

Lesson Plan

Counting up to 5 - Counting Objects to 5 - Reading Models

Kindergarten (K) - Math

LEARNING TARGET

- Students will be able to recognize and name basic shapes.
- Students will be able to count up to 5 by ones.
- Students will be able to determine which group of shapes represents numbers one through five.

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

- Shape cards with different numbers of shapes (1-5)
- Whiteboard and markers
- Pre-made worksheets with groups of shapes

VOCABULARY

- Numbers
- Count
- Shapes
- Group

INTRODUCTION

1. Introduce the concept of counting to students, emphasizing that counting helps us understand how many items are in a group.
2. Demonstrate counting to 5 with fingers.

INSTRUCTION

1. Display shape cards with different numbers of shapes (1-5).
2. Model counting the shapes on each card aloud and writing the corresponding number below the shapes.
3. Emphasize the importance of counting each shape only once.

GUIDED PRACTICE

1. Divide students into small groups and provide each group with a set of shape cards.
2. Ask students to work together to count the shapes on each card and write the corresponding number below the shapes.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Distribute pre-made worksheets with groups of shapes.
2. Instruct students to work independently to count the shapes in each group and write the corresponding number.
3. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to create their own shape groups at home, with numbers 1-5 represented.
2. Encourage students to bring their shape groups to share with the class during the next lesson.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to draw a group of shapes (1-5) and write the corresponding number next to the group.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of counting and identifying numbers 1-5.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of counting shapes and recognizing numbers 1-5.

CLOSING

1. Review the concept of counting and the importance of understanding how many items are in a group.
2. Ask students to share one group of shapes they counted during the lesson and the number they wrote for it.

TEACHING TIPS

- Use a variety of shapes in the lesson to familiarize students with different forms while counting.
- Incorporate physical movement, like clapping or jumping, while counting to make the lesson more engaging.
- Provide positive reinforcement and praise when students correctly count shapes to build confidence.

MISCONCEPTIONS

- Students may believe they need to start counting at a number other than 1 when counting objects.
- Students may think the size or arrangement of shapes affects the total count.
- Students may struggle to connect the written number with the quantity it represents.

EXTENSION

1. Students can practice counting to higher numbers, such as 10, using shape cards.
2. Students can practice counting objects in their environment and writing the corresponding numbers.
3. Students can explore different ways to arrange shapes into groups and still maintain the same count.

INTERVENTION

1. For students who struggle with counting, provide additional one-on-one support and practice counting objects in smaller groups.
2. For students who need extra support in recognizing numbers, provide visual aids or number charts to help them identify and write the numbers correctly.
3. Use manipulatives, such as counting bears or blocks, to help students physically count and connect numbers to quantities.

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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