

# Lesson Plan

## Counting up to 10 - Counting in Circles to 10

Kindergarten (K) - Math

### LEARNING TARGET

- Students will be able to count to 10 by ones.
- Students will be able to answer "how many there are" questions about objects in circular model formations.
- Students will be able to recognize and name numbers 1-10.

### 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

- Small objects such as buttons, pom-poms, or plastic animals
- Circular cutouts or circular plates
- Whiteboard and markers

#### VOCABULARY

- Count
- Circular formation
- How many
- Number
- One, two, three, four, five, six, seven, eight, nine, ten

### INTRODUCTION

1. Ask the students if they know how to count to 10 by ones.
2. Encourage students to count with you, pointing to each number as you go along.
3. Introduce the concept of counting objects in circular model formations. Show a circular plate with 5 buttons placed in it and ask "how many buttons are there?"

### INSTRUCTION

1. Show different circular model formations (plates, cutouts, etc.) with different amounts of objects placed in them.
2. Ask students to count the objects in each circular model formation and tell you how many there are.
3. Reinforce counting by ones from 1-10 by counting the objects together.

### **GUIDED PRACTICE**

1. Divide the students into small groups and provide each group with a set of objects and circular cutouts or plates.
2. Instruct students to place the objects in circular model formations and count how many objects there are.
3. Circulate around the room to provide support and guidance as needed.

### **INDEPENDENT PRACTICE**

1. Instruct students to work independently to create their own circular model formations using the objects provided and count how many there are.
2. Monitor students' progress and provide support as needed.

### **HOMEWORK**

1. Assign students to find circular model formations at home (such as a plate or a container lid) and place objects in them to count how many there are.
2. Encourage students to bring their circular model formations 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 circular model formation and write a number sentence that represents how many objects are in the formation.

### **SUMMATIVE**

1. Formative assessments will be conducted during the lesson to monitor students' understanding of counting to 10 by ones and answering "how many there are" questions about objects in circular model formations.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of counting and identifying numbers 1-10.

### **CLOSING**

1. Review the concept of counting objects in circular model formations and counting to 10 by ones.
2. Ask students to share one circular model formation they created and how many objects were in it.
3. Reinforce the importance of counting in daily life, such as counting objects while playing or counting steps while walking.

## **TEACHING TIPS**

1. Use a variety of objects and circular model formations to keep students engaged.
2. Provide support for students who struggle with counting by using manipulatives or visuals.
3. Encourage students to use different strategies for counting, such as pointing or using their fingers.

## **MISCONCEPTIONS**

1. Students may confuse counting with skip counting, so it's important to reinforce counting by ones.
2. Students may struggle with counting objects in circular model formations if the objects are not evenly spaced or organized.
3. Students may have difficulty recognizing numbers 1-10, so it's important to reinforce number recognition throughout the lesson.

## **EXTENSION**

1. Students can practice counting to 20 by ones using circular model formations with larger numbers of objects.
2. Students can practice skip counting by twos or fives using circular model formations.
3. Students can create their own circular model formations using a variety of objects and practice counting how many there are.

## **INTERVENTION**

1. For students who struggle with counting, provide manipulatives such as counting blocks or number lines to help them visualize the numbers.
2. For students who need extra support, provide visuals such as pictures or diagrams to help them understand the concept of circular model formations and how to count the objects in them.
3. For students with limited verbal skills, encourage them to use gestures or sign language to indicate the numbers as they count the objects in the circular model formations.

## **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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