Lesson 37

Objective: Culminating task—sort objects by use and count each group; represent one group with a number tower and numeral.

Suggested Lesson Structure

- Concept Development: 20 minutes
- Student Debrief: 5 minutes
- Total Time: 25 minutes

Concept Development (20 minutes)

Exploratory Culminating Task

Materials: (S) 7 objects to be sorted by use (e.g., crayon, paintbrush, pencil, plastic fork, plastic spoon, small paper plate, napkin), paper bag, 10 linking cubes, numeral cards 1–5 (Lesson 12, Template 2)

The entire Concept Development period is devoted to the culminating task.

1. Pair students. Give each student a mystery bag of 7 objects, and tell them to sort the objects into two groups by use.

2. As students finish sorting their objects, ask them to explain the groups to their partner.

3. Next, ask students to count how many things are in each of their groups, and then make a number tower using linking cubes to represent one of those groups, e.g., “My tower of 3 shows my things that are used to do art.”

4. Tell students to make another tower that shows 1 more.

5. Ask students to match their towers to the correct numeral cards. Have partners touch and count to check that the towers and numeral cards are correctly matched.

6. Circulate as students work, using parallel talk to describe your observations, e.g., “Julio made a tower of 4 cubes to match the 4 things he uses together to eat. Then, he made a tower of 5 to show 1 more.”

7. Have students switch bags and then repeat the task independently with their partner as often as possible within the time frame.

MP.3
Student Debrief (5 minutes)

Lesson Objective: Culminating task—sort objects by use and count each group; represent one group with a number tower and numeral.

Note: Before beginning the group discussion, have partners share their work with another pair, and have them share their sorts and two towers. Circulate and support them in identifying the tower with 1 more and matching the tower with 1 less to the group and to the numeral.

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 lesson, 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 math vocabulary.

- What did you do today? How was it like something you have done before?
- How did you sort your items? Did you have the same number in each group?
- How were your towers like the number stairs?

CENTER CONNECTION:

Culminating tasks provide an opportunity for observational assessment. Centers are also a good time to observe and record examples of children using math concepts. Try using sticky notes to quickly record spontaneous moments. A series of these observations provides a picture of the child’s learning over time.