

## Lesson 4: Explore Geoblocks

### Standards Alignments

Addressing K.CC, K.G

Building Towards K.CC.B, K.G, K.MD, K.MD.B.3

### Teacher-facing Learning Goals

- Explore and use geoblocks.
- Repeat mathematical ideas shared by a partner.

### Student-facing Learning Goals

- Let's explore geoblocks.

### Lesson Purpose

The purpose of this lesson is for students to explore geoblocks. Teachers also have an opportunity to gather formative assessment data about students' counting concepts and skills.

Students share their thoughts and ideas about geoblocks during the Notice and Wonder routine and then try their ideas during free exploration. Students have an opportunity to explore the geoblocks before they are asked to use them to represent mathematical situations in later lessons. As students explore geoblocks, they likely will build objects. As you monitor, consider asking questions such as "How many geoblocks did you use? How could you find out? How did you decide which geoblocks to use?" These questions help teachers learn more about each student.

The first few lessons in this section are intentionally shorter to allow students to learn the structure and routines of math lessons and to give teachers an opportunity to learn what students know about concepts of number. If there is extra time, students may spend more time exploring geoblocks in the second activity.

In the lesson synthesis, students practice saying the verbal count sequence to 10 in preparation for counting objects in an upcoming section. Add variety to the counting by adding movement. For example, students can count as they clap, stomp their feet, or jump.

### Math Community

Tell students that, at the end of the lesson, they will be asked to identify specific actions from their "Doing Math" list (both teacher and student sections) that they personally experienced.

### Access for:

#### Students with Disabilities

- Action and Expression (Activity 1)

#### English Learners

- MLR8 (Activity 1)

## Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

- Geoblocks: Activity 1, Activity 2
- Solid shapes: Activity 2

### Materials to Copy

- Geoblocks Stage 2 (groups of 8): Activity 2

### Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	10 min
Lesson Synthesis	10 min

### Teacher Reflection Question

Students shared their thinking multiple times in this lesson. What have you noticed about the language students use? What support can you offer to students who struggle to communicate their ideas orally?

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## Cool-down (to be completed at the end of the lesson)

 0 min

Unit 1, Section A Checkpoint

### Standards Alignments

Addressing K.CC

### Student-facing Task Statement

Lesson observations

### Student Responses

- Say the count sequence to 10.
- Say one number for each object.
- Answer how many without counting again.
- Recognize and name groups of 1, 2, or 3 objects or images without counting.
- Recognize and name groups of 4 objects or images without counting.
- Show quantities on fingers.
- Identify groups with the same number of objects (for groups of up to 4 objects).