

# Lesson Plan

## Counting up to 3 - Identify Numbers to 3

Kindergarten (K) - Math

### LEARNING TARGET

- Students will be able to recognize and identify the number 3.
- Students will be able to identify which group of objects represents the number 3.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

No Prerequisite Skills

#### EXTENSION SKILL

No Extension Skills

#### DURATION

- Introduction (5 minutes)
- Instruction (10 minutes)
- Guided Practice (15 minutes)
- Independent Practice (10 minutes)
- Closure (5 minutes)

#### MATERIALS

- Objects in sets of 1, 2, and 3 (such as blocks, toys, or pictures)
- Container to hold the objects
- Whiteboard and markers

#### VOCABULARY

- Number
- Three
- Group
- Objects

### INTRODUCTION

1. Display three objects and ask the students to count them.
2. Ask the students how many objects they counted.
3. Introduce the number 3 and write it on the whiteboard.

### INSTRUCTION

1. Show the students a group of three objects and ask them to count them.
2. Repeat this with other sets of objects with different numbers.
3. Ask the students to identify which group of objects has three in it.
4. Introduce the vocabulary words "set" and "group" and explain how they relate to counting and numbers.
5. Model how to point and touch each object while counting them to reinforce one-to-one correspondence.

### **GUIDED PRACTICE**

1. Divide the students into small groups and provide each group with a container of objects in sets of 1, 2, and 3.
2. Instruct the students to work together to identify which group of objects shows the number 3.
3. Circulate around the room to provide support and guidance as needed.

### **INDEPENDENT PRACTICE**

1. Instruct the students to work independently to create their own groups of objects and identify which group shows the number 3.
2. Monitor students' progress and provide support as needed.

### **HOMEWORK**

1. Assign students to find and bring to class three objects that represent something important to them.
2. Encourage students to share their objects with the class and explain why they are important.

### **EXIT TICKET**

1. Show the students a group of objects and ask them to count them.
2. Ask the students to identify which group shows the number 3.

### **SUMMATIVE**

1. Formative assessments will be conducted during the lesson to monitor students' understanding of counting and identifying the number 3.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of identifying the number 3.

### **CLOSING**

1. Review the number 3 and its significance in counting and identifying sets.
2. Ask the students to share one group of objects they found that shows the number 3.

### **TEACHING TIPS**

- Use visual aids to help reinforce the concept of one-to-one correspondence.
- Encourage students to use their fingers to help count and keep track of objects.
- Provide opportunities for students to practice identifying numbers in everyday objects and situations.

## **MISCONCEPTIONS**

- Students may struggle to understand the concept of one-to-one correspondence.
- Students may confuse the number 3 with other numbers that have similar shapes, such as 2 or 5.
- Students may not understand the significance of numbers in counting and identifying sets.

## **EXTENSION**

1. Students can practice identifying other numbers using sets of objects.
2. Students can practice counting objects up to 10.
3. Students can practice writing the number three and drawing sets of three objects.

## **INTERVENTION**

1. For students who struggle with fine motor skills, larger and easier to grasp objects can be used.
2. For students who need extra support, a visual aid or diagram can be provided to help them understand the concept of identifying the number three.

## **COMMON CORE STANDARD**

K.CC.B.4.B - 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.

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