

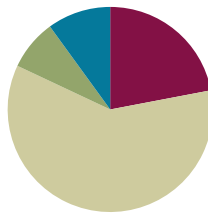
Lesson 3

Objective: Classify to find two objects that share a visual pattern, color, and use.

Related Topics: [More Lesson Plans for the Common Core Math](#)

Suggested Lesson Structure

■ Fluency Practice	(11 minutes)
■ Application Problems	(4 minutes)
■ Concept Development	(30 minutes)
■ Student Debrief	(5 minutes)
Total Time	(50 minutes)



Fluency Practice (11 minutes)

- Counting Beans and Fingers to 5 **K.CC.4a** (5 minutes)
- Show Me Beans to 5 **K.CC.4a** (3 minutes)
- Counting with the Number Glove to 5 **K.CC.5** (3 minutes)

Counting Beans and Fingers to 5 (5 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.

Conduct activity as outlined in Lesson 1.

Continue to 5 moving from pinky finger to thumb. Give time for students to touch and count, but take notice of which students must recount each time another bean is added.

Show Me Beans to 5 (3 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.

Conduct activity as outlined in Lesson 1.

Continue this wave sequence to 5, then randomly, as students demonstrate mastery, taking note of which students need to recount.

Counting with the Number Glove to 5 (3 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.

Conduct activity as outlined in Lesson 1.

A recommended sequence: 1, 2, 3, 2, 3, 4, 3, 4, 5, 4.... Listen for hesitation as students count, rather than count along with them. Return to sequences within 3 if they have difficulty, then build up to 5.

Application Problems (4 minutes)

Draw two circles that that are the same but are a different color.

Note: Linking drawing and math is important to instill in students from the beginning of their formal math learning. By drawing socks or circles they are representing their understanding and learning how drawing can be a tool to aid in that understanding.

Concept Development (30 minutes)

Part One

Materials: (S) Sets of plates, cups, bowls, etc. in a variety of patterns; bin or basket; stuffed animals

Plastic dinnerware sets can be purchased, or the teacher can create their own from disposable products with a variety of colors and patterns drawn with permanent marker. Although time-consuming, a teacher-created set will allow for greater control of the complexities of the concepts, and yield richer discussion. For example, this plate has blue stripes, and this bowl has red stripes. Even though they are different colors, they match because the pattern is the same.

Invite students to the rug to sit in a circle. Have them pass the objects around and talk about them. Guide them to discuss and compare attributes of each. Collect the items after discussion.



NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSION:

Children who are visually impaired or students who tend to be more kinesthetic learners may benefit from some sets that have some texture. An example would be to glue the rim of the cup and then dip it in sand. The plate could be glued around the edges and sprinkled with sand. Another idea is to glue rick-rack around a cup and a plate to give it texture.



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Continue to stress the importance of clear, concise language from the students. Let students share their answers with a partner first and then share with the class. Watch for student who have expressive language issues or are English language learners and help them along.

- T: Let's have a teddy bear tea party! This is Teddy's plate (placing a plate in front of the stuffed animal). What do we see on Teddy's plate?
- S: Stripes.
- T: Yes, what color are the stripes?
- S: Blue.
- T: Good. Teddy wants a cup that has the same striped pattern. Let's find a cup that **matches** Teddy's plate.
- S: The one with red stripes!
- T: Yes! Are they the same color?
- S: No.
- T: How are they a match?
- S: They both have stripes.

MP.7

Continue with other patterns and colors, until students are able to consistently identify a match. Consider showing a few non-examples, and have them determine why they do not match.

Distribute the bins and stuffed animals to each group or table. Have them set the table so that each stuffed animal (not each table) has a matching set of dinnerware. Place the items back into the bin, and rotate so that students can practice with several different sets. Circulate and foster dialogue about the attributes of the objects.

Part Two

Materials: (S) Bags of objects, or pictures of objects, that are used together

- T: How are these used together? (Hold up a plate and a fork from the previous activity.)
- S: To eat with.
- T: Yes. Let's say it in a sentence like this: I use a fork and plate for eating. Ready?
- S: I use a fork and plate for eating.
- T: Raise your hand when you can say the sentence about these two. (Show a paper and pencil.) Ready?
- S: I use a pencil and paper for writing.
- T: Very good. When you go back to your seats you'll get a bag. First, make a match. Then, tell how they are used together. Remember to say the whole sentence, just like we practiced.

