**Pre-K Professional Learning Program Lesson Plan**

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| **Content Area:** | **Math: Numerals and Counting** |
| **Lesson Title:** | **Apples Up On Top** |
| **Time Frame/Lesson Length:** | 15 minutes |
| **Lesson Setting:** | This lesson is designed to be taught at a small group table or on a classroom rug. |
| **Grouping of Students** | Small groups of 4-5 students are recommended for teaching this lesson. Students should be grouped homogeneously (similar levels of ability) according to counting and quantifying skills for this lesson. |

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| **Lesson Objective:** | The learner will practice writing, identifying, and quantifying a numeral in order to create a page for a collaborative class book.  *Student-friendly: I can count apples to make a page for our classroom story.* |
| **Aligned Standard(s):**  **(TN-ELDS)** | *PK.CC.A.3 Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines).*  *PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.*  *a. When counting objects, say the number names in the standard order, using one-to-one correspondence.*  *PK.CC.B.5 Understand that a number represents a corresponding quantity.*  *b. Given a number from 1-10, count out that many objects.* |
| **Assessment Method:** | The learner will demonstrate understanding that a number represents a corresponding quantity by correctly identifying a given number and counting out that many apples. The teacher will make anecdotal notes detailing student ability. This documentation will be used to determine which students need more practice and instruction. |

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| **Background Knowledge** | Teacher will have read the book *Ten Apples Up On Top* by Theo LeSeig before this lesson. Students will have been introduced to the numerals 1-10, both identifying and writing. Students will have participated in previous counting activities to practice 1:1 correspondence. |
| **Intentional Vocabulary:** | count—to figure out the total number of something |
| **Materials Needed:** | * *Ten Apples Up On Top* by Theo LeSeig * small punched out apple shapes, stickers, dot paint markers, or circle stickers * glue sticks (if needed) * pencils * number cards 1-10, enough for each child to have one * small photo of each child’s face * attached sheet. |
| **Considerations for Learning:**  *possible challenges, management issues, and safety considerations* | This activity can be quite involved with the number of steps needed to complete it (name, number, gluing photo, gluing apples). You could simplify it by asking children to draw their face and/or by having their name pre-printed in the first blank. Present one direction at a time and have students repeat the direction to check for understanding. If students struggle in the beginning, model the procedure. |

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| **Lesson Procedures and Questioning** | | |
| **Lesson Section** | **Detailed Procedure** | **Questioning Sequence** |
| **Introduction:** | Sample teacher talk is in italics.  Welcome students to the table. Show them the book *Ten Apples Up on Top* and ask “*Do you remember reading this book? Who can tell me something they remember?”* Discuss each student’s memory of the book, focusing on the build-up of the number of apples balanced on top of the characters’ heads.    Review and identify the numbers 1-10 with the group using the number cards. Begin by reviewing the numbers in order. Hold up number 1 and ask, *“Who remembers what this number is?”* Once that number is correctly identified, ask, *“What would be one more than 1?”* When given the correct answer of 2, show the 2 card and ask, *“What will the next number be if it is one more than 2?”* Continue through until the number 10.  Once all the numbers have been reviewed in order this way, mix up the cards to review again. Tell the children, *“I’ll hold up a card and you show me with your fingers what number it is.”* Review each number as you show it and demonstrate how many fingers correlate with the given number. | Knowledge and comprehension questions are recommended for the introduction.   * *“Who can tell me something they remember from reading this book?”* * *“What number would be one more than this number?”* * *“Now, can you hold up that many fingers?”* |
| **Exploration:** | Show children the attached sheet for each one of them to complete for the class book.  “*Today we are going to each work on a page for a new book for our classroom library.”* Read the sentence at the bottom: *“Blank has blank apples up on top.”* Explain that the student’s name will be written in the first blank and the number of apples they have will be written in the second blank.  “*Before we draw our numbers, everyone should write their name in the first blank and glue their photo at the bottom of the page.”* Make sure each child writes their name in the first blank and glues their photo just above the sentence.  Next, turn the number cards face down and ask each child to select one card. As each child chooses a card ask, “*Do you know which number you picked or would you like a friend’s help?”* Once each student has correctly identified his or her number, say *“Now copy that number into the second blank of your sentence.”*  Finally, tell the students *“Now remember your number and glue that many apples on top of your photo.”* Students will glue (or stamp or stick) the corresponding number of apples (or dots) on top of their photo.  The teacher will observe to check for understanding and correct apple counting as the students complete their page. | Application and analysis questions are recommended for the exploration.   * *“Can you identify the number you picked?”* * *“How many apples will you need to glue on your paper?”* * *“How tall do you think your apple tower will be?”* |
| **Closing:** | *“Good work everyone! You finished your page for our new classroom book. When the whole book is completed, we’ll be able to see how many apples are on each of our friends’ heads!”*  Once all the pages are completed, they can be bound together in a class book that can be read aloud to the class before it is placed in the classroom library. | Creation and evaluation questions are recommended for the closing.   * *“Do you have more or less than 5 apples?”* * *“How many more/less apples do you have than your friend?”* * *“How many more apples would you need to get to 10?* |

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| **Opportunities for Differentiation:** | Mindfully choose your numeral card selection based on the knowledge of your learners. For students that know many numerals, 0-10 may be fine. However, for students with minimal numeral knowledge, a mixture of numerous cards with numerals 0-3,etc. may be preferable to avoid their frustration and help them to succeed. Depending on the level of student ability, teachers can consider using numerals 0-20. |
| **Extending the Learning:** | As you read the class book aloud, you may ask questions about how many apples would there be if two friends crashed into each other, or what if one friend lost an apple or found an extra. |

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| **Appendices:** |
| See below for handout. |

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