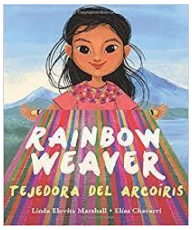

WEEK 6, Day 3

Math Center: Rainbow "Weaving"

Children use beautiful stuff to create a recycled rainbow. They compare their rainbows using math vocabulary.

Big Ideas	Children will: ● communicate mathematically through multiple forms of expression. ● persevere in solving questions with a growth mindset. ● solve mathematical problems using a variety of strategies. ● make sense of the world around them through mathematics. ● connect math to other learning and real-world examples. A strong, interdependent math community has qualities, such as: ● shared responsibility, collaboration and support for each other.
Guiding Questions	What does it mean to be a member of a math community? How do you use math tools? How do you most effectively communicate your mathematical thoughts and ideas? Why is collaboration and listening to the ideas of others important?
Vocabulary	**compare**: to look at and notices similarities and differences between two or more numbers, groups, or objects **equal**: being the same amount, or number, as another **less than**: when comparing, a way to describe the smaller quantity, or number; fewer **greater**: when comparing, a way to describe the larger/bigger quantity, or number; more
Materials and Preparation	● beautiful Stuff; ribbon, yarn, string ● thin strips of colored paper in red, orange, yellow, green, blue and purple Arrange paper, ribbon, yarn, string, by color. ● sticks, in different lengths ● unifix cubes or other material to measure with

	● optional: example of a premade rainbow stick.
Intro to Centers	*This week, we are reading* Rainbow Weave. *Remember that Ixechel notices a problem; their land being polluted by trash. She is a problem solver because she reuses trash to accomplish something she really wanted to do- weaving like her family members.* *At the Math Center, you can create your own rainbow using beautiful stuff, sticks, and strips of paper.* Demonstrate how to wrap a stick with paper, yarn, etc. Show how to wrap smaller pieces of beautiful stuff onto the stick. Make sure to wrap tightly enough so the strings do not unravel. *When you finish your work, you will compare your rainbow with other rainbows. There are a few ways to compare. You might choose to use unifix cubes to measure. Or you can line your sticks up and see which is longer or shorter. Which color is the longest?* *Can you think of other ways to compare rainbows?* Harvest a few ideas and demonstrate as appropriate. *When you finish, clean up your leftover supplies so the next person has a clean working space.* Decide where rainbows are stored to be compared in consecutive days. *During Centers tomorrow, we can compare the rainbows from today to the rainbows you make tomorrow.*
During Centers	Children wrap paper and beautiful stuff around a stick to create a rainbow. They compare various attributes on their rainbow. They might compare lengths, longer/shorter, compare specific colors. Follow the children's lead and use precise mathematical vocabulary to narrate what they are doing in their plans. Take observational notes about children's exploration and language.
Facilitation	● Why did you choose this stick? What materials will you pick next? ● What can you do to help you be successful when working in centers? What can your classmates do to help you be successful? What can your teacher do? ● How could you use the words "greater than", "less than", or "equal to" in your observations? (K.CC.C.6)
Standards	A variety of standards may be posted, based on the math curriculum used in

	the classroom. Common options might include: **QR.C.1** Know the number names and the count sequence. ● **K.CC.A.3**: I can write numbers from 0 to 20. I can write the numbers 0-20 to represent a number of objects. **QR.C.2** Count to tell the number of objects. ● **K.CC.B.5:** I can count to answer "how many?" questions for as many as 20 things arranged in different ways. Given a number from 1-20, I can count out that many objects. **QR.C.3** Compare numbers. ● **K.CC.C.6:** I can identify if the number of objects in one group is greater than, less than, or equal to the number of objects in another group **AR.C.1** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. ● **K.OA.A.1:** I can represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. ● **K.OA.A.2:** I can solve addition and subtraction word problems, and add and subtract within 10. **GR.C.1** Identify, describe, analyze, compare, create, and compose shapes based on their attributes. ● **K.G.A.1:** I can describe objects in the environment using words such as above, below, beside, in front of, behind, and next to. **SR.C.1** Describe and compare measurable attributes. ● **K.MD.A.1:** I can describe the attributes of objects, such as length or weight. I can describe several attributes for a single object. ● **K.MD.A.2:** I can compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute and describe the difference. ● **K.MD.B.3:** I can put objects into categories; count the numbers of objects in each category and sort the categories by count. **Standards for Mathematical Practice:** 1-8

Notes