

# Lesson Plan

## Counting up to 5 - Cube Counting to 5

Kindergarten (K) - Math

### LEARNING TARGET

- Students will be able to identify and count connecting cubes up to 5.
- Students will be able to answer "how many cubes?" questions based on connecting cube models.

### 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

- Connecting cubes (at least 50)
- Container to hold the connecting cubes
- Whiteboard and markers
- "How many cubes?" question cards

#### VOCABULARY

- Connecting cubes
- Count
- Model
- Number
- How many

### INTRODUCTION

1. Show students a set of connecting cubes.
2. Explain that they will learn how to count connecting cubes up to 5.

### INSTRUCTION

1. Model counting connecting cubes up to 5 using a set of cubes.
2. Emphasize counting one cube at a time.
3. Introduce "how many cubes?" questions using question cards.

## GUIDED PRACTICE

1. Divide students into small groups and provide each group with a container of connecting cubes and question cards.
2. Instruct students to take turns creating connecting cube models and asking "how many cubes?" questions.
3. Circulate around the room to provide support and guidance as needed.

## INDEPENDENT PRACTICE

1. Instruct students to work independently to create their own connecting cube models and answer "how many cubes?" questions.
2. Encourage students to challenge themselves by creating more complex models.

## HOMEWORK

1. Assign students to practice counting connecting cubes or objects up to 5 at home.
2. Encourage students to create their own connecting cube models and ask "how many cubes or objects?" questions to family members.

## EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to draw a connecting cube model and write the number of cubes.
3. Collect the whiteboards to assess student understanding.

## SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of counting connecting cubes up to 5 and answering "how many cubes?" questions.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of the objectives.

## CLOSING

1. Review the concept of counting connecting cubes up to 5 and answering "how many cubes?" questions.
2. Ask students to share one thing they learned or enjoyed about the lesson.

## TEACHING TIPS

- Use a variety of connecting cube models to keep students engaged.
- Encourage students to explain their thinking when answering "how many cubes?" questions.
- Use positive reinforcement to motivate and encourage students.

## **MISCONCEPTIONS**

- Students may skip over or double-count cubes.
- Students may struggle to understand the concept of adding cubes together to find the total.
- Students may confuse the number of cubes with the size or shape of the cube.

## **EXTENSION**

1. Students can practice counting connecting cubes up to 10 or higher.
2. Students can use connecting cubes to create simple addition and subtraction problems.

## **INTERVENTION**

1. For students who struggle with counting, provide visual aids such as pictures or diagrams to help them understand the concept.
2. For students who need extra support, provide manipulatives such as counting bears or blocks to reinforce counting skills.

## **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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