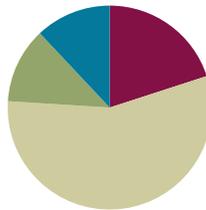


## Lesson 6

Objective: Sort into two groups.

### Suggested Lesson Structure

■ Fluency Practice	(5 minutes)
■ Application Problem	(3 minutes)
■ Concept Development	(14 minutes)
■ Student Debrief	(3 minutes)
<b>Total Time</b>	<b>(25 minutes)</b>



### Fluency Practice (5 minutes)

- Count to 3 Chant **PK.CC.1** (2 minutes)
- 1, 2, 3, Pass **PK.CC.3a** (3 minutes)

#### Count to 3 Chant (2 minutes)

Materials: (S) 5-group strip (3-dot, Fluency Template)

Note: This fluency activity anticipates the need for students to be secure in rote counting before they practice touch and count in future lessons.

Teach the words and movements in the chant line by line. In the last repetition of the chant, demonstrate counting and touching 3 dots on the 5-group strip. If students struggle with the verses or movements, it is not necessary to teach the full chant today, as it is repeated in the next lesson.

#### 1, 2, 3, Pass (3 minutes)

Materials: (S) 5-group strip (3-dot, Fluency Template)

Note: This fluency activity anticipates the need to touch and count. Having the dots aligned on a strip organizes objects into a linear configuration. Conduct the activity similarly to 1, 2, Pass in Lesson 5, using the 3-dot strip. Students use the same index finger to move from dot to dot. Replace the verse with “1, 2, 3, pass those dots to me!”

T/S: 1 (touch the first dot), 2 (touch the second dot), 3 (touch the third dot), pass those dots to me! (All pass their strips to the person to their right.)

Students repeat until the teacher gives a signal to stop. Clean up efficiently and delightfully by having one student place the dot cards in a basket until all dot cards are in the basket.

Count to 3 Chant

1, 2, 3
Count with me.
1, 2, 3
Tap with me.
1, 2, 3
Clap with me.
1, 2, 3
Jump with me.
1, 2, 3
Count with me.

Be sure that students point to each dot individually, rather than slide. Using the analogy of pushing buttons may prove helpful.

This game is inspired by the Ghanaian rock-passing game *Obwisana*.

### Application Problem (3 minutes)

Materials: (T) Empty crayon box, basket containing crayons (1 crayon per student) and other assorted objects (e.g., counters, board books, blocks)

Place the empty crayon box in the middle of the circle. Tell students that the goal is to fill the box with crayons. Pass the basket around the circle and invite each student to help make a group of crayons by picking one crayon and putting it in the box. When the group is finished, ask students what they have made. Ask them to tell their partner what they have made. Congratulate them on making a group of crayons!

Note: This Application Problem prepares students for sorting objects into two groups by reviewing how to create a group of objects that match. They use this grouping activity to discuss rules for making groups in the Student Debrief.

### Concept Development (14 minutes)

#### Part 1: Concept Introduction

Materials: (T) Light and dark clothing, 2 bags or baskets labeled *light* and *dark*, 2 sorting mats (Lesson 5 Template), baggie with a variety of crayons and markers (1 crayon or marker per student), 2 clear plastic dishes (to keep markers and crayons from rolling)

1. Ask students, “Can you help me **sort** the laundry by color? I need to put all the light colors together in one group, and all the dark colors together in another group.”
2. After sorting, ask students, “How are the two groups the same?” “How are they different?” Guide them to use the sentence stems, “The groups are the same because...” and “The groups are different because...”
3. Show a bag of markers and crayons. Say, “I need some more help. I want to color with markers, and my friend wants to color with crayons. What can we do?”
4. Guide students to say, “We can make two groups.”
5. Place the sorting mats on the rug. Have students come forward to add a marker or crayon to the appropriate group. Lead them to say, “I am helping to make the crayon (or marker) group.”
6. Once all the items are sorted, tell students, “Look, we sorted the items into two groups!”
7. Ask students, “How are the two groups the same or different?” Again, guide them to use the aforementioned sentence stems.



**Part 2: Practice**

Materials: (S) Per pair: baggies containing 2 groups of 2 different kinds of objects with 1 object that is not part of either group (e.g., 3 sweetgum burr balls, 5 leaves, and 1 flower; 2 ducks, 4 horses, and 1 cow), 2 sorting mats (Lesson 5 Template)

1. Send pairs to tables to sort the objects in their bags into two given groups (by color, shape, etc.).
2. Guide partners to ask and answer questions about their groups. For example, “What groups did you make?” or “How are the two groups the same? How are they different?” or “How did you sort the objects?”



### NOTES ON MULTIPLE MEANS OF REPRESENTATION:

It should be noted that some students may wish to determine their own attributes for grouping objects that belong together (e.g., sticks and acorns are found on trees). Accept a variety of responses, and use the Debrief as an opportunity to share different ways to sort.

## Student Debrief (3 minutes)

**Lesson Objective:** Sort into two groups.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child’s progress toward meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Student Debrief. Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary (**sort**).

- How did you sort things today?
- Tell us how one of your groups was the same. Tell us how your two groups were the same or different.
- Can you think of any places in our classroom where we sort things?
- (Show a group of 10 mixed crayons and a group of 10 orange crayons.) I have two groups. (Point to the mixed group.) Can I call this a group of crayons? (Point to the orange group.) Can I call this a group of crayons? Can I call this an orange group? (Point to the mixed group again.) Can I call this an orange group? Tell your partner how these two groups are *the same*, *but....*



### CENTER CONNECTION:

Look for opportunities to sort at familiar centers. For example, in the block center, have students sort the wooden blocks and the Legos into two different piles. Support children’s language development as they describe how they sorted.

The image shows a large dashed rectangular box divided into five horizontal rows by dashed lines. Each row contains three solid black circles, arranged in a horizontal line. This layout is used for a sorting activity where students are to separate the circles into two groups.

5-group strip (3-dot)