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| **NC.K.MD.3**  **Classifying Pattern Blocks** | |
| **Domain** | Measurement and Data |
| **Cluster** | Classify objects and count the number of objects in each category. |
| **Standard(s)** | **NC.K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. |
| **Materials** | Pattern Blocks: 4 yellow hexagons, 5 red trapezoids and 5 blue parallelograms |
| **Task** | 1. Show the student the collection of cubes. 2. Say: *I have a set of blocks. Sort these blocks for me.* 3. After the student has sorted the blocks, say:  * *How did you decide to sort the blocks?* * *Count the number of blocks in each group*. * *How many blocks do you have in each group?* * *Do you have any groups that have the same amount?”* |

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| **Continuum of Understanding** | |
| **Not Yet Proficient** | * Is unable to sort the blocks in any way * Cannot count to determine how many blocks are in each group |
| **Progressing** | * Can sort the blocks but is unable to provide an accurate count for some groups. * Does not notice that two groups have the same amount. |
| **Meets Expectations** | * Sorts the blocks by color or shape and counts each group correctly. * Identifies that the sets of red shapes (trapezoids) and blue shapes (parallelograms) have the same amount |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |