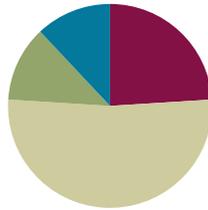


Lesson 5

Objective: Count 6 objects in array configurations.

Suggested Lesson Structure

■ Fluency Practice	(6 minutes)
■ Application Problem	(3 minutes)
■ Concept Development	(13 minutes)
■ Student Debrief	(3 minutes)
Total Time	(25 minutes)



Fluency Practice (6 minutes)

- Tally 5 with Sticks **PK.CC.3a** (3 minutes)
- Touch and Count Cotton Balls **PK.CC.3a** (3 minutes)

Tally 5 with Sticks (3 minutes)

Materials: (T/S) 5 craft sticks

Note: Throughout Topic A, children line up and count craft sticks as a foundation for tallying numbers to 10.

- T: Let's count the fingers on one hand.
 S: 1, 2, 3, 4, 5.
 T: How many fingers did you count?
 S: 5.
 T: Let's use one stick to stand for each finger. How many sticks will I need?
 S: 5.
 T: Count and place your 5 sticks next to each other. Now, let's take the last stick you counted, and put it on the other sticks, like this (demonstrate putting the last stick across like a tally).
 S: (Do so.)
 T: Mix up your sticks, and count them again. Arrange them the same way! See if you remember how to put the last stick, stick number 5.

Touch and Count Cotton Balls (3 minutes)

Materials: (S) Baggie with 7 cotton balls

Note: Be specific in feedback to students: “Yesterday, you counted to 5. Today, you counted to 6. You did it quickly and with more confidence!” It is also wise to document progress with counting to show parents during meetings. Take note if students count more effectively with some materials than others.

Repeat the same differentiated counting activity from Lesson 4 with cotton balls.

Application Problem (3 minutes)

Materials: (T) 6 plastic eggs (3 different colors), half dozen egg carton

Tell students about a dream in which 3 hens were in a backyard chicken coop. Invite 3 students forward to be the hens. In the dream, each hen had 2 eggs. Hand each “hen” 2 eggs of the same color. Then, instruct them to put their pair of eggs in the carton, next to each other. Invite all children to count how many total eggs the hens laid that week.

Note: This problem is designed for students to practice arranging pairs in an array, with the support of the egg carton, and counting to find the total.

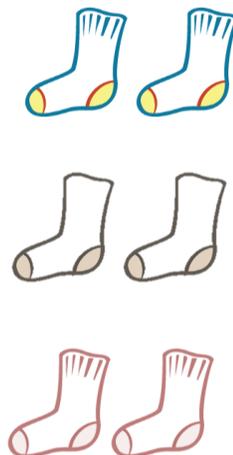


Concept Development (13 minutes)

Part 1: Concept Introduction

Materials: (T) 3 pairs of clean socks

1. Show students 4 clean socks in a pile. Ask for their help in matching the socks.
2. As children find matches, line up the pairs in an array.
3. Say, “Help me count my clean socks.” Point to each sock as children count to 4, moving from left to right, top to bottom. Reinforce that the last number said was the total by asking, “How many clean socks?”
4. Pull out 2 more clean socks. Say, “I found another pair! How many socks are in this pair?” Guide children to see that a pair is 2 socks.
5. Add the socks to the array, as shown to the right. Ask children to count each sock as it is being touched, moving from left to right, top to bottom.
6. Move the socks into a straight line and ask, “How many clean socks?”



Part 2: Practice

Materials: (S) Problem Set, crayons

Distribute the Problem Set.

1. Invite children to show which socks they will color to make pairs that match. Invite them to count all the socks.
2. Send students to tables with their Problem Sets to color pairs of socks and then color the set that has 6 objects.

Student Debrief (3 minutes)

Lesson Objective: Count 6 objects in array configurations.

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 Debrief.

