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

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| **Content Area:** | **Math – Counting to Match Quantity or Numeral** |
| **Lesson Title:** | **Pizza Party** |
| **Time Frame/Lesson Length:** | 10-15 mins |
| **Lesson Setting:** | This lesson can take place at a table or on a rug area. Students will need to have enough room to have a “pizza” of their own, but be close enough with peers to share “toppings”. |
| **Grouping of Students** | Small groups of 4-5 students are recommended for teaching this lesson. Students should be grouped homogeneously (similar ability level) for this lesson so that teachers can choose the numerals or amounts in which that group of students is working on, without being boring or frustrating for any students involved. |

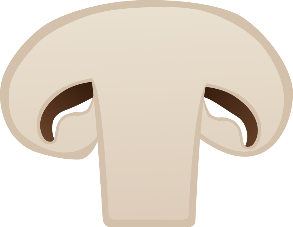
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| **Lesson Objective:** | Students will count an amount of toppings to match a given quantity or numeral.  *Student-Friendly: I can count to match a quantity.* |
| **Aligned Standard(s):**  **(TN-ELDS)** | -PK.CC.B.5 *Understand that a number represents a corresponding quantity.*  *-*PK.CC.B.5b. *Given a number from 1-10, count out that many objects.* |
| **Assessment Method:** | The teacher will use a simple rubric to identify which given quantities that a student was able to correctly match. A sample rubric can be found below. |

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| **Background Knowledge:** | Students should have practiced counting to match to a quantity using manipulatives prior to this lesson. Students should have been introduced to numerals and their connection to quantity prior to this lesson. This lesson is a fun way to help children continue practicing counting, as well as to grow more understanding of numeral and quantity relationships. |
| **Intentional Vocabulary:** | *Quantity-* the amount of something  *Numeral*- a number  These vocabulary words should be intentionally taught to students when learning about numeral and quantity and reviewed with each time playing the game or each new activity using the concepts. I recommend to use the materials from each new lesson to show the concept in a way that is relevant to the current lesson. For example, demonstrate with the pizzas and toppings to demonstrate the vocabulary for this lesson. |
| **Materials Needed:** | * Pizza Cards- These can be found attached below. I recommend to print in color and laminate for continued use. * Toppings Pieces – These can be found attached below. I recommend to print in color and laminate for continued use. * Order Cards (Example cards are attached below for reference) * Assessment Rubric (sample assessment is attached) |
| **Considerations for Learning:**  *possible challenges, management issues, and safety considerations* | Having multiple toppings on a pizza may be overwhelming to some learners. Choose simple cards to begin playing the game and assure everyone has an understanding before adding more complex cards with multiple toppings or larger amounts. Some students may need assistance to choose a card and to share their card with peers. Some students may need assistance to count toppings onto their pizza card in the correct quantity. Some students may have a difficult time controlling their bodies and waiting on peers to complete their pizzas. For this issue, you can ask all students to give two thumbs on their laps to show that they are finished with their order. |

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| **Lesson Procedures and Questioning** | | |
| **Lesson Section** | **Detailed Procedure**  *[Sample teacher script is in italics]* | **Questioning Sequence** |
| **Introduction:** | Begin by starting a discussion about pizza. *Have you ever eaten pizza? What is your favorite kind of pizza?*  Allow students to share their thoughts with the group or a partner. As students finish discussing, introduce the question, *Have you ever helped to cook a pizza?* Allow students to share any experiences before introducing the lesson.  *Today, we are going to pretend to work at a pizza restaurant and make pizzas. We will start with a cheese pizza. It already has the crust, sauce, and cheese. Our job will be to add toppings to complete the correct pizza order, to do this we will have to match ingredients and quantity!*  Introduce the order cards, pizzas, and toppings to the students. Show an order card and explain what the cards will show.  *These are the pizza orders. We have to make sure that we use the correct ingredients and that we use the right quantity. Remember that quantity means the amount of something. We have been practicing with counting and amounts, so we should be able to make perfect pizzas!*  Create an example pizza matching the card shown to demonstrate lesson expectations to students. Have children to check your work. Add another topping of the wrong type or quantity and have children to correct you, explaining their thinking.  *You are correct; we have to make sure that we count carefully to match our order card! Thanks for helping me to get it right!* | Knowledge and comprehension questions are recommended for the introduction.   * *Have you ever eaten pizza? Tell a friend about it.* * *What is your favorite kind of pizza?* * *Have you ever helped to cook a pizza? What did you do?* * *Does my pizza match the order card? How do you know?* * *How did you know that I was incorrect? Explain your thinking.* * *How would you feel if you ordered a pepperoni pizza and someone brought you a pizza with only mushrooms on it?* |
| **Exploration:** | Each student will get a pizza. Explain that everyone will create his or her own pizza to match the order. Place the order cards and the toppings in the center of the group. Students will take turns choosing an order card and showing it to the group, explaining what their card shows.  *What does your card show? Can you count to tell us how many pepperonis to place on our pizzas?*  Everyone will create his or her pizza following the card. Ask students to check the pizza of a partner, ask students to count together as the group to check a pizza, or ask students to look around and see if everyone’s pizzas look the same.  Mindfully choose your cards and your questions based upon the ability of the students in your group. Students at a higher ability may be able to identify numerals and answer questions about addition and subtraction with different toppings, while this may be too far out of zone of proximal development for lower level students. | Application and analysis questions are recommended for the exploration.   * *What numeral or amount does your card show? Can you count to tell us how many?* * *If you have 3 pepperoni and 2 mushrooms, how many toppings do you have all together? How do you know?* * *If we take the mushrooms away, how many toppings are left? Show how you know.* * *Compare the toppings; are there more or less olives than peppers?* |
| **Closing:** | Congratulate students on their ability to complete all of the pizza orders correctly. *Friends, thank you so much for helping me to cook all of these pizzas today. I am so proud of you for matching the correct toppings and quantities to create perfect pizzas!*  *Do you think you might want to work at a pizza restaurant someday? Why or why not?*  Explain to students that they can play this game during center time today. *What toppings would you like to add to your own pizza? Can you create that topping and add it to our game?* | Creation and evaluation questions are recommended for the closing.   * *Do you think that you might want to work at a pizza restaurant someday? Why or why not?* * *In which center should we place this game? Why did you choose that one?* * *What toppings would you like to add to your own pizza? Can you create that topping and add it to our game?* |

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| **Opportunities for Differentiation:** | Mindfully choose your order card selection based on the abilities of the students in your group. Lower level groups may have smaller quantities and fewer toppings, while higher groups have larger amounts and varying types of toppings. |
| **Extending the Learning:** | This game will be available to students during free choice center time. Students can create their own toppings to add to the toppings selection. Students can create their own pizza orders to add to the order cards. During read aloud, the teacher can read *Crazy Pizza Day* by Bonnie Dobkin to extend the learning. This book creates a great opportunity for creative writing based upon creating a “crazy pizza”. Students can brainstorm crazy toppings to add to their Pizza Party game. Teachers can take photos of pizzas that students create and print them out, allowing students to write about their pizza. These can go into a classroom cookbook to be placed in dramatic play or with the pizza party game. |

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| **Appendices (attach resources used, handouts, etc:** |
| Quantity Rubric, Pizza Card, Toppings Pieces, Order Card Examples  *All images are from the Creative Commons gallery.* |





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| Student Name | Quantity Match | Notes |
| Eric | 0 1 2 3 4 5 6 7 8 9 10 | Placed 5 for “3” |
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