Cut and Paste Width Match and Comparison

Kyla Baker · Kindergarten · Mathematics: Measurement - Width

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 utilize items that are novel to them in order to place values upon those items using the prescribed terminology: I get ideas when I play.
- Students will observe objects and compare them 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 widths: thick, thicker, thickest, thin, thinner, thinnest, wider than, narrower than, widest, and narrowest

Content:

Students are expected to know:

- Terminology specific to height width, length, mass, and capacity: longer than, shorter than, taller than, wider than, thick, thin, thicker, thinner, thicker than, thinner than, thickest, thinnest, 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.

Diversification/Differentiation:

- Students can work in pairs if they are struggling to match the widths
- Teacher can suggest ordering/matching the pictures before gluing them down to avoid mistakes
- Teacher will review the worksheet with students prior to having them complete it on their own
- Teacher will scribe words “thickest, thick, thin, and thinnest” on the board with matching pictures to help students label theirs

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)

Cross-Curricular Connections:

English Language Arts – learning to use math specific vocabulary
Arts Education – cutting and pasting

Resources/Materials:

- Whiteboard and Marker
- Video: https://www.youtube.com/watch?v=7SlxEU1gWQc
- Projector
- Premade Worksheet (see below)
- Scissors
- Glue Sticks
- Colored Construction Paper
- Pencils

Method:

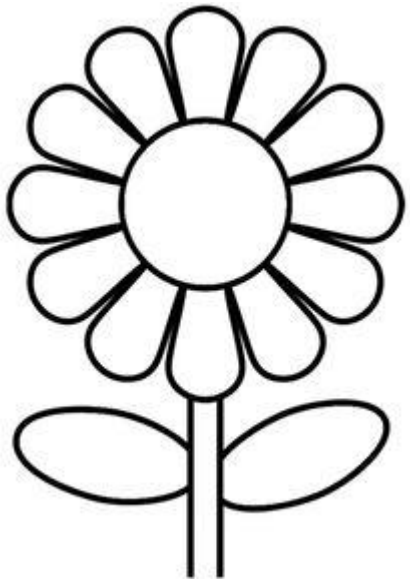
Prep: Print a class set of the worksheet out and make available a class set of scissors, glue, and a blank colored construction paper for them to glue on to; have video loaded (https://www.youtube.com/watch?v=7SlxEU1gWQc); cut out the pictures for the modelling worksheet

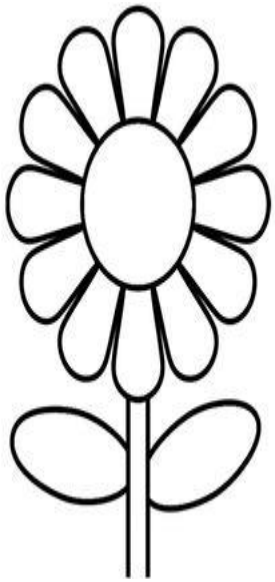
Lesson:

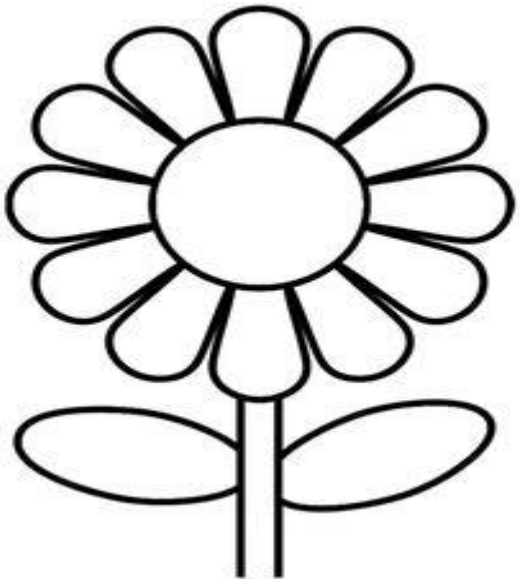
1. Ask students if they can remember the words we learned last week relating to width
2. Ask them is they remember how to show it with their hands thick/wide and thin/narrow
3. Show students a video you found of a kindergartener identifying width; review wide and narrow again since this are the terms the boy used in the video: https://www.youtube.com/watch?v=7SlxEU1gWQc
4. Tell students you thought that simply identifying/labelling items was a little two simple for them thus you made a challenge for them
5. Show students the worksheet – ask if anyone thinks they know what they will have to do (*give think time)
6. If no one guesses correctly, inform students we will be doing a matching cut and paste activity with these new terms; model the activity using the worksheet below (choose one for the class to use and the other to model with)
7. Emphasize how to match them together by asking if the widest/thickest candle would fit on the thin cake
8. Once they have matched all the candles to the cakes use magnets to hold them on the board; ask if anyone can guess the next step (labelling them as “thickest, thick, thin & thinnest” and “widest, wide, narrow, & narrowest” – write one on top and one below—take the time to write these on the whiteboard)
9. Tell students they will be doing the same activity with flowers and flower pots (show them the worksheet again) and that they will be gluing their paper onto another colored paper
10. Ask students where their scraps should go (recycling bin)
11. Review steps: 1. Name 2. Cut out flowers and pots 3. Match them by their width and order them form thickest to thinnest 4. Glue to paper 5. Label
12. Hand out/ get students to help hand out worksheets – remind students not to move to get tools until they have two papers (the worksheet and the colored paper)
13. Once students are finished they can play with math tubs

