

## Weight & Me

Kyla Baker · Kindergarten · Mathematics: Weight

### Core Competencies:

#### Communication:

- (1) Connect and engage with others (to share and develop ideas)
  - “I can ask and respond to simple, direct questions.”
- (2) Acquire, interpret, and present information
  - 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:

##### Creative Thinking

- (1) Novelty and Value
  - 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.”

##### Critical Thinking

- (1) Question and Investigate
  - Students will be questioned about the attributes of comparable objects in order to examine them
  - “I can explore materials and actions.”

#### Personal & Social:

##### Personal Awareness and Responsibility

- (1) Self-determination
  - Students will be presented with problems which are attainable
  - “I can show a sense of accomplishment and joy.”
- (2) Self-regulation
  - Students will recognize when they are struggling and act accordingly
  - “I can persevere with challenging tasks.”

##### Social Responsibility

- (1) Solving problems in peaceful ways
  - 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.
- Familiar events can be described as likely or unlikely and compared.

### Curricular Competencies:

Students will be able to:

- Compare and identify masses: heavier than, lighter than, same as

### Content:

Students are expected to know:

- Terminology specific to height width, length, mass, and capacity: longer than, shorter than, 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 is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.

#### Diversification/Differentiation:

- Students can work in pairs if the line ups to use the scales are getting too long
- Students will be sent back to address mistakes/misinformation about what questions might be asking

#### Assessment Tools & Strategies:

- Observation: teacher will record (take pictures) to document student learning;
- While they are testing the mass address any missed information/how to weigh better/more accurately
- Students can reference the number posters on the wall if they cannot remember what some numbers look like

#### Cross-Curricular Connections:

English Language Arts: using math specific terminology

#### Resources/Materials:

- Scales/Balances (can be made with a hanger, string, and cup/clothespin/elastic)
- Premade Worksheet
- Dinosaurs
- Cars
- Blocks
- Dominos

#### Method:

Prep: set up stations (dinosaurs to be weighed by dominos and cars to be weighed by blocks)

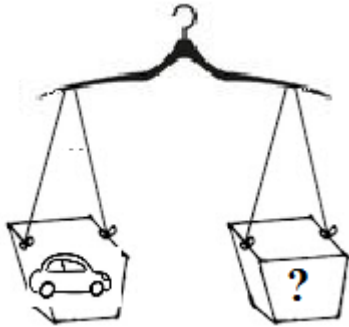
#### Lesson:

1. Ask students if they can remember the new unit we started on Monday: Mass, ask if they can remember the two words we use when looking at mass (heavy and light)
2. Demonstrate how to use the scales/balances
3. Review that part of the worksheet are ideas that come from your head not a concrete station; demonstrate how the pictures illustrate heavier than or lighter than me using the scale



Name: \_\_\_\_\_

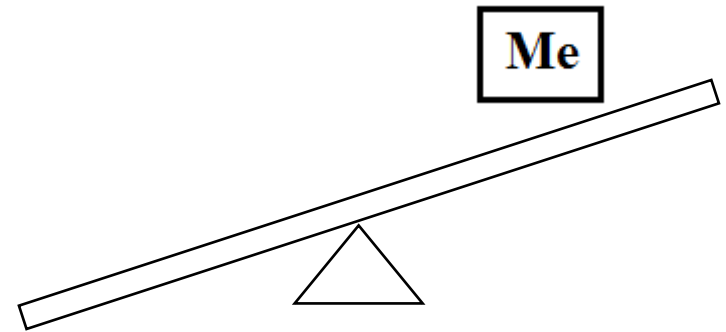
## Measuring Weights



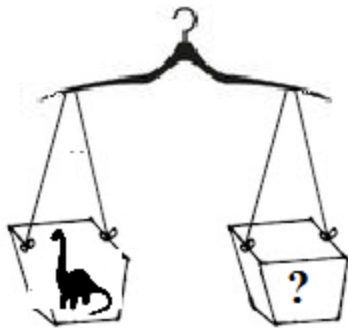
A car weighs \_\_\_\_\_



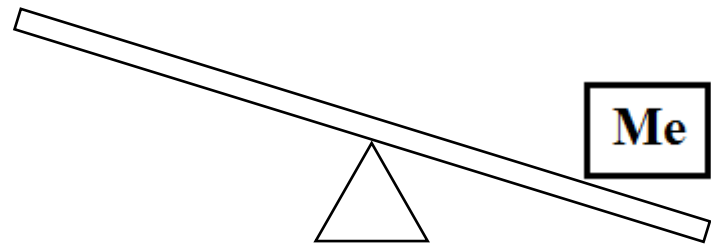
Keva blocks.



\_\_\_\_\_ is heavier than me.



A dinosaur weighs \_\_\_\_\_  
dominos.



\_\_\_\_\_ is lighter than me.

