

UW-Platteville SoE Lesson Planning Template

Name: Bryanna Walz
Lesson Title: Numbers 1-10
Grade level(s)/Course: Kindergarten Math
Date taught: October 22, 2013

GENERAL CONTEXT

Textbook or Instructional Program referenced to guide your instruction (if any)

Title: Math Expressions
 Publisher: Houghton Mifflin Harcourt Publishing Company
 Date of Publication: 2013
 Unit 2 Lesson 8 p. 135-138

INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS

Total students <u>18</u> Males <u>12</u> Females <u>6</u>		
Students with Special Needs: Category	Number of Students	Accommodations and/or pertinent IEP Objectives
Students with IEPs	3	With the three students there are two Teacher Aids that work with those students. Two of these students actually go to a different classroom for math from 10:00am until lunch at 11:00am with one of the Teacher Aids. The other Teacher Aid works with the one student and helps with those other students who need assistance at her table.

INFORMATION ABOUT THE LESSON

Content Strand <ul style="list-style-type: none"> ○ Math
Enduring Understanding and/or Essential Question <ul style="list-style-type: none"> ○ What does the number 7 look like? ○ How many are in the group, using numbers 6-10?
GLE(s) or EOC and Symbolic Notation Mathematical Practice <ul style="list-style-type: none"> ○ CC.K-12.MP.1 Make sense of problems and persevere in solving them. ○ CC.K-12.MP.6 Attend to precision. ○ CC.K-12.MP.7 Look for and make use of structure. Content <ul style="list-style-type: none"> ○ CC.K.CC.1 Count to 100 by ones and tens. ○ CC.K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). ○ CC.K.CC.4a Understand the relationship between numbers and quantities; connect counting to

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cardinality. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

- CC.K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- CC.K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Outcome(s)

- The students will be able to say and show numbers just before and just after.
- The students will be able to orally say how to make the number 7.
- The students will be able to create a 7 the correct way.
- The students will be able to draw a given object 7 times.
- The students will be able to connect the dots in order to make a picture.
- The students will be able to accurately count the number of circle in a group.

Academic Language related to the lesson

- Just before
- Just after
- Slanted
- Longer
- Shorter

Prior Learning/Prior Thinking

- The students learned this new part of the quick practice yesterday.
- They have completed many worksheets and activities where they count objects in a group and circle it if it has the correct number of objects.
- They have done a couple of dot-to-dot pictures but this is the second time using numbers 1 through 10.

LESSON IMPLEMENTATION

Anticipatory Set/Elicit Prior Knowledge

- Quick Practice: Using the number parade on the board the leader will point to a number from one through ten and ask what number is *just before* or what number is *just after*. The students will say the number and use their fingers to show it. Practice all of the numbers and do them out of order.

Focus/Purpose Statement

- Practice writing the number 7.
- Drawing 7 objects and shapes.
- Order numbers 1-10 to complete dot-to-dot pictures.
- Identify groups of 6-10

Procedures

- Write the number 7 in our *My Numbers Rumba Books*. The teacher’s helper will help hand out the books to the students. Demonstrate how to make the number 7 on the board saying the short rhyme of how to make the number; “Across the sky and down from heaven, that’s the way to make a 7”. After demonstrating how to make the number 7 the students will practice making their own 7’s by tracing the number 7’s on the page and writing their own using the dots as the starting point. While the students

are writing their number 7's on the page I will be checking to make sure the 7's are facing the correct way and have a line 'across the sky' and a line 'down from heaven' just like the rhyme.

- Once most of the students are done with making their 7's those done will be directed to draw 7 clouds on the bag in the open space above the number 7's. When the students are done with drawing 7 clouds they will put their hands on their head so that I know who is done to check their 7's and drawing of 7 clouds. If the student has all of their 7's facing the correct way and drew 7 clouds then they will get a star on the page and be directed to put their book in the front black basket.
- Review with the students groups of objects. Draw groups of objects with numbers 6 through 10 on the board one at a time and have different students come up to the board for each group. For each number 6 through 10 there will be 4 different groups drawn on the board. When a student is called up to the board he/she will first look at the number on the far left side and the groups of that number the students will circle but if the group is not that number then the students will cross it out. One student will be able to do just one of the groups that way everyone will have a turn to come up to the board.
- Review with the students completing dot-to-dot pictures. Have a couple pictures on the board for some students to connect the dots on. Before the students go up to the board remind all of the students that when we complete dot-to-dot pictures that they should use straight lines and to connect the dots in the order of the numbers. To make sure that the students get them in the correct order they can either look at the number parade on the front board, the number posters below the clock, or use the small number strip that is in the bin on each table. After completing a couple practice dot-to-dot pictures the students will be able to complete the pictures on page 60 of their Activity Book, which are already torn out. When the students are all done they will get a star on their page and put the sheet in the front black basket. Then the students will be able to wash their hands for lunch and read a book quietly in the reading corner until everyone is done with their sheet. Once everyone is done it will be story time before lunch.

Differentiation

- Have the small number strips out in front of the students even when reviewing groups of numbers 6 through 10. This will allow those students to practice counting up to the number for each group and say what number it is without much assistance.

Materials and Resources

- Number Parade
- Pointer
- *My Numbers Rumba Books*
- Pencils
- White board
- Expo markers
- Number posters (under the clock)
- Small number strips (in table bins)
- Page 60 from Activity Book