

MATH SAMPLE LESSON PLAN

GRADE: Kindergarten

STANDARDS:

K.NS.1: The student will utilize flexible counting strategies to determine and describe quantities up to 100.

K.NS.2: The student will identify, represent, and compare quantities up to 30.

LEARNING TARGETS:

- I can use one-to-one correspondence to determine how many are in a given set containing 50 or fewer concrete objects, and describe the last number names as the total number of objects counted.
- I can group a collection of up to 50 objects into sets of ten (with a ten-frame) and count by tens and ones to determine the total.
- I can state the number after, without counting, when given any number between 0 and 50.
- I can read, write, and identify numerals 0-50.
- I can determine and write the numeral that corresponds to the total number of objects in a given set with a pictorial model.
- I can count orally by ones from 1 - 50.
- I can determine which number is greater, using a number line.
- I can sequence teen numbers.
- I can count by tens to 100.

PHYSICAL MATERIALS	DIGITAL MATERIALS
<ul style="list-style-type: none"> ■ Smart board or projector ■ Dry eraser ■ Count by Tens worksheet ■ Teen Numbers Practice worksheet ■ Stars Write the Room 0-50 ■ Clipboards ■ Pencils ■ Student technology (e.g., iPads) ■ Document camera 	<ul style="list-style-type: none"> ■ Daily Slides ■ ST Math

MATH CENTERS	SMALL GROUP INSTRUCTION
<ul style="list-style-type: none"> ■ Teen Numbers Practice worksheet <ul style="list-style-type: none"> ○ Students trace teen numbers ○ Students cut numbers and paste them into the correct sequence ■ Count by Tens worksheet <ul style="list-style-type: none"> ○ Students trace numbers ○ Students write numbers 	<ul style="list-style-type: none"> ■ Monday - Thursday <ul style="list-style-type: none"> ○ Review student center work throughout the week to gauge learning and support specific students <ul style="list-style-type: none"> ■ Redo activities with students to reinforce concepts

<ul style="list-style-type: none"> ○ Students cut numbers and paste them into the correct sequence ○ Students fill in two separate numbers lines ○ Students circle which number is greater ■ Stars Write the Room 0-50 <ul style="list-style-type: none"> ○ Students walk around the room counting various ten-frames, then documenting the total to the corresponding letter on their worksheet ■ ST Math <ul style="list-style-type: none"> ○ Students practice skills in quantifying, counting, and comparing using their personal iPad 	<ul style="list-style-type: none"> ○ Support centers ■ Fridays: <ul style="list-style-type: none"> ○ Exit ticket <ul style="list-style-type: none"> ■ Provide students with a quick assessment to collect data on mastery and skill level for the concepts taught over the past week
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DIFFERENTIATION STRATEGIES

<ul style="list-style-type: none"> ■ During whole-group time: <ul style="list-style-type: none"> ○ Have access to 100s chart to help support Multilingual and striving learners ○ Ask high-achieving learners to model various counting strategies to extend the lesson <ul style="list-style-type: none"> ■ Ex: 3 full ten-frames, and one ten-frame that is missing two. <ul style="list-style-type: none"> ● Count by tens to get to 30 and quickly take away 2 ○ Support striving learners by using scaffolded counting strategies <ul style="list-style-type: none"> ■ Start the count aloud for them (e.g., "27, 28...") or providing the beginning of a two-digit number (e.g., saying "forty-..." to prompt "forty-one") to reduce cognitive load, build confidence, and gradually release responsibility as their number sense strengthens. ■ During small-group time: <ul style="list-style-type: none"> ○ Student use of ST Math, which can assign specific tasks according to skill level ○ One-on-one attention to redo assignments, when needed ○ Use data from exit tickets to create mini lessons for future small-group instruction 	
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LESSON PROGRESSION

<p>Calendar ~5 mins</p>	<ul style="list-style-type: none"> ● Have calendar helper share the month, day of the week, and date <ul style="list-style-type: none"> ○ Use months of the year and days of the week songs at the beginning of the year to introduce these concepts ○ Use songs as reference when extra support is needed ● Each day, place another dot in the ten frames on front board to
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	<p>show how many days we've been in school</p> <ul style="list-style-type: none"> ○ Practice counting by tens and ones
<p>Math Brain Break ~3 - 5 mins</p>	<ul style="list-style-type: none"> ● Students get in some movement while being engaged in a math concept <ul style="list-style-type: none"> ○ For this lesson, it's practicing counting to 50
<p>Notice and Wonder ~3 - 5 mins</p>	<ul style="list-style-type: none"> ● Display full ten frame ● Ask students: "What do you notice?" and "What do you wonder?" <ul style="list-style-type: none"> ○ Accept all answers ● Explain to students that a full ten frame means there are 10, so we can count by tens, not ones
<p>Ant Ten Frames ~15 mins</p>	<ul style="list-style-type: none"> ● Display various ant ten frame slides <ul style="list-style-type: none"> ○ Model the first one (animated to display one ten frame at a time—count by tens as a class) ● Practice choral response to "How many ants are there?" <ul style="list-style-type: none"> ○ Listen for different answers ○ When students don't all say the same answer, stop, model, and count again together ● Students take turns writing the number on the board that corresponds to the number of ants counted <ul style="list-style-type: none"> ○ While a student writes the number, everyone on the carpet is writing it in the air with their "magic finger" ● Engage in choral response to "how do we write the number ___?"
<p>Math Centers & Small Groups ~25 mins</p>	<ul style="list-style-type: none"> ● Small group instruction and math centers detailed above