

Math Unit: Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10

Kindergarten
November 5–8, 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:** Compare using heavier than and lighter than with classroom objects.
- Objective 2:** Compare objects using heavier than, lighter than, and the same as with balance scales.
- Objective 3:** Compare the weight of an object to a set of unit weights on a balance scale.

	Monday (11.5)	Tuesday (11.6)	Wednesday (11.6)	Thursday (11.7)	Friday (11.8)
Learning Target	I can compare the lengths of objects.	NO SCHOOL- ELECTION DAY	I can compare the weight of objects.	I can compare the weight of objects.	I can compare the weight of objects.
Math			<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>	<p>L9 Fluency: Roll and Draw 5-Groups. S will roll die and make number on 5 group. S will roll die again and adjust objects to make 5. <i>Per table: 6 dice, counters, five group mats</i> Application: S will draw two pictures in order to make this sentence true: <i>I am lighter than _____, but I am heavier than _____.</i> Concept Development: S will use tools to help distinguish weight differences between objects. S will use various objects and a balance scale to discuss how objects that may seem similar in weight are different. Problem Set: S will predict, test, and record objects that are heavier or lighter than objects in the classroom. S will draw a picture to show objects tested and recorded and have the ability to verbally discuss findings.</p>	<p>L10 Fluency: Double g-Groups. <i>Materials: 5-group cards beyond 10</i> S will read numbers the "Say Ten Way" in order to prepare for teen numbers as 10 and some more. Application: S will draw a picture to predict heavier than or lighter than an object and discuss with their partners the rationale for their pictures. Concept Development: S will use a balance scale and pennies to compare the weight of objects. S will record their results and discuss finding with a partner. <i>A: Balance scale, pencil, marker, bag of 30 pennies, as heavy as recording sheet (Template)</i> <i>B: Balance scale, bag of 30 pennies, bag of objects to weigh (including a pencil, an eraser, a marker, a small child's pair of scissors, a linking cube, and a small block or toy) per pair or small group; as heavy as recording sheet</i></p>
Interventions And Enrichments			<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>	<p>Debrief: Explain to your friend which objects you recorded as being lighter or heavier. Did you have the same answer as your friend? Why is a balance scale helpful?</p>	<p>Debrief: What did you notice as you weighed the objects? When you guessed how many pennies each object would weigh, how close were you? And assessment review</p>