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

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| **Content Area:** | **Math - Matching Numeral to Quantity** |
| **Lesson Title:** | **Move and Count** |
| **Time Frame/Lesson Length:** | 10-15 mins |
| **Lesson Setting:** | This lesson is designed to be taught on a rug or area of the floor where students can sit on the floor together in a circle. A table is not ideal because it restricts student movements during this game. |
| **Grouping of Students** | Small groups of 4-5 students are recommended for teaching this lesson. Students should be grouped homogeneously (similar levels of ability) for this lesson so that teachers can choose the numerals 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 identify numerals and follow directions to complete a movement matching the quantity of the identified numeral.  *Student- Friendly: I can match numerals to quantity.* |
| **Aligned Standard(s):**  **(TN-ELDS)** | PK.CC.A.4 *Begin to name numerals 0-10.*  PK.CC.B.5 *Understand that a number represents a corresponding quantity.* |
| **Assessment Method:** | The teacher will use a simple numeral rubric to identify which numerals that students were able to identify and quantify. A sample rubric can be found below. |

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| **Background Knowledge** | Students should be introduced to numerals prior to this lesson and given many opportunities to work with numerals. Students should have practiced matching quantity to numeral using manipulatives prior to this lesson. This lesson is a fun way to help children continue learning numerals, as well as to grow more understanding of quantity and numeral 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. It is recommended to show a numeral card and match the quantity with a manipulative first, and then a movement, such as clapping, to show the meaning before beginning.) |
| **Materials Needed:** | * Numeral Cards (select specific numerals based on student group knowledge) * Movement Cards (sample set included below, can be modified for your students or environment) |
| **Considerations for Learning:**  *possible challenges, management issues, and safety considerations* | It is very important to demonstrate the expectations for the activity before giving the children the chance to complete the movements.  If students struggle to remain safe with certain movements, only use movement cards that can be done calmly while sitting. (clapping, shrugging your shoulders, rubbing your belly, etc.)  Consider adding a “calm down” exercise at the end of the activity before transitioning students. |

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| **Lesson Procedures and Questioning** | | |
| **Lesson Section** | **Detailed Procedure**  *[Sample teacher script is in italics]* | **Questioning Sequence** |
| **Introduction:** | Begin by introducing the materials.  *Today, we will play a game where we can move our bodies to match a numeral. Remember that we have been learning our numbers and a numeral is a name for a number. Let’s see if you remember what these numerals are*.  Show the children the numeral cards and have them name the numeral together. *Why is important that we know what these numbers mean?*  Help children to understand that numbers are all around us and help us to tell time, count money, read maps, etc.  Next, show the movement cards one by one, allowing them to explain what the movement may be. As children watch, demonstrate how to safely complete the movement first, then give children an opportunity to practice each movement for a few seconds with no restriction of quantity. By giving children a chance to practice, they will be prepared and may be able to maintain better focus to match to quantity during the game.  As students return to a seated position, ask them to tell their peers which movement was their favorite and why.  After reviewing all movements, explain that students will see a numeral card to match the quantity of their movements to and that we will do this together as a group, waiting on a teacher cue before moving. Review the word quantity by asking for a student to explain it to you.  Explain that this is the amount of items, movements, etc. to represent a number. Demonstrate by showing a numeral card and a movement card. Name the numeral and ask the children to name it again with you. Then, demonstrate how to safely complete the movement to match the numeral card. Allow children to practice with you. | Knowledge and comprehension questions are recommended for the introduction.   * *Can you explain why we need to use our bodies safely as we play this game?* * *Can you show me how we can calm our bodies back down if we begin to get too excited?* * *Why is it important that we know what these numbers mean?* * *Look at this picture. What movement do you think this shows?* * *When is another time you have clapped your hands, jumped up and down, etc.?* * *Can you name these numerals?* * *Do you remember what the word quantity means?* |
| **Exploration:** | Have students sit in a circle. Place a deck of numeral cards and a deck of movement cards in the center of the circle. Choose a student to turn one card from the numeral deck first.  Ask students to name the numeral and then repeat it together. Repeating the numeral name gives students who did not know the answer the chance to say it with the group.  Then, choose a student to turn the movement card. Name the movement together. Waiting to turn the movement card after reviewing the number assures that students are focused on the numeral and not tempted to complete the movement early.  When ready, the teacher will say “Go!” and the group will count and move together. If the movement requires standing, the group will stand before beginning to count.  Return to sitting position before turning the next numeral card. | Application and analysis questions are recommended for the exploration.   * *Can you name the numeral?* * *Can you show me how you can control your body to safely complete the movement?* * *How many times should we clap for this numeral? How do you know?* |
| **Closing:** | Congratulate students on their ability to complete this game safely!  *Friends, I am so proud of you for controlling your bodies so that we could safely play this fun game! You are doing a great job learning your numerals and counting to match the correct quantities.*  *Did you like playing this game? Why or why not? I think this would be a fun game to take to the playground where we can practice with even more movements!*  Allow students to brainstorm together for more movements and create cards for them to add to the deck. Place these materials in a bag or box and take to the playground for students to continue practicing! | Creation and evaluation questions are recommended for the closing.   * *Did you like playing this game? Why or why not?”* * *Why can we do more movements on the playground than in our classroom?* * *What other movements can we add for the playground? Can you make a card for that movement*? |

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| **Opportunities for Differentiation:** | Mindfully choose your numeral card selection based on the knowledge of your learners. For students that know many numerals, 0-10 may be fine. However, for students with minimal numeral knowledge, a mixture of numerous cards with numerals 0-3,etc. may be preferable to avoid their frustration and help them to succeed. |
| **Extending the Learning:** | Students can create their own extended movement cards for use on the playground. Gather the class set and place it in a container for playground use.  Add a literacy connection by reading a number book, such as *Ten Little Ladybugs* by Melanie Gerth. Allow students to help you count the ladybugs with each new addition. You can even add a small movement for children to do with you, such as tapping their nose, pulling their ear, patting their tummy, etc. for each numeral. |

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| **Appendices:** |
| Numeral Rubric, Movement Card Samples |

*Numeral Rubric Example*

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| Student Name | Numeral Name | Quantity Match | Notes |
| Eric | 0 1 2 3 4 5 6 7 8 9 10 | 0 1 2 3 4 5 6 7 8 9 10 | clapped 5 times for number 3 |
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*Movement Cards*

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| CLAP YOUR HANDS | JUMP |
| STRETCH | STOMP YOUR FEET |
| TOUCH YOUR TOES | SHRUG YOUR SHOULDERS |