**EduTOOLBOX – Pre-K Professional Learning Program Lesson Plan**

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| **Content Area:** | **Math: Numerals and Counting** |
| **Lesson Title:** | **Numeral and Quantity Memory Match** |
| **Time Frame/Lesson Length:** | 15 minutes |
| **Lesson Setting:** | This lesson is designed to be taught at a small group table or on a classroom rug. |
| **Grouping of Students** | Small groups of 4-5 students are recommended for teaching this lesson. Students should be grouped homogeneously (similar ability levels) regarding counting and numeral recognition ability. The option of heterogenous (different ability levels) groups is also available to provide peer modeling among students. |

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| **Lesson Objective:** | The learner will demonstrate knowledge of numerals and quantities by finding the matching cards.  *Student-Friendly: I can match numerals to quantities.* |
| **Aligned Standard(s):**  **(TN-ELDS)** | *PK.CC.B.5 Understand that a number represents a corresponding quantity.* |
| **Assessment Method:** | The learner will demonstrate knowledge of numerals and quantities by finding the matching cards. The teacher will have a clipboard with pencil/pen to document which students easily identify numerals and quantities. |

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| **Background Knowledge** | This lesson builds upon what students have already learned because students will have participated in counting activities during whole and small group to help develop 1-1 correspondence. |
| **Intentional Vocabulary:** | Memory- how we remember things  Quantity- an amount of something  Numeral- the written number that represents a quantity  It is recommended that the teacher provide a visual or a physical action to help students remember the definition of each word |
| **Materials Needed:** | * Numeral and quantity memory cards * Clipboard and pen/pencil for teacher to record observations |
| **Considerations for Learning:** | Some students may be overstimulated if there are too many cards on the table. Try setting out only a few matches at a time to prevent this.  Some students may have difficulty picking up the cards due to underdeveloped fine motor skills. Consider gluing a bead/knob to the back to make them easier to grasp.  Playing the game in teams with two students working together would provide great peer modeling opportunities and help students who have a difficult time remembering where cards were.  Remind students to return each card to the same place when they have not found a match. |

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| **Lesson Procedures and Questioning** | | |
| **Lesson Section** | **Detailed Procedure**  *[Sample teacher script is in italics]* | **Questioning Sequence** |
| **Introduction:** | Welcome students to your table/group. Say, *“Today we are going to play a memory game. That’s a funny word. Who knows what your memory is?”* Allow students time to think and share ideas. *“Your memory is how you remember things. So, in this game we will have to work really hard to remember where the cards are that we want to find.”*  *“When you play memory, all of the cards are face down on the table so you can’t see what they are. Each person gets a turn to flip over two cards and try to find a match. If you find a match, you get to keep the cards. If not, you have to flip the cards back over. You want to try to remember where each card is so that when it is your turn to go you can find a match!”*  Show students the numeral and quantity cards. *“We are going to play memory with numerals and quantities today! Remember, a quantity is an amount of something, in this case, it will be the amount of dots on the card. A numeral is the written number that represents that quantity. For today’s game, you have to find the numeral that matches each quantity to get a match.”*  Review each numeral with the students and practice counting some of the quantities aloud. | Knowledge and comprehension questions are recommended for the introduction.   * *What is your memory?* |
| **Exploration:** | Set up the game by mixing up the cards and placing them all face down on the table in rows.  Say, *“Now we are ready to play our game! Everyone will get a turn, but make sure you are paying attention while it is your friends turn because you want to know where the matches are!”*  Assist students while they are playing the game. Each student will get to turn over two cards at a time, hoping to match a numeral to a quantity.  While they play, here are some things you can say:  *“Oh, that is a big quantity! How many do you see?”*  *“I remember seeing that numeral before! Do you remember where it was?”*  *“How many more dots do you need to make that quantity?”*  The game can be played more than once if time allows and students are interested. | Application and analysis questions are recommended for the exploration.   * *“How many do you see?”* * *“Do you remember where it was?”* * *“How many more dots do you need to make that quantity?”* |
| **Closing:** | Say, *“This game was pretty tricky. We had to use our memories. Why do you think it is important to remember things?”*  Allow students opportunities to answer.  *“Right! We don’t want to forget important days or activities, so we need to use our memories to remember things like that! Games like this one help us make our memories even stronger!”*  *“You all worked your brains very hard today! You had to think about your numbers and count the quantities, but you also had to remember where the cards were! That was so much work for your brains! Thank you for staying focused and working hard during our group time. I am so proud of you!”*  Dismiss students to resume regular activities in the classroom and prepare for the next group at your table. | Creation and evaluation questions are recommended for the closing.   * *Why do you think it is important to remember things?”* |

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| **Opportunities for Differentiation:** | This game can be played using all of the cards or only some. A more difficult version of the game would include all numerals 0-10 and corresponding cards. A simpler version would include only some of the numerals. You could start with 0-5 if students are unfamiliar with all of the numerals or you could mix up the numerals if students can identify 0-10 but need fewer options.  The numeral cards could be printed on one color paper with the quantities on another color to help students pick one numeral and one quantity each turn. |
| **Extending the Learning:** | This game can be placed in the toys and games center to allow students to play independently during free choice time. |

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| **Appendices:** |
| Memory cards attached. Print on colored paper and laminate for durability. |









