

## Lesson Plan: 2

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| <b>Teacher(s):</b> Adote                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Subject:</b> Math                                                                                                                                                                                                                                                                                                                                  | <b>Unit:</b> Counting and Cardinality                                                                                                                                                                                                                                                                                                                         |
| <b>Grade band(s):</b> K-2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number of students:</b> 4                                                                                                                                                                                                                                                                                                                          | <b>Setting:</b> Special Education Classroom Setting C                                                                                                                                                                                                                                                                                                         |
| <b>Lesson Objective(s):</b><br><b>Objective 1:</b> Students will be able to understand the relationship between numbers and quantities; to connect counting to cardinality.<br><br><b>Objective 2:</b> Students will be able to count to answer, "how many?" questions about as many as 20 things arranged in a line; a rectangular array or a circle, or as many as 10 things scattered configuration; given a number from 1-20, count out that many objects.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Connections to the GBEs:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Standard(s):</b><br><b>CC K.5</b> Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.<br><b>Essence:</b> Represent data on a graph<br><b>E1:</b> Given a specified number 1-10, count the correct number of objects.<br><b>E2:</b> Given a rectangular array or a line containing up to 10 objects, count the total number of objects.<br><b>E3:</b> Given a line of up to five objects, count the total number of objects.<br><br><b>CC K.6</b> Compare groups of objects.<br><b>Essence:</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, eg., by using matching and counting strategies.<br><b>E1:</b> Given two groups of objects, identify which group is greater (exclude equal sets).<br><b>E2:</b> Given two groups of objects, identify whether the groups are equal to each other.<br><b>E3:</b> Given two groups of objects, arrange in a line side by side, identify whether the groups are equal to each other. |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |
| <b>Least support</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Moderate support</b>                                                                                                                                                                                                                                                                                                                               | <b>Most support</b>                                                                                                                                                                                                                                                                                                                                           |
| Students will be able to given a specified number 1-10, count the correct number of objects.<br><br>Students will be able to given a specified number 1-10, count the correct number of objects.<br><br>Students will be able to identify which group is greater.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students will be able to given a rectangular array or a line containing up to 10 objects, count the total number of objects.<br><br>Students will be able to given a rectangular array or a line containing up to 10 objects, count the total number of objects.<br><br>Students will be able to identify whether the groups are equal to each other. | Students will be able to given a line of up to five objects, count the total number of objects.<br><br>Students will be able to given a line of up to five objects, count the total number of objects.<br><br>Students will be able to, identify whether the groups are equal to each other when Given two groups of objects, arrange in a line side by side. |

# Lesson Plans Chapter 1

**Wolfgang Guggemos**

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

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