

Name of Student: Ariana Bakalo

School: St.Patrick's Elementary

Child Study Course #: CS 308

Date of Lesson:

Cooperating Teacher: Ms.Powell

Grade Level: Kindergarten Group Size: 20

Specific Lesson: Counting

Curriculum Area: Math

Central Focus: The children will be able to count objects by numbers of a quantity up to ten.

Lesson Objectives:

- A. Students will be able to count up to ten
- B. Students will be able to determine how many objects are in a set (quantity)

New York State Common Core Standards:

Count to tell the number of objects.

- 4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - 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.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.

Curriculum Rationale:

Prior to this lesson, students have learned number recognition for numbers one through ten. Additionally, they have also been able to determine quantities (count) up to five. In this lesson, students will build on this knowledge to be able to identify quantities (count) up to ten. In the future, they will use these newly learned skills to extend to number recognition and counting beyond twenty to fulfill the state requirement of counting to 100.

Materials:

- Computer
- SMART Board
- Ten Apples on My Head Video: <https://youtu.be/0IS9btv3GVk>
- Apple Flashcards
- Book: *Ten Black Dots!*
- Audio recording of *Ten Black Dots!* https://www.youtube.com/watch?v=u_pRbMoGsjo
- SMARTboard counting game
<https://www.topmarks.co.uk/learning-to-count/underwater-counting>

- PowerPoint:
<https://www.teacherspayteachers.com/Product/See-It-Write-It-Check-It-Numbers-1-10-Slides-4419522?st=cddb1fc48115ee0e798a79ea7ef5786f>
- Counting file folder activity:
<https://www.teacherspayteachers.com/Product/Free-Counting-File-Folder-Game-4406144>
- Counting mat:
<https://prekinders-wpengine.netdna-ssl.com/wp-content/uploads/2015/11/load-trucks-play-dough-mats.pdf>
- Play Dough
- Pom Poms
- Glue Sticks (20)
- Re-engagement activity:
<https://www.3dinosaurs.com/wordpress/index.php/counting-with-ten-black-dots/>

Developmental Procedures:

Introduction/Motivation:

The students will be called individually one at a time to the carpet based on who is sitting quietly. When a student is called to the carpet, they will bring their chair to the carpet. I will then show them a Youtube video that demonstrates counting from 1-10 called Ten Apples on My Head. While the video plays, the teacher will occasionally pause the video to ask questions such as *How many apples are on his head now?*, sometimes also asking the students *Can you count them (the apples) with me?* Then counting the apples together.

Instructional Strategies:

1. Remaining at the carpet area, the students will move onto an activity matching a picture to its corresponding number with the teacher. I have ten laminated flashcards with apples. Each flashcard has a number with a picture that corresponds to that number. I will use magnets to put one flashcard at a time on the whiteboard. Starting with the number one, I will say to the class *boys and girls, we are going to be counting from 1-10. Will you count with me? Everyone, let's count together! Ready? I will point to the first flash card and count upwards to ten. 1,2,3,4,5,6,7,8,9,10.* I will hold up the flash card with the number 1. *Look, this is the number one! Do you see the apple on here?* and ask the class *how many apples are on this card?* I will point to each apple as the students verbally count to five aloud. *Everyone count with me. Dominic, how many apples are there? Ashley, how many apples are there? Parker, how many apples are there?* I will ask each and every student how many apples there are, to ensure that everyone is paying attention.
2. Once the activity is complete, we will go into a read aloud, again remaining in the carpet area. *Let's read Ten Black Dots! Look at all of the dots on the cover, can we count these together?* On each page of the book there is a sentence given with a number, and the

corresponding number of dots. Each page has a number starting with 1 and goes up to 10. For those who come in late, they can listen to the book on their own. *That was some really good counting boys and girls, now we're going to put your counting to the test!* The teacher brings up a PowerPoint to work on counting

