

Amy West

Kindergarten

**Topic: Counting Sets-Focus on Behavior Management**

**Enduring Understandings:**

* The student will understand that the number of objects remains the same when they are rearranged spatially.
* The student will understand that a total number of objects can be found by counting.
* The student will understand that the last number counted is the total number of objects in the set.

**Essential Questions:**

* How can I use ten frames to help me count and know how many objects are in a set?

**Primary Content Objectives:**

Students will **know:**

* Students will know their numbers orally, read, and written one through fifteen.

Students will be able to **do:**

* Students will be able to tell how many are in a set by counting the number of objects orally.
* Students will be able to write the numeral to tell how many are in a set after counting orally.
* Students will be able to select the corresponding numeral from a given set of numerals after counting orally.

**Related state or national standards:**

VA SOL

K.2 The student, given a set containing 15 or fewer concrete objects, will

a) tell how many are in the set by counting the number of objects orally;

b) write the numeral to tell how many are in the set; and

c) select the corresponding numeral from a given set of numerals

**Assessment:**

* Formative:
	+ Counting song
	+ Charts recording student work and participation at each station
* Summative:
	+ Station Exit Checklist

**Materials and Resources:**

* 15 manipulative objects for two thirds of the class, half and half at stations two and three (plus a set for each adult/teacher) to count such as counting bears, blocks, etc.
* Laminated worksheets with two sets of ten frames and space to write a number, enough for two thirds of the class to have at stations two and three
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* Expo markers and socks/erasers
* Number cards 1-15
* Math Games VA SOL K.2 Padlet: (password: misswest1) <http://padlet.com/amw7jd/mathvak2>
* Computer or tablet for at least one-third
* Tables/areas of the classroom to seat one-third for station one, one-third for station two, and one-third for independent practice on tablets/computers
* At least two adults in the room to run each station
* Designated place to put exit checkslists at each station
* Designated place to put laminated worksheets, markers and socks, number cards, and counting manipulatives when not in use
* Printed self-checklists
* Pencils
* Timer http://www.online-stopwatch.com/full-screen-stopwatch/

**Lesson Procedures:**

1. Introduction and goal orientation:
	* Intro and goals “Today we will be working on counting objects up to 15, starting with the song we have been working on together. We will work in stations after our song and then to close up, we will play a game. You will have a chance to practice on your own at station one using a padlet like we have done before. Station two you will be working with me counting and writing the numbers, then at station three, you will work with Miss Doe on counting and picking the number from our number cards. Do your best at each station.”
* Expectations for class:
	+ “Give me five”: Point to the poster on the board and have students go through the steps together. Do it as many times as needed.
		- Feet on the floor and quiet
		- Hands still
		- Ears listening
		- Eyes on the speaker
		- Mouth closed and quiet
	+ “Expectations will be given at each station but let’s go over our classroom expectations that we use everyday.”
		- “My expectations for today are that you will be a good citizen of our classroom community. What does that mean?
			* Call on students until someone responds with the practiced and correct answer: “Be your respectful, responsible, and safe self.”
			* Have students repeat the answer chorally.
1. Connecting to prior knowledge and experiences:
* Class counting song: This activity would have been previously practiced and scaffolded using video modeling of the students themselves. For today’s lesson, students should be ready to go all the way to 15 in the song. Students line up by fives, allowing different students to be in different spots for the song each time they do it. Students sing:
	+ “Numbers, numbers, count, count, count! Numbers, numbers, bounce, bounce, bounce! We can count together to 15. We can count together; let’s starting counting!”
	+ Students then count and the first person jumps forward and they say, “One!” and everyone echoes, “One!”
	+ Then the first person jumps forward and they say their number, then the second, and then everyone echoes on the last person (saying how many are in the set).
	+ Each day we could add on, depending on the students’ levels and knowledge. For example, if most students have trouble counting to five, we would go to five the first day and do it to five until the counting was mastered individually. Then ten and fifteen and so on.
	+ Once finishing at 15, students sing the first part again with a different last line, “Numbers, numbers, count, count, count! Numbers, numbers, bounce, bounce, bounce! We can count together to 15. We can count together; great work, team!”
	+ When the song is over, use the class clap to get students attention (Teacher claps twice, students clap three times; repeat if necessary). Have students give one neighbor a high five or fist bump then sit on a spot on the carpet following the “Give Me Five” while waiting for instructions. Give students specific praise on the “Give Me Five” directions while giving specific corrective feedback to students not yet there. Once everyone is ready, move on.
1. Tasks and activities: (Rotating Stations-10 minutes each, 36 minutes total, giving two minutes for transitions-which should be a routine procedure in the classroom)
* Repeated Directions:
	+ “Today we will have three stations for math. We will be counting objects up to 15, just like when we counted in our song. You will have a chance to practice on your own at station one using a padlet like we have done before. Station two you will be working with me counting and writing the number, then at station three, you will work with Miss Doe on counting and picking the number from our number cards. Do your best at each station. After each station is finished, you will mark a face on your checklist for both questions. A is, ‘Did I work by myself and quietly?’. B is, ‘How hard was this for me?’, marking the smiley for easy, the middle for okay, and the frown for hard.”
* Expectations and Pre-corrections:
	+ “My expectations for today are that you will be a good citizen of our classroom community. What does that mean?
		- Call on students until someone responds with the practiced and correct answer: “Be your respectful, responsible, and safe self.”
		- Have students repeat the answer chorally.
	+ “At station one, you should work independently and responsibly on the computers/tablets. What does that mean?”
		- Students should respond with staying on task, not talking to other people, asking questions before the station starts, working quietly, working by oneself, etc.
	+ “At station two, we will review our expectations for using response boards and markers, but what is the main rule when using any supplies in the classroom?”
		- Students should chorally respond with, “Don’t play, we are learning today.” Repeat if not all students respond.
	+ “At station three, you will need to follow the “give me five” expectations and work with Miss Doe to count and choose the correct number. (Name) is showing “give me five” right now. So is (name).” Elaborate on these expectations as needed.
* Station 1: Independent Computers/Tablets
	+ Students will use the padlet on computers or tablets, whichever is available in the school/classroom. This is independent work that students would already be familiar with using. The password for today’s padlet is “misswest1”. They can choose from some review videos to start. They can also jump right into the games for practice, which are also grouped by level, meaning that level 1 is mostly counting with help, level 2 is counting and choosing a numeral, and level 3 is more complex games with counting.
		- <http://padlet.com/amw7jd/mathvak2>
	+ Exit checklist: \*Remind students where they are to place their finished exit tickets\*

