

Lesson Plan

Counting up to 3 - Number Representation to 3

Kindergarten (K) - Math

LEARNING TARGET

- Students will be able to count to 3 by ones.
- Students will identify groups of shapes with numbers one, two, or three.
- Students will demonstrate understanding through individual and group activities.

LEARNING PROGRESSION

PREREQUISITE SKILL

No Prerequisite Skills

EXTENSION SKILL

No Extension Skills

DURATION

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

MATERIALS

- A large set of various shapes (e.g., circles, squares, triangles)
- Chart paper and markers
- Counting to Three with Shapes worksheet
- Exit Card Formative Assessment

VOCABULARY

- Shapes
- Numbers
- Counting
- One
- Two
- Three

INTRODUCTION

1. Greet students and introduce the lesson.
2. Review the names of the shapes and the numbers one, two, and three.
3. Explain the objective of the lesson: learning to count to three using groups of shapes.

INSTRUCTION

1. Display a group of shapes with one shape, and ask students to count the shapes.
2. Repeat the process with groups of two and three shapes.
3. Discuss how the numbers one, two, and three relate to the groups of shapes.
4. Model counting shapes out loud and pointing at each shape as you count.

GUIDED PRACTICE

1. Divide students into small groups.
2. Provide each group with sets of shapes.
3. Instruct the students to create groups of shapes that represent the numbers one, two, and three.
4. Circulate around the room, assisting and checking for understanding.

INDEPENDENT PRACTICE

1. Distribute the Counting to Three with Shapes worksheet.
2. Instruct students to complete the worksheet individually.
3. Remind students to count the shapes out loud and point to each shape as they count.
4. Encourage students to ask for help if they need it.
5. Circulate around the room, providing assistance as needed.

HOMEWORK

1. Assign a simple homework task for students to practice counting to three with objects found at home (e.g., toys, spoons, books).

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to draw a group of shapes and write the number (1, 2, or 3) that represents the number of shapes in the group.
3. Collect the exit cards and review them to assess students' understanding of counting to 3 by ones using shapes.

SUMMATIVE

1. Use the completed Counting to Three with Shapes worksheets and exit cards to assess students' understanding of counting to three using groups of shapes.

CLOSING

1. Gather students together to review what they learned during the lesson.
2. Ask a few students to share their favorite part of the lesson or what they found most challenging.
3. Remind students to practice counting to three at home using objects they find.

TEACHING TIPS

- Use a variety of shapes and colors to maintain students' interest and engagement.
- Reinforce counting skills by incorporating songs, chants, or rhymes during the lesson.
- Encourage students to use their fingers or manipulatives to assist with counting.

MISCONCEPTIONS

- Students may think that the type of shape affects the counting process (e.g., a circle counts as 2).
- Students may not understand that the number of shapes must be counted, rather than their size or appearance.
- Students may struggle to connect the concept of counting with the written numerals 1, 2, and 3.

EXTENSION

1. Students can practice counting to higher numbers using different shapes or objects.
2. Students can practice counting backward from 3 to 1 using shapes.
3. Students can learn about more complex shapes and practice counting with those shapes.

INTERVENTION

1. For students who struggle with fine motor skills, provide larger shape cutouts for easier manipulation.
2. For students who need extra support, work with them one-on-one or in a smaller group setting to reinforce the concepts.
3. Provide visual aids, such as posters or flashcards, displaying the shapes and their corresponding numbers to help students understand the relationship between shapes and numbers.
4. Use manipulatives, such as shape puzzles or toys, to help students engage with the shapes and practice counting in a more interactive way.

COMMON CORE STANDARD

K.CC.B.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.

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