Just In Time Quick Check

[**Standard of Learning (SOL) K.9**](https://www.doe.virginia.gov/home/showpublisheddocument/3034/637982465160830000)

| Strand:Measurement and Geometry |
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| Standard of Learning (SOL) K.9***The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).***  |
| Grade Level Skills: * Compare and describe lengths of two objects (as longer or shorter), using direct comparison.
* Compare and describe heights of two objects (as taller or shorter), using direct comparison.
* Compare and describe weights of two objects (as heavier or lighter), using direct comparison.
* Compare and describe temperatures of two objects or environment (as hotter or colder), using direct comparison.
* Compare and describe volumes of two containers (as more or less), using direct comparison.
* Compare and describe the amount of time spent on two events (as longer or shorter), using direct comparison.
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| [**Just in Time Quick Check**](#bookmark=id.gjdgxs)  |
| [**Just in Time Quick Check Teacher Notes**](#_K.9_-_Just) |
| Supporting Resources: * VDOE Word Wall Cards: Kindergarten [(Word](https://www.doe.virginia.gov/home/showpublisheddocument/18670/638041054378300000)) |  [(PDF)](https://www.doe.virginia.gov/home/showpublisheddocument/18672/638041054386730000)
	+ Weight: Heavier/Lighter
	+ Length: Longer/Shorter
	+ Height: Taller/Shorter
	+ Temperature: Hotter/Colder
	+ Volume: Less/More
* Mathematics Instructional Plans
	+ [K.9 - Heavier or Lighter?](https://www.doe.virginia.gov/home/showpublisheddocument/16410/638037041647470000) (Word) / [PDF Version](https://www.doe.virginia.gov/home/showpublisheddocument/16412/638037041653870000)
	+ [K.9 - Hot or Cold?](https://www.doe.virginia.gov/home/showpublisheddocument/16414/638037041659970000) (Word) / [PDF Version](https://www.doe.virginia.gov/home/showpublisheddocument/16416/638037041666370000)
	+ [K.9 - How Long Is It?](https://www.doe.virginia.gov/home/showpublisheddocument/16438/638037044005970000) (Word) / [PDF Version](https://www.doe.virginia.gov/home/showpublisheddocument/16440/638037044012070000)
	+ [K.9 - Taller or Shorter?](https://www.doe.virginia.gov/home/showpublisheddocument/16442/638037044016130000) (Word) / [PDF Version](https://www.doe.virginia.gov/home/showpublisheddocument/16448/638037044033330000)
	+ [K.9 - Time: Longer or Shorter?](https://www.doe.virginia.gov/home/showpublisheddocument/16446/638037044027400000) (Word) / [PDF Version](https://www.doe.virginia.gov/home/showpublisheddocument/16448/638037044033330000)
	+ [K.9 - Volume: More or Less?](https://www.doe.virginia.gov/home/showpublisheddocument/16450/638037044039100000) (Word) / [PDF Version](https://www.doe.virginia.gov/home/showpublisheddocument/16452/638037044045370000)
* Co-Teaching Mathematics Instructional Plans
	+ [K.9 - Comparing Time](https://www.doe.virginia.gov/home/showpublisheddocument/17562/638039341148570000) (Word) / PDF Version
	+ [K.9 - Comparing Volume](https://www.doe.virginia.gov/home/showpublisheddocument/17560/638039341144670000) (Word) / [PDF Version](https://www.doe.virginia.gov/home/showpublisheddocument/17558/638039341139970000)
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| **Supporting and Prerequisite SOL**: [Foundation Blocks for Early Learning: Standards for Four-Year Olds – 3ac\*](https://www.doe.virginia.gov/home/showpublisheddocument/421/637890605072570000) |

\*This links to the prerequisite standards found in Foundation Blocks for Preschool. Just in Time Quick Checks have not been created for Foundation Blocks.

