

# Lesson 7: Clasifiquemos herramientas matemáticas

## Standards Alignments

Building On	K.CC.B
Addressing	1.MD.C.4, 1.OA.C.5, 1.OA.C.6
Building Towards	1.MD.C.4

## Teacher-facing Learning Goals

- Describe (orally) the categories chosen for sorting math tools and tell how many in each category.
- Sort math tools into categories in a way that makes sense to them.

## Student-facing Learning Goals

- Clasifiquemos objetos y describamos cuántos hay.

## Lesson Purpose

The purpose of this lesson is for students to sort objects into categories and tell how many objects are in each category.

In kindergarten, students sorted objects into given categories. In this lesson, students choose categories to sort tools they have used in previous lessons (pattern blocks, two-color counters, and inch tiles). Students explain how they sorted and how many are in each category.

Although math tools are suggested, any objects may be used that students can sort into two or more categories.

In Activity 3, students choose from center activities introduced in previous lessons, to practice counting up to 20 objects or adding and subtraction within 10.

## Access for:

### Students with Disabilities

- Action and Expression (Activity 2)

## Instructional Routines

MLR2 Collect and Display (Activity 1), Notice and Wonder (Warm-up)

## Materials to Gather

- Inch tiles: Activity 1
- Materials from a previous activity: Activity 2
- Materials from previous centers: Activity 3
- Pattern blocks: Activity 1
- Two-color counters: Activity 1

## Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	15 min
Activity 3	15 min
Lesson Synthesis	10 min

## Materials to Copy

- Three-Column Table (groups of 1): Activity 1
- Two-Column Table (groups of 1): Activity 1

## Teacher Reflection Question

In kindergarten, students compared two- and three-dimensional shapes and used informal language to describe how they were alike and different. What informal language did students use to describe shapes today? How did the Collect and Display routine help students develop more language to describe objects?

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## Cool-down (to be completed at the end of the lesson)

 0 min

Unidad 1, punto de chequeo de la sección B

### Student-facing Task Statement

Lesson observations

### Student Responses

- Sort objects into categories.