

General Information

Lesson Parts & Duration

Total Duration: 1 hour

- Part 1: Comparing Numbers: “Match Me!”
- Part2: Taking a Survey & Organizing Data

Subject(s)

- Compare Numbers: Equal Groups (K.CC.C.6); Measurement and Data: Collect/Analyze Data (K.MD.3)

Objective

- Students will compare numbers by making equal groups playing the game Match Me!
- Students will organize and analyze data from their classmates on their favorite kind of apple.

Materials

- **Required:** copy of Apples, by Amanda Davis for the teacher (pages 6-7)
- blank paper
- pencil & crayons
- 20 math manipulatives for every 2 students (approximately)
- document camera or whiteboard
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 8)

Instructional Setting

- students sitting on carpet or meeting area in front of teacher

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 60 minutes

Introduction

- T* Today we will be comparing numbers.
- T* We are going to be comparing numbers by playing a game called Match Me!
- T* I will play this game with a partner.
- T* While my partner closes their eyes, I will make a group with my manipulatives.
- T* Then I will tell them to open their eyes and Match Me!
- T* They will have to make a group of manipulatives that is the same as mine.
- T* Let me show you what I mean.

You may want to use a document camera to demonstrate how to play this game. If not available, have students sit in a big circle so everyone can see what you are doing when you play this game. You will also need to ask one student to be your partner for the demonstration.

Game Explanation: Have a student come up to be your partner. You and your partner will need about 20 math manipulatives to share for this game.

- T* First, we will decide who will go first.
- T* It is always polite to ask your partner "Would you like to go first?"
- T* For the purpose of this demonstration, is it ok if you go first to show how to play?
- T* Thank you.
- T* If you are the person who is making the group first, ask your partner to close their eyes.
- T* **Student Name** please close your eyes.
- T* No peeking!
- T* While your partner's eyes are closed, you are going to count out a group of manipulatives.
- T* Make sure your group is not bigger than 10 or your partner will not have enough to match you.
- T* **Demonstrate doing this.**
- T* Once you are done counting, tell your partner to open their eyes.
- T* Then you can tell them 'Match Me!'
- T* See if your partner can make a group that is the same as yours. **Give your student partner the chance to demonstrate this. Provide guidance if needed.**
- T* Once they have, then you will switch.
- T* This time I will close my eyes and my partner will count out a group. **Demonstrate this as well.**

Once you have demonstrated a few times have the class give your student partner some "snaps" (Snaps are when everyone snaps their fingers as a thank you instead of clapping their hands) for helping and ask them to sit down.



Make sure to "Break Up Your Day!"



Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 8)

- T* Please remember that when we are using manipulatives today, we are using them to help us practice our math skills.
- T* They are not toys right now.
- T* They are not for building or playing with.
- T* I will be looking for mathematicians that can use our tools respectfully and responsibly today.



Partner Protocol

- You can have them play with someone sitting close to them or have them stand up and find a partner in 10 seconds (count backwards from 10 and they need to be sitting next to their partner by the time you get to zero)

T We need a partner for this.

T When I say the magic word, which is “Sort”, you will stand up and find someone to be your partner.

T I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.

T Please remember to ASK your friends if they would like to be your partner.

T Would you please be my partner? vs You are my partner!

T Ok, Sort!

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

T Fantastic!

T Thank you for finding a partner so quickly and respectfully!

Once students are sitting with a partner, pass out the manipulatives to each pair of partners. Once they have materials, they may decide who is going first and begin playing.

Allow students to play for about 10 minutes, or until students are beginning to get off task. This may be before the 10 minutes is up, and that is okay since, we always want to leave them wanting more rather than trying to push them to go longer than they can keep their attention for!

T Ok, boys and girls, time is up.

T Please clean up your manipulatives and put them away. **Designate where you would like them put.**

T Once all of your manipulatives are cleaned up, meet me back at the rug.



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 8)

Measurement & Data

Read Aloud

Read story aloud for students. See notes for read aloud tips!

- T* Today we will be talking all about apples and making some comparisons.
- T* After listening to Apples, I want you to think about what part of the story was your favorite.
- T* You are going to share your favorite part with a partner.
- T* Turn to a partner now and share your favorite part. Someone sitting close to them or use partner protocol below.

Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

Note:

Be sure to read with expression and “voices” for each character to make the book come alive for the students!



Partner Protocol

- You can have them play with someone sitting close to them or have them stand up and find a partner in 10 seconds (count backwards from 10 and they need to be sitting next to their partner by the time you get to zero)

- T* We need a partner for this.
- T* When I say the magic word, which is APPLES, you will stand up and find someone to be your partner.
- T* I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.
- T* Please remember to ASK your friends if they would like to be your partner.
- T* Would you please be my partner? vs You are my partner!
- T* Ok, APPLES!

