



## **CONSTRUCTING TASK: Button! Button!**

*Approximately 2 days*

*Adapted from The Pocket Problem task, First-Grade Math by Vicki Bachman,*

### **STANDARDS FOR MATHEMATICAL CONTENT**

**MCC1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**MCC1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

### **STANDARDS FOR MATHEMATICAL PRACTICE**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### **BACKGROUND KNOWLEDGE**

This task is centered on number relations and counting, as well as collecting, organizing and representing data. Remember that students must experiment with showing amounts in groups of like size and you cannot arbitrarily impose grouping by 10 on students. Letting the students express and agree on the idea that grouping objects by 10 is an effective way of allowing the students to count a quantity in a meaningful way. (Van de Walle, p. 129)

### **ESSENTIAL QUESTIONS**

- What strategy can we use to efficiently count a large quantity of objects?
- How can we organize and display the data we collected to create a graph?
- Why do we need to be able to count objects?
- How does a graph help us better understand the data collected?
- How can we use tally marks to help represent data in a table or chart?

### **MATERIALS**

- *Corduroy*, by Don Freeman or similar book
- Button, Button! Recording sheet

## **GROUPING**

Large Group/Individual

## **TASK DESCRIPTION, DEVELOPMENT AND DISCUSSION**

### **Part I**

Gather students together to read *Corduroy*, by Don Freeman or another story featuring buttons. During the story, ask the students if they, too, are wearing buttons.

### **Part II**

After reading the story, continue the class discussion with this story problem: The students in Mrs. Fletcher's class just won a competition for eating the most cake of any first grade class in the world! Mrs. Fletcher's class ate so much cake that every button in the class popped off everyone's clothes. Mrs. Fletcher has to get to the store before the end of class, buy buttons and sew them back on. How many buttons does Mrs. Fletcher need to buy to replace every button in her class?

Now, pretend you are Mrs. Fletcher's class. How many buttons would your teacher need to buy to replace all the buttons in your class?

Before collecting data, have the students determine how they are going to collect, organize and display their data.

## **FORMATIVE ASSESSMENT QUESTIONS**

- How many buttons did you count?
- What makes counting the objects easier?
- How does this help?
- Who had the most buttons? How many did they have?
- Who had the least amount of buttons? How many did they have?
- How did you organize your data?
- How did you display your data?

## **DIFFERENTIATION**

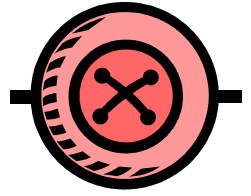
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*First Grade Mathematics • Unit 2*

**Extension**

- Read *A Pocket For Corduroy* by Don Freeman. Have the students determine the total number of pockets the students are wearing on a certain day.

**Intervention**

- Have students the students complete the activity by counting only pant buttons from the class.



Name: \_\_\_\_\_

## Button, Button!

Pretend you are Mrs. Fletcher's class. How many buttons would your teacher need to buy to replace all the buttons in your class?