

## General Information

### Lesson Parts & Duration

Total Duration: 2 to 2 ½ hours

- Segment 1: Introduction: Sorting Kids (20-25 Minutes)
- Segment 2: Game: Guess My Sort (25-30 Minutes)
- Segment 3: Sorting T-Chart: Purple/ Not Purple (45-60 Minutes)

### Subject(s)

- Measurement & Data: sorting by different criteria, counting (K.MD.A.3, K.MD.B.4.A, K.MD.B.4.B, K.MD.B.4.C, K.MD.C.6, K.MD.C.7).

### Objective

- Students will sort math manipulatives by different criteria.
- Students will play the game of “Guess My Sort” with a partner and explain why they sorted their objects in a certain way.
- Students will create a t-chart and sort/draw purple and non-purple objects.

### Materials

- **Required:** copy of Lilly’s Purple Plastic Purse by Kevin Henkes for teacher
- paper, pencils, crayons
- document camera/ chart paper/ or whiteboard
- 20 math manipulatives per student {various objects - teddy bear counters, red/yellow chips, unifix cubes, etc.}
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (pages 9-10)

### Instructional Setting

- Students seated on carpet or meeting area in front of teacher

#### Throughout these lessons, 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: Segment 1: 20-25 minutes

### Subject

- Introduction: Sorting Kids

### Objective

- Students will sort themselves using different criteria.

### Materials

- **Required:** copy of Lilly's Purple Plastic Purse by Kevin Henkes for teacher
- paper, pencils, crayons
- document camera/ chart paper/ or whiteboard
- 20 math manipulatives per student {various objects - teddy bear counters, red/yellow chips, unifix cubes, etc.}

**Make sure that students are seated in a way that they can enjoy the story and see the pictures.**

### Introduction

**T** We are going to read the story Lilly's Purple Plastic Purse by Kevin Henkes.

### Read Aloud

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

**T** We need a partner for this game.

**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 respectfully ASK your friends if they would like to be your partner.

**T** By saying, "Would you please be my partner?" vs "You are my partner!"

**T** Ok, SORT!

#### 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!

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

**T** Share your favorite part of the story with your partner.

### Call students back to attention by counting backwards from 5

**T** Eyes on me in 5...4...3...2...1...0. Thank you!

**T** Who thinks they know what Lilly's favorite color might be? **Have students raise hands or everyone can call out...PURPLE!**

**T** That's right, purple! Let's see if anyone has anything purple on their clothes today.

**T** Let's see if we can sort ourselves into two groups: kids who do have one purple today and kids who do not.

**T** Look at your clothes and decide if you have purple on any part of your clothes today.

**T** Put your finger on your nose when you have made that decision.

**T** If you have purple on today, please stand on the right. **Show students where this side is, they will need help with right and left.**

**T** If you do not have on purple today, please stand on the left.

Once they have sorted themselves, have them count how many students are in each group and compare the groups. Which group has more, which has fewer?

*T* I would like you to count how many people are in your group.

*T* “Purple” group, how many people are in your group?

*T* Not “Purple” group, how many people are in your group?

*T* Which group has more and which group has less?

Repeat this sorting with:

- other colors or patterns for clothes
- types of clothing
- shoes/sandals, etc.
- You could sort by likes/dislikes as well:
  - Likes cookies vs. likes cake
  - Likes fruit vs. likes vegetables
  - Likes math vs. likes reading.



**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 pages 9-10)

## Instructional Plan: Segment 2: 25-30 minutes

### Subject

- Game: Guess My Sort

### Objective

- Students will play the game of “Guess My Sort” with a partner and explain why they sorted their objects in a certain way.

### Materials

- paper, pencils, crayons
- document camera/ chart paper/ or whiteboard
- 20 math manipulatives per student {various objects - teddy bear counters, red/yellow chips, unifix cubes, etc.}

### Introduction

- T We are going to do some more sorting but this time we will be using manipulatives.*
- T We will start off by playing a game called “Guess My Sort”.*
- T I will play this game with a partner.*
- T I will sort my manipulatives while my partner closes their eyes.*
- T When they open them, they will have to try and guess how I sorted my objects.*
- T Let me show you what I mean.*

**You may want to use a document camera if available 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?”. **For the purpose of this demonstration ask your student partner if it is ok if you go first to show how to play***
- T Would it be ok if I went first to show the other children how to play the game?*
- T Thank you.*
- T If you are the person who is sorting first, ask your partner to close their eyes. **Ask your student partner to close or cover their eyes***
- T No peaking!*
- T While your partner’s eyes are closed, you are going to sort your objects into groups.*

**Demonstrate how to do this - sort by color, shape, size, kind, etc.**

- T Once you are done sorting, tell your partner to open their eyes.*
- T Then you can tell them ‘Guess My Sort!’*
- T See if your partner can figure out how you sorted your objects.*
- T Once they figure it out, then you will switch.*
- T This time I will close my eyes and my partner will sort the objects a different way. **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 out and ask them to sit down.**

### Rules to follow with manipulatives:

- 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.

