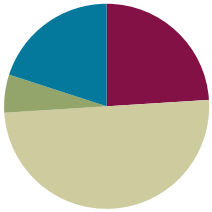
Lesson 2

Objective: Analyze to find two similar objects—*these are the same but….*

Related Topics: More Lesson Plans for the Common Core Math

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problems	(3 minutes)
Concept Development	(25 minutes)
Student Debrief	(10 minutes)
Total Time	**(50 minutes)**



Fluency Practice (12 minutes)

- Hands Number Line to 3 **K.C.C.4a** (5 minutes)
- Show Me Fingers to 3 **K.C.C.5** (2 minutes)
- Finger Flashes to 3 **K.C.C.5** (2 minutes)
- Rekenrek to 3 **K.C.C.5** (3 minutes)

Hands Number Line to 3 (5 minutes)

Materials: (S) Left hand mat, bag of beans (painted red on one side)

Note: This fluency was selected in anticipation of future lessons. Although students will not be working with numbers in this lesson, they will need to develop fluency for upcoming lessons in which students will work with numbers in depth.

T: How many hands do you see on your mat?
S: 1.
T: How many real hands do you have?
S: 2.
T: Put 1 of your real hands down on the mat so that it matches the picture of the hand exactly. Make sure to line up all of your fingers.
T: Take 1 bean out of your bag and put it on the pinky fingernail. How many fingers have a bean?
S: 1.

NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Enlarge a copy of the left hand mat and hang it in the room where students will see it and reflect how they have used it. Make a few copies so that children could use them at a center where they could practice counting.

For learners who like to feel/touch or for students with fine motor challenges find gloves in the dollar store and let the student put the beans on the glove.

T: Which finger is it?
S: Pinky.
T: Show me your real pinky finger. This is the finger we'll start counting with (demonstrate).
S: 1 (hold up the pinky finger of the left hand, palm out).
T: Put another bean on the very next finger. How many fingers have beans on them now?
S: 2.
T: Show me which fingers have beans. Use your mat to help you. (Circulate and support.) Let's count on fingers from 1 to 2. Ready?
S: 1 (hold up the pinky finger of the left hand), 2 (pinky and ring finger, palm out).
T: Put another bean on the very next finger. How many fingers have beans on them now?
S: 3.
T: Show me which fingers have beans. Use your mat to help you. (Circulate and support.) Let's count on fingers from 1 to 3. Ready?
MP.5
S: 1 (hold up the pinky finger of the left hand), 2 (pinky and ring finger, palm out), 3 (pinky, ring finger, and middle finger, palm out).
T: Very good! See if you can do it without looking at the mat. Close it up (show closed fist)—ready?
S: 1, 2, 3 (show fingers).
T: Stay here at 3. Now, count back down to 1. Ready?
S: 3, 2, 1.

Continue practicing so that students get more comfortable with this way of finger counting.

Show Me Fingers to 3 (2 minutes)

Note: This fluency was selected in anticipation of future lessons. Although students will not be working with numbers in this lesson, they will need to develop fluency for upcoming lessons in which students will work with numbers in depth.

T: Let's play Show Me Fingers. I'll say a number, and you show me that many fingers, the same way as before. Remember to start on the pinky, and don't skip any fingers! Ready? Show me 1!
S: (Hold up the pinky finger.)
T: Quick…show me 2!
S: (Hold up the pinky finger and the ring finger.)

A possible sequence is 1, 2, 1, 2, 3, 2, 3, 2, 3, 2, 1, then randomly, as students approach mastery.

Finger Flashes to 3 (2 minutes)

Note: This fluency was selected in anticipation of future lessons. Although students will not be working with numbers in this lesson, they will need to develop fluency for upcoming lessons in which students will work with numbers in depth.

T: This time, I'll show you my fingers, and you say how many you see. Ready?

Use a similar sequence as before. Realize that the teacher will need to show the reverse, that is, starting with the pinky finger of the right hand. It is important that students see the number line progressing from left to right from one finger to the next.

Rekenrek to 3 (3 minutes)

Materials: (T) 20 Rekenrek

Note: This fluency was selected in anticipation of future lessons. Although students will not be working with numbers in this lesson, they will need to develop fluency for upcoming lessons in which students will work with numbers in depth.

Rekenrek

T: Let's practice counting with the Rekenrek. (Show students the 20 Rekenrek with the side panel attached.) Say how many you see. (Slide the red balls you want the students to count completely to one side).

A suggested sequence is, counting up, counting down, then in short sequences, 1, 2, 1, 2, 3, 2, 3, etc.

Application Problem (3 minutes)

Jeremy has 3 marbles. Draw his marbles.

Note: Students can debrief their problem by comparing their drawing to that of their partners. The sooner they see there are different ways to draw solutions, the better. "How are our drawings exactly the same?" "How are our drawings not exactly the same?"

Concept Development (25 minutess

Materials: (T) Pairs of identical items but which are different in one way. Suggestions: Two tennis balls, one white and one yellow; two identical cups, one with a straw and one empty; two squares, one turned to be a kite and one parallel to the floor; two identical pencil boxes but with different student names; two identical pencils, one new one used. (S) Two of the same flowers (or leaves, twigs, etc.) for each student

T: What am I holding?
S: Balls. → 2 things. → 2 balls. → A yellow ball and a white ball. → 2 tennis balls.
T: Are they exactly the same or are they not exactly the same?
S: They are not exactly the same.
T: They are **the same but…** (pause).
S: One is yellow and one is white. → They are same but they are different colors. → One is fuzzier than the other one.

