Standards:	Focus Skills:
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Objective 1: Identify and sort shapes as two-dimensional or three-dimensional, and recognize two-dimensional and three-dimensional shapes in different orientations and sizes.
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	Objective 2: Compare lengths using taller than and shorter than with aligned and non-aligned endpoints.
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.)	Objective 3: Compare length measurements with string
	Objective 4: Make a series of longer than and shorter than comparisons
K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*	Objective 5: Compare the length of linking cube sticks to a 5-stick.
K.G.2 Correctly name shapes regardless of their orientations or overall size.	
K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	

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

	Monday (10.22)	Tuesday (10.23)	Wednesday (10.24)	Thursday (10.25)	Friday (10.26)
Learning Target	I will sort shapes and forms in different ways.	I can compare objects by length and height.	I can use tools to compare objects by length and height.	I can compare objects by length and height	I can use tools to compare objects.
Math	L9 3D shapes song on Youtube **Fluency:** Groups of shapes: Students will find a picture matching the shape they choose and discuss name/attributes with group and then sharing with class. **Application:** S will draw a flat shape that we discussed this week. S will build a form with a face that is the same shape out of playdough. **Concept Development:** Promethean Slides Teacher will model the thinking behind sorting objects into two groups, where all objects in each group is the same in one way. S will manipulate and identify the different characteristics of solid and flat shapes as review. S will talk within small groups to find different ways to sort their objects (2-3 times to sort). Students will then work to sort objects into two categories of their own, justifying their sorting to a teacher or partner. On Starfall Math: 2D/3D shape sort as early finisher work Zearn in centers	Module 3 L1 **Fluency:** 5-group finger counting. S will show number 5 with one hand adding one more and counting each time. **Application:** S will discuss with their partners the differences they see between two objects in a picture. This discussion will lead to a better understanding of the vocabulary S already possess for measurements/comparisons **Concept Development:** T/S will put on a magic show of measurements and comparisons. S will compare the height of people and objects with changing positions/shape *Longer than, endpoints, compare, taller than, shorter than* **Problem Set:** S will find and circle the taller object. S will draw a picture that is taller than the picture given. Zearn in centers	L2 **Fluency:** Make it equal. S will work with a partner to change groups in order to make them equal. **Application:** S will draw a picture of something they know to be very tall. S will compare their picture with their partners to discuss how they could find out whose picture is taller. **Concept Development:** S will use a string as a tool of measurement to compare the height of objects around the classroom. S will find 5 objects that are longer and shorter than their string, focusing on proper alignment and endpoints. S will record their results and share with their groups. *Length, height* **Problem Set:** S will use a string as a tool of measurement and circle all of the objects taller than their string red and circle all of the things shorter than their string blue. Zearn in centers	L3 **Fluency:** Say Ten Push-Ups. S will use hands/fingers to represent numbers beyond 10 **Application:** S will draw three pictures and compare the heights between them all **Concept Development:** S will work with a partner to compare the height of various objects with different tools of measurement. S will work to sort their objects shorter/taller compared to which object they are using to measure **Problem Set:** S will create a picture paying close attention to the objects that need to be taller or shorter relative to each object pictured. Zearn in centers	L4 **Fluency:** Show me longer and shorter (*lesson 2 game*) 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 am taller than___. I am shorter than___.* 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. _____ On the back of their paper. S can build and draw towers to represent a comparison that they can share with the class. Zearn in centers