

Lesson Plan

Counting up to 10 - Scatter Counting to 10

Kindergarten (K) - Math

LEARNING TARGET

- Students will be able to count to 10 by ones.
- Students will be able to recognize scattered shapes and dot models.
- Students will be able to answer "how many" questions related to scattered shapes and dot 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

- Scattered shape and dot model cards (10 each)
- Container to hold the cards
- Whiteboard and markers

VOCABULARY

- Count
- One-to-one correspondence
- Scattered shapes
- Dot models

INTRODUCTION

1. Show students a scattered shape card and ask "How many shapes do you see?"
2. Show students a dot model card and ask "How many dots do you see?"
3. Explain to students that they will be learning to count to 10 by ones using scattered shapes and dot models.

INSTRUCTION

1. Review one-to-one correspondence with students by counting a set of objects and touching each object as you count it.
2. Show students a scattered shape card and count the shapes together using one-to-one correspondence.
3. Repeat step 2 with several scattered shape cards.
4. Show students a dot model card and count the dots together using one-to-one correspondence.
5. Repeat step 4 with several dot model cards.

GUIDED PRACTICE

1. Divide the students into small groups and provide each group with a container of scattered shape and dot model cards.
2. Instruct the students to work together to count the shapes and dots on the cards using one-to-one correspondence.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Instruct students to work independently to count the shapes and dots on the scattered shape and dot model cards using one-to-one correspondence.
2. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to find scattered shapes and dot models at home and count the shapes and dots using one-to-one correspondence. example: spoons, forks, plates toys etc.
2. Encourage students to bring their cards to share with the class during the next lesson.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Show students a scattered shape card and ask them to write how many shapes they see.
3. Repeat step 2 with several scattered shape and dot model cards.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' ability to count to 10 by ones, recognize scattered shapes and dot models, and answer "how many" questions related to scattered shapes and dot models.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of these skills.

CLOSING

1. Review with students the concept of counting to 10 by ones using scattered shapes and dot models.
2. Ask students to share their favorite scattered shape or dot model card from the lesson.

TEACHING TIPS

- Use a visual aid for students who struggle with one-to-one correspondence.
- Provide simpler or more complex cards for students who need extra support or challenge.
- Encourage students to explain their thinking and strategies for counting.

MISCONCEPTIONS

1. Confusing the number of shapes/dots with the number of cards.
2. Counting a shape or dot more than once.
3. Skipping a shape or dot while counting.

EXTENSION

1. Students can practice counting to 20 using scattered shapes and dot models.
2. Students can create their own scattered shape and dot model cards and challenge their classmates to count the shapes and dots using one-to-one correspondence.

INTERVENTION

1. For students who struggle with one-to-one correspondence, provide them
2. with a visual aid, such as a finger or pointer, to touch each shape or dot as they count. 2. For students who need extra support, provide them with simpler scattered shape and dot model cards that only have a few shapes or dots to count.
3. For students who need additional challenge, provide them with more complex scattered shape and dot model cards that have larger numbers to count or require counting in different arrangements.

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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