T: So many good ideas! Repeat one of them after me. They are the same but one is yellow and one is white.
S: They are the same but one is yellow and one is white.
T: What am I holding now?
S: Pencils. → 2 things. → 2 pencils. → A short pencil and a long pencil.
T: Are they exactly the same or are they not exactly the same?
S: They are not exactly the same.
T: They are the same but… (pause).
S: One is shorter and one is longer. → They are the same but one is sharpened and one is not sharpened. → One is new and one is not.
T: Repeat one of them after me. They are the same but one is shorter and one is longer.
S: They are the same but one is shorter and one is longer.
T: What am I holding now?
S: Cups. → 2 things. → 2 cups. → 2 plastic cups.
T: Are they exactly the same or are they not exactly the same?
S: They are exactly the same.

Repeat the process with other pairs. You might encourage the students to take control of the questioning, asking their partners, "Are they exactly the same or are they not exactly the same?" Have them talk to their partners using their words. "They are the same but…" Once they have finished with one pair of items, have them try with another.

NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSIONS:

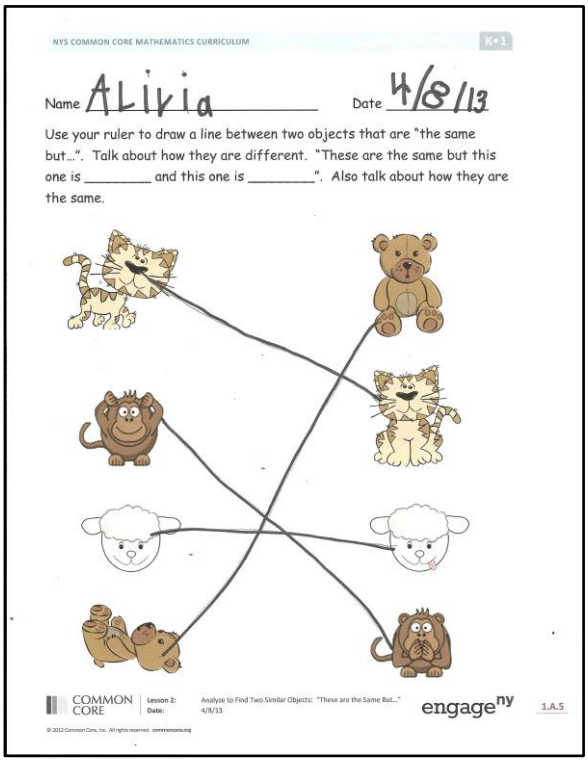
Have students bring an object to add to the materials from the lesson (balls, cups, pencils). Set up an area where children can explore those items reflecting back on the lesson.

After a day or two, the teacher might want to add some other items (colored Styrofoam egg cartons, large and small books, colored buttons). Children can apply their learning about it is *exactly the same, but…* to the new pieces.

To further extend this activity, the teacher could make some various size colored geometric shapes (or attribute blocks) and students could tell how they are *exactly the same, but different.*

Problem Set (5 minutes)

Students should do their personal best to complete the Problem Set within the allotted 5 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.


NYS COMMON CORE MATHEMATICS CURRICULUM K•1

Name Alivia Date 4/8/13

Use your ruler to draw a line between two objects that are "the same but…". Talk about how they are different. "These are the same but this one is _____ and this one is _____". Also talk about how they are the same.

COMMON CORE Lesson 2: Date: Analyze to Find Two Similar Objects: "These are the Same But…" 4/8/13 engage^ny 1.A.5

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Student Debrief (10 minutes)

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson. You may choose to use any combination of the questions below to lead the discussion.

- What were your favorite objects?
- Who can make a "They are **the same but**…" sentence about the cats? (Repeat with each of the animals.)
- How could they have been exactly the same?

NOTES ON MULTIPLE MEANS FOR ENGAGEMENT:

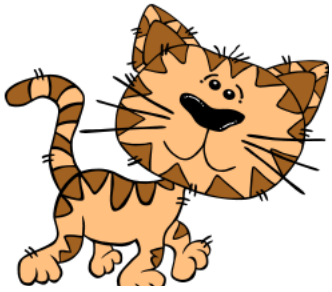
For students who have coordination issues cut the eight pieces out and let the student match the cards.

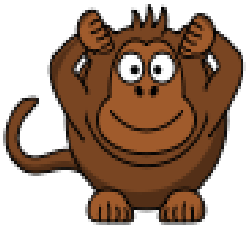
Exit Ticket (3 minutes)

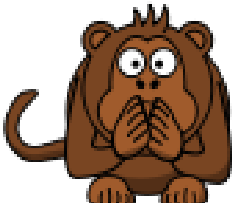
After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

Name _____ Date _____

Use your ruler to draw a line between two objects that are "the same but…". Talk about how they are different. "These are the same but this one is _____ and this one is _____". Also talk about how they are the same.







Name _____ Date _____

Circle the shapes that are the same in each row. Talk to a friend about how you made your choice.

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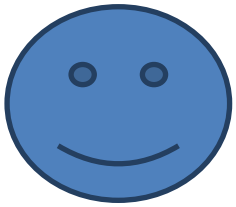

Name _____ Date _____

Are they the same? Circle your answer. Explain why to an adult or friend.

Are these the same? YES NO

Are these the same? YES NO

Are these the same? YES NO