

(1) Name Lengths

Kyla Baker · Kindergarten · Mathematics: Measurement – Lengths

Core Competencies:

Communication:

- Students will participate in individual and group work to simultaneously share knowledge and gain new skills: I can ask and respond to simple, direct questions.
- Students will compare objects and use applicable language to interpret and present their findings: I can understand and share information about a topic that is important to me.

Thinking:

- Students will observe objects and compare them using non-standard measurements to evaluate attributes: I can identify criteria that I can use to identify evidence.
- Students will be questioned about the attributes of comparable objects in order to examine them: I can explore materials and actions.

Personal & Social:

- Students will be presented with problems which are attainable: I can show a sense of accomplishment and joy.
- Students will recognize when they are struggling and act accordingly: I can persevere with challenging tasks.
- Students will work with others to solve questions: I can solve problems myself and can identify when to ask for help.

Big Ideas:

- Objects have attributes that can be described, measured, and compared.

Curricular Competencies:

Students will be able to:

- Comparing and identifying lengths: longer than, shorter than, longest, and shortest.

Content:

Students are expected to know:

- Terminology specific to height width, length, mass, and capacity: longer than, longest, shorter than, shortest, taller than, wider than, heavier than, lighter than, same as, holds more, holds less

Incorporation of Aboriginal Education:

First Peoples Principles of Learning:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.
- Learning requires exploration of one's identity.

Diversification/Differentiation:

- For students with the longest names inform them that they can use teacher names to fill in the 'longer than' column on the worksheet
- Remind students that they can count the letters in the name to ensure the name they are looking at is shorter or longer than their own

Assessment Tools & Strategies:

- Observation – during the modelling try to address any presented issues with the activity/terminology; review completed worksheets and address incorrect answers (preferably when students are handing their worksheets in, if time allows, or pull students away from math tubs to review learning gaps) – do so by having the student count the letters in each name

Cross-Curricular Connections:

English Language Arts – learning to use math specific vocabulary

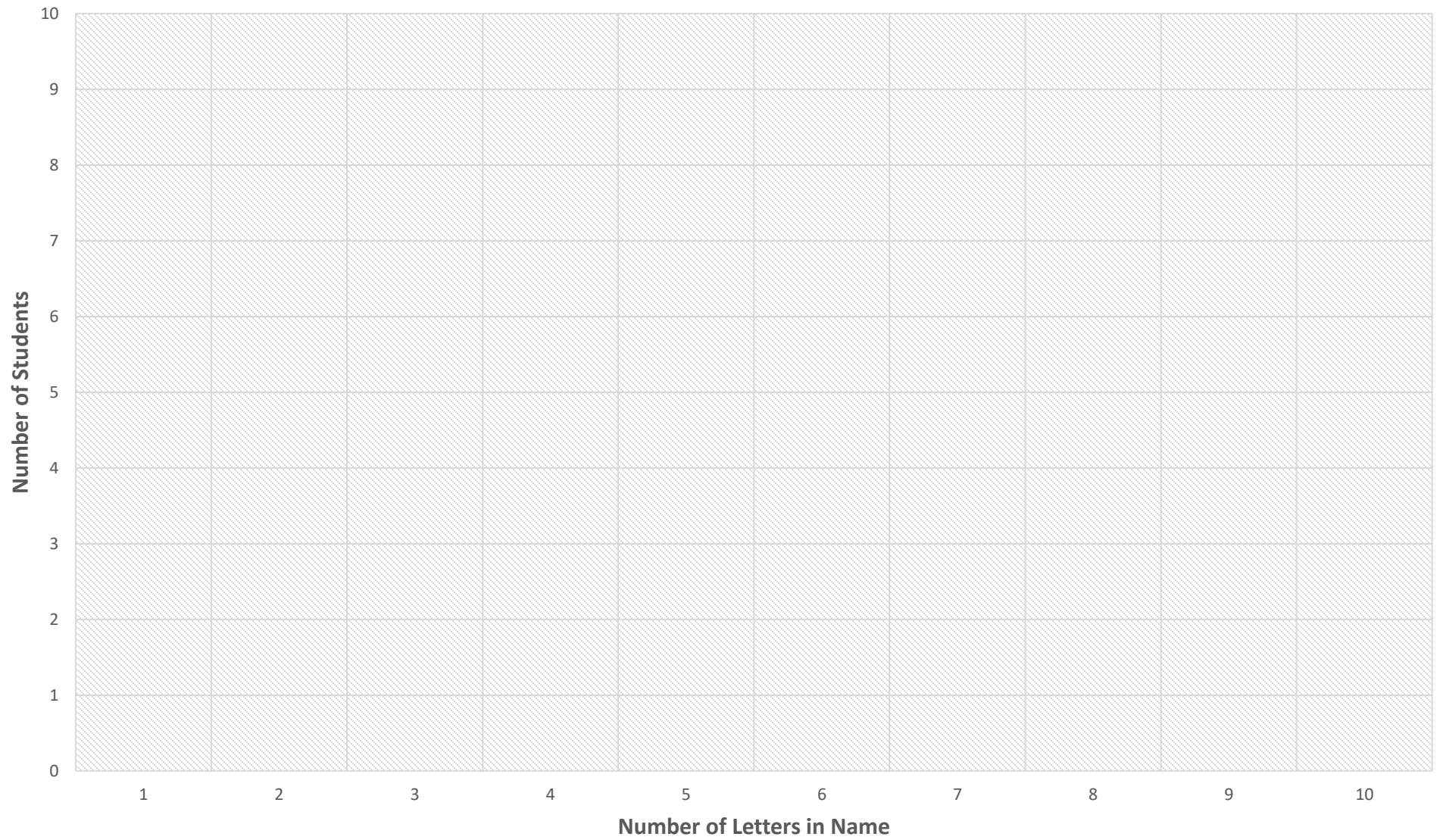
Resources/Materials:

- Popsicle sticks with students' name written on them
- Whiteboard or chart paper and markers
- Premade Chart (see below)
- Premade Worksheet (see below)

Method:

1. Pick two names to compare using the popsicle sticks – write these names beside each other on the board
2. Ask students which name is longer and which name is shorter or are they the same
3. Double-check the answers by counting the number of letters in each name
4. Have a premade chart with the x axis as the number of letters in a name and the y axis as the number of students – have the student color in a box for their name in the designated section (if students are having troubles focusing that day the teacher can color in the box for their name)
5. Be sure to include the names of students who are away (go through all the popsicle sticks)
6. Once the exercise is completed with everyone's name ask students how many letters are in the longest name and how many letters are in the shortest name – count them together
7. Have students complete the worksheet with at least two names on each side
8. Students can play with math tubs once they are finished

Length of Student Names



Shorter:

My Name:

Longer: