**Lesson Cycle**

**Lesson Title/Topic: Prekindergarten/Math**

**Concept: Recognize one-digit numbers 0-9**

**Standards: Texas Prekindergarten Guidelines Section V.A.9.  
 ELPS – 74.4.b.1 Singing rhyming song at prekindergarten level**

**CCRS – 1.A.1 Compare real numbers**

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| **Learning Objective:** Students will sort and recite numbers 0-10 from a cutout of a tree numbered apples with 100% accuracy. | |
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**Materials:** Chicka Chicka 1-2-3 book by Bill Martin Jr., Michael Sampson and Lois Ehlert.  
White paper plates, snack size baggies with pompoms, manila construction paper  
cutout tree and numbered apples 0-9

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| **Lesson Cycle:** | |
| **The teacher will:** | **The student will:** | |
| **Focus (Hook, Mental Set):** Read story book Chicka Chicka 1-2-3  Ask questions like, how high can you count? Which number was first on the tree? What numbers followed 9 up the tree? **After the story when students are still seated in the circle review numbers 0-10 and have them repeat the numbers in sequence at an appropriate pace.** | Gather on floor in a circle and listen to story being read. | |
| **Instructional Delivery (Teacher Input):**  **Before instructional delivery teach numbers vocab 1 – 10. Sit in a circle and have familiar toys like plastic play fruit and number each from 1 – 10. Then point, hold up and recite with the children each numbered plastic play fruit.**  Have students count the plates 0-10 with you as you show them each one while reciting in order.  Sing nursery rhyme, *There Were 10 in a Bed.* During the song point to each numbered plate in correlation with the song. Hand out a numbered plate to each student announcing each numeral as you hand it out. Have each student announce their plate number and count the numbered red circles. | Students will listen and sing along to song. They will also observe numbered plates.  Questions to ask: What number is this? Ask before I hand each numbered plate to each student. What number is next? Ask what number would be left in the song if “1” fell out of the bed? | |
| **Guided Practice:**  Pass out the materials for independent practice. While talking to them about the tree and gluing an example to your manila paper recite each numbered apple cutout in order 0-10. Ask students to recite numbers after you. **During the reciting of numbers 0-10 clap for each number and wait for the students to clap for each number after me.** | Students will recite numbers in unison after you announce each one. Teacher will observe each table and ask for understanding. | |
| **Independent Practice:**  Provide students with materials to recognize numbered cutout apples, and glue to tree cutout on manila construction paper. Observe each table and ask each student individually to count the apples and recite to you.  Environment change: When students complete practice have them go to centers of their choice for motivation to stay on task. | Students will work independently with you overlooking their progress. Each student will reply individually to you with assessment of reciting 0-10.  Group students at similar levels with each other. | |
| **Closure:**   Thumbs Up/Thumbs Down Check students understanding by asking questions about numbers 0-10 correct sequence. | Students will show thumbs up if they understand concept questions, thumbs down if they need review and understanding. | |

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| **Options:** |  |
| ***Enrichment:*** *Have students cut out and number 0-10 leaves for tree and glue each one.* | ***Reteach:*** *Group students who need understanding. In the group give each student a bucket with 0-10 (different numbers for each) and have them throw a ball in the bucket counting aloud as they place in the bucket.* |
| ***Modifications:*** *Autistic student: Will provide noise cancelling headphones during number song.  Hyperactivity student - Teacher to stand near student when giving directions for guided and independent practice.  Memory student - Will list numbers in order 0 – 10 on back of manila construction paper.* | ***Accommodations:*** *Autistic student: Will set a timer between guided and independent practice.  Hyperactivity - Set up preferential seating close to the teacher during story time and song.   Memory student – Will provide visual clues of numbers for independent practice.* |