

1. Large or Small Group – Fluency Practice, Count to 3 Chant

Conduct the activity as described last week. If students have mastered the chant, call on students to lead new actions (e.g., 1, 2, 3, swim with me, stomp with me, etc.) Repeat the 1, 2, 3 Pass game, too. The repetition of these activities from one lesson to the next is valuable. The first time, students are focused on learning the steps to a new activity, but by the second time, they are able to do it with ease and efficiency.

You can extend the “count to 3” concept by providing children with tablets to complete the “Farm: Counting to 3” puzzle.

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.

2. Small Group - Concept Development

Materials: 2 cups or vases, 2 sorting mat, 2 different types of flowers (real or plastic)

Working with a group of 4-6 children, place a vase or cup on each sorting template. Give a flower to each student. Ask them to help create two groups of flowers (bouquets) for two teachers at school. Start by placing a dandelion in one container and a purple flower in the other one. Invite students to put their flower with its group. Ask students to tell how the items in each group are the same and how they are different.

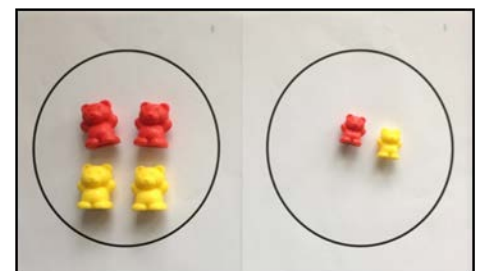
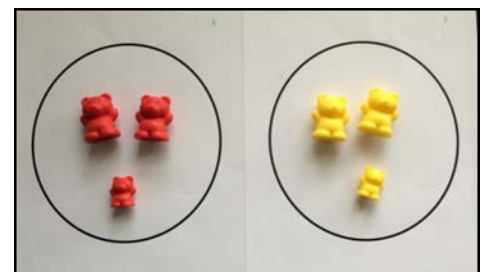


Note: In this activity, students build upon their work from previous lessons on sorting (where they sorted objects into two groups). Now, they practice sorting two different types of flowers, and then explain how they made a group.

3. Small Group – Concept Development

Materials: 2 sorting mats, baggie with items that can be sorted into two groups by more than one attribute (e.g., 6 little people toys that can be sorted by gender and size, 6 teddy bear counters that can be sorted by color or size, etc.)

Working with a group of 4-6 children, show students a bag containing 2 big red bears, 2 big yellow bears, 1 little red bear, and 1 little yellow bear. Place the sorting mats on the rug. Instruct the students to sort the bears into two different groups on the mats, first by color. Ask students, “What groups did we make?” and “How did we sort our groups?” Repeat this activity, instructing students to now sort the bears into two different groups by size.



4. Small Group - Additional Practice

Materials: Per pair: differing baggies of items that can be sorted into 2 groups by more than 1 attribute (e.g., bears, vehicles, flowers, leaves, pinecones), 2 sorting mats

Working with no more than 6 children, pair students at tables to sort objects. Tell partners the category t

5. Learning Center – Practice through Play

Materials: 3 containers, labeled by size (small, medium, large), 3 sizes of pompoms, tongs

Children use tongs to sort pompoms by size. Note that it's important that the containers are sized appropriately (3 different sizes) and are labeled accordingly (small, medium, large).

