

Lesson Plan

Counting up to 5 - Counting Objects to 5 - Building Ten Frame

Kindergarten (K) - Math

LEARNING TARGET

- Students will recognize numbers 1 to 5.
- Students will count and represent numbers 1 to 5 using a ten frame.
- Students will visualize numbers 1 to 5 within the context of 10.

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)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Ten frame mats (1 per student)
- Small manipulatives (e.g., counters, buttons, or small objects; at least 10 per student)
- Whiteboard or chart paper
- Markers
- Worksheets (1 per student)
- Pencils

VOCABULARY

- Ten frame
- Count
- Number

INTRODUCTION

1. Greet students and explain the learning objective for the day.
2. Introduce the ten frame and explain its purpose as a tool for counting and visualizing numbers.

INSTRUCTION

1. Model counting from 1 to 5 using a ten frame on the whiteboard or chart paper.
2. Explain and demonstrate how to place the manipulatives on the ten frame to represent each number.
3. Ask students to count aloud as you place the manipulatives on the ten frame.

GUIDED PRACTICE

1. Distribute ten frame mats and manipulatives to each student.
2. Guide students to place the correct number of manipulatives on their ten frames to represent numbers 1 to 5, one at a time.
3. Monitor students as they work, providing support and assistance as needed.

INDEPENDENT PRACTICE

- Distribute worksheets to students, with ten frames and number recognition tasks.
- Instruct students to complete the worksheet individually, using their manipulatives to help them count and visualize the numbers.
- Encourage students to ask for assistance if needed.

HOMEWORK

1. Provide a take-home worksheet with ten frames and counting tasks for numbers 1 to 5 for additional practice.

EXIT TICKET

1. Distribute exit cards with a simple ten frame task (e.g., representing a number between 1 and 5 on a ten frame).
2. Ask students to complete the task independently and hand in their exit cards before leaving.

SUMMATIVE

1. Use completed worksheets and exit cards to assess student understanding and progress.
2. Provide feedback to students and adjust future lessons as necessary.

CLOSING

1. Review the objectives of the lesson and ask students to share what they learned.
2. Encourage students to practice counting and using ten frames at home.

TEACHING TIPS

- Use a variety of manipulatives to keep students engaged, such as different colors or shapes.
- Encourage students to verbalize their thought process as they place manipulatives on the ten frame.
- Incorporate movement by having students physically represent numbers using their bodies along with the ten frame.

MISCONCEPTIONS

- Students may confuse the order of numbers when counting, such as saying "2, 1, 3, 4, 5."
- Students may believe that the number of manipulatives on the ten frame corresponds directly to the number's name, rather than its quantity.
- Students may struggle to recognize that the ten frame represents a fixed quantity, and therefore the context for numbers 1-5 within 10.

EXTENSION

1. Introduce counting to 10 using the ten frame in a future lesson.
2. Provide opportunities for students to create their own ten frame problems to share with classmates.

INTERVENTION

1. Use visual aids, such as number lines or charts, to help students struggling with counting and number recognition.
2. Encourage peer support and collaboration, pairing students who may need extra assistance with those who have a stronger grasp of the concept.
3. Modify the lesson and materials to accommodate any learning or physical disabilities, ensuring all students can participate in the activities.

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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