

ECE LEARNING PLAN

Name: Britney Bankhead

Grade: Kindergarten

Lesson Topic: Strategies for Counting

Length: 30 mins

Lesson Type: Ongoing

Group Size: Whole class

What Taught (Learning Goal and Objective):

1. Learning Goal:

A. Literacy and Math Core (Common and ECE):

1. **Domain (Learning Standard):** Counting and Cardinality
2. **Cluster (Content Standard):** Count to tell the number of objects.
3. **Standard (Performance Standard):** CCSS.MATH.CONTENT.K.CC.B.4
Understand the relationship between numbers and quantities; connect counting to cardinality.
 - i. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - ii. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

B. NAEYC Guideline:

Principle 6: Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.

C. Objective(s):

1. Using a counting strategy, students will be able to accurately **count** how many beans they have and **describe** how they counted them.

How Taught (Instructional Strategy): Inquiry

1. Lesson Overview

a. Launch:

- i. Begin by reading the book, My Little Sister Ate One Hare , aloud to the class while students get a drink after recess.
- ii. Explain the students' task: Each student will receive one cup of beans and their job is to count how many beans are in their cup on the math mats. Everyone will not have the same amount of beans in their cups so they will have to count carefully so as not to miss any bean. Explain that when the teacher comes around, they will need to be able to explain how they counted their beans.
- iii. Set up expectations:
 1. Students will need to keep their beans on their math mat. They cannot use them on the tables or else they may fall off or get in someone else's way.

2. Students must keep their voices to a minimum and use table talk when working.
3. Once students are done and if Mrs. Bankhead is busy, you can share with your neighbor how you counted your beans.
4. If you drop any beans on the ground, you are responsible for picking them up right away before anyone steps on them or they get lost.

b. Explore:

- i. Have each student return to their seats and begin counting their beans individually.
- ii. Walk around the classroom and ask questions such as, “How are you counting your beans? How can you make sure that you aren’t counting the same bean twice? How did you know the total number was _____? Is there a different way you can count them?”
- iii. Look for students who are using the following counting strategies: (1) Moving objects they count into a separate group (2) Pointing to one object at a time (3) Grouping objects into specific groups, such as by 3, 5, or 10 (4) Double checking their counting

c. Discuss:

- i. Pick a few students you noticed who used the above counting strategies and have them come to the document camera to show how they counted their beans. Choose between 3-5 students to share how they counted.
- ii. Point out the strategies they used and explain to/ask the students why the strategies help people count objects.
- iii. Afterwards, have students count their beans again, this time using a new strategy they learned from the discussion.

2. Materials List:

- Dried beans (enough for at least 20-30 beans per student)
- Plastic cups (1/student)
- Math Mats (Laminated paper)
- Document Camera & Projector
- My Little Sister Ate One Hare by Bill Grossman

3. Preparation Process:

- a. Place 20 beans into plastic cups. Add less beans into students’ cups who may not be able to count that high yet and more beans into students’ cups who need more of a challenge.
- b. Set up the document camera and make sure the projector is working.
- c. Place a math mat and a cup of beans by the document camera so students can model their counting.

4. Accommodations:

- a. For those students who are not able to count to 20 yet, give them fewer beans (down to 10 beans) to practice with first. (AM: Zayda, Braelyn, Brigham, Devin, Katelyn. PM: Brayden, Cooper, Cali, Trystan, Ryan)
- b. For those students who need more of a challenge, give them more than 20 beans. (AM: Hayden, James, Joshua, Kennedy, Lander, Lila. PM: Jax, Maude, Lia, Abigail)

5. Quality Fast Finishers that are connected to the activity:

- For those students who finish early, instruct them to count a different way. Offer the suggestion to count in groups. For example, group the beans into 3, 5, or 10 and then ask, "How many groups of ___ do you have?"
- Another extending activity is to have students think of what they could do if they needed to count something far away that they could not touch (Give example of counting the ten frames on the wall or counting how many stickers are on the ten frames). What strategies would they use then?

How Evaluated

1. Informal & Formal Assessment

- a. Checklist: During the activity, mark off those students who are able to count their objects accurately using a strategy on their own. Once the students count the objects a second time, check off those students who are able to accurately count their objects using a strategy discussed as a class. In the notes section, write down students who miscounted, needed extra prompting, or easily mastered the extensions.

Counting Strategies (AM Class)

Can the student count the objects correctly? What strategy do they use?

Name	BEFORE		AFTER		NOTES
	Y/N	Strategy	Y/N	Strategy	
Braelyn					
Brenan					
Brigham					
Brooklyn					
Chloe					
Devin					
Eli					
Ella					
Hayden					
Jack					
James					
Janessa					
Jaxie					
Jordin					
Joshua					
Kade					
Kadie					
Katelyn					
Kennedy					
Kolbi					
Lander					
Lila					

McCoy					
McKynlee					
Peyton					
Ty					
Zachary					
Zayda					

Counting Strategies (PM Class)

Can the student count the objects correctly? What strategy do they use?

Name	BEFORE		AFTER		NOTES
	Y/N	Strategy	Y/N	Strategy	
Aaron					
Abigail					
Brayden					
Cali					
Cooper					
Drake					
Hanna					
Izabelle					
Jax					
Joseph					
Keira					
Lia					
Lincoln					
Makai					
Maude					
Mona					
Noah					
Ryan					
Sienna					
Sophia					
Taylor					
Trystan					

Wyatt					
Zachary					