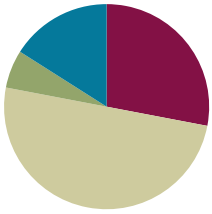
Lesson 18

Objective: Count 4–6 objects in circular and scattered configurations. Count 6 items out of a larger set. Write numerals 1–6 in order.

Related Topics: More Lesson Plans for the Common Core Math

Suggested Lesson Structure

Fluency Practice	(14 minutes)
Application Problems	(3 minutes)
Concept Development	(25 minutes)
Student Debrief	(8 minutes)
Total Time	**(50 minutes)**



Fluency Practice (14 minutes)

- 5-Groups in Corners (4 and 5) **K.CC.4b** (5 minutes)
- Birthday Cake Number Order **K.CC.4a** (5 minutes)
- Beep Number **K.CC.4a** (4 minutes)

5 Groups in Corners (4 and 5) (5 minutes)

T: When the music starts, calmly walk around the room, visiting corners of the room until you and your classmates can make a 5 group—don't forget to count yourself! How many can be in a group?
S: 5!
T: So, if you go to a corner that already has 4 people there, can you stay?
S: Yes!
T: What if there are already 5?
S: No.
T: Remember to check all the corners of the room. See if we can all get into 5-groups before the music stops!

If there are not enough students to make equal groups of the designated number, supplement with puppets or stuffed animals.

Birthday Cake Number Order (5 minutes)

Conduct activity as outlined in Lesson 15, but this time, have students match their numeral cards to the cakes in order to build number order and number recognition skills.

Beep Number (4 minutes)

Conduct activity as outlined in Lesson 15, but this time, build incrementally to sequences beyond 5, as students exhibit mastery. Here is a sample sequence:

4, 5, beep!

4, beep, 6

Beep, 5, 6

6, 7, beep!

Continue from simple to complex, identifying the number after, the number between, and finally the number before, which is most difficult. Then, introduce higher numbers.

Variation: Extend the sequences to four numbers, for example 7, 8, beep, 10.

Remind students to use the procedure for answering choral response questions described in Lesson 8 (listen, think, raise your hand, wait for the snap) to allow for sufficient wait time.

If student are reliant on a number line for determining the missing number, challenge them to try with their eyes closed!

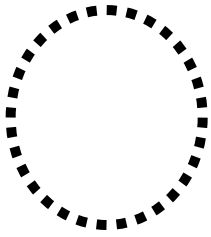
Application Problems (3 minutes)

Make a row of 3 dots. Make another row with 3 dots right under the first one. Count your dots. Tell your friend how many.

Note: Reviewing the array for 6 will prepare for the circular and scattered counts in today's lesson.

Concept Development (25 minutes)

Materials: (T) Cardboard writing frame on whiteboard (S) 1 small clear plastic bag of 10 lima beans or small counters, 1 work mat, inscribed with a large circle, 1 plastic cup



T: You have beans in your bag! I wonder how many? Does anyone want to wonder with me?

S: (Varied responses.)

T: Could you count them without taking them out of your bag?

S: There are 10!

T: I'd like each of you to take out 4 beans to look at. (Pause.)

Now put them back in the bag. What happened to the 4 beans?

S: They got mixed up. We can't see them!

T: We might not be able to see them, but are they still part of the group?

S: Yes.

T: This time take out 4 beans and put them in your cup. Put your hand on top of your cup and shake them up. Shake harder! Pour them into the circle on your work mat like this. (Demonstrate.) Let's count how many are inside your circle.

S: 4.

T: Write the number 4 in the air. Now move all of your beans to the edge of your circle to make a magic necklace. Count them again.

S: (Count.)

T: Are there still 4? When you are counting things on the necklace, how do you keep track of where you start?

S: (Varied responses. Allow time to discuss counting strategies.)

MP.1

T: Put your beans back in the bag and mix them up. Now count out 5 into your cup. Shake them up and pour them into your circle. How many are there now?

Repeat as above, allowing students time to count both the scattered and circular configurations and to write the numeral in the air. Have the students return the beans to the bag and repeat one more time with 6 objects.

T: Great counting! Now put your cups away. Watch how I write the number 6. Follow along with your fingers in the air. "Monkey's tail needs a fix! Come on let's make a 6!" (Demonstrate several times; follow by having children write on the rug or other surface for tactile practice.) You are ready to practice writing sixes on your white boards. When you are ready, you may take out your practice sheet and use your pencils. (Distribute penmanship practice sheets to students.)

