

Kindergarten Demo Lesson Plan October 16, 2014

<p>Unit Title: Counting and Cardinality up to 20.</p> <p>Lesson: Envision Topic 5: Numbers to 20. 5-5 Modeling Addition. Lesson 5-5: How Many?</p>	<p>Approx. time: 30</p>	<p>CCSS–M Standards: K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>
<p>A. Focus and Coherence</p> <p>Students will know: Counting tells how many are in a set, regardless of their arrangement or the order in which they were counted. The last number said when counting a set is the total. Counting is cumulative.</p> <p>Students will be able to: recognize the number of objects does not change when the objects are rearranged or counted in another order.</p> <p>Student prior knowledge:</p> <ul style="list-style-type: none"> Counting becomes easier when there are visual cues. Manipulatives, such as ten–frames and counters, use visual cues to promote learning. <p>Which math concepts will this lesson lead to? Count to tell the number of objects.</p>		<p>B. Evidence of Math Practices</p> <p>Make sense of problems and persevere in solving them.</p> <p>Reason abstractly and quantitatively.</p> <p>Use appropriate tools strategically.</p> <p>Look for and make use of structure.</p> <p>Look for and express regularity in repeated reasoning.</p>
<p>Guiding Questions(s): See below</p>		
<p>Formative Assessments Results: Quick Check Master 5 questions</p>		
<p>Anticipated Student Preconceptions/Misconceptions: Some students had difficulty solving the problems by any method. Some students had difficulty giving an explanation of problem 2 even though they demonstrated the ability to solve the problem. A few students demonstrated mastery of the standard and are ready for a greater challenge.</p>		
<p>Materials/Resources Intervention, On–Level, and Advanced Center Activities ELL sentence frame support</p>		
<p>C. Rigor: Conceptual Understanding, Procedural Skill and Fluency, and Application</p> <p><u>Warm-up</u>–No warm-up today</p> <p><u>Lesson:</u></p> <p>Set the Purpose/Connect: To reinforce and enrich students ability to solve “how many” problems we will be working in groups today based on the Quick Check results from the previous day.</p> <p>Differentiated Instruction: Based on the number card that you were given when you entered the class, follow these instructions:</p> <ul style="list-style-type: none"> Students with the numbers 27 (on–level) and 28 (ELL intervention) assemble into groups of 4 and follow directions on the Center Activity given. Students with number 26 (advanced level) form a group and follow directions on the Center Activity given. Students with number 25 (math intervention) come to the table to complete the Center Activity given. <p>Closure: How do ten–frames and counters make counting sets easier?</p>		