

Lesson Plan

Counting up to 5 - Scatter Counting to 5

Kindergarten (K) - Math

LEARNING TARGET

- Students will be able to recognize and name basic shapes.
- Students will be able to count to 5 using a scatter pattern of shapes.
- Students will be able to answer questions about the number of shapes in a scatter pattern.

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 cutouts or printed shapes (circles, squares, triangles, rectangles, and pentagons)
- Large chart paper or whiteboard
- Markers
- Handout with scatter patterns of shapes

VOCABULARY

- Shapes
- Scatter pattern
- Count
- Number

INTRODUCTION

1. Show students an example of a shape (circle) and ask them to identify the shape.
2. Explain that they will be learning to count shapes in a scatter pattern up to 5.

INSTRUCTION

1. Introduce each shape (circle, square, triangle, rectangle, and pentagon) and have students practice identifying and naming them.
2. Display a scatter pattern of shapes on the chart paper or whiteboard and model counting the shapes one by one.
3. Emphasize counting each shape only once and using fingers to keep track.

GUIDED PRACTICE

1. Show students a new scatter pattern of shapes and have them work together as a class to count the shapes up to 5.
2. Ask individual students questions about the number of specific shapes in the scatter pattern (e.g., "How many circles are in the pattern?").

INDEPENDENT PRACTICE

1. Provide each student with a handout containing different scatter patterns of shapes.
2. Instruct students to work independently to count the shapes in each pattern and answer questions about the number of specific shapes.
3. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to create their own scatter patterns of shapes at home and practice counting the shapes up to 5.
2. Encourage students to bring their scatter patterns to share with the class during the next lesson.

EXIT TICKET

1. Provide each student with a small card or piece of paper.
2. Instruct students to write their favorite shape and the number of that shape in a scatter pattern they counted during the lesson.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of basic shapes and their ability to count shapes in scatter patterns.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of counting shapes up to 5 and answering questions about the number of specific shapes in scatter patterns.

CLOSING

1. Review the names of the basic shapes and the concept of counting shapes in scatter patterns up to 5.
2. Ask students to share one thing they learned during the lesson about counting shapes in scatter patterns.
3. Encourage students to practice counting shapes at home and in their environment.

TEACHING TIPS

- Use a variety of colors and sizes for the shape cutouts to maintain students' interest and help them recognize shapes in different forms.
- Encourage students to count out loud as they point to each shape to reinforce auditory and kinesthetic learning.
- Offer praise and positive reinforcement to motivate students as they practice counting shapes and answer questions about scatter patterns.

MISCONCEPTIONS

- Some students may think they need to count the sides of the shapes rather than the shapes themselves. Clarify that the focus is on counting the whole shapes.
- Students may believe that the orientation of the shape affects its identity (e.g., a square turned on its corner is a diamond). Reinforce that a shape's identity remains the same, regardless of its orientation.
- Some students may struggle with one-to-one correspondence, counting shapes multiple times or skipping shapes while counting. Remind students to touch or point to each shape as they count to avoid miscounting.

EXTENSION

1. Students can practice counting shapes in scatter patterns up to 10 or higher.
2. Students can create their own scatter patterns using different objects, such as buttons or blocks, to practice counting skills.
3. Students can practice counting and comparing the number of shapes in multiple scatter patterns to determine which pattern has more or fewer shapes.

INTERVENTION

1. For students who struggle with shape recognition, provide additional opportunities to practice identifying and naming basic shapes using manipulatives, such as plastic shape models or foam shapes.
2. For students who need extra support with counting, use one-to-one correspondence activities, such as placing a small object on each shape as they count, to help reinforce counting skills.
3. Pair students who may need additional support with a peer who demonstrates a strong understanding of the concepts for guided practice and peer coaching.

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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