

**Name:** Christine Wiegel   **Grade Level:** Pre-K   **Date:** 3/23/15, Monday   **Group Size:** 18

**Lesson Topic:** Animal Cracker Counting

**Objectives: (TLW)**

- TLW attempt to correctly count the desired number
- TLW express understanding of animals and their characteristics (LG3)

**GLE's/Benchmarks:**

- CM.1.5 Counts a set of objects from 1-10 and matches the correct numeral to the set
- LL.2.4 Use new vocabulary acquired through conversations, activities, stories, or books.

**Teacher Materials/Resources:**

- Sharpie
- Construction paper
  - o Multiple sheets and colors

**Student Materials/Resources:**

- Animal Crackers

**Technology Integration:** Due to the fact that there is no Internet in our building, there will be no integration of technology.

**Pre-Assessment:** Throughout the week students will engage in animal cracker counting and will begin using animal vocabulary. For example, a herd is a large group. When they are counting out 10 animals, if they refer to it as a herd, they have learned this new language. If they do not incorporate this language into their conversations, they have not developed an understanding of it. Each student will have a running record of his or her conversations and comments throughout the duration of the lesson cycle.

**Lesson Procedure and Activities:**

**Introduction:** The teacher will do counting jumping jacks with students as a warm up to review numbers. Then, the teacher will use her magic wand to point at numbers on the board and have students identify each number.

**Activities:**

- The teacher will divide each piece of construction paper into 4 section.
- Each section will have a number, 1-10.
- The teacher will introduce paper to students.
- The teacher will introduce manipulatives, animal crackers.
- The teacher will model how to place the correct number of animal crackers on each square.

- The teacher will dismiss students to centers using willabee wallabee, which works on rhyme recognition.

**Closure:** The students will do number jumping jacks again before dismissing to centers.

**Differentiation:** How will you organize and manage instruction to make the lesson appropriate for:

1) The age of the children

The children are learning and exploring number identity and recognition. Seeing the numbers and practicing providing the desired amount of manipulatives, students are forming a more concrete understanding of number recognition.

2) The interest and abilities of each individual child

The children love eating, and enjoy using materials that are familiar to them. We have animal crackers for snacks on occasion so that manipulatives will be familiar to the students giving them a sense of familiarity. The students enjoy accomplishing a task so they will enjoy creating the proper number of animal crackers for each square.

3) The context/culture of the classroom?

The classroom has a math center, which is perfect for this activity. It is a round table with an abundance of manipulatives and math activities for students to engage with during center time.

**Post-Assessment/Evaluation:** The running record will be update throughout the week and the students will have met the desired goals if they are able to incorporate new vocabulary into their discussions while exploring number recognition and counting skills.