



**Grade K Module 1**  
Numbers to 10

**Lesson 4: Classify Items into Two Categories**

<b>Objective</b> Classify items into two pre-determined categories.		<b>Materials</b> <ul style="list-style-type: none"> <li>• Writing instrument</li> <li>• Glue</li> <li>• Scissors</li> </ul>	
<b>Items to share with families in advance of the lesson:</b> <ul style="list-style-type: none"> <li>• Links: Lesson 4 Daily Video, Student Edition (SE) Lesson 4</li> <li>• Materials list</li> <li>• Assignment: After watching the video, complete the cutting and pasting of the piece of paper, the soccer ball, and the teddy bear from the Problem Set.</li> </ul>			
Note: Students should work on the Problem Set for 5 minutes and should try to complete as many of the assigned problems as they can. Optionally, provide additional suggestions for students who finish in less than 5 minutes.			
Remote Learning Recommendations			
	Pacing	Activity	Notes
Asynchronous	10–15 minutes	Daily Video	Ideally, students should watch the video and complete the assignment 1 or 2 days before the synchronous meeting for this lesson.  Video description: <ul style="list-style-type: none"> <li>• Introduces the concept of sorting</li> <li>• Shows students observing as the teacher sorts various objects into two groups and discusses with students how to sort items</li> </ul>
	5 minutes	Assignment	The video asks students to complete several cutting and pasting problems from the Problem Set.  Consider encouraging students to complete additional cutting and pasting problems if they finish in less than 5 minutes.
Synchronous (Virtual or In Person)	2–10 minutes	Welcome	Consider kicking off the year with an icebreaker activity designed for you and the students to get to know one another.
	5 minutes	Recommendations for Synchronous Learning	Demonstrate where to find links and assignments for each day’s lesson. Practice using features of your meeting platform. Establish virtual classroom rules and engagement practices.
In-Person Delivery (Optional)	5 minutes	Hands Number Line to 5	Follow the Fluency activity Hands Number Line to 5, found in the Teacher Edition (TE) for this lesson.  <i>“Let’s use our hands to practice counting.”</i>
	2 minutes	Show Me Fingers to 5	Follow the Fluency activity Show Me Fingers to 5, found in the TE for this lesson.  <i>“Let’s play show me fingers and practice counting.”</i>



Synchronous (Virtual or In Person)	2 minutes	Focus of Today's Lesson	<p>Show two items that are similar except for one obvious difference (e.g., a small ball and a large ball). Have students bring an item so they can decide how it should be sorted, based on whether the item is small or large.</p> <p><i>"In the video for Lesson 4, we sorted into groups and discussed how to sort items. Let's continue thinking about what we learned in the video."</i></p>
	5–10 minutes	Application Problem	<p>Present the Application Problem from the SE, either under the document camera or by screen sharing the PDF of the page or the Topic Facilitation slides.</p> <p>Have students independently record their work in their books, on a clean sheet of paper, or by using the annotation features of the fillable PDF. Refer to the TE for additional notes on facilitation.</p>
	6 minutes	Student Debrief	<p>The Student Debrief is intended to invite reflection and active processing of the total lesson experience. Refer to the TE for additional notes on facilitation.</p> <p>Share the Topic Facilitation slides for Lesson 4 as you lead the debrief.</p> <p><i>"What does it mean to sort into groups?" (Connection)</i></p> <p><i>"Can you think of other times when it is important to sort things?" (Elicit real-life examples from home or school.)</i></p> <p>As you facilitate the debrief, take the opportunity to review and reinforce vocabulary presented in the lesson: <b>sort</b>.</p>