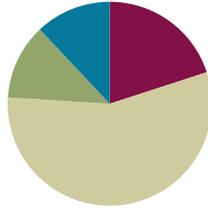


## Lesson 31

Objective: Build number stairs showing *1 more* with cubes.

### 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)

- 1 More Seed **PK.CC.3c** (2 minutes)
- The Ants Go Marching **PK.CC.3c** (3 minutes)

### 1 More Seed (2 minutes)

Materials: (S) 5 seeds, 5-group strips (5-dot) (Fluency Template)

Note: This activity prepares students to work with the pattern of 1 more in a linear configuration.

Conduct the activity as in the previous lesson, but now continue planting seeds to 5.

### The Ants Go Marching (3 minutes)

Materials: (T) Song sheet for “The Ants Go Marching” with verses through the number 5 (Lesson 29 Fluency Template)

Note: By participating in a story situation in which students join the group one by one, students begin to experience a growing pattern, or a pattern of 1 more, in a fun way.

Conduct activity as in Lesson 29, but now continue the parade to 5 if students are ready, with the additional verse:

The ants go marching five by five;  
The little one stops to take a dive.

**Application Problem (3 minutes)**

Materials: (T) 5 unit blocks, numeral cards 1–5 (Lesson 12 Template 2) (S) 5 unit blocks, numeral cards 1–5 (Lesson 12 Template 2)

Provide each student with a set of blocks and numeral cards. Pretend the blocks are pancakes. Have student volunteers help build a stack of pancakes, one at a time. After adding each pancake, ask children to find the number that shows how many pancakes are in the stack. Encourage children to share how they know how many pancakes were in the stack.

Note: Some students will continue to count all of the blocks each time a new block is added to the tower. Other children will start to see the pattern and understand that each successive number refers to a quantity that is one larger.

**Concept Development (14 minutes)****Part 1: Concept Introduction**

Materials: (T) 15 linking cubes in different colors for each number tower 1–5, 1 teddy-bear counter

Note: In this lesson, students build separate number towers for each number 1–5. Each tower should be a different color to help students distinguish each number.

1. Show students the bear and the linking cubes. Say, “Let’s make stairs so Bear can go up to his tree house.”
2. Show 1 cube and ask how many. Tell students, “Let’s make the next stair with 1 more so Bear can go up.” Join 2 cubes and place the towers in ascending order.
3. Ask, “How many cubes are in this stair?” Lead students to repeat, “1. 1 more is 2.”
4. Tell students, “Bear wants to go higher. How many cubes do you think should be in our next stair?” Guide students to say, more. 3 cubes!”
5. Assemble 3 cubes and guide students to say, “2. 1 more is 3.”
6. Continue until all towers are assembled and arranged in ascending order. Ask an open question, “What do you notice about the stairs?” A student might say, “Each stair has 1 more.”
7. Have students count the number in each tower, “1 stair, 2 stairs, ..., 5 stairs.” Praise them, “You made a great staircase! Now Bear can climb up to his tree house!”



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**Part 2: Practice**

Materials: (S) 15 linking cubes in different colors for each stair 1–5, 1 bear counter (optional)

Prepare each table with a basket of multi-colored linking cubes.

1. Send students to prepared tables, and tell them, “Build stairs like mine for Bear.” As students build each tower, encourage them to say, “1 more is 2; 1 more is 3; ..., 5.”
2. When they finish their staircase, encourage them to count aloud in order.
3. Give students a bear counter, and encourage them to move the bear up the stairs as they count aloud.



**NOTES ON  
MULTIPLE MEANS  
OF ENGAGEMENT:**

Provide concrete models of the staircase for students who are experiencing difficulty replicating the teacher’s staircase to avoid frustration and encourage effort and persistence.

Call attention to stairs in the school, and encourage students to count each time they go up one more stair.

### Student Debrief (3 minutes)

**Lesson Objective:** Build number stairs showing *1 more* with cubes.

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.

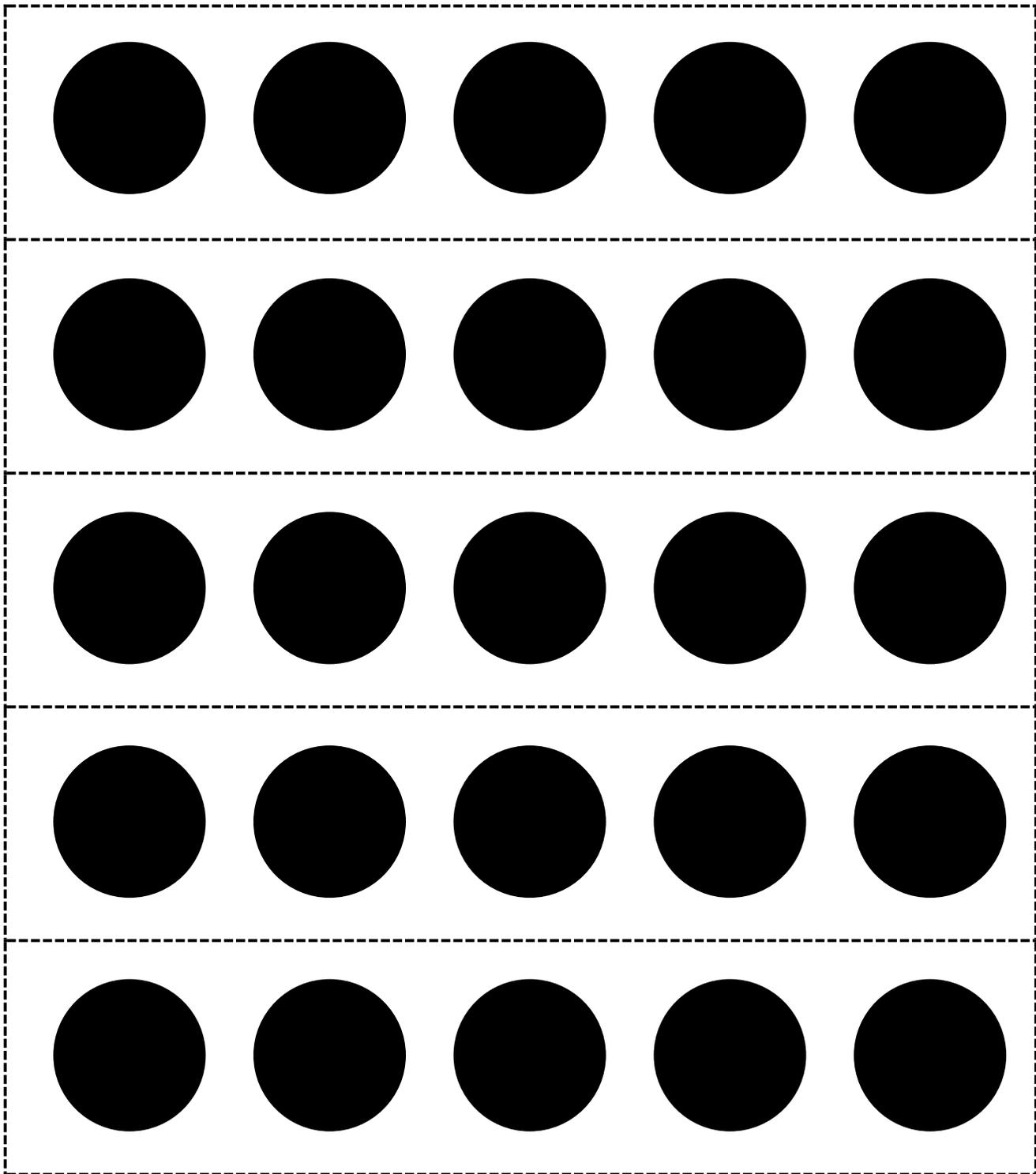
As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Student Debrief. Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary.

- (Hold up two towers of 3 cubes.) What can we do to make this look like stairs?
- (Scramble the towers of stairs.) Oh no! The wind blew Bear’s stairs over. Can you put them back together? How will you know where each step belongs?
- (Show Bear climbing up the stairs.) How do we count as Bear climbs up to his tree house? Make a prediction: How do you think we will count when Bear climbs down?



**CENTER CONNECTION:**

Provide more time to work with the concept of *1 more* at the art center. Provide small squares of paper (sticky notes work well) so that children can build a set of number stairs. Encourage them to draw characters and tell a story about why the character needs to climb the stairs.



5-group strips (5-dot)