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* Station 2: Count orally and write the numeral
	+ This station is teacher-directed. Students will be given counters, a laminated worksheet/sheet in a protector with a marker and eraser. Remind students of the expectations, “When we use markers and response boards, we do what with our markers? (Keep the cap on when we don’t need it and only use it when the teacher says to) What do we do with our boards? (Only erase when the teacher says and take good care of them) What do we do with our counters and with all of our supplies? (Don’t play, we are learning today\*CHORAL RESPONSE\*)
	+ Work with students for ten minutes, first by modeling counting and writing the numeral, then have them count and you write the numeral, then them count and you write the numeral and they copy, then they count and write the numeral and check with their neighbor, then independent and show you. In summary, scaffold the activity as students can handle it, providing specific and corrective feedback on students counting or writing mistakes, providing feedback on expectations if any of those are lacking. While working with students, keep a checklist of the class to monitor on-task behavior and to take any notes to help students later.
	+ Have students fill out their exit checklist.

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* Station 3: Count orally and choose the numeral
	+ This station is teacher-directed. Students will be given counters and a worksheet. The teacher should have cards for 1-15. The teacher should go over the expectations of “Give Me Five” for this station.
	+ Work with students for ten minutes, scaffolding as they are ready. Begin by modeling counting with the objects, then choosing the correct card number. Have students count in pairs and independently. Have students work as whole group, in pairs, and also independently to count and choose the correct number card. Provide specific and corrective feedback on students counting or choosing mistakes, providing feedback on expectations if any of those are lacking. While working with students, keep a checklist of the class to monitor on-task behavior and to take any notes to help students later.
	+ Have students fill out their exit checklist.

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1. Closure:
* Heads up, 7-up:
	+ Expectations: “We will be playing a game that maybe you have played before. Listen to how it works and we must be safe and respectful during the game in order to keep playing it. What will that look like? (Following the rules, listening for teacher direction, respecting our peers). We will start with 7 random students to be the pickers. Everyone puts their head down and a thumb up, no peeking! The 7 pickers tap the thumb of a someone. Once the pickers return to the front, the rest of the class puts their head up and everyone picked stands up. Each person picked gets two guesses to choose who picked them. If you get it right, you switch with your picker. At the end of each round, we will count how many pickers there are, to make sure there are seven. It’s okay if you do not understand, we can learn as we go along at first.”
	+ The game can go for the rest of the period or for a certain amount of time. Stop the game if classroom expectations are not being met.

**Accommodations for individual differences:**

* Visual schedule of the lesson for students who need that
* All students will fill out their self-monitoring checklist after each station
* Multiple behavior management strategies to help all students stay engaged throughout the lesson

**Behavioral and organizational strategies:**

1. Response cards at Station 1
2. Pre-corrections at each station
3. Specific, corrective, and immediate feedback
4. Self-monitoring checklists: To accommodate for some individuals, the checklist may be put on a key ring that they would normally use to prevent themselves from losing the paper. Most students should be able to keep up with it.
5. To get students attention, use the class clap (Teacher claps twice, students clap three times; repeat if necessary)
6. Give Me Five
7. Classroom community good citizen expectations
8. Timer so students can see how much time is remaining and have a better understanding of when the timer goes off, the station is finished

**Rationale:** This lesson breaks down the parts of the VA SOL K.2 to the basics for the students. Students will be engaged initially by choral responses during expectations review and then during the prior knowledge activity song. Content will be taught and practiced in small groups in which progress can and will be monitored for good behavior and content knowledge. Exit tickets may need to be read aloud or read with a partner for students not yet able to read. The class ends with a game that allows students to count to seven. Although this is not aligned perfectly with the objectives, it still provides students practice with numbers and time to debrief from academic work earlier in the lesson.

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



* **Station 1**

**A**



**B**

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* **Station 2**

**A**



**B**

* **Station 3**

**A**



**B**