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

- T* Fantastic!
- T* Thank you for finding a partner so quickly and respectfully!
- T* After each question I ask, I will say apples and you will share your answer with your partner.
- T* Don't forget to wait until I say “Apples”.
- T* First question: What is your favorite kind of apple?
- T* Apples! You may turn and tell your partner. Allow a few seconds for students to share.
- T* Eyes on me in 5...4...3...2...1...0. Thank you!
- T* Second question: Have you ever picked apples before?
- T* If so, what was your favorite part?
- T* Apples! You may turn and tell your partner. Allow a few seconds for students to share.
- T* Eyes on me in 5...4...3...2...1...0. Thank you!
- T* Third question: What other kinds of things can you eat that have apples in them?
- T* Apples! You may turn and tell your partner. Allow a few seconds for students to share.
- T* Eyes on me in 5...4...3...2...1...0. Thank you!



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 8)

- T* We are going to use this information of our favorite kind of apple treat to take a survey.
- T* A survey is when we ask people their opinion or a question and we record their answers.
- T* Then we will look at the data and analyze, or think about it, and what we can know from looking at our data.
- T* Let's think about the different kinds of apple treats.
- T* What are some treats that are made with apples? **Call on students to tell you** Possible answers: apple sauce, apple pie, apple muffins, apple bread, apple jam, baked apples, apple cake, etc.

Pick three of the apple treats and record them on a white board, chart paper, or under a document camera. This will need to be big enough for you to record students' answers to the question. Example on right.

Apple Sauce	Apple Pie	Apple Muffins

- T* Now that I have given you three choices we will take our survey.
- T* I am going to ask each of you to tell me which apple treat you like best.
- T* I will write your name under the treat you prefer.
- T* I will give you 30 seconds to think of your choice, then we will start recording our data.

After you have given the kids some time to think, quickly ask each student what treat they prefer and record it on your chart.

- T* Now that we have all of our data recorded let's analyze it together.
- T* Let's count together how many children preferred (treat number 1). **Count and record the number of students who preferred treat number 1.**
- T* Now let's count how many children preferred (treat number 2). **Count and record.**
- T* Finally, let's count how many children preferred (treat number 3). **Count and record.**
- T* Let's look at the data we collected and see if we can answer some questions about what apple treat our class likes.
- T* Raise your hand if you can tell me which treat most children in our class preferred. **Call on a student to share which treat had the most;** ask them to explain how they know that, an explanation might sound like 'because 12 is more than 9,' they should use their knowledge of comparing numbers to explain their thinking, circle or star the treat with more.
- T* Raise your hand if you can tell me which treat was preferred the least in our class. **Call on a student to share which treat had the least;** ask them to explain how they know that, an explanation might sound like 'because 9 is less than 12,' they should use their knowledge of comparing numbers to explain their thinking, circle or star the activity with less.



Make sure to “Break Up Your Day!”



Now is a great time to take a break and get students re-energized.

See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 8)

Apples!

Written & Illustrated by Amanda Davis

Introduction

Apples are a colorful, healthy and delicious fruit! Let's look closely at this wonderful snack.

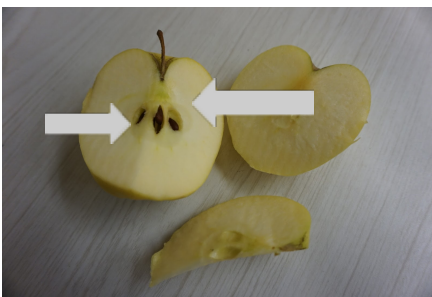
Apple Parts

Did you know that apples have many important parts? Some of them you do not want to eat though!



The outside of the apple is called the skin or peel. This part can be many different colors. Red, yellow, green...which one is your favorite?

Inside the apple, you eat the juicy and sweet flesh. Be careful though, you don't want to bite into the core!



In the center of the apple you will find the core. The core is where the apple seeds are found. They are black and hard. This part of the apple is not very tasty to eat!

Sometimes, apples will also have a stem at the top. This is where they were attached to the tree before they were picked. Have you ever picked apples before?

Eating Apples

What kind of apples have you tried before? There are over 2,500 kinds of apples! That is a lot! They can be red, green or yellow. Some are sweeter than others. Apples can also be crunchy.



Some people like to eat their apples with peanut butter. Other people like to enjoy cheese when they eat apples. Plain apples are also a healthy snack!



Apples are also used in many different recipes! Apple pie, apple sauce, apple bread, and apple muffins are just a few of the foods that can be made with apples in them. Have you ever made anything with apples before?

It is fun to learn about apples! We also love to crunch and munch them! Yum!

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: The Wiggles!



- Let's get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake)
Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!



Break Up Your Day: Body Spell!



- We are going to use our bodies to practice making some letters of the alphabet. Please stand up quietly.
- When I say a letter, you use your arms, legs, head, and body to see if you can make that letter!
- Choose 5-6 letters to have students make with their body. You could even try some simple words or letters that their names start with to change it up! Have them sit down quietly when they are finished.



Break Up Your Day: Guess My Number!



- Begin by showing an example:
- “I am thinking of a number between 1 and 10. Who would like to guess my number” Call on a student.
- When they take a guess, let them know if your number is bigger or smaller than what they guessed (ex: Student guesses 5, your number is 7, so you would say “My number is bigger than 5.” Then call on another student to guess).
- Keep giving clues until students guess the number.
- You could play again with the teacher picking the number if students need reinforcement, or you could have a student come up and pick the number (have them tell you what the number is so you can help them).