NOTES ON MULTIPLE MEANS OF ENGAGEMENT:

Help your English language learning students to participate and discuss their strategies for counting their 4 circles by providing them with sentence starters such as "I counted my beans on the circle by…" and "My strategy was to…." Giving them a place to start will reduce their anxiety about using the language.

NOTES ON MULTIPLE MEANS OF ACTION AND EXPRESSION:

Allow students with special needs, to respond to your question about how they kept track of where they started when counting four circles on their magic necklace by showing you how they counted their circles. You can help by verbalizing what they did as in "Oh, I see you touched each one as you

Problem Set (5 minutes)

Students should do their personal best to complete the Problem Set within the allotted 5 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving. Students solve these problems using the RDW approach used for Application Problems.

As the students count and write the number of dots they see in each box ask if they see a pattern with the dots.

Who can explain to the class how they counted their beans and how did they know where to start and stop? Who did it the same way? Who did it a different way?

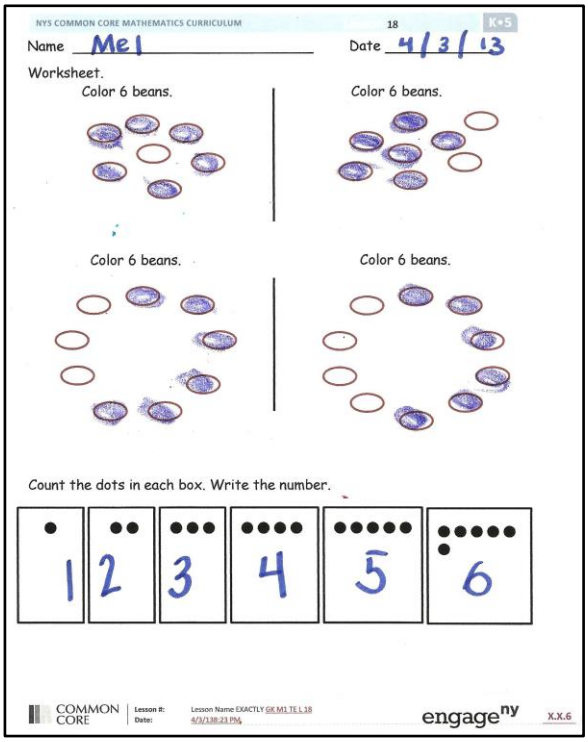
Student Debrief (8 minutes)

Lesson Objective: Count 4–6 objects in circular and scattered configurations. Count 6 items out of a larger set. Write numerals 1–6 in order.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson. You may choose to use any combination of the questions below to lead the discussion.

- Was it easy to count out 6 beans from your baggie? How did you do that?
- What happened to our 6 beans when we put them back in the bag with the rest of the beans?
- When you did your Problem Set did you think it was easier to count the beans in the circle or was it easier to count the pencils in a line on your worksheet?
- Why?
- What is your good strategy to use when you count objects in a circle?
- Highlight the part–whole relationship between the beans they colored and the whole group. "The beans you colored are a part of all the beans."
- Extension: Ask students if there were one more apple (shoe, pencil, star, heart) how many would there be.


NYS COMMON CORE MATHEMATICS CURRICULUM 18 K•S

Name Mel Date 4/3/13

Worksheet.

Color 6 beans.

Color 6 beans.

Color 6 beans.

Color 6 beans.

Count the dots in each box. Write the number.

1 2 3 4 5 6

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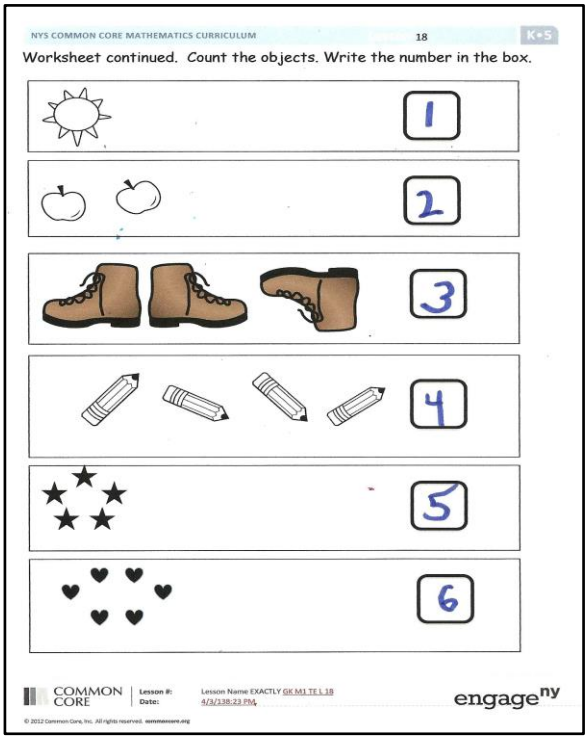
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Worksheet continued. Count the objects. Write the number in the box.

