Title: Introducing and exploring teddy bear counters to help with sorting and matching colors.

Subject Matter Emphasis and Level: Preschool Math
Author: Trish Bruening

School District: Ethan
Email: trish.bruening@k12.sd.us

Brief Description of the Lesson/Unit:
Students will become familiar with using the teddy bear counters and matching colors

SD Content Standards:
Students are able to match and sort colors.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?
Students will be able to sort and match bear counters using different colors.

2. What essential questions will guide this unit and focus teaching/learning?
Does anyone notice what has happened to the Teddy Bear Counters? Now they are in different piles.
Pick up one of your Teddy Bear Counters. What color is it?
Where do you think we should start the pile of bears?

3. **What key knowledge and skills will students acquire as a result of this unit?**

Students will recognize colors and sorting them.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**

Color blindness
Not familiar with all of the colors

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**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**

   **Performance Tasks:**
   - Identifying colors
   - Sorting into different colors

   **Other Evidence:**
   *Quizzes, Tests, Prompts, Work Samples (summarized):*

   Students will show by doing the activity hands on and activity sheets

   *Unprompted Evidence: (observations, dialogues, etc.):*

   Observation of each student making the piles of colors
Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:
Watch teacher make different color sorts and be able to continue sorting. Create the pattern with the use of various objects

Materials & Resources (technology & print):
Different objects to sort and of different colors
Activity Sheet

Management:
Whole group activities
Small group
Individual Assessment

Support Services and Special Teacher Notes:
Students who need help with making patterns may need extra support. Other classmates will be the extra support by helping the student sort colors. Extra practice.

Extensions and Adaptation:
Using different objects to sort
Using different colors added to the ones they know.
Sorting several different objects at one time.

**Stage 4: Plan Differentiation**

2. **What differentiated instruction strategies are being used in this lesson/unit?**

**Differentiated Process:**
Students who have mastered sorting 2 colors into piles will begin to the next level of adding more colors and objects to sort.

**Differentiated Content:**
Move the students who have mastered sorting 2 colors to more challenging sorting with more objects and colors.

**Differentiated Product:**
Observation of students creating different piles of sorting and extending with more colors and objects.