

Lesson Plan

Counting up to 5 - Counting in Rows to 5

Kindergarten (K) - Math

LEARNING TARGET

- Students will be able to identify and count shapes up to 5.
- Students will be able to answer questions about the number of shapes in a row.

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 amounts of shapes in a row (up to 5)
- Whiteboard and markers
- Shape manipulatives (e.g., plastic or foam shapes)

VOCABULARY

- Shapes (circle, square, triangle, rectangle)
- Count
- Row

INTRODUCTION

1. Show students a few examples of shape cards and ask them to identify the shapes.
2. Explain that today, they will learn to count shapes up to 5 by answering questions about the number of shapes in a row.

INSTRUCTION

1. Show students a shape card and demonstrate how to count the shapes in a row.
2. Repeat the process with different shape cards, emphasizing counting one shape at a time.
3. Ask questions about the number of shapes in a row (e.g., "How many circles are in this row?") and have students answer.

GUIDED PRACTICE

1. Divide students into small groups and provide each group with a set of shape cards and shape manipulatives.
2. Instruct students to practice counting shapes in a row and answering questions about the number of shapes in a row within their groups.
3. Circulate around the room, asking questions and providing support and guidance as needed.

INDEPENDENT PRACTICE

1. Instruct students to work independently using the shape manipulatives to create rows of shapes with up to 5 shapes in a row.
2. Have students practice counting the shapes in their rows and answering questions about the number of shapes in a row.
3. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to draw rows of shapes at home with up to 5 shapes in a row.
2. Encourage students to practice counting the shapes in each row and answering questions about the number of shapes in a row.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Show a shape card and ask students to write the number of shapes in the row on their whiteboards.
3. Check students' answers for understanding and accuracy.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of counting shapes and answering questions about the number of shapes in a row.
2. The exit card and progress monitoring assessments will be used to determine students' mastery of the lesson objectives.

CLOSING

1. Review the main lesson points and ask students to share what they learned about counting shapes and answering questions about the number of shapes in a row.
2. Encourage students to practice counting shapes at home and in their daily lives.

TEACHING TIPS

- Use a variety of shapes to maintain student engagement and reinforce shape recognition skills.
- Provide positive reinforcement and encouragement as students successfully count the shapes in rows.
- Use real-life examples or objects to help students connect the concept of counting shapes to their everyday experiences.

MISCONCEPTIONS

1. Students may believe they need to count all the shapes on the card, rather than just the shapes in a single row.
2. Students might think that the type of shape affects the counting process, rather than understanding that the process is the same regardless of the shape.
3. Some students may try to skip counting or count multiple shapes at once, rather than counting each shape individually and sequentially.

EXTENSION

1. Students can practice counting to higher numbers, such as 10 or 20, using rows of shapes.
2. Students can practice identifying and counting shapes within different arrangements or patterns.
3. Introduce simple addition and subtraction problems using the shape manipulatives for students to solve.

INTERVENTION

1. For students who struggle with fine motor skills, larger and easier-to-grasp shape manipulatives can be used.
2. For students who need extra support, a visual aid, such as a number line or counting chart, can be provided to help them understand the concept of counting to 5.
3. Pair students who need additional support with a peer tutor or provide small group instruction to reinforce the lesson concepts.

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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