1 2 3 4 5 6

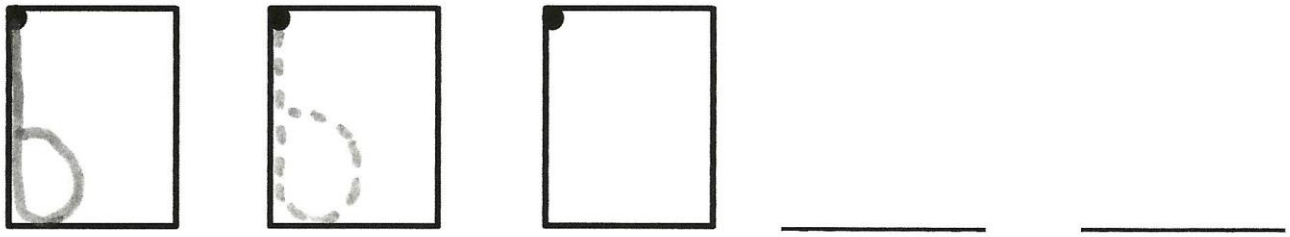
COMMON CORE Lesson #: Date: Lesson Name EXACTLY GK M1 TE L 18 4/3/138:23 PM engage^ny

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students.

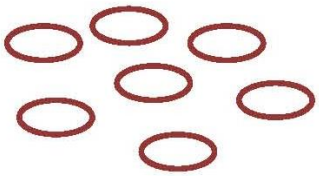
Name_____Date_____

Insert this page into your personal whiteboards. Practice. When you are ready, write your numbers in pencil on the paper.

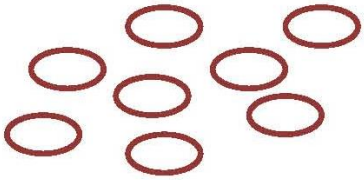


Name _____ Date _____

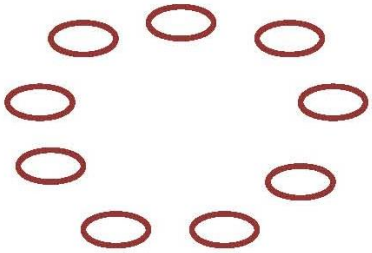
Color 6 beans.



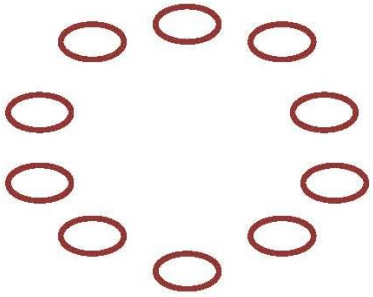
Color 6 beans.



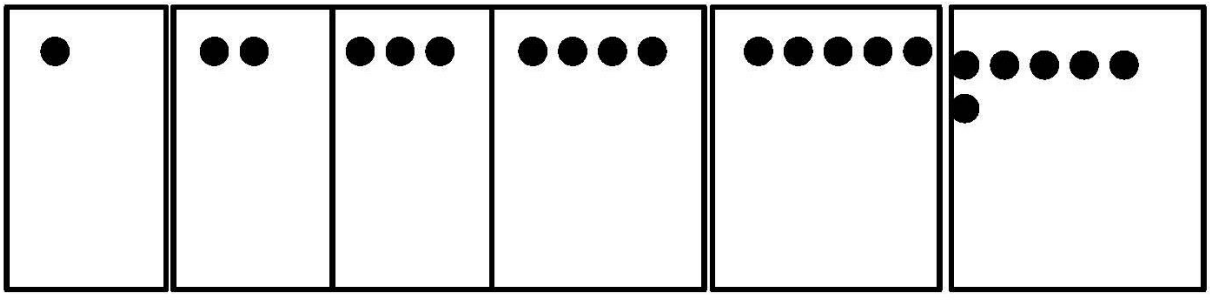
Color 6 beans.



