

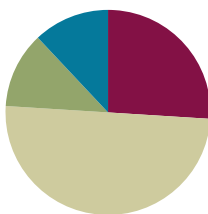
Lesson 5

Objective: Classify items into three categories, determine the count in each, and reason about how the last number named determines the total.

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

Suggested Lesson Structure

■ Fluency Practice	(13 minutes)
■ Application Problems	(6 minutes)
■ Concept Development	(25 minutes)
■ Student Debrief	(6 minutes)
Total Time	(50 minutes)



Fluency Practice (13 minutes)

- Green Light, Red Light **K.CC.2** (3 minutes)
- Pop Up Number **K.CC.4a** (5 minutes)
- Birthday Candles **K.CC.4a** (5 minutes)

Green Light, Red Light (3 minutes)

Draw a green dot with a 1 underneath and a red dot with a 3 underneath on the board. Explain to students that they will start counting and stop counting on the number as indicated by the color code.

T: Look at your numbers (pointing to the number 1 written below the green dot, and 3 below the red dot), think, ready... green light!

S: 1, 2, 3.

T: Very good! (Erase numbers 1 and 3, and write the new numbers.) New numbers (green is 1, red is 5). Look, think, ready... green light!

S: 1, 2, 3, 4, 5.

A recommended sequence to follow these problems: (2, 3); (2, 3, 4); (3, 4); (3, 4, 5); (3, 2, 1); (5, 4, 3, 2, 1); (5, 4); (5, 4, 3); (4, 3); (4, 3, 2).

Pop Up Number (5 minutes)

- T: Come sit in a circle on the rug. We're going to play Pop Up Number! The Pop Up Number is 3. What number?
- S: 3.
- T: We'll count around the circle to 5. If you say the Pop Up Number, you have to....
- S: Pop up (Stand up.)!
- T: Let's begin. 1.
- S: 2.
- S: 3 (Stands up.).
- S: 4.
- S: 5.

The next student begins again at 1. Continue until some or all students are standing. For a variation, try counting down from 5.

Birthday Candles (5 minutes)

Materials: (S) Dice, birthday cake template, and crayons

Assign partners, and remind students to take turns. You may wish to model how to play the game with one student beforehand.

1. Roll the dice.
2. Touch and count the dots.
3. Put that many "candles" (crayons) on the birthday cake.
4. Without removing the crayons, the next person takes their turn.

Note: When modeling the game emphasize that on each person's turn the total number of candles should match the dice. The second player does not add to the first player's candles thus counting beyond 5. Circulate to see which students must recount each time, and which ones simply take off, or put on more crayons to represent the new number.



NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

To differentiate, cover the 6 dot side of the die with a small piece of mailing label. Leave it blank to indicate 0, or draw a different amount of dots. Similarly, provide 2 dice for students who are ready to work with larger numbers.

MP.5

Application Problem (6 minutes)

With a partner, talk about how we could sort the class into two groups. For example, students who are wearing pants, and students who are wearing shorts.

Note: Share a few partners' discussions with the whole class. Use the application problems to continue to link the previous days' lessons with the current day's lessons.

Concept Development (25 minutes)

Materials: (T) Large pictures for the white board, depicting the sun, raindrops, and snowflakes; smaller pictures in an opaque bag or envelope that each show something that would correspond to one of the weather types. (Examples of sunny items could be sunglasses, a sun hat, sandals, bathing suits, popsicles, or beach buckets/shovels. Rainy items might be umbrellas, raincoats, boots, hats, puddles, or soup. Winter items could include hats, scarves, boots, snow shovels, mittens, skis, or hot cocoa. To stimulate discussion, the teacher might consider including some ambiguous items such as popcorn, books, or ice cream. There should be at least five of each type but the numbers in each category need not be equal.)

T: Do you remember some of the ways you sorted yesterday?

S: By their size. By their shape. By their color.

T: Today we are going to do another sorting activity, but this time we are going to look for three different groups to sort things into. What do you see on the board?

S: The sun. Some raindrops! I see a snowflake.

T: What are some things you like to do on sunny/rainy/wintery days? (Allow a brief time for students to share ideas)

T: We're going to play a game called Where Do I Belong? I will call one of you up to choose a picture from this bag. While the rest of us whisper-count together to ten (to keep the lesson moving along and speed the students' decision times), you decide if your picture belongs with the sun, the rain, or the snow. After you tell us why you made that choice, we will put it on the board underneath its weather type.

S: (Students take turns choosing pictures from the teacher's bag and categorizing their pictures. The teacher helps the students place the pictures in the appropriate column underneath the weather symbols on the white board. Continue until all of the pictures have been used.)

T: Great job! I wonder how many sunny pictures we found? Let's count them. Let me write a number beside each picture as we count. How many sunny pictures?

S: 5.

T: What number did I write beside the last picture?

S: 5.

T: I wonder how many rainy pictures we found? Let's count them. Let me write a number beside each picture as we count.

(Repeat with the snowy category. As an extension, students can talk about which category had the most pictures, etc. Lead the children to notice that the last number they counted in each category corresponds to the largest written numeral in that category.)



NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Children who could benefit from an extension of this lesson could become the teacher. The new teacher puts pictures on the appropriate column, but one is incorrect.

The teacher asks how many are in the column and then asks if the pictures are correct. "Do you agree with me?" Have children explain their reasoning.

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.

Draw a line with your ruler to show where each thing belongs. For homework provide glue sticks and safety scissors for those students who might not have these items at home.

