May K: Unit 8: Measurement

Content Area: **Math**
Course(s):
Time Period: **May**
Length: **3 Weeks**
Status: **Obsolete**

Unit Overview

Students will learn how to compare lengths, heights, weights and capacity using objects or pictures.

Enduring Understandings

You can compare objects by length and identify which is shorter or which is longer.

You can compare heights using objects or pictures.

You can compare wieghts using objects or Pictures.

You can compare capacity using objects or pictures.

Essential Questions

How do we measure length, height, wieght, and capacity of objects?

Instructional Strategies & Learning Activities

My Math Kindergarten Chapter 8

Pacing Guide
Suggested Pacing

Instruction	10 days
Review/Assessment	2 days
Total*	12 days

*Includes additional time for remediation and differentiation.

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1	Use direct comparison to compare	• number cards	**length**	K.MD.1

pp. 489-494 **Compare Length**	the lengths of objects.	1–20 • brown bag • connecting cubes • classroom objects	**shorter** **taller**	K.MD.2 **Major Cluster** **MP 1, 4, 5, 6, 7**
Lesson 2 *pp. 495-500* **Compare Height**	Use direct comparison to compare the heights of objects.	• yardstick, ruler • connecting cubes • classroom objects • plant pictures	**height** **longer** **shorter**	K.MD.1 K.MD.2 **Major Cluster** **MP 1, 2, 3, 4, ,6 ,7**
Lesson 3 *pp. 501-506* **Problem-Solving Strategy: Guess, Check, and Revise**	Guess, check, and revise to solve problems.	• connecting cubes • classroom objects		K.MD.1 K.MD.2 **Major Cluster** **MP 1, 3, 4, 5, 6**
Check My Progress				
Lesson 4 *pp. 509-514* **Compare Weight**	Use direct measurement to compare objects by weight.	• book, crayons • chalk eraser • bucket balance • classroom objects	**weight** **heavier** **lighter**	K.MD.1 K.MD.2 **Major Cluster** **MP 2, 3, 5, 6, 7, 8**
Lesson 5 *pp. 515-520* **Describe Length, Height, and Weight**	Describe measureable attributes of single objects.	• book • water bottle • paper towel roll • juice can • tennis ball, basketball • sheet of paper • connecting cubes • stapler • ruler		K.MD.1 K.MD.2 **Major Cluster** **MP 1, 3, 4, 5, 6, 7**
Lesson 6 *pp. 521-530* **Compare Capacity**	Compare the capacity of two objects to determine *holds more* and *holds less*.	• half-gallon • cereal • color tiles • connecting cubes • juice can • half-pint • small cups • counters • pitcher	**capacity** **holds less** **holds more**	K.MD.1 K.MD.2 **Major Cluster** **MP 1, 2, 4, 6, 8**

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.1.2.CAP	Career Awareness and Planning
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.

Technology and Design Integration

Utilize programs on the IPad.

Use of Shutterfly Share Site.

Smartboard lessons and technology

Interdisciplinary Connections

LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.RI.K.10	Actively engage in group reading activities with purpose and understanding.
LA.RF.K.1	Demonstrate understanding of the organization and basic features of print.
LA.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
LA.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.

- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Each chapter in My Math teacher manual contains differentiated instruction for Approaching level, On Level and Above level students.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

I&RS and 504 accommodations will be utilized in addition to the differentiated instruction in the Unit.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Check My Progress

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Teacher observation

Discussion

Worksheets

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Assessments for chapters located in My Math Unit.

Instructional Materials

See above

Standards

MA.K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MA.K.MD.A.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.