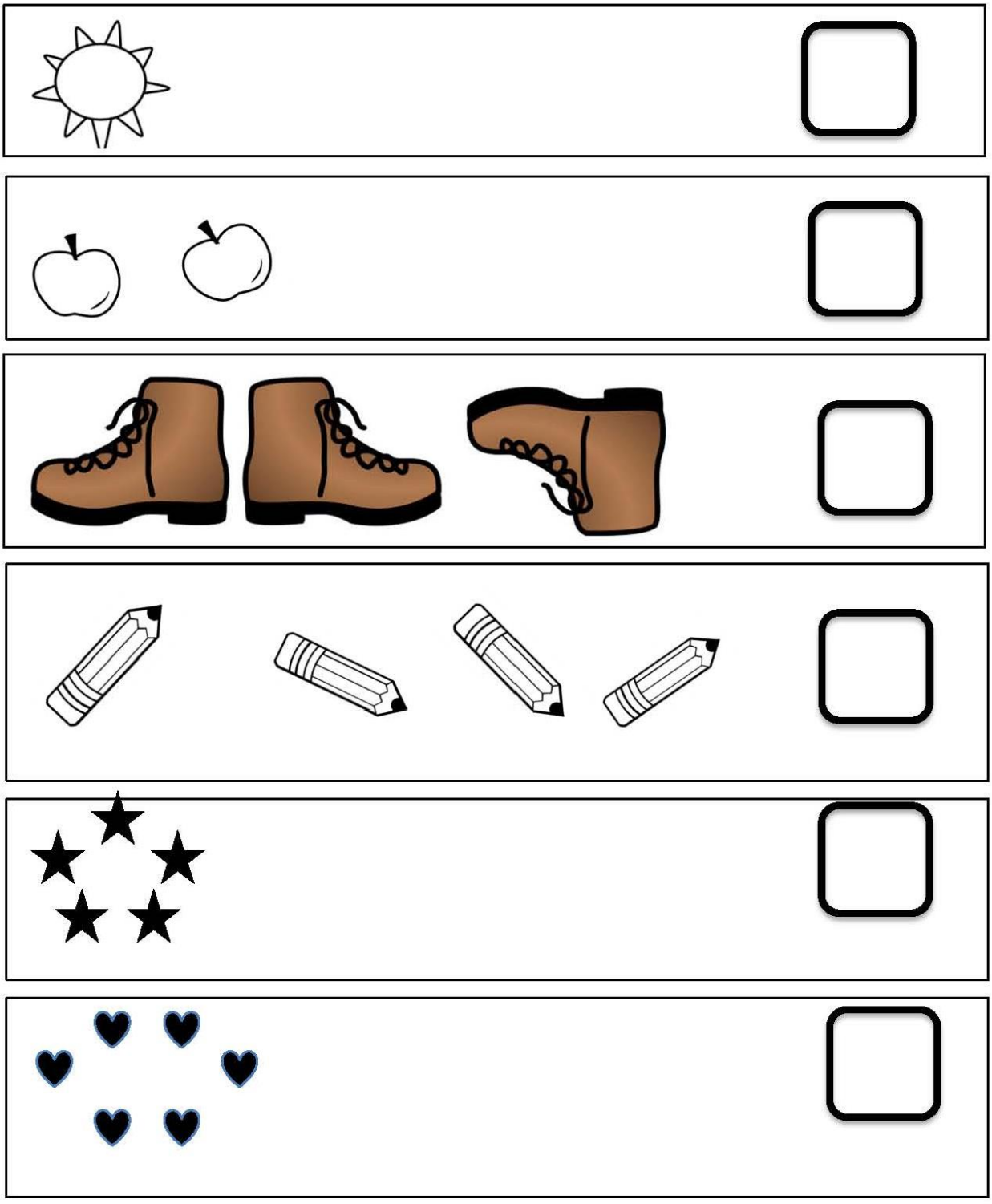
Color 6 beans.



Count the dots in each box. Write the number in the box.

