

# Lesson Plan

## Counting up to 3 - Counting Objects to 3 - Placing

Kindergarten (K) - Math

### LEARNING TARGET

- Students will be able to count and identify numbers 1-3.
- Students will be able to represent numbers 1-3 with objects.
- Students will be able to place objects in a line from left to right to represent counting.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

Counting up to 3 - Number Recognition to 3

#### EXTENSION SKILL

Counting up to 3 - Ten Frame Counting to 3

#### 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

- Picture cards with images of objects (e.g. apples, balls, stars)
- Small objects such as blocks or counters (at least 30)
- Number flashcards 1-3
- Whiteboard and markers

#### VOCABULARY

- Count
- Number
- Object
- Line
- Left to right

### INTRODUCTION

1. Introduce the concept of counting and identifying numbers.
2. Show the number flashcards 1-3 and ask the students to identify each number.
3. Have the students count together from 1 to 3.

### INSTRUCTION

1. Display the picture cards with images of objects.
2. Show the students how to count the objects and place them in a line from left to right.
3. For example, "One apple" and place one object to the left, "two balls" and place two objects in the middle, "three stars" and place three objects to the right.
4. Have the students count and place the objects with you as you demonstrate.

### **GUIDED PRACTICE**

1. Divide the students into small groups and provide each group with a set of picture cards and small objects.
2. Instruct the students to count the objects in the pictures and place the correct number of objects in a line from left to right to represent the numbers 1-3.
3. Circulate around the room to provide support and guidance as needed.

### **INDEPENDENT PRACTICE**

1. Instruct students to work independently to create their own sets of objects and place them in a line from left to right to represent the numbers 1-3.
2. Encourage students to use the picture cards as a guide to help them create their sets.

### **HOMEWORK**

1. Assign students to find objects around their home and practice counting them to create sets of 1-3 objects.
2. Encourage students to bring their objects 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 picture of one object, two objects, and three objects and label each picture with the corresponding number.

### **SUMMATIVE**

1. Formative assessments will be conducted during the lesson to monitor student progress and understanding.
2. The exit card and progress monitoring assessments will be used to determine students' mastery of the objective.

### **CLOSING**

1. Review the concept of counting and representing numbers 1-3 with objects.
2. Ask students to share one thing they learned during the lesson.

## TEACHING TIPS

As an extension activity, the game "[Counting and Representing Sets](#)" can be used to reinforce the concept of counting and representing larger numbers using objects. To modify the game for higher numbers, use number flashcards or dice with larger numbers and picture cards with corresponding sets of objects. This can challenge students to practice counting and representing larger numbers and help them build their understanding of numbers and sets. The game can also be modified to include addition and subtraction of sets, using larger objects or different types of objects. This extension activity can provide a fun and engaging way for students to continue practicing and reinforcing their counting and number representation skills.

- Use visual aids: Use picture cards and objects to help students understand the concept of counting and representing numbers.
- Provide hands-on activities: Allow students to practice counting and representing numbers using small objects and encourage them to create their own sets.
- Provide feedback: Monitor students' progress during independent and group activities, and provide feedback and guidance as needed to ensure that they are on track.

## MISCONCEPTIONS

- Counting objects without placing them in a line from left to right: Students may count objects without organizing them in a line from left to right, which can result in difficulty in understanding the concept of counting and representing numbers.
- Confusing the order of numbers: Students may confuse the order of numbers, especially when counting and representing larger numbers, which can result in inaccurate counting and misrepresentation of numbers.
- Not understanding the concept of sets: Students may have difficulty in understanding the concept of sets, which can result in difficulty in creating and representing sets of objects.

## EXTENSION

- Students can count and represent numbers up to 5 or higher using objects.
- Students can practice counting and representing numbers using different types of objects such as toys, stickers, or beads.
- For students who are more advanced, they can be challenged to count and represent larger numbers using objects.

## INTERVENTION

- For students who struggle with fine motor skills, larger and easier to grasp objects can be used.
- For students who need extra support, a visual aid or diagram can be provided to help them understand the concept of counting and placing objects in a line from left to right.

## COMMON CORE STANDARD

K.CC.B.4.A - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

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