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

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| Content Area: | Math: Counting and Quantifying |
| Lesson Title: | Counting with Penguins |
| Time Frame/Lesson Length: | 15 minutes |
| Lesson Setting: | This lesson will work best in a small group at a table or on a classroom rug. |
| Grouping | Small groups of 4-5 students are recommended for teaching this lesson. Students should be grouped homogeneously (similar levels of ability) for this lesson. This allows the teacher to choose the numerals for each group, which will increase engagement and reduce frustration. |

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| Lesson Objective: | The student will be able to recognize and identify numbers and their quantities using manipulatives up to the number 10 with 100% accuracy during small group.  *Student*-*Friendly: I can name numbers 1-10 and count objects up to 10.* |
| Aligned Standard(s):  (TN-ELDS) | *PK.CC.A.4 Begin to name numerals 0-10*  *PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality*  *a. When counting objects, say the number names in the standard order, using one to one correspondence.*  *b. Understand that the last number name said tells the number of objects counted.*  *c. Recognize that one more object added to a group of objects changes the quantity as a whole.*  *PK.CC.B.5 Understand that a number represents a corresponding quantity* |
| Assessment Method: | The teacher will use a counting and one to one correspondence rubric to evaluate if objectives are met. The counting one to one correspondence rubric is attached and may be used for subsequent counting lessons. The rubric can be used in “real-time” or “on the spot” assessment to determine next steps for individual students. The comments section on the rubric provides the opportunity for anecdotal notes. |

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| Background Knowledge | This lesson should be used after introductory lessons on number recognition and counting. The lesson may be demonstrated during free-choice center time prior to small group, so students my explore materials freely. Students should have some knowledge of touching objects for counting. |
| Intentional Vocabulary: | Count, Add, How many? |
| Materials Needed: | * 5 Black Paper sacks/bags numbered 0-10 with Penguin face (may hand draw face or use clipart to glue onto front of bags) * Plastic Fish for counting (May also use multi-colored Goldfish Crackers) |
| Considerations for Learning | Consider any food allergies. Plastic or paper fish can be used.  Pair students together for peer tutoring if some students struggle with counting  Present one direction at a time and have students repeat the direction to check for understanding. if students struggle in the beginning, model the procedure. |

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| Lesson Procedures and Questioning | | |
| Lesson Section | Detailed Procedure  *[Sample teacher script is in italics]* | Questioning Sequence |
| Introduction: | *Today we are going to talk about numbers. We are going to use penguins and fish for counting. The penguins are very hungry for their fish, so we need to feed them.*  Hook and Opening for Counting Lesson:  *Everyone stand up. When I touch your head singing our penguin song, you may sit down*  Check for understanding by asking students to repeat directions  Sing*: One little, Two little, three little penguins…10 little penguins on the ice.*  Repeat the song for all remaining students.  Show students the paper bag penguins. As a class, identify the numbers on the penguins’ belly.  Choose one student to hold the bag as we feed the correct number of fish to one penguin.  *We are going to work in small groups to feed our penguins.* | Knowledge and comprehension questions are recommended for the introduction.   * Teacher: *What are some numbers? What do the numbers tell us?*   Possible Student Response (Numbers tell us how many)   * Teacher: *What are some strategies we use for counting?*   Possible Student Response (Start at the beginning, stop at the end, touch each one, count slowly, start again if I make a mistake, etc.)   * Teacher: *What happens if I make a mistake in counting?*   Possible Student Response (start over, slow down; teacher models counting objects if necessary   * Teacher: *What strategies did we use for counting?*   Possible Student Response (One at a time, count slowly, etc.)   * Teacher: *How can we check to see if we fed the penguin the correct number of fish?*   Possible Student Response:(count the fish by taking them out, touch each one, etc.) |
| Exploration: | Dismiss students to small groups or small group centers  Work in small groups to continue to “feed” the penguins the correct number of fish according to the number written on the paper bag penguin. | Application and analysis questions are recommended for the exploration.  Guided Questions for Small Group:   * *What number comes next?* * *How do you know?* * *Show me… Tell me more…What would happen if…?* |
| Closing: | Reflect on student learning. Have students explain their strategies for counting.  As a whole group, sing the Penguin song again with each student holding up their number. Students sit down when their number is called. | Creation and evaluation questions are recommended for the closing.   * *How do you know this bag has 7, 4, etc.?* * Students explain their strategies for counting. |

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| Opportunities for Differentiation: | * Students who already know numbers 0-10 may work on numbers 11-20 (Use both sides of the paper bags to label 0-10 on one side and 11-20 on the other side). * Use simple addition and subtraction by asking students what would happen if penguin two and three shared their fish. How many would they have all together? * Provide a number line for students who need a visual for numbers or practice counting forward. * Provide fewer bags for students working on numbers 1-5. * Use a Teacher Think-Aloud strategy for modeling how to count and quantify. |
| Extending the Learning: | * Combine this math lesson with a literacy lesson by reading penguin counting books: *Counting Penguins* by Betsey Chessen and Pamela Chanko, *Five Little Penguins* by Sally Hopgood, *Five Little Penguins* Slipping on the Ice by Steve Metzger * Students can create their own penguin counting book using black paint dotters as the penguins. * Add plastic or paper counting fish and paper bags to Math Center or Toys and Games Center for independent exploration. * At snack time, students can count out a given number of fish crackers onto their blue paper plate to represent fish in the ocean. * Use a dice or number spinner to determine which numbered penguin to feed first. |

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| Appendices (attach resources used, handouts, etc.): |
| Counting and One to One Correspondence Rubric |

Counting and One to One Correspondence Rubric

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| Date | Student Name | Number Recognized/Identified  (Circle numbers recognized) | One to One Correspondence | Comments |
| 11/11/19 | Susie A. | 0 1 2 3 4 5 6 7 8 9 10 | Counted objects up to 7 without mistakes | Needs work on difference between 6 and 9 |
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