

CD 4 Lesson Plan

Your Name: Mini Mouse

Date: 5/10/2020

Curriculum Area: Math

Domain (S): Mathematics
(Number and Operations)

Activity Title: Counting Buttons

Appropriate Age: 4

Story Behind the Activity: *(Originating idea- Where did this idea come from? Your activity must be based on children's interest)*

Children love using buttons in my class. During free choice time, I saw a group of children were dumping all the buttons on the table and grouping them. They were having fun finding different colored and shaped buttons and discussing who got the most buttons. Their involvements with buttons gave me an idea to provide an activity where children can count buttons and improve their number and cardinality skills.

Brief Description of The Activity: *(Briefly describe how would you conduct your activity)*

- I will gather all the materials ahead of time and set up the table in the math area.
- I will introduce the activity after group time.
- Each child will be given 3 small bowls in different color and a handful of assorted buttons.
- Children will be exploring buttons, counting them, and sorting them by color and placing them into matching colored bowls.
- They will be counting to find out how many buttons they have in each bowl.
- If children want, they can also write down the number on the paper.
- Children will also be given directions and being asked open-ended questions during the activity.
- Upon completing their task, children will clean up all the buttons and get ready for outdoor play.

Possible Activity Objectives: *(Objectives need to be observable, measurable, and achievable. There are three parts need to be included: **input (activity)**, **specific observable behavior** (describe what child is to do using Bloom's verb), and **minimum level of performance**) Example- After completing sorting leaves activity children will....*

- 1. While counting and exploring different kind of buttons, children will count **the number 1-10 correctly.**

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2. Children will **improve cardinality skills (identify how many buttons in each group together)** after exploring buttons with other children.

Materials Needed *(Please list ALL materials needed (including how many of each, table covers, trays, smocks, etc.)*

Different kind of buttons (assorted color)	
3/4 small bowls for each child (15 bowls)	
Paper and Pencils	
Container	

Process:

Opening / Introductory Statement: *(What will you do first? How would you introduce this activity? How will you set the stage and get the attention of the group? You can use a prop like book, toy, picture, real object as part of your statement.)*

After greeting, I will sing a finger play "One, two, buckle my shoe" and ask them to count their fingers and show me how many fingers represent the pertain number. Then I will show them a container full of assorted buttons and ask them, "I saw some of you were exploring buttons yesterday. Guess what! We will have a fun game with these buttons today. Let us see, if you have buttons on your shirt or tops, please go to the math area."

Middle: *(Write possible questions or statements you will use to extend thinking while children are exploring. A minimum of 5 questions are required for this section. Please include minimum five open-ended questions)*

1. What can we do with these buttons?
2. How can we categorize these buttons?
3. How many buttons do you have in total?
4. Which group has more buttons and which group has less?

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5. How would you find out which group has more? How many more buttons this group may have?
6. What are the buttons for? What else we can count?

Ending/Closing Statement / Transitional Activity: *(How will you end this activity? What statement will you use? Describe how will you provide smooth transition for children from this activity to the next.)*

I will give 2 mins reminder to clean up all the buttons and put them in the container. When clean up is done, I will tell them, " Since you all learned how to count, can you tell me how many fingers you have all together and then you can go to the restroom and wash your and line up for outdoor play."

Vocabulary Words: *(List at least three words (advanced vocabulary) to introduce to the children. Don't forget to define them!)*

1. Word: Category	Definition: Making different group based on color, size
2. Word: Cardinality	Definition: Total number of a group of objects
3. Word: Explore	Definition: looking at closely and finding about something

Extended Activities: *(List the ways to extend this activity, such as adding materials, building on concepts, experimentation etc.)*

1. Sorting buttons based on color, size, and design
2. Shape hunting around the class
3. Scavenger hunt and count how many objects they found

Modification: *(How would you modify your activity based on individual needs? How would you accommodate all children in this activity?)*

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- Provide enough buttons to each child, so they can have sufficient to explore.
- If buttons are not available, children might be given pompom balls or other counting objects.
- Assist child who has difficulty counting correctly up to 10.
- Provide them enough time.
- Provide them an abacus if someone needs assistance with counting.
- Teacher may also provide numeral flashcards for visual identification of number symbols.

Teacher's Role: *(What will be YOUR role in the activity?)*

- Facilitate the activity by providing all the materials ahead of time.
- Providing children with clear direction and guidance.
- Assist them for counting and identifying the total number of buttons when needed.
- Ask open-ended questions.
- Use math talk in conversation.
- Introduce advanced vocabulary.
- Provide extended activities.
- Help children to clean up and transition to the next activity.

Standard and DRDP: *(Connection to Preschool Learning Foundation (include heading, number and definition) & Desired Results of Developmental Profile (include measure title and number))*

Number Sense:

- 1.1 Recite numbers in order to ten with increasing accuracy (younger)
- 1.2 Begin to recognize and name a few written numerals (younger)
- 1.3 Count up to ten objects, using one-to-one correspondence with increasing accuracy (younger)
- 2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one (older)

DRDP Measures:

COG 2: Classification

COG 3: Number Sense of Quantity

COG 4: Number Sense of Math Operations