### Students will need to find a partner for this game.



#### 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 game.
- 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.

- T* I will pass out manipulatives to every person who is sitting nicely with his/her partner.
- T* Remember once you have your manipulatives you need to decide who is going to go first.
- T* Once you both have your manipulatives and have decided who is going first you may begin playing.

### Playing the Game:

**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!

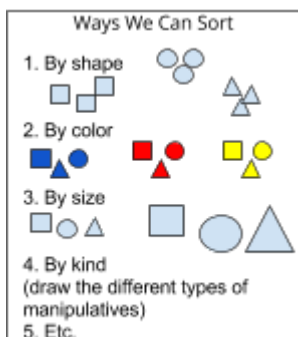
**After the time is up, have students clean up and meet you back on the carpet or meeting area.**

**Using a document camera, chart paper, or whiteboard to record, have students tell you about the different ways they sorted their objects:**

- T* I saw many of you sorting your objects in lots of different ways!
- T* Could you share with me some of the ways you sorted your objects?
- T* I will write them down when you tell me about them.

### Title your list: Ways We Can Sort”

- T** As students tell you the different ways they sorted, record them and draw an example of what that might look like **Pictures are always a good idea to help little ones remember what the words say!**
- T** Your final list might look something like this:



### Differentiation:

If time and materials allow, you may have the students create their own individual charts while you create the class one. The students can write down the different ways they sorted and draw an example of it like the example provided above.



**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 pages 9-10)

## Instructional Plan: Segment 3: 45-60 minutes

### Subject

- Sorting T-Chart: Purple/ Not Purple

### Objective

- Students will create a t-chart and sort/draw purple and non-purple objects.

### Materials

- **Required:** copy of Lilly's Purple Plastic Purse by Kevin Henkes for teacher,
- one piece of blank paper per student, pencil/crayons per student,
- paper & document camera/ chart paper/ or white board with appropriate writing materials for teacher to use for demonstration/examples,
- teacher may pre-fold paper (see step 1) to help students

Have students sitting on carpet or meeting area in front of teacher; teacher will have materials for demonstration and to pass out to students when ready

Use the following directions to have students create a t-chart for recording purple and non-purple objects.

Pass out one piece of blank paper to each student and send students back to their seat/desk.

**T** When you get back to your seat/desk, please write your name on the back of your paper, flip your paper over and then hold your pencil up in their air to show me you are ready to listen for directions!

Once most students are holding up their pencil begin a directed draw to make the t-chart on the paper (see steps below:)

**T** When I say the magic word, which is DRAW, then you can begin, but please do not start until you hear the magic word!

As students are creating their chart, be sure to walk around and monitor student progress and help where necessary.

### Step One:

**T** Turn your paper VERTICALLY show students what this means and put a line down the middle of the paper. **Demonstrate**

**T** ...DRAW!

**T** Hold your pencil back up when you have finished this step.



### Step Two:

**T** Put another line across the paper a few inches from the top **Demonstrate**


**T** ...DRAW!

**T** Hold your pencil back up when you have finished this step.





### Step Three:

- T* Put a purple circle in the box on the left side of the chart, this is where we will put things that are purple. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

### Step Four:

- T* Put a purple circle and cross it out in the box on the right side of the chart, this is where we will put things that are not purple. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

- T* Put both hands on your head and your eyes on me when you have finished your t-chart.

### T-Chart:

- T* We will be filling our chart with purple and not purple items.
- T* Let's do one together.
- T* Who can think of something that IS purple? **Call on a student to share. Have everyone add it to their chart.**
- T* Who can think of something that can NOT be purple? **Call on a student to share. Have everyone add it to their chart.**
- T* Now you will think of more things that ARE and can NOT be purple and add them to your chart.
- T* Try to think of at least five things for each side of your chart.
- T* Remember to add details and colors to your drawings so you reader can know more about what you are writing.
- T* If you think of five things, see if you can add more!
- T* If you finish with this t-chart, you may turn your paper over and make another one using your favorite color!

#### Differentiation:

Encourage students to "label" their drawings.

Gather the students' work and leave it on the desk for the classroom teacher



**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 pages 9-10)

## 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).

## “Break Up Your Day!” continued



### Break Up Your Day: Sorting Kids!



- “Let’s get some of our wiggles out by sorting ourselves into different groups.
- We will sort first by boys and girls. If you are a girl, stand on the right (show which direction that is) and boys on the left. SORT!”
- Once they have sorted themselves, have them count how many students are in each group and compare the groups. Which group has more, which has fewer?
- “Now let’s sort by our clothes. If you have red on today, stand on the right, if you do not, stand on the left. Ok, SORT!”
- Again, once they are sorted, have them count the groups and compare them.
- Repeat this sorting with other colors or patterns for clothes, types of clothing, shoes/sandals, etc. You could sort by likes/dislikes as well: Likes cookies vs. likes cake; likes fruit vs. likes vegetables; likes math vs. likes reading.
- “Thank you for sorting with me today! Let’s all return to our spots respectfully and quietly.”