Student Debrief (6 minutes)

Lesson Objective: Classify items into three categories, determine the count in each, and reason about how the last number named determines the total.

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.

- How did you decide where to put your picture?
- Why didn't it fit into one of the other groups?
- Are there some things at home that you would have put into one of the weather groups?

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.



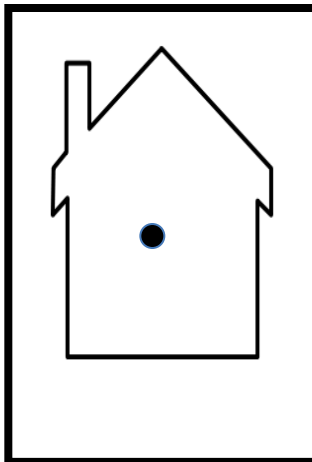
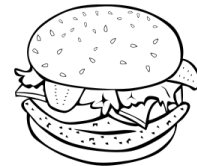
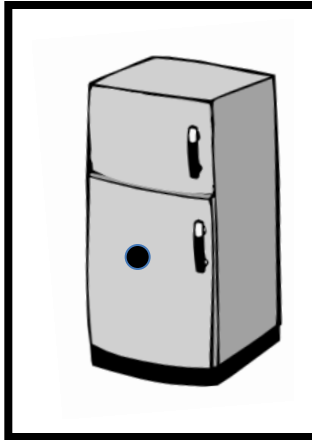
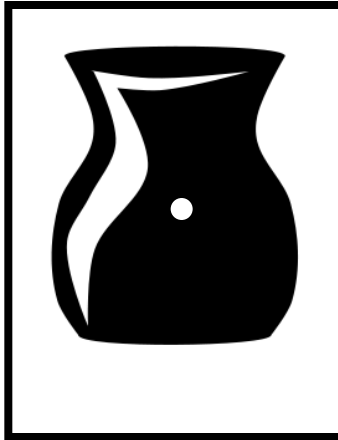
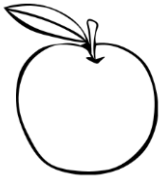
NOTES ON INFORMAL ASSESSMENT OPPORTUNITY:

- This Exit Ticket would provide an excellent opportunity for an informal assessment.
- Teacher may want to circulate and interview students to quickly get a snapshot of an individual student's reasoning. Reasoning for the one crossed out since there could be more than one correct response.
- Also, the teacher may want to use this Exit Ticket to open tomorrow's lesson.

Name _____

Date _____

Draw a line with your ruler to show where each thing belongs.



Name _____

Date _____

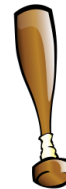
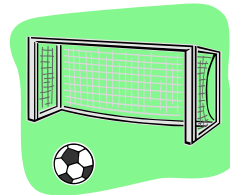
Cross out what doesn't belong. How many are left? (Students may cross out more than 1 item in each row. Students explain the group left to a friend or teacher.)



Cross out what doesn't belong. How many are left?



Cross out what doesn't belong. How many are left?



Name _____

Date _____

Cut and glue where each belongs. Write how many.



Library



Number: _____

School

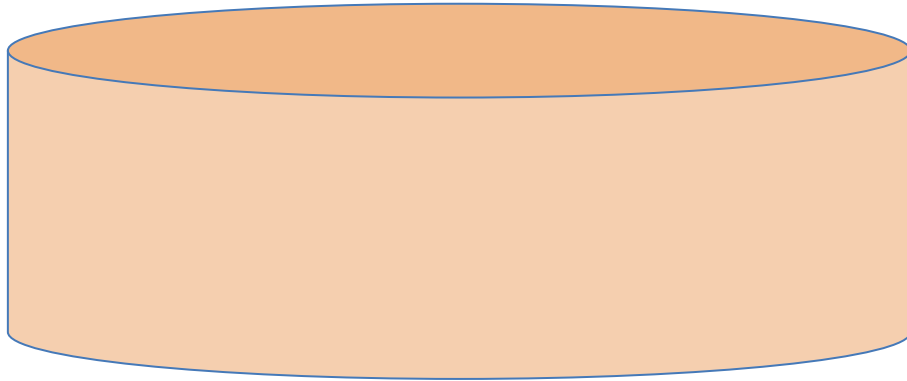


Number: _____

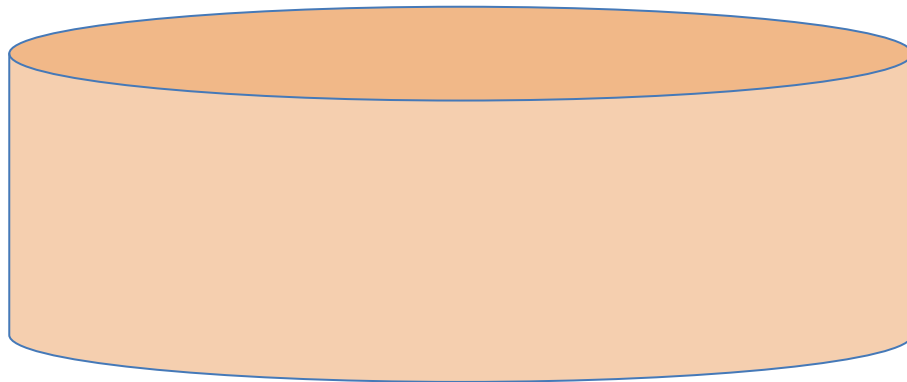
Store



Number: _____



The Birthday Cake



The Birthday Cake