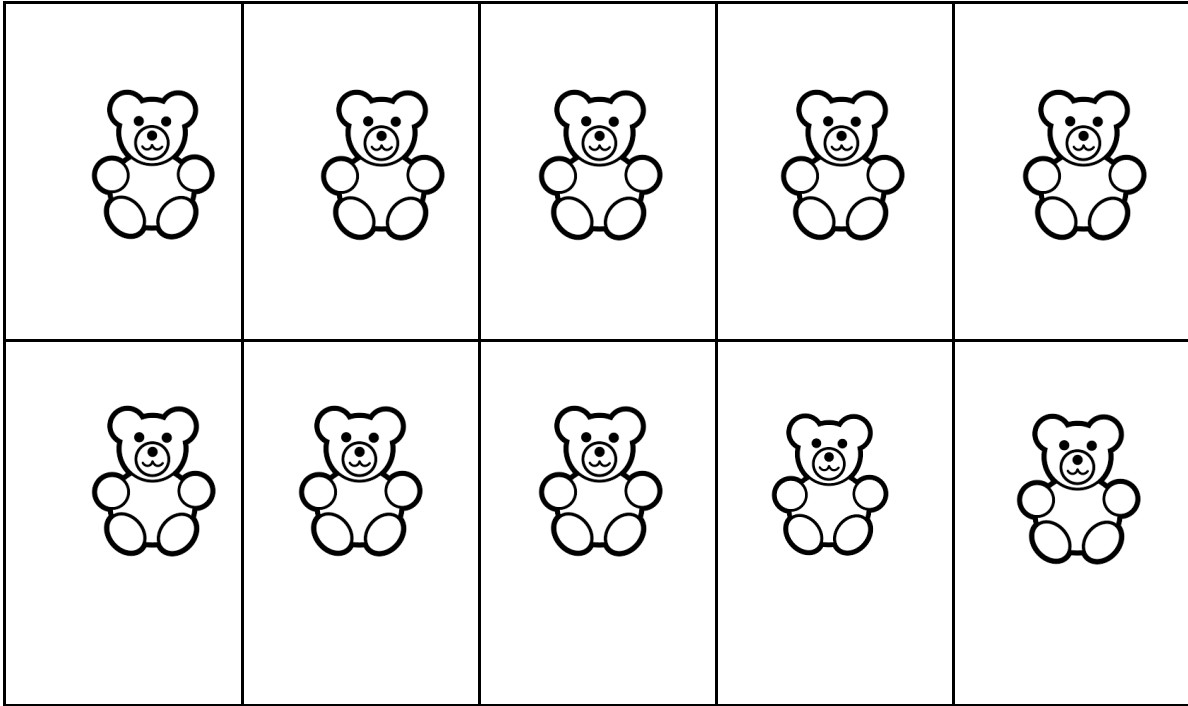


Grade Kindergarten	Counting Fun
Common Core Standard	Counting and Cardinality K.CC.B.4 Count to tell the number of objects
<p>1. Shared event: What might be the introduction to the task and description of the task the students will be experiencing?</p>	<p>Teacher will organize sets of counters (unifix, legos, bears, insects/frogs etc.) Each table will have one type of counter, ex. Lego table, bear table etc. Choose 4 or 5 different colors and decide a set number for each color (1-10). Ex. All orange counters would have 6. Amount of colors used should reflect, number of students in each group and number of tables. At each table there will be 4-5 different color sets, with the specified number. Arranged by counter type. Ex. The Lego table will have a group of blue, red, orange and yellow counters.</p> <p>Progression of Unit-</p> <p><b>Lesson 1-</b> Students will count color sets by placing them in a ten frame. Give students 3 minutes to explore and count with their counters. They will then switch to another table and a different color counter set. Continue the process until students have visited each table.</p> <p><b>Lesson 2-</b> Students will count color sets by placing them in a ten frame. Give students 2 minutes to explore and count with their counters. Stop everyone they will then grab a ten frame recording sheet from the center of the table. Have students place their counters on their paper. They will color in the correct number of counters they had, using their color. (Recording Sheet will have the pictures of each counter) They will then switch to another table and a different color counter set. Continue the process until students have visited each table.</p> <p><b>Lesson 3-</b> Students will count color sets by placing them in a ten frame. Give students 2 minutes to explore and count with their counters. Stop everyone they will then grab a ten frame recording sheet from the center of the table. (To differentiate have students place counters on their paper as needed) They will color in the correct number of squares they had, using their color. (Students will need to fill in the square to represent each counter) They will then switch to another table and a different color counter set. Continue the process until students have visited each table.</p> <p><b>Lesson 4- Lesson 4 should be done after working on number bonds/pairs. Bringing back a shared experience.</b> <b>Change number/color sets prior to activity</b> Students will count color sets by placing them in a ten frame. Give students 2 minutes to explore and count with their counters. Stop everyone they will then grab a ten frame recording sheet from the center of the table. (To differentiate have students place counters on their paper as needed) They will color in the correct number of squares they had, using their color. (Students will need to fill in the square to represent each counter) They will then need to fill in the addition sentence for making a set. How many more?</p> <p>They will then switch to another table and a different color counter set. Continue the process until students have visited each table.</p>

