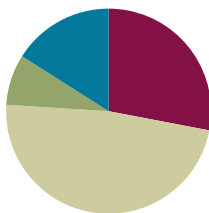


Lesson 30

Objective: Build a tower by putting *1 more* cube or block at a time.

Suggested Lesson Structure

■ Fluency Practice	(7 minutes)
■ Application Problem	(2 minutes)
■ Concept Development	(12 minutes)
■ Student Debrief	(4 minutes)
Total Time	(25 minutes)



Fluency Practice (7 minutes)

- 1 More Seed **PK.CC.3c** (4 minutes)
- The Ants Go Marching **PK.CC.3c** (3 minutes)

1 More Seed (4 minutes)

Materials: (S) 3 seeds (bean and pumpkin seeds work well), 3-dot 5-group strip (Lesson 6 Fluency Template)

Note: This activity prepares students to work with the pattern of 1 more in a linear configuration.

T: Take 1 seed. Set it down on your garden row. How many seeds did you plant?

S: 1 seed!

T: Plant 1 more seed.

S: (Take another seed and set it on the second dot.)

T: How many seeds did you plant?

S: 2 seeds!



Continue to 3.

The Ants Go Marching (3 minutes)

Materials: (T) Song sheet for “The Ants Go Marching” with verses through the number 4 (Lesson 29 Fluency Template)

Note: By participating in a story situation in which students join the group one by one, students begin to experience a growing pattern, or a pattern of one more in a fun way.

Conduct the activity as before in Lesson 29, but now continue the parade to 4, with the additional verse:
The ants go marching four by four;

The little one stops to shut the door.

Application Problem (2 minutes)

Materials: (T) 5 wrapped boxes (presents)

It's Cameron's birthday. His friend Riley arrives first and brings him a present. How many presents does Cameron have?

Cameron's friend Natalie brings him 1 more present. How many presents does Cameron have now? Lead students to repeat, "He has 1 more: 1 present, 2 presents."

Continue the story until Cameron has 5 presents.

Note: Children build on their understanding of 1 more within a story context.

Concept Development (12 minutes)

Part 1: Concept Introduction

Materials: (T) 5 large building blocks

1. Show students the building blocks and say, "Let's build a tower! I have 1 block. Can someone put 1 more on top?"
2. After the new block is added, ask, "How many blocks do we have now?" Lead children to repeat, "We have 1 more: 1 block, 2 blocks."
3. Say, "Let's put 1 more block on top. How many blocks do we have now?" Lead children to repeat, "We have 1 more: 1 block, 2 blocks, 3 blocks."
4. Say, "Let's make it even higher! Repeat the process until all 5 blocks are stacked. Each time, count the blocks, leading with, "We have 1 more."



Part 2: Practice

Materials: (S) Per pair: baggie with 5 linking cubes

Pair students and send them to tables with a baggie.

MP.7

1. Tell Partner A to take 1 cube from the baggie and say, "I have 1 cube." Guide her to tell Partner B, "Put 1 more, please."
2. Tell Partner B to follow Partner A's directions and count. Guide him to say, "1. 1 more is 2."
3. Partner A says, "We have 2 cubes. Put 1 more, please."
4. Again, Partner B follows Partner A's directions and counts. Guide him to say, "2. 1 more is 3."
5. Repeat until all 5 cubes are added to make a tower of 5.
6. As students work, circulate and describe what they are doing using parallel talk, e.g., "Caroline is building a tower by putting one more on at a time. She had 3 and is adding 1 more to make 4."


**NOTES ON
MULTIPLE MEANS
OF REPRESENTATION:**

Provide options for understanding *1 more* by calling attention to real life situations of one more throughout the day (e.g., "We need one more plate," at snack time). This can help students who may have difficulty transferring the concept of *1 more* from an isolated math lesson to a variety of situations.

Provide context for this activity by telling children that the cubes represent birthday presents being stacked up.

Student Debrief (4 minutes)

Lesson Objective: Build a tower by putting *1 more* cube or block at a time.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each child's progress towards meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Debrief. You may choose to use any combination of the questions below to help students express ideas, make connections, and use new vocabulary.

- (Hold a tower of 2 cubes in one hand and 1 cube in the other. With students watching, join them behind your back.) How many cubes are in my tower now? After students guess, show them the composed tower to confirm that there are 3. (Repeat to 5, continuing to join 1 cube.)
- Tell your friend how you built your tower. (Give the students an example if needed, "I built my tower by putting one cube on at a time.")
- How did your tower change each time you put one more block on top?
- When we put one more block, did you have to start counting again from 1? What is another way you can tell how many there are?


CENTER CONNECTION:

Replicate this activity in the block center. As a variation, have children build a road instead of a tower. Support them to add 1 more and count each time. With practice, children begin to see the pattern of 1 more and no longer need to count each time.