picture of three objects that they wouldn't mind carrying around for a long period of time. S will draw a picture of one thing they would not want to carry around for a long period of time (<i>with respect to weight</i>) Concept Development: S will compare weight of objects. S will engage knowledge of height/length to discuss and compare rationale for weight comparisons between objects. Problem Set: S will circle pictures of objects that are heavier than their counterparts.</p>
Interventions And Enrichments	<p>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?</p>	<p>Debrief: How did you compare the lengths of your sticks?</p>	<p>Debrief: How did you make your guesses? What did you draw on your Problem Set that was longer than your 3-stick? Shorter than your 3-stick?</p>	<p>Debrief: How did you use the cube sticks to help you solve the riddle? When you made the clay snake today, how could you tell it was the same length as your finger?</p>	<p>Debrief: How could you tell that one thing was lighter than or heavier than another? Are larger objects always heavier than smaller objects? Are smaller objects always lighter than larger objects?</p>