**SOL K.9 - Just in Time Quick Check: Student Interview**

| **Which of these nails is longer?** | **Which strip is shorter?** |
| --- | --- |
| The box shows two nails used to hold objects together. The top nail is about the length of your pointer finger. The bottom nail is similar in length to your pink finger. | There are two trains of linking cubes. The train on top shows a link of eight links. The bottom train shows four links. |

| **Which of these ladders is taller?** | **Which of these animals is shorter?** |
| --- | --- |
| There are two ladders. The first ladder may be used to reach something in a kitchen cabinet. The second ladder may be used to reach something up in a tree. | There is a picture of a giraffe and a picture of a pig. |

| **Which of these is heavier? (the cow or the milk carton)** | **Which of these objects is lighter? (the paper clip or the scissors)** |
| --- | --- |
| The first picture shows a cow. The second picture shows a carton of milk.  | The first picture is a paper clip. The second picture is a pair of scissors. |

| **Which picture represents a day that is hotter?** | **Which of these foods is colder than the other?** |
| --- | --- |
| A picture of a sun.A picture of a tree with a snowman and snowflakes. | A picture of bowl of ice cream with chocolate syrup and a cherry on top.A picture of a bowl of soup with steam coming from the top.  |

| **Which of these containers has less juice?** | **Which of these bottles has more water?** |
| --- | --- |
| The first picture shows a pitcher with enough liquid inside to fill a glass.A pitcher filled with enough liquid to fill four glasses of liquid. |  |

| **Which of these takes a longer amount of time?** | **Which of these takes a shorter amount of time?** |
| --- | --- |
| The first picture shows a box curled up on a chair taking a nap.The second picture shows a girl taking a drink at a water fountain. | The first picture shows a boy coloring a picture in a coloring book.The second picture shows one hand shaking another hand. |

# K.9 - Just in Time Quick Check Teacher Recording Sheet

Teacher ask students questions and records student responses and any additional notes in the chart below.

| Skill | Response Correct | Response Incorrect | Additional Notes |
| --- | --- | --- | --- |
| Lengths of two objects (longer/shorter) |  |  |  |
| Heights of two objects (taller/shorter) |  |  |  |
| Weights of two objects (heavier/lighter) |  |  |  |
| Temperatures of objects or environment (hotter/colder) |  |  |  |
| Volumes of two containers (more/less) |  |  |  |
| Time spent on two events (longer/shorter) |  |  |  |

# K.9 - Just in Time Quick Check Teacher Notes

**Common Errors/Misconceptions and their Possible Indications**

*Some students may understand the vocabulary words long, short, tall, short, heavy, light, hot, cold but may struggle to use them appropriately when making comparisons. These students would benefit from additional opportunities to use these terms when making direct comparisons with items in the classroom and at home. It is recommended that objects, situations, or events that are common and familiar to students be used for further exploration and instruction.*

*Some students may struggle particularly when comparing volume and time. This may be due to lack of experience. For those struggling with comparing the volume of two containers, provide opportunities to practice this skill throughout the school year. Ensure that students utilize the same measuring unit (i.e., large cubes, small cubes, beans, etc.) to determine which container holds more. For students who struggle with one-to-one correspondence, it may be helpful to provide measuring units that are larger, so that there are fewer to count; then, as students make progress in their counting abilities decrease the size of the unit utilized so that students have additional opportunities to count larger amounts.*

*Some students will likely struggle with telling which event will take more time. Time is so abstract for young children. As a result, they will need lots of experiences considering which takes longer. Providing opportunities during the school day to compare the length of time an event takes will be beneficial as students are able to consider the length of time. Some ideas might include asking students: Will it take more time to do one jumping jack or ten jumping jacks? Which takes less time – walking across the room or walking to the front office? Testing out these ideas could be helpful to many students who are struggling to identify events that take more or less time. Note: Students are not expected to know how much time an event takes, just be able to directly compare which takes more or less time.*