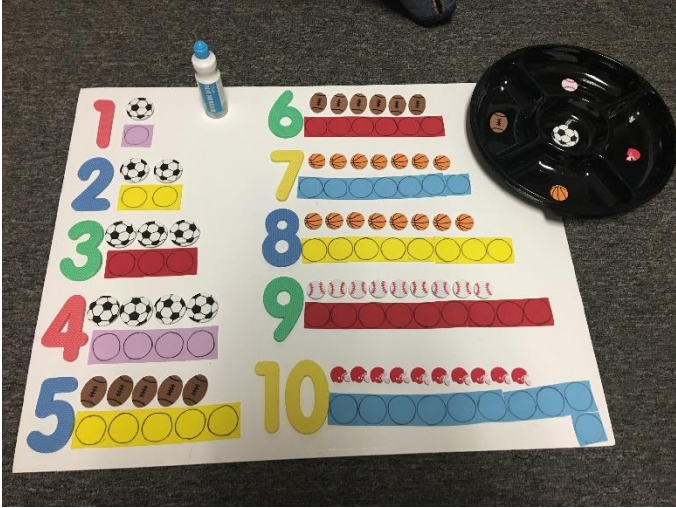


## Counting to Ten

<b>Grade: 2</b>		<b>Subject: Math</b>	
<b>Materials: Board, Foam Numbers, Foam Sport Stickers, Slotted Container, Stamper, Velcro</b>		<b>Technology Needed: iPad</b>	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> <b>Guided practice</b></li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul>		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> <b>Independent activity</b></li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> Explain:	
<b>Standard(s)</b> -K.MD.3 Classify objects into given categories limiting the number in each category to 10 or less. -Count the numbers of objects in each category and sort the categories by count		<b>Differentiation</b>  -Choose a lower standard to help student gain foundational skills needed to complete grade-level standard  -Make it interest-based  -Focus on the value of a number or number quantity	
<b>Objective(s)</b> By the end of the lesson, student will be able to classify objects into given categories and count the objects within ten by sorting sports items and counting them as he places them on counting board.  <b>Bloom's Taxonomy Cognitive Level:</b> Understand		<b>Modalities/Learning Preferences:</b> <b>-Visual:</b> Board, Sorted Container with corresponding pictures  <b>-Auditory:</b> Talk student step by step through the process  <b>-Tactile:</b> Sorting manipulatives, textured numbers, Velcro	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> -Materials will be set out ready to go on table prior to student's arrival. I will sit beside the student to help guide them through the lesson by modeling what is expected and prompting them to complete the task.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Student is expected to: -actively participate throughout the lesson -use materials for intended use -follow the expectations throughout the lesson -try his best	
<b>Minutes</b>	<b>Procedures</b>		
<b>5</b>	<b>Set-up/Prep:</b> -create counting board -create a sports sort activity to begin the lesson		
<b>3-5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> -Lay out different sports manipulatives on the table -I chose sports as they are an interest to the child which promotes engagement -Have student sort different sports into corresponding spot within the divided container which will prep the materials needed for the lesson -This will promote confidence in the student, as sorting is a strength for the student, motivating them to continue with the lesson.		
<b>5</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> -"Today, we are going to practice counting the different sports items we sorted!" -focusing on number quantity -"First, lets practice counting to forty on our iPad." -Allow student to do so prompting when necessary. -"The numbers we just listed, each represent a certain value or amount." -"For example, if I have three balls, have one... two... three balls (lay down manipulatives as you count to show the correspondence)." -Walk through a few more examples with the student		

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<p>10</p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>-Pull out board for student to see, touch, and take in prior to explaining the exploration activity.</li> <li>-Explain how the student must trace the number on the board say the number (via iPad)</li> <li>-Then the student will count (via iPad) requested sports items as he Velcro's them to the board</li> <li>-Student will repeat this process until he reaches 10</li> <li>-Below is an image of the counting board with the manipulatives Velcroed on.</li> </ul> 
<p>5-7</p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>-As a reward (because student loves using the stamper) and for repetition, have student follow the same process as the explore but stamping in each circle as he counts.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>-Observe student throughout the lesson while taking anecdotal notes</li> <li>-Using clarifying questions</li> <li>-Check if student sorted correctly</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>-Work through exploration activity together rather than as an independent activity.</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>-Counting board</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <ul style="list-style-type: none"> <li>-Mrs. Mueller's Benchmark Assessment for Math</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>The student was able to complete the tasks fairly well. Sorting was his strength. He did well with the counting aspect. However, needed assistance with number quantity but will improve through repetition. This lesson was revamped and improved when being transferred into Umary Lesson Plan Template.</p>	