

1. Large or Small Group – Concept Review and Pop Up 3

Review - To review last week's content, ask children to look around the classroom and identify 2 items that are used together (e.g., chair and desk, white board and marker, book and bookcase, cookie cutter and playdough, etc.). In this activity, students match items that are used together in anticipation of creating a group of 3 objects that go together in the Concept Development.

Pop Up 3 - This fluency activity introduces counting to 3. Begin with all students seated in a circle, or around the rug. Children will be counting around the circle in the following way:

Student A: 1 (remains seated).

Student B: 2 (remains seated).

Student C: 3 (stands, or pops up).

The next student starts the counting sequence again at 1. Students who have already popped up (standing) do not say a number again. Continue the process until all students are standing.

2. Small Group - Concept Introduction

Materials: Sorting mat (Template), prepared baggie with plastic food items and non-food items (e.g., a carrot, stuffed animal, paintbrush, piece of chicken, milk, fork, napkin, etc.), lunchbox

Note: Children begin to sort things naturally at a very young age (e.g., they easily sort into two groups at meal times: food I like and food I don't like). This Concept Development simply formalizes something that they create naturally and gives it a name, *group*.



1. Place plastic food items and non-food items in the middle of the circle. Place the sorting mat next to the objects.
2. Call on students to find the food items and put them on the mat.
3. As students pick objects, use parallel talk with descriptive language: "Shawna picked a yummy piece of chicken! Devon picked a crunchy, delicious carrot!"
4. Pick up a non-food item, e.g., a paintbrush, and ask, "Does this paintbrush belong in our food group?"
5. After all the food items are on the mat, say, "We made one **group**." Everything in this group is food, so let's put all the food in my lunchbox!"
6. Show another set of mixed items, including non-food items, such as a fork or napkin. Invite students to make a new group of objects, pretending they are a mom or a dad packing lunch for her or his child.
7. Ask questions, such as, "How did you match these?" "How are they the same?" "What is different about the objects in the group?"
8. Encourage students to describe what they are packing and, when they are finished, to say, "I made one group."



3. Small Group – Concept Practice

Materials: Prepared sets of objects in trays or baskets (e.g., 2 buttons, 1 coin, plastic animal, red marker, red crayon, red Lego piece), sorting mat (Template) in each tray or basket



1. Pair students at tables with prepared sets of objects and the sorting mat.
2. Tell students, “Let’s make one group!” Have partners make a group of objects that match a given attribute, e.g., shape, size, color, or use.
3. Use parallel talk, describing the groups students are making, e.g., “David and Brea made a group of buttons and coins, since they are all circles.” “Liliana and Jahsir are putting all the red objects in a group.”
4. Ask questions such as, “How did you match these?” “How are they the same?” “What is different about the objects in the group?”
5. Guide students to repeat the questions to their partners.

Centers clean-up is an excellent time to emphasize making a group. “Let’s put all the dolls in a group in this basket. Put the paint brushes in a group on the shelf.”

4. Learning Center – Practice through Play

Start with a simple sorting activity of your choice. For example, sorting classroom objects by one attribute, such as color (as pictured here).



Next, practice the “group” concept by asking children to sort objects into a groups of three. Provide a visual support (such as a paper plate with the number 3 and dot stickers on it, as pictured) to encourage 1:1 correspondence.



Finally, challenge students to pose themselves in groups of 3 and use the tablets to capture photos of their groups. Print the photos and post them with a math-related caption, such as “we learned how to make a group!” to encourage math talk with families, too.

