### Counting and Sorting

<table>
<thead>
<tr>
<th>GRADE(S)</th>
<th>Kindergarten</th>
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| GOALS                  | Students will sort by color, shape and size  
                      Students will count real objects to 30  
                      Students will identify two dimensional shapes |
| ESSENTIAL QUESTION     | • How many buttons do you see/have? Can you count buttons?  
                      • How can we sort buttons? [size, color, # of holes, shape, thickness] |
| STANDARD(S)            | NYS: Math  
                      Connections to Math Investigations |
| MATERIALS              | 10 buttons in box for each student  
                      copy of *The Button Box* by Margarette S. Reid  
                      copy of *Frog and Toad are Friends*, “The Lost Button”  
                      Buttons to match the types referred to in “The Lost Button”  
                      Felt board with jacket on it (buttons will be ‘sewn’ on jacket at end of *Frog & Toad* story |
| DESCRIPTION            | Part 1: Read “The Lost Button,” ‘finding’ the buttons as the story progresses. Finally, ‘find’ the lost button. Finish story, ask students about the kinds of buttons (thin, thick; large, small, etc) and ‘sew’ buttons onto jacket. Have the students count the buttons.  
                      Part 2: Begin reading *The Button Box* (stop after reading page about # of holes). Review different ways we can sort buttons. Give the students their boxes of buttons. Have them count how many buttons they have. Have them sort buttons (by size, shape, etc) |
| ASSESSMENT             | • Students will count their buttons (1-10)  
                      • Students will sort their buttons based on various specifications (size, color, etc)  
                      • Students will note if they have buttons on their clothes—if yes, they will count and tell if they are thin, one hole/shank, shape, etc. |

This can be done as one lesson or as two, depending on time you have with students.