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| Math Module 3:Lessons 21-25 More/Less | |
| Kindergarten  December 3-7, 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.  **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 sets informally using *more*, *less*, and *fewer*. (Lesson 21) | | **Objective 2:** Identify and create a set that has the same number of objects. (Lesson 22) | | **Objective 3:** Reason to identify and make a set that has 1 more. (Lesson 23) | | **Objective 4:** Reason to identify and make a set that has 1 less. (Lesson 24)  **Objective 5:** Match and count to compare a number of objects. State which quantity is more. (Lesson 25) | |

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|  | Monday (12.3) | Tuesday (12.4) | Wednesday (12.5) | Thursday (112.6) | Friday (12.7) |
| Learning Target | I will tell more, less or fewer. | I will make groups that are the same. | I will make a group that has one more. | I will make a group that is one less. | I will tell which group is more. |
| Math | L21  Modeling and flipcharts on activeboard  **Fluency**: My first sprint  **Application Problem:** TSW compare a train of cubes’ length to a partner’s.  **Concept Development:**  -TSW compare sets informally using the terms more, less and fewer.  **Problem Set:**  -TSW count shapes and compare the numbers.  Lesson 21 Practice Pages  Zearn in centers | L22  Modeling and flipcharts on activeboard  **Fluency**: Make it equal  **Application Problem**: TSW use play-doh to make two sets equal.  **Concept Development:**  -TSW identify and create a set that has the same number of objects.  **Problem Set:**  -TSW draw a set of pictures that is equal to another group.  Lesson 22 Practice Pages  Zearn in centers | L23  Modeling and flipcharts on activeboard  **Fluency**: Show me 1 more  **Application Problem**: TSW draw two sets of pictures that match then drawing one extra.  **Concept Development:**  -TSW reason to identify and make a set that has one more.  **Problem Set:**  -TSW draw a set that is one more than another group.  Lesson 23 Practice Pages  Zearn in centers | L24  Modeling and flipcharts on activeboard  **Fluency**: Show me one less  **Application Problem**: TSW draw two sets of pictures, one group that has one less.  **Concept Development:**  -TSW reason to identify and make a set that has one less.  **Problem Set:**  -TSW draw a set that is one less than another group.  Lesson 24 Practice Pages  Zearn in centers | L25  Modeling and flipcharts on activeboard  **Fluency**: Beat your score  **Application Problem:** TSW match objects and discuss the quantity.  **Concept Development:**  -TSW match and count to compare a number of objects. TSW state which quantity is more.  **Problem Set:**  -TSW count objects then write which number is more than the other  Lesson 25 Practice Pages  Zearn in centers |
| Student Debrief | **\*Which sets of shapes on the board had the same number?**  **\*On the Problem Set, were there more circles than triangles?**  **\*Were there fewer hexagons than rectangles?**  **\*What new math vocabulary did we use today to communicate precisely**? | **\*What would it mean if you counted 8 in one set and 6 in another?**  **\*What do we have to remember when we are making sets that have the same number of items?** | **\*In our activity, how did you know how many cubes you needed to use in your set each time?**  **\*Think about the birds and the worms you drew at the beginning of math today. What could you say about the sets of birds and worms?** | **\*If your partner made a set of 5 pennies, how many cubes would you have put in a set?**  **\*What math vocabulary did we use today to communicate precisely?** | **\*When we were lining up the shapes on the board to compare the sets, did it matter if we made rows or columns?**  **\*What is the most important thing to remember when lining up shapes? Why does each shape get only one partner?** |