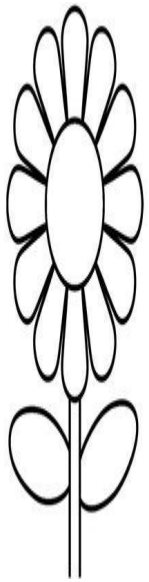
Cut and Paste: Thickest to Thinnest

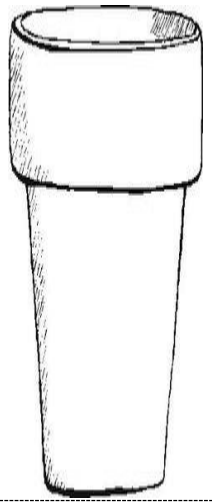
Match Each Flower to the Pot of the Same Width

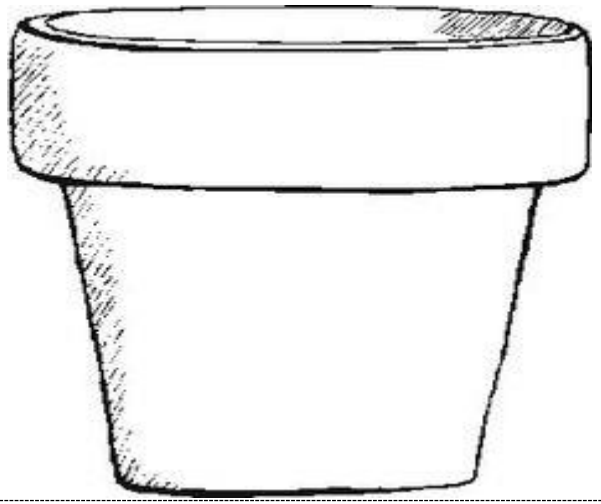


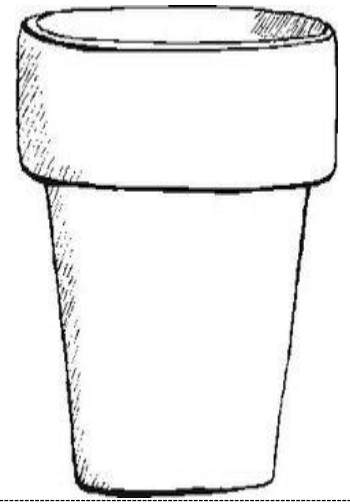


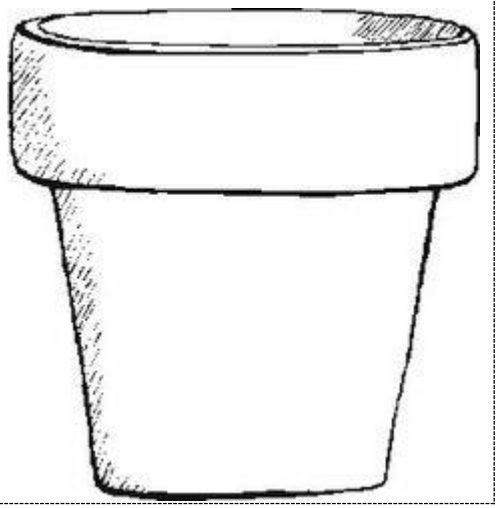












Cut and Paste: Thickest to Thinnest

Match Each Candle to the Cake of the Same Width