

Lesson Plan

Counting up to 3 - Touch Count to 3

Kindergarten (K) - Math

LEARNING TARGET

- Students will be able to count to three using the touch counting method.
- Students will be able to identify and touch the corresponding number of objects.

LEARNING PROGRESSION

PREREQUISITE SKILL

Counting up to 3 - Number Recognition to 3

EXTENSION SKILL

Counting up to 5 - Counting Objects to 5 - Touching

DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Misconception Review (5 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)

MATERIALS

- [Number Cards](#)
- Flashcards with the numbers 1-3
- Counting manipulatives (e.g., blocks, beads, or coins)
- Whiteboard and markers

VOCABULARY

- Counting
- Numbers
- Touch counting
- One, two, three

INTRODUCTION

1. Greet students and introduce the lesson by showing the flashcard with the number 1.
2. Ask students if they know what number it is and prompt them to say "one."
3. Repeat the process with flashcards for the numbers 2 and 3.

INSTRUCTION

1. Model the touch counting method using your fingers for counting up to 3.
2. Explain that students can use this method to count objects in front of them.
3. Demonstrate the process of touching each object as you count it aloud.
4. Practice counting objects with the class, using manipulatives if necessary.

GUIDED PRACTICE

1. Provide each student with a set of counting manipulatives.
2. Display a set of objects on the board and guide students through counting them using the touch counting method.
3. Gradually increase the difficulty of the sets of objects.

INDEPENDENT PRACTICE

1. Hand out worksheets with sets of objects for students to count using the touch counting method.
2. Circulate the room to provide support and guidance as needed.

HOMEWORK

1. Assign homework that requires students to practice counting objects using the touch counting method at home.
2. Encourage parents or guardians to participate in the activity to reinforce learning.

EXIT TICKET

1. Ask students to count the objects on the board using the touch counting method.
2. Collect their responses as an informal formative assessment.

SUMMATIVE

1. Exit Card Formative Assessment
2. Progress Monitoring Formative Assessment
3. Summative Assessment 10 question worksheet 8/10 for mastery

CLOSING

1. Review the touch counting method and congratulate students on their progress.
2. Preview the next lesson on counting up to five using touch counting.

TEACHING TIPS

The "[Touch and Count](#)" game can be used as an extension activity to reinforce the concept of counting to three using the touch counting method. This game can also be modified to include larger numbers or more complex counting methods, making it a versatile tool for extension activities in later lessons. Additionally, the game encourages active participation and helps students to develop their fine motor skills and hand-eye coordination.

- Use visual aids to support student understanding. This could include pictures or drawings of the touch counting method, manipulatives, or sets of objects for counting.
- Incorporate movement into the lesson by having students physically touch each object as they count it.
- Provide positive reinforcement and praise for correct responses.

MISCONCEPTIONS

- Students may struggle with the concept of touch counting, especially if they have difficulty with fine motor skills or hand-eye coordination.
- Some students may confuse the order of numbers, such as saying "two" before "one."
- Students may struggle to connect the touch counting method to other counting methods they have learned.

EXTENSION

- Challenge advanced students to count sets of objects up to 5 or beyond.
- Encourage students to use touch counting in real-life situations, such as counting the number of chairs in a room or the number of toys on a shelf.
- Introduce the concept of addition using touch counting, by having students count sets of objects and then add them together.

INTERVENTION

- For students who struggle with fine motor skills or hand-eye coordination, provide larger manipulatives or use a touch counting chart as a visual aid.
- For students who confuse the order of numbers, review the order of numbers 1-3 before introducing touch counting.
- For students who have difficulty connecting touch counting to other counting methods, provide opportunities to compare and contrast touch counting with other methods.

COMMON CORE STANDARD

K.CC.A.1 Part 1 - Count to 10 by ones.

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