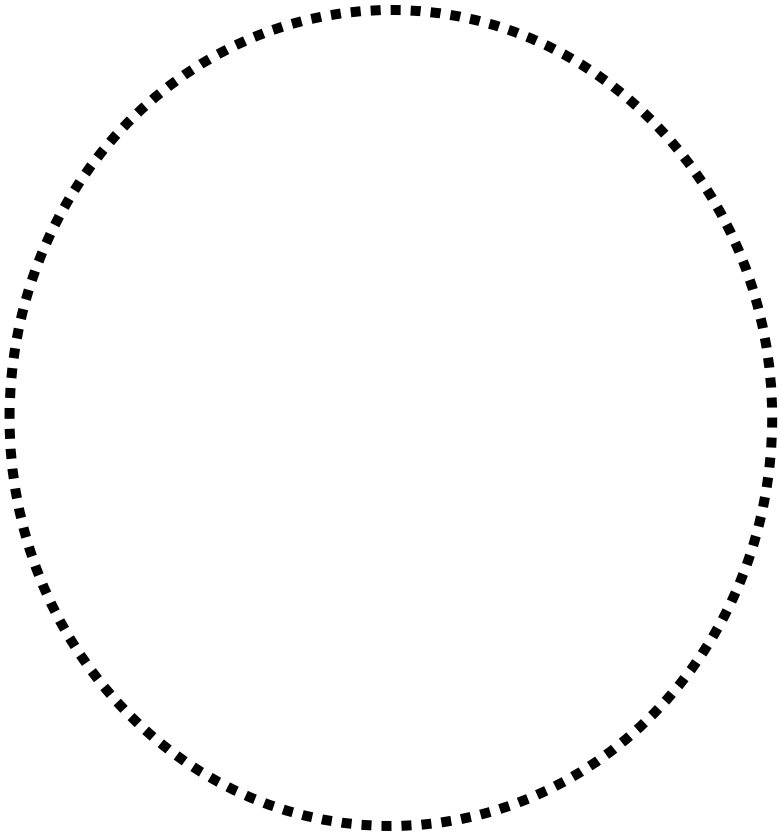


Count the Object. Write the number in the box.



Name _____ Date _____

Draw 6 beads on this magic necklace:

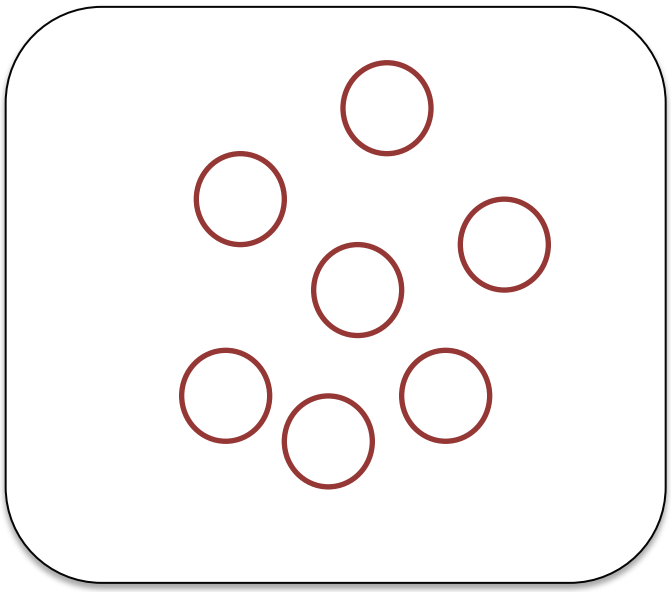


Fill in the missing numbers:

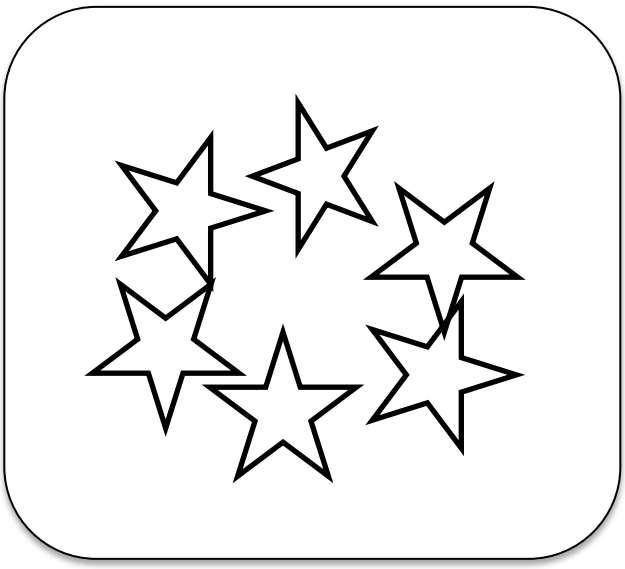
_____, 2, _____, _____, 5, _____

Name _____ Date _____

Color 6



Color 5



Circle 6 _____s.