

## *Counting* *EEC Lesson plan*

**Topic:** Counting and one-to-one correspondence

PA or National Core Standard: 2.1.1- Count up to 10 objects using one to one correspondence.

**Behavioral Objective:**

Given paper pumpkins and plates with dots, **the student will be able to correctly count the number of pumpkins in their bag and match the number of pumpkins to each dot using one-to-one correspondence.**

**Material:** Paper plates with dots, paper pumpkins, candy worksheet, and plastic bags.

**Procedure:**

**Finger play:** The students will actively participate in this finger play (each child will take away one paper pumpkin from the row of 10 paper pumpkins on the vine.) This will help them practice counting and one to one correspondence.

Ten little pumpkins growing on a vine,

One was picked and then there were nine.

Nine little pumpkins looking really great,

One was picked and then there were eight.

One was picked and then there were seven.

Seven little pumpkins rolling through the sticks,

One was picked and then there were six.

Six little pumpkins bigger than beehives,

One was picked and then there were five.

Five little pumpkins sitting on the floor,

One was picked and then there were four.

Four little pumpkins underneath a tree,

One was picked and then there were three.

Three little pumpkins wearing little shoes,

One was picked and then there were two.

Two little pumpkins having lots of fun,

One was picked and then there was one.

One little pumpkin sitting all alone,

One was picked and then there was none.

1. Anticipatory: The teacher will pass out the plastic bags with the pumpkins to each student. The teacher will have the students open up their baggies and count the number of pumpkins in each one. **Ask: How many pumpkins do you have in your bag?** Each student will tell their peers their number. **Ask: Who has the most pumpkins? Who has the least amount of pumpkins?**
2. **Excellent job! Today we are going to practice counting different objects. Everyone is going to receive a paper plate that has the same number of dots so we can help each other as a group. From the pile of pumpkins we are going to match up one pumpkin with each dot on the plate while counting out loud.** The teacher will pass out plates with the same number of dots for every student for the first two times. (This will be the guided practice portion of our lesson plan) After we have practiced as a group, the teacher will hand out a different plate with different dots to each student so they have their own problems to complete. **Now that we have gone over the lesson as a group I am going to give you each a different plate from each other so you can practice matching up the pumpkin to the dots yourself. Make sure to count out loud and ask the teacher if you have any questions.**
3. After we have completed the pumpkin one-to-one correspondence activity the teacher/teachers will pass out a worksheet where the students will be able to representationally show what they have learned. **Pass out the “Pumpkin Adventure” worksheet.**
4. The teacher/teachers will go over the worksheet with the students and answer any questions the students may have.

### **Student Evaluation**

- How well were the students able to count the pumpkins in their plastic bag?  
*A few of the children were able to point to the pumpkins and count on their own. There were one or two students who were unable to do so. However, most of the children in the EEC were able to count with the assistance of one of the teachers. I found that some of the children who were competent in counting would go too fast and end up counting more pumpkins than there actually were. This was most likely because they were not using one to one correspondence, but rather rote counting and thus they did not know when to stop.*

- Were the students able to match the pumpkins with the dot while counting out loud during the guided practice portion of the lesson?  
*For the most part, it seemed that the plate activity was pretty successful. A majority of the students were able to match up each pumpkin with each dot without any help from a teacher. However, a lot of the children did need the teacher to count out loud with them while they were completing the activity. I did notice that although most children were able to match the pumpkins with each dot, a lot of them did not grasp the concept that if they placed 3 pumpkins on the plate this meant there were three dots to begin with. Many times when I asked them how many dots there were on the plate if there were 3 pumpkins, we had to go back and count the dots together.*

- Were the students actively participating and communicating with one another during the development of the lesson?  
*This lesson was a great verbal activity. During the anticipatory set (counting the pumpkins in the bag or doing the finger play) the students were talking with one another. However, during the counting part of the lesson, most of the students were focused on the task at hand working one on one with the teacher while verbally communicating what they were doing.*

- Did the Pumpkin worksheet accurately assess the skills they had learned during the lesson?  
*Unfortunately, the Pumpkin worksheet was beyond their skill level. I think it may have been appropriate if we were dealing with kindergarten/1<sup>st</sup> grade children. There were two or three children who completed their worksheet with the help of the teacher, but in most circumstances we didn't even have time to give them the worksheet. Some of the students had trouble with the concrete aspect of CRA and thus the representational/abstract stage was too difficult.*

### **Teacher Evaluation**

- Did I have all the materials organized and ready to go when the students came in?  
*Michelle and I arrived at 1:35 to make sure that we had time to set up our center on the floor. We had all of the plastic bags with pumpkins ready, the paper plates colored with dots as well as the worksheet printed out and ready to pass out.*
- Were the students engaged in what I was teaching and using their active listening skills?  
*All of the teachers and I tried to be as enthusiastic as possible with the 3 and 4 year olds. We asked questions to engage their attention and tried to keep everything as exciting and hands on as possible. Unfortunately, we were only able to do the finger play for one of our groups. I think the other children would have been more drawn to the lesson had they gotten this opportunity as well. There were only a couple of times where we were unable to engage the child for more than three minutes before they wanted to leave the center and move on to something else. This is probably the hardest age group to keep motivated because their attention span is so short, but I think we did the best we could!*
- Was I able to keep the students focused and on task during the entire lesson?  
*There was only one student who wanted to leave as soon as she counted the pumpkins once. Every other student stayed for at least 6 minutes and worked with the other teachers and me to count the pumpkins and match them up to the dots on*

*the plate. I was surprised with the good listeners we had in our group and their eagerness to try any activity we gave them. This was very refreshing to see.*

- Did I present myself professionally with my co-teachers and the students in the EEC?

*I tried to present myself as professionally as possible. I dressed as a professional and tried to teach in a way that reflected that I was a teacher. My co-teachers also did a wonderful job of engaging the students and asking them questions while staying focused and attentive to the task at hand.*

**Closure question:** If I have 5 pieces of pumpkin pie, how many plates do I need?

*This closure question was too abstract, and so we decided to ask them a question that related to the pumpkins and the plates. If I have three dots, how many pumpkins do I need? There were three children who were able to tell me 'three' without looking at the plate and moving the pumpkins to match the dots. The other students were only able to get this answer when they moved each pumpkin to cover each dot.*