

WEEK 8, Day 1

Math Center: Garden Treasures
 Children compare the weights of items from nature.

Big Ideas	<p>Children will:</p> <ul style="list-style-type: none"> ● 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. <p>A strong, interdependent math community has qualities, such as:</p> <ul style="list-style-type: none"> ● shared responsibility, collaboration and support for each other.
Guiding Questions	<p>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?</p>
Vocabulary	<p>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 heavier: when comparing, a way to describe the item with a larger weight or mass. lighter: when comparing, a way to describe the item with the smaller weight or mass</p>
Materials and Preparation	<ul style="list-style-type: none"> ● a variety of natural materials; rocks, leaves, sticks, seeds, etc., Items could be saved from the previous week’s Nature Scavenger Hunt. ● pan balance(s) ● Measuring With Nature recording sheet <p>Alternative Center: Revisit any of the Math Centers from the school year. As the year comes to a close, children often enjoy familiar Centers from the past.</p>

<p>Intro to Centers</p>	<p><i>At the Math Center last week, we created Nature Scavenger Hunts that we completed outside. This week we will use the items we collected for our new work.</i></p> <p>Show the pan balance. <i>What do you already know about this math tool?</i></p> <p>Provide a minute of think time. Harvest a few responses. <i>This is a pan balance. We use this tool to compare the weights of items. What does it mean to compare?</i></p> <p>Harvest a few responses. <i>Yes, comparing means to look at two or more objects and think about how they are alike or different. In this case, we will be looking to see which item is heavier, and which is lighter. The object that is heavier will shift the balance down, and the object that is lighter will rise up.</i></p> <p>Demonstrate how the pan balance works.</p> <p><i>Now your job is to compare the weights of the items we collected during our Nature Scavenger Hunt. Which item do you think is the heaviest, and which is the lightest?</i></p> <p><i>Record your results on the provided recording sheet, by drawing each item and labeling your drawings.</i></p> <p>Demonstrate how to complete the recording sheet.</p>
<p>During Centers</p>	<p>Model how to use the pan balance correctly.</p> <p>Encourage children to predict which item might be heavier before placing it in the balance and to explain their thinking.</p> <p>Take observational notes about children’s exploration and language. Follow the children’s lead and use precise mathematical vocabulary to narrate what they are doing in their plans.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● Which items are lighter/heavier? How do you know? ● How could you use the words “greater than”, “less than”, or “equal to” in your observations? (K.CC.C.6) ● How would you describe this _____ [name an item]? How does it compare to this item? How are they the same? How are they different? ● What can you do to help you be successful when working in centers? ● What can you do when there is a math standard that you’re not sure about?
<p>Standards</p>	<p>A variety of standards may be posted, based on the math curriculum used in the classroom. Common options might include:</p>

- 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