**Fairfield Public Schools Balanced Math Instructional Model**

Grade K Unit 2 Lesson 2

|  |  |
| --- | --- |
| Materials | GWM Discussion Book pages 10-11, Stuffed Bear/Animal, positional cards printed (student sheet 1) one set for each pair of students, colored cubes at tables, Unit 3 assessment sheet 1. (Recording sheets to be used throughout entire unit as students gain knowledge of shapes and positional language) |
| Fluency Work | Count around the circle to 20. |
| Teaching Point | Positional Language |
| Mini-Lesson | **Part 1- (10 min) - Big Bear and His Friends (GWM Topic 3, Page 12.)** Display the Discussion Book pages 10-11 from GWM or use positional cat cards. Ask students, “Where are big bear and his friends?” (“Where is cat?”). **Students T/T with their partner to discuss.** Invite several students to respond, accepting several descriptions; for example, “Big Bear is *above* his friend…*in* the playhouse…*under* the red roof,…*behind* the beads,…leaning *over* the rail.” **Ask:** **Where is the girl?** Students T/T with their partner to discuss. Again accept several descriptions. Place a chair in front of the students. Give the toy bear various positions. Ask the other students to explain to the class where the bear is. Invite students to take turns giving directions to their friends as to where to place the bear.  **Part 2** - **Specials Structures (GWM Topic 3 page 13)** \*\*Prepare one set of Cat cards (sheet 1) for each pair of students. Save cards to be used in tomorrow’s lesson. Place a bin of colored cubes at each table. Students will work with their math partners to place blocks in a variety of ways using the position cards. Show each Wilbur the cat position card and **ask different children to name Wilbur’s position**: On the rug, in the box, under the blanket, in front of the tent, behind the tree, next to or beside the chair. Ask for a student volunteer to model how to play the game. Mix up the cards and place face down. Tell the students that they are going to build some special structures. First, each partner will select one colored cube from the center to place in front of them. One student at a time draws from the face down pile of position cards, selects another block, and places it relative to the first block according to the position shown on the card; for example, beside the first block or on top of it. **Ask, Where are you putting your block?** After all cards are drawn, reshuffle and place face down again. Tell students that their structures will be complete after they have drawn a card five times and placed five blocks. Encourage them to talk with each other about their block placements. |
| Focus Questions for APS | * Where are you putting your block? * How would you describe where your block is? |
| Active Problem Solving | * After modeling students will go off to their tables to play the game. * While partnerships are building their structures ask students where they are putting their blocks and how can you describe where that block is. |
| Differentiation Suggestions | Partnerships that finish quickly can be challenged to build a second pair of structures and compare the two or build a structure with more blocks. Can also challenge students to use right and left in their descriptions. Teacher can build a five block structure for those partnerships that would benefit from additional assistance and ask them to describe where each of the blocks is in relation to each other. (The red block is on top of the blue etc.) |
| Assessment Point | * Listen as the children use positional language to describe the position of the Big Bear and his friends on the playground. * Observe children as they use blocks to represent positions and describe their thinking using positional language. * Use the Unit 3 Assessment sheet 1 to record if students are able to use positional language. |
| Reconvene &  Focus Q. | Upon completion students take a “museum walk” around the room to observe their friends structures. Question students on how they should behave while in a real museum. Set those as the standards for your museum walks. (hands by our sides, walk around quietly, observe other student’s work.) Tell students that after the museum walk you will be asking them to share with each other what they noticed about their friends’ structures. **Before museum walk say: Notice where your friends placed their blocks.** Gather back at the circle and invite students to go up to a structure and share what they noticed. (I noticed this purple block is on top of the blue or I noticed this red block is under the yellow etc.) |
| Additional Activity /  Extension | Teacher can create a class chart of the cat cards alongside matching positional word to be displayed in the classroom. |