Any combination of the questions below may be used to help students express ideas, make connections, and use new vocabulary.

- How did you know which group to color on your Problem Set? Did you color the shoes? Why not?
- What was the same about the pairs of socks and the shirts? What was different?
- (Arrange 6 socks in a line and 6 socks in a 2 by 3 array.) How many socks are there in each group? Let’s count them again!
- (Arrange 5 socks in an array.) Sofie was sad because she counted 5 clean socks after she did the laundry. Why do you think she was sad?



NOTES ON MULTIPLE MEANS FOR ACTION AND EXPRESSION:

Although the teacher models the counting of the socks from left to right and top to bottom, students may arrange and count the objects in a different manner if the student’s count is correct. If the student’s count is incorrect, have students evaluate their process, and encourage them to count following the teacher’s model.

NYS COMMON CORE MATHEMATICS CURRICULUM Lesson 5 Problem Set **PK•3**

Name _____ Date _____

Color the socks to show pairs.

Color the set below that has 6.

COMMON CORE Lesson 5: Count 6 objects in array configurations. Date: 8/12/14 **engage^{ny}** 3.A.25



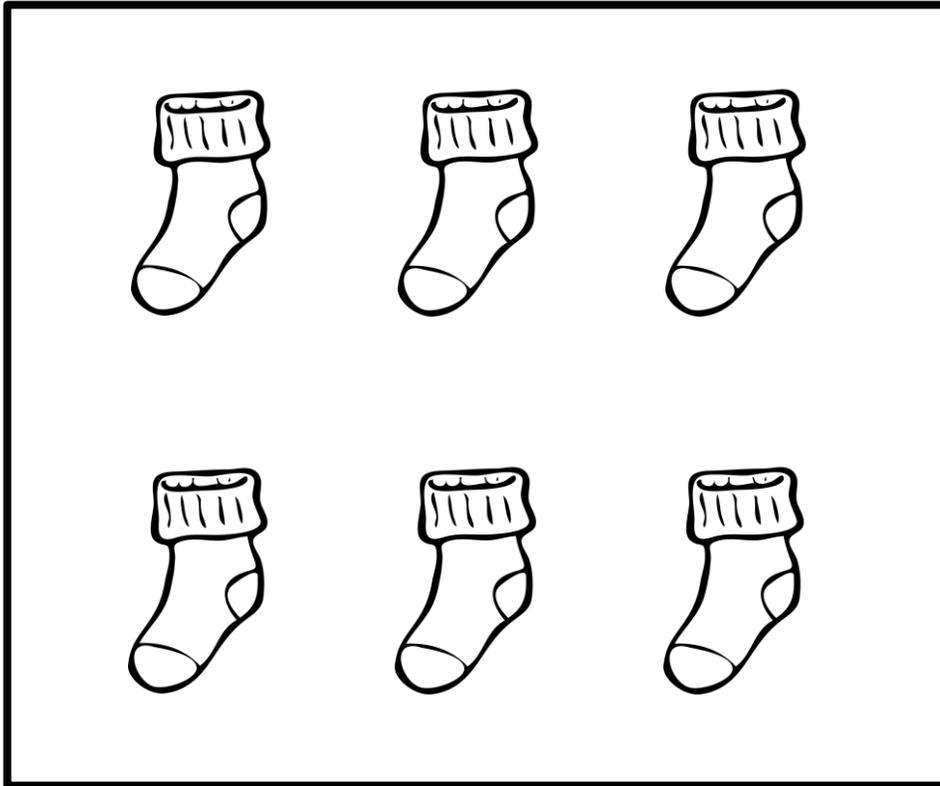
CENTER CONNECTION:

Have children organize socks and other objects that come in pairs within the housekeeping center or the dramatic play center. Children can organize plates and cups for three friends in an array. Alternatively, they can arrange pairs of shoes or gloves in an array and count.

Name _____

Date _____

Color the socks to show pairs.



Color the set below that has 6.

