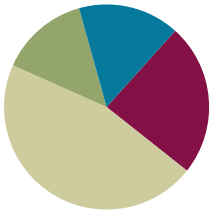
Lesson 7

Objective: Sort by count in vertical columns and horizontal rows (linear configurations to 5). Match to numerals on cards.

Related Topics: More Lesson Plans for the Common Core Math

Suggested Lesson Structure

Fluency Practice	(12 minutes)
Application Problems	(7 minutes)
Concept Development	(23 minutes)
Student Debrief	(8 minutes)
Total Time	**(50 minutes)**



Fluency Practice (12 minutes)

- Sunrise/Sunset Counting to 5 **K.CC.2** (3 minutes)
- Roll, Grab, Count **K.CC.4a** (5 minutes)
- Rekenrek Roller Coaster **K.CC.4a** (4 minutes)

Sunrise/Sunset Counting to 5 (3 minutes)

T: Hold your arms out in a great big circle. Pretend you are the sun! It's morning, and the sun is coming up. Let me see your sunrise (model how to gradually rise up from a crouching position to standing on tip-toes).
S: (Act out the sunrise movement.)
T: Stay there. What does the sun do at night?
S: It goes down.
T: Show me your sunset (return to crouching down).
S: (Act out the sunset movement.)
T: Now we'll count as we make the sun rise. (Begin with 1 at the lowest position and count up to 5 reaching the highest position.
S: 1, 2, 3, 4, 5 (while making a circle with their arms and rising up on their toes).
T: Now sunset.
S: 5, 4, 3, 2, 1 (while returning to crouch down position).

Repeat a few more times, but circulate to be sure students can do this fully independently. As always, listen closely for hesitations or errors.

Roll, Grab, Count (5 minutes)

Materials: (S) Blank five frame, bags of 5 cubes, dice (with 6 dot side covered)

1. Roll the die.
2. Touch and count the dots.
3. Put that many cubes on the five frame.
4. Without removing the cubes, roll again.

Note: Circulate to see which students must recount each time, and which ones simply take off, or put on more cubes to represent the new number. After a few minutes, have students turn the five frame the opposite direction, so that they can see both linear configurations: horizontal and vertical.

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Consider assigning a buddy for English language learning students or students with special needs to clarify the directions for the activity. You might also consider allowing students to try out this activity in pairs so that ELL and special needs students can be more successful.

Rekenrek Roller Coaster (4 minutes)

Materials: (T) 20 Rekenrek

Direct the students to gradually raise their hands as the numbers increase, and lower their hands as the numbers decrease, mimicking the motion of a wave. Refer to the Rekenrek fluency activity in Lesson 4 for a recommended sequence.

Application Problem (7 minutes)

Find two things in this room that we use during math. Show a friend the things you found. How many things did you find together? Did you find some of the same things? If so put them together and count them.

Note: Application problems continue to focus on counting and sorting. Students define groups and begin to learn that groups can be represented by the last number said when counting.

Concept Development (23 minutes)

Materials: (S) Bag of linking cubes (5 different colors so that each color contains different quantities to 5: 1 blue, 2 red, 3 yellow, 4 green, and 5 brown) and digit cards to 5 per student

T: (Hold up a 1 digit card). What number is this?
S: 1.
T: Can someone find something in our room that we have 1 of? (Wait as students look around and hands are raised.)
S: We have 1 teddy bear in our reading corner!
T: Sarah, go get the teddy bear and put it by our 1 digit card.

(Continue finding objects, for example, 2 pencils or 3 balls in the classroom to match to each digit card to 5.)

T: Good counting and finding everyone! (Hold up a bag of non-connected cubes). Look at these cubes! I want to count how many I have of each color cube but they are all mixed up! What should I do?

S: Let's dump them out and put the cubes that are the same color together.

T: Good idea! (As a whole group work together to connect the same colored cubes. Position the sticks of connected cubes vertically).

T: Now we can count how many of each color cube we have. Let's count the blue cubes.

S: There's only 1 blue cube.

T: Yes. What digit card can we put under the blue cube to show that there is only one blue cube?

S: The number 1! (Call on a student to choose the correct digit card and place it under the blue cube).

Continue until all of the digit cards are placed under a stick of cubes.

MP.8

T: (Turn the 5 cube stick horizontal). Do we have to change the digit card for this stick of cubes? (Provide wait time and call on several opinions, be sure to ask the reason why or why not.)

S: No because there are still 5 cubes so the 5 card is still good.

