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OBI Lesson Plan #4

Math-Preschool/Kindergarten

TEKS: The student is expected to count forward and backward to at least 20 with and without objects (111.2.b.2.A.)

Formal Objective: The student will count down from 10 with a 30% degree of accuracy rating.

Mental Set: Who likes New Year's Eve? Me too! What's your favorite part of New Year's Eve? (**Ask a few volunteers to share**). Now we're going to watch a video of the ball dropping on New Year's Eve! (**Show video** https://www.youtube.com/watch?v=Gd_1hEa9J4w)

Rationale: Why do we need to know how to count down? Knowing how to count down allows us to do a lot of things such as counting down the time. If we didn't know how to count down, we wouldn't be able to count down the seconds as the ball drops on New Year's Eve!

Stated Objective: Today we are going to practice counting down from the number ten.

Teacher Input/Modeling:

Let's count to ten together (**sign while pointing to each number on the poster on the wall**). Good! You are all so good at counting to ten! Now, let's practice counting down from ten (**sign while pointing to each number on the poster on the wall**). Good job! Let's do it two more times. (**repeat twice**) Now, we are going to watch a fun video about counting down from ten (**show video** <https://www.youtube.com/watch?v=EZGJNIRUpZc>).

Check for Comprehension:

Comprehension questions:

1. What number comes after 8 when counting down?
2. What number comes after 5 when counting down?
3. What number comes after 1 when counting down?

Guided Practice/Modeling:

Now I'm going to give each of you a worksheet. Some numbers are filled out, but some are missing. You need to fill in the missing numbers as they count down from ten. I am going to fill one out on the board first, and then you will each complete your own chart. (**Demonstrate how to complete the sample chart on the board**)

(**Give the students 5-15 minutes to complete the worksheet**)

Example:

10			6	
		3		

Extension: Have students pair up and take turns counting down from the number ten.

Re-teaching: If students are struggling, we will review the numbers one-on-one. First, I will check for comprehension by asking them to count to ten. Then, I will start by demonstrating and then asking them to count down from two. I will increase this number based on the student's level of understanding. Repetition will be most beneficial for ensuring the understanding of this concept.

Closure: Who can tell me what we learned today?

Application: I want you to find ten items at home. This can be ten shirts, or ten toy cars, or anything you want! I want you to practice counting down from ten until you get to zero. After practicing, show mom or dad how well you can count down!