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| Math Module 3: Length and Measurement | |
| Kindergarten  November 26-29, 2018 | |
| **Standards:**  **K.MD.1** Describe measureable attributes of objects such as length and 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.  **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: Make informal comparison of area.** | | **Objective 2: Compare to find if there are enough.** | | **Objective 3: Compare using *more than* and *the same as*.** | | **Objective 4: Compare using *fewer than* and *the same as.***  **Objective 5: Relate *more* and *less* to length.** | |

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|  | Monday (11.26) | Tuesday (11.27) | Wednesday (11.28) | Thursday (11.29) | Friday (11.30) |
| Learning Target | I will tell if I have enough to fill a space. | I will tell if I have enough. | I will tell if two groups are the same or if one has more. | I will tell if groups are the same or if one has fewer. | I will tell if a group has more or less. |
| Math | L16  Model with active board  **Fluency**: Building Up to the Sprint Routine  **Application Problem**: TSW predict and find out how many linking cubes it will take to cover a playing card.  **Concept Development**:  -TSW make an informal comparison of area using a template of a quadrilateral and a circle.  **Problem Set**:  -TSW glue squares on a shape to cover it completely. | L17  Model with active board  **Fluency**: Matching fingertips one to one  **Application** **Problem**: TCW make sure items match to have a partner.  **Concept** **Development**:  -TSW compare to find if there is enough  Give one row of students the following of materials: enough for each student, extra, not enough  Suggestion: pencils, markers, crayons, glue sticks, cubes  **Problem** **Set**:  -TSW draw a line to match flowers to butterflies to see if there are enough to match each. | L18  Model with active board  **Fluency**: Matching fingertips one to one  **Application** **Problem**: TSW match cheese drawings to pictures of mice to see if there are enough.  **Concept** **Development**:  -TSW compare sets using more than and the same as by manipulating groups of cubes.  **Problem** **Set**:  -TSW match pictures. S will create a set to be more than. | L19  Model with active board  **Fluency**: Dot cards of 9  **Application** **Problem**: S will use play-doh to create 6 pancakes and answer questions about having enough.  **Concept** **Development**:  -TSW compare sets using fewer than and the same as by manipulating groups of cubes and pennies  **Problem** **Set**:  -TSW count two sets of pictures and circle which has less. | L20  Model with active board  **Fluency**: Fluency Practice Sheet  **Application** **Problem**: TSW write their first and last name in square paths and tell which path has more and fewer letters.  **Concept** **Development**:  -TSW relate more and less to length by comparing the numbers and the length of each object.  **Problem** **Set**:  -TSW count dots and create a set that matches. Then S will answer which is more and fewer. |
| Student Debrief | Were you able to cover the square entirely with  your little squares or the beans? Why? | In the Problem Set, were there **just enough** flowers for the butterflies? How did you know? | What happened when you first took out the red and blue cubes? How did you know which set had more? | How did you know when there were **the same** number of cubes **as** pennies?  In the Problem Set, how did you know which set had **fewer than** the other? How did you draw tomake the same number of ladybugs as leaves? | What are some of the ways you could tell which  set had more cubes in our activity?  If one stick has more cubes than another, will it be longer than the other? |