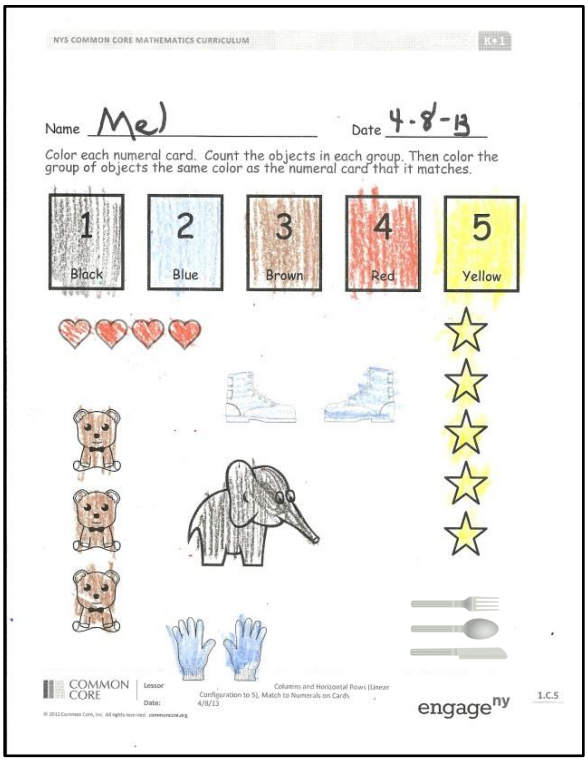
T: Should we count the cubes again? (Provide wait time and call on several opinions, be sure to ask the reason why or why not.)

S: Yes we should, just to make sure. → No, we don't have to because you didn't put any more cubes on or take any off, you just turned the stick.

T: Ok. You are ready to try this at your desk. (Distribute materials and monitor how each student organizes their cubes and digit cards, horizontally, vertically, or both horizontally and vertically.)

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Below grade-level students as well as ELLs and special needs students will benefit from a seeing a chart representing the numeral with a corresponding object, e.g., 1 with one straw, 2 with two coins, etc.



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.

Color the digit cards together to support non-readers then let the students count and color independently.

Student Debrief (8 minutes)

Lesson Objective: Sort by count in vertical columns and horizontal rows (linear configuration to 5). Match to numerals on cards.

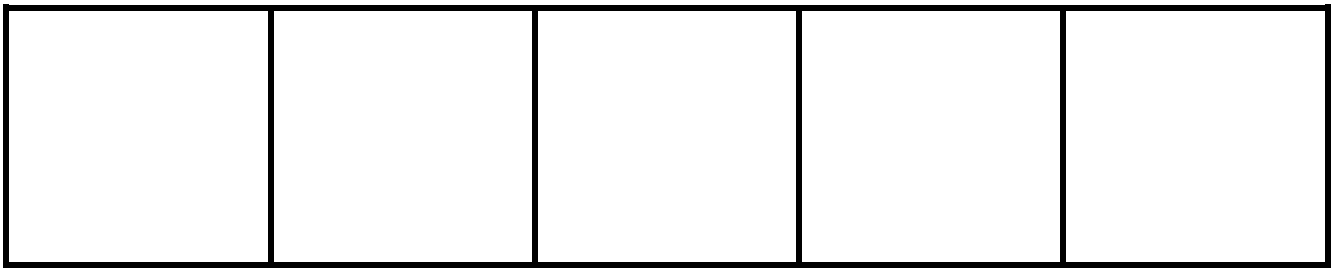
The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

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.

- Ask the students why the teddy bears and the silverware are both colored brown. Focus on the fact that even though both sets of objects look different there are 3 bears and 3 pieces of silverware. Draw the same attention to the boots and the gloves.
- Draw 5 stars on the board horizontally. Ask the students to count the stars on their paper and the stars you drew on the board. Ask them how they are the same and how they are different.

Exit Ticket (3 minutes)

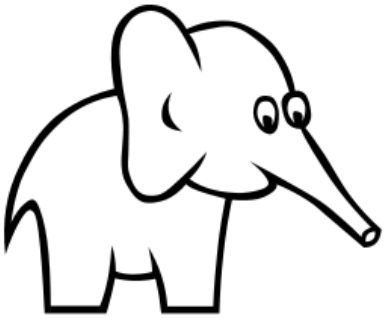
After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

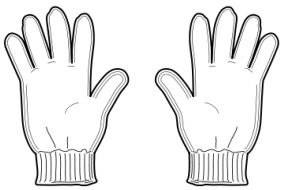


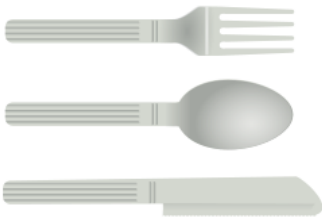
Name _____ Date _____

Color each numeral card. Count the objects in each group. Then color the group of objects the same color as the numeral card that it matches.

1	2	3	4	5
Black	Blue	Brown	Red	Yellow

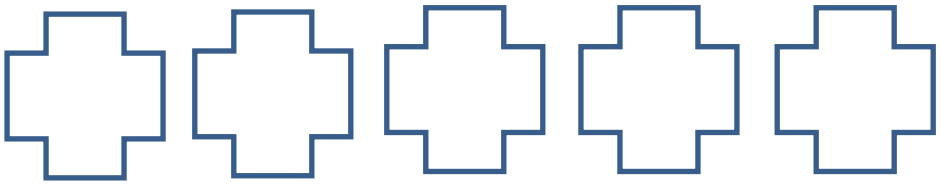






Name _____ Date _____

Count the shapes. Color in the box that tells how many there are.



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Name _____ Date _____

Count the groups of shapes that are the same. Color the groups of shapes using the color code.