**Carson Fuchs**

**ECE Practicum Rd. III**

**Liberty Elementary**

**University of Mary Department of Education Lesson Plan – (with ECE adjustments)**

**SOLAR**

**Age Level: Kindergarten**

**Subject(s) Area: Math**

**Materials Needed:**

* **Counting cubes**
* **Dry Erase Board & Marker**
* **Document Camera**
* **Counting & Recording Data Worksheet**
* **Assorted Shapes/Basket**
* **Pencil**

**Standards:**

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral

0-20 (with 0 representing a count of no objects).

K.CC.4 Understand the relationship between numbers and quantities; connect counting to

cardinality.

**Objectives:**

**Students will understand and demonstrate the concept of taking attendance.**

**Students will use their bodies to count numbers 1-22.**

**Students will collect and record data.**

**Learning Activities:**

**I will introduce the activity by reviewing the concept of attendance.**

**I will ask students for suggestions in taking attendance as well as why attendance is important. Students will participate in turn and talk with a partner to discuss ideas.**

**Students will each be given a counting cube (used previously) to take initial attendance.**

**I will record the number of students on the white board showing students how to record data.**

**Students will be asked to stand up individually in a circle to count the number of students without missing anyone.**

**I will ask students to connect, “If there are 22 people in the class, how many noses are there?”**

**I will ask students an extension question, “If there are 22 people, and 22 noses, how many hands are there?”**

**Students will raise their hands and submit suggestions.**

**I will instruct students to raise their hands one by one in the circle to count their hands.**

**Students will then be dismissed to their tables to work on shape activity worksheet.**

**I will demonstrate worksheet instructions on the document camera.**

**Students will grab a handful of shapes, trace them on the designated portion of the worksheet, and record the number of shapes.**

**Reflective Questions: “Why do you think we should take attendance every day?” “How do we take attendance without missing anyone?” “How do you know we have the same number of noses as we do people?”**

 **Vocabulary: Attendance, counting, handful, record**

**Assessment:**

Students will be informally assessed on their ability to follow designated instructions in whole group counting activity.

Students will submit worksheet upon completion for formal assessment.

**Reflection:**

I ended up teaching this activity on a particularly wild day for students. I’ll probably chalk it up to being cooped up from an entire weekend of rain. The activity was initially assigned by my classroom teacher from a Math workbook, but I made an effort to implement some movement into the lesson. The students were very sharp about what I was asking of them, and were very familiar with the number of students in the class. One hiccup is they kept insisting on counting the teachers as well — they’re sharp little kids. The portion of the lesson that I taught seated in calendar spots went well, but students were pretty antsy despite being able to move up and down to count themselves. I adjusted the lesson from holding hands up to physically high-five-ing them myself in order to ground them as well as require them to make eye contact with me and focus. This was a hit! I moved the students into the worksheet and transitioned them in a way that was familiar for them. They are very used to receiving worksheets. Students completed the worksheet portion of the activity in a timely manner and did well with it.