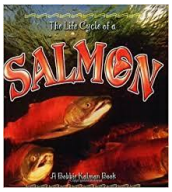

WEEK 3, Day 3

Math Center: Measuring and Comparing Fish

Children create then measure fish. They compare the lengths of their fish to other fish.

Big Ideas	Children will communicate mathematically through multiple forms of expression. Children will persevere in solving questions with a growth mindset. Children will solve mathematical problems using a variety of strategies. Children will make sense of the world around them through mathematics. Children will 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	**longer:** when comparing items, the object that is larger in length **shorter:** when comparing items the object, that is smaller in length **compare:** to look at and notice similarities and differences between two or more numbers, groups, or objects **equal:** two or more objects that have the same size or value
Materials and Preparation	● cubes ● pennies ● plastic links ● paper ● writing and drawing tools ● scissors ● Create one pre-made sample fish for the Intro to Centers

Intro to Centers	*This week at the Math Center we will continue our work with fish! Last week you created creatures inspired by Leo Lioni's* Fish Is Fish *using pattern blocks. This week you will have the opportunity to create fish from paper and use math tools to measure your fish.* Hold up a sample fish and display a variety of measurement tools (e.g., cubes, pennies, plastic links). *How could you measure this fish using these materials?* Invite ideas. Model how to measure the fish. *Once you have created and measured your fish,* ***compare*** *your fish to others. What does it mean to compare?* Invite ideas. Sample answers might include "find out which fish is smallest," "what one is longest" or "if any are the same length." *When you are finished at the Math Center, put your supplies back where they belong so they are ready for the next person to use. You can add your fish to the basket of fish for other students to use. Organizing materials and cleaning up are important responsibilities in Kindergarten.* Show where the math tools belong when they are put away.
During Centers	Encourage the children to measure their fish with different tools. Direct their attention to how the different tools for measuring give different answers. Follow the children's lead and use precise mathematical vocabulary to narrate what they are doing. Take observational notes about children's exploration and language.
Facilitation	● What works the best for measuring your fish? ● How can measurement tools be used to compare different fish? ● Which tool did you choose? Why? ● Your friend measured with ___, you measured with ____ did you get the same answer? Why do you think that is? ● Now that you are finished what can you do to leave the center ready for the next person?
Standards	**Addressing:** **K.MD.A.1** ● Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **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. **Standards for Mathematical Practice:** 1-8

Notes