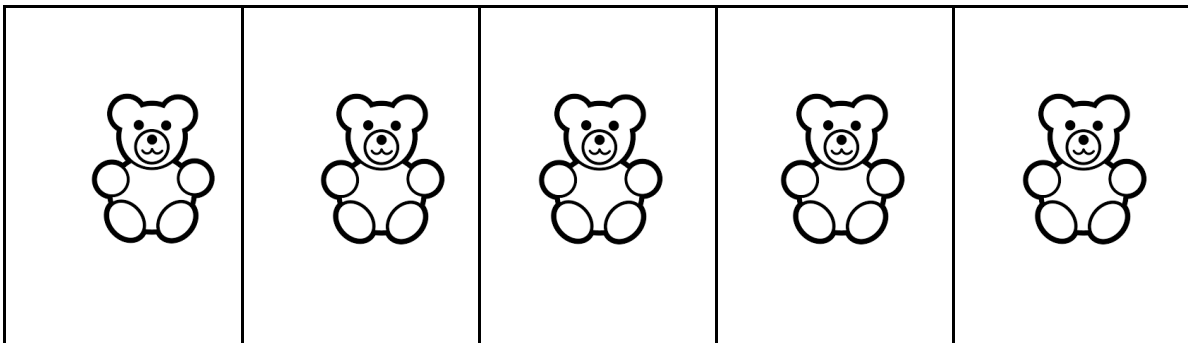
2. Picture or model: What types of pictures might you see?	<p>The students may draw</p> <p><b>Lesson 1-</b> Counters used Colors people/classroom elements Ten frame</p> <p><b>Lesson 2-</b> Same as lesson one Recording sheet</p> <p><b>Lesson 3-</b> Same as Lesson 1 &amp; 2</p> <p><b>Lesson 4-</b> Same as Previous lessons</p>
3. People-talk: What do we think students are going to say about the shared experience?	<p>Hopefully some will begin to write a sentence about what they did, or use labels to describe their pictures. Lead this into a shared writing for the people talk and into the feature talk.</p> <p><b>Lesson 1-</b> We played a game. We had counters. We had to count. We used a ten frame. They were different colors</p> <p><b>Lesson 2-</b> Same as lesson 1 Recording sheet</p> <p><b>Lesson 3-</b> Same as Lesson 1 and 2</p> <p><b>Lesson 4-</b> Same as previous lessons Addition sentence Number bonds/pairs</p>
4. Feature-talk: What terms, ideas, comments, do you think the students will bring out and what are the mathematical ideas you	<p>Done as shared writing.</p> <p><b>Lesson 1-</b> Numbers 1-10 Counted Colors used</p>


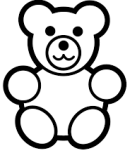

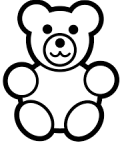

hope to flush out?	<p>Ten frame</p> <p><b>Lesson 2-</b> Same as lesson 1</p> <p><b>Lesson 3-</b> Same as Lesson 1 and 2</p> <p><b>Lesson 4-</b> Same as previous Lessons Addition sentence Making 10</p>
<p>5. Symbolic representation:</p> <p>What are some possible symbolic representations that may result from the feature talk?</p>	<p>Symbolic Representation will be done whole group, due to developmental progress.</p> <p><b>Lesson 1-</b> Record this onto a large chart paper What symbols can we use to represent the counters that we used? ~ Bears, legos, unifix cubes, insects, etc.</p> <p><b>Lesson 2-</b> Bring out large chart paper from lesson 1 Using our symbols from last time, how can we use those to show our counting from today? ~ The number using the symbol</p> <p><b>Lesson 3-</b> Show me the number of bears that you had, on the back of your bear paper. Expectation is that some will draw the shapes and some will write the number. We want to see what the students are thinking at this stage in the unit progression.</p> <p><b>Lesson 4-</b> Using symbols create your addition sentence for the number of bears you had and how many you needed to make 10.</p>
<p>Materials needed: Paper, pencil, recording sheets, counters (bears, legos, unifix cubes, insects etc.) large chart paper</p> <p>Created By: Deanna Albert, Beth Cuppy</p>	

Name: \_\_\_\_\_

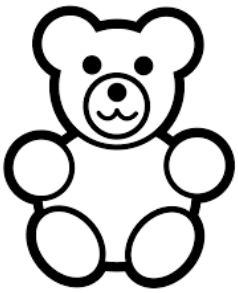


Name: \_\_\_\_\_

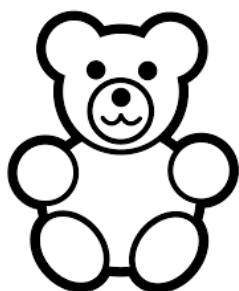


				
---	---	---	--	---

Name: \_\_\_\_\_



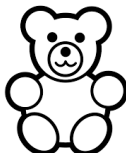




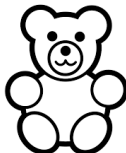





Name: \_\_\_\_\_







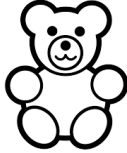






Name: \_\_\_\_\_

\_\_\_\_\_

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Name: \_\_\_\_\_

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$