3. The PowerPoint shows items, followed by the quantity of them. This will help the students work on their counting of numbers one through ten, with guidance and assistance from the teacher. *How many fish do we see? Let's count 1. There's 1 fish! Who can give the next one a try? Ashley! How many moles do we see? Count, 1,2,3.-3! There's 3 moles. Great work Ashley!* The teacher will work through all the slides, picking on children to answer and helping them count to get to the answer. After completing the PowerPoint lesson, *Now that we worked on our counting, we are going to do some fun activities about them.* The teacher will call students individually to bring their chair from the reading rug back to their table and sit quietly back at their table. Once students are all back at their tables and sitting quietly, the teacher will break the students into groups for station activities.
4. At the first station, I will use the teacher-made material. It is a cookie jar made out of construction paper and laminated. I added velcro to the inside of the cookie jar (ten patches) and ten patches to the backs of the pictures of the cookies. This activity will be initiated in groups of 3-4 students. I will tell the students *We are going to be putting cookies in my cookie jar!* I will place up five cookies in the jar and ask the children to count them *1,2,3,4,5! Wow, my cookie jar is quite full.* I will remove all of the cookies, and place only two cookies inside the jar. I will then ask the group, *How many cookies are in my cookie jar now?* I will then proceed to work with one student at a time. Each student will have the opportunity to count a different number
5. At the second station students will go to the play-dough counting mat activity center. Each student will be given a double sided laminated play dough mat and receive their own play-dough for the activity. At this station, students will make balls from the play-dough, the amount depending on the number indicated on the mat. *What number does this say? Very good, one! So we are going to take one ball of play-dough, squash it to make it a stone, and put it in the truck! Ready Brett let me see you do the next one. Let's count, 1, 2- how many is that Brett? Very good, that's two! Let me see you make two balls then squash them. Perfect, now let's get them in that truck! Awesome Brett!* When students work on both sides of a mat, they will be given another one with the next set of numbers.
6. At the last station, there will be a laminated file folder for each student to participate in the activity. At this station students will need to match a number cut out to the pictured

marble jar that has that many marbles inside it. *Boys and girls look at all these marbles! We have to count how many marbles are inside each jar. Let's do the first one together. I will point to a jar that has four marbles in it. How many marbles are in here? 1,2,3,4. So now that we know there are four marbles in the jar, I am going to stick the number four card to the jar. Ready Ashley, what number is this? Let's count them, 1,2,3, and where is my number three circle? Very good, now you're going to move it to the jar, excellent!*

7. Students will return to their tables for the last activity. A worksheet will be handed out to each student. This will be the final activity and the method of formal assessment for the lesson. Students will work on this assignment independently with no outside help. I will then hold up the counting apples worksheet. *We are going to be counting all of these apples. Go ahead and count the first line of apples but not out loud! Put your head down when you are done counting.* I will provide a minute or two for the student to count silently in their heads. The students will be provided with two copies of paper squares numbered 1-10, and a glue stick. Having the students hand write the numbers for the assessment would not be appropriate for most students in the classroom. With that in mind, I provided two copies of each number square so that the students do not pick a certain number to glue based on its availability. Once the students are finished, I will collect their worksheets in order to look at them and see how they did.

Academic Language: Quantity, count, dots, check, how many?

Differentiation:

- For a student with a visual impairment, some of the materials that are laminated, such as the cookies for the cookie jar can be replaced with felt pieces in order to incorporate a tactile component.
- For a student with a visual impairment, they will receive larger materials (that have larger text and pictures)
- For a student that has communication challenges, they will have additional prompts and directed questions to make sure they participate.
- For a student with an orthopedic impairment, they will have all activity materials together at once so they don't have to constantly move and get up from their seat.

Technology Component:

I will play a YouTube video called Ten Apples on My Head. A PowerPoint will be used to help students with the concept of counting. We will also play a counting game using a SMARTboard.

Closure:

Students will be called individually back to the SMART Board based on behavior, bringing their chair to the area as they are called back. Once all students are there the interactive activity will begin, the teacher introducing what they will be doing. I will complete the first slide with the

class in order to show them how to do the activity. *Look, everyone! Teddy is hungry and we need to feed him!* I will point to the number that appears on the screen that tells the student to feed Teddy the specific number of cakes. *Look class, what number does this say? It says six, so that means we have to feed Teddy six cakes. Everyone, count with me as I feed Teddy!* I will then drag each cake to Teddy, as the class counts aloud up to the number six. I will then click the box that says “check” as to “check” if I fed Teddy the correct amount of cakes. I will then call one student at a time to come up to the SMART Board to count and drag the correct amount of cakes.

Assessment:

A. Informal

- a. Throughout the lesson I will observe the students to see what they are understanding, taking notice if they answer the questions correctly.

B. Formal

- a. The student will be given a worksheet and it will then be collected for the formal assessment. They will be expected to complete the worksheet with 80% accuracy.

Re-engagement:

The teacher will pull those who had difficulty completing the activities associated with the lesson. A student who scored less than the expected 80% accuracy will be provided with individual or small group instruction. This student will only count up to 5 objects, until mastered in order to review concepts from before this lesson and make sure they know counting to that extent before reviewing the new information. As we review the lesson, we will return to the book *Ten Black Dots*. The last page demonstrates how to count numbers 1-5 using the dots in the book. This will be reviewed with the students approximately five times. After this, I will have multicolored pom poms, and have the student count them with me. Afterwards, I will have the student count the Pom poms on their own.

Projected Self- Reflection:

Although I did not have the opportunity to physically teach this lesson in person, I believe that the students would be successful in counting. If I were to do this lesson again, I would implement more technology, such as educational resources that students would use on their laptops. I may also use more manipulatives to use with them for them to understand counting from the start instead of just in the re engagement activity.

Name: _____

How many apples?

	
	
	
	
	
	
	
	
	
	