Circulate to ensure that students are using the sentence frame to describe each match. Rotate bags of objects among tables or groups so that students get to see a variety of items.

Problem Set (7 minutes)

Students should do their personal best to complete the Problem Set within the allotted 7 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.

Student Debrief (5 minutes)

Lesson Objective: Classify to find two objects that share a visual pattern, color, and use.

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 are some ways that we made a **match** today?
- How can you tell if they **match**?
- Can you think of things at home that are used together?
- What are some things at home that are not used together?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A quick review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today. Students have two minutes to complete the Exit Ticket. You may read the questions aloud to the student

NYS COMMON CORE MATHEMATICS CURRICULUM K•1

Name EVD Date 4/8/13

Draw a line between the objects that have the same pattern. Talk about your two objects with a neighbor.

COMMON CORE Lesson 3: Classify to find 2 objects that share a visual pattern, color, and use. 5/2/13 engage^{ny} 1.A.5

NYS COMMON CORE MATHEMATICS CURRICULUM K•1

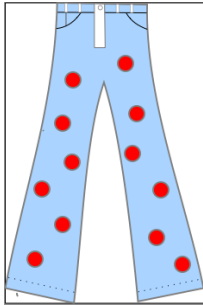
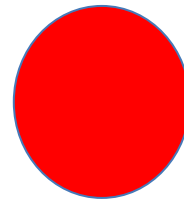
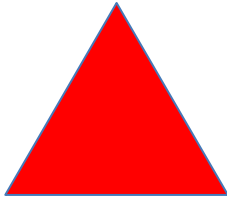
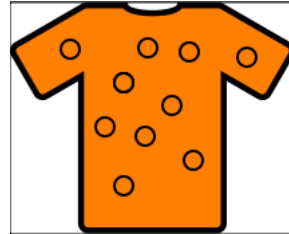
Circle the object that would be used together with the object on the left.

COMMON CORE Lesson 3: Classify to find 2 objects that share a visual pattern, color, and use. 5/2/13 engage^{ny} 1.A.6

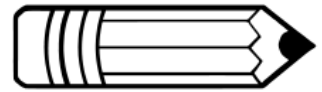
Name _____

Date _____

Draw a line between the objects that have the same pattern. Talk about your two objects with a neighbor.



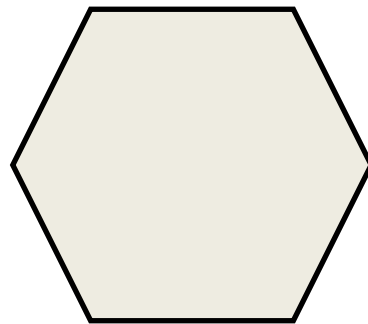
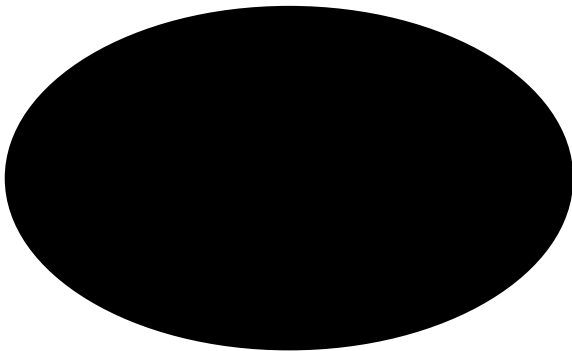
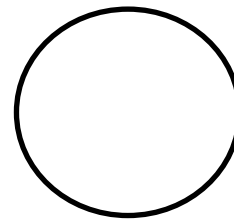
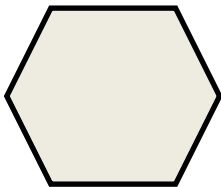
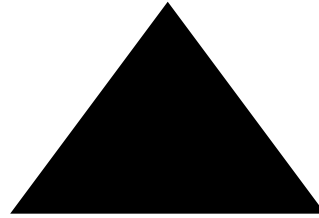
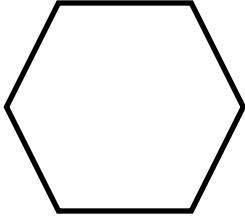
Circle the object that would be used together with the object on the left.



Name _____

Date _____

Draw a line between shapes with the same pattern.



Circle the things that are used together. Explain your choice.



Name _____

Date _____

Draw something that you would use with each. Tell why.



Make a picture of 2 things you use together. Tell why.

