

Busra Aydin's
PreK3/ PreK4 Lesson Plan

Good Morning beautiful children of Washington D.C.

Today is Monday April 27, 2020

My name is Ms. Aydin and I teach preschool children at Wheatley Education Campus!

Today we are going to work on matching numbers with their quantities. Numbers are all around us. Numbers are symbols or words that represent quantity. We are going to match numbers 0-10 with their quantities and count along together. It is ideal that children can recognize the number and count so that they can complete this activity independently. In the case that they need support this is okay too. You want to increase the numbers by 5 as they reach independence so if they can match number 0-10 with their quantity successfully, you can begin working on 10-15. If you have sticky notes and a marker at home, please use two different colors - one for the number one for the quantity and mix them all up and have the children match. You can double check and support of course! You can use a poster or anchor chart like me so you can reference it later. Once we match the numbers and their quantities, I will read Good Night Numbers by Danica McKellar. I picked this book because this book is from Dolly Parton's Imagination Library so I believe most of you would have this book at your house. If you do, please follow along as I read. If you have a device you could access the book at this link https://www.youtube.com/watch?v=kMv_DXOicT4

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b. Quantifies

Not Yet	1	2	3	4	5	6	7	8	9
	<p>Demonstrates understanding of the concepts of one, two, and more</p> <ul style="list-style-type: none"> Says, "More apple," to indicate he wants more pieces than given Takes two crackers when prompted, "Take two crackers." 	<p>Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> <ul style="list-style-type: none"> Looks at the sand table and says instantly, without counting, "There are three children at the table." Says, "I have four cubes. Two are red, and two are blue." Puts three bunnies in the box with the two bears. Counts and says, "Now I have five." 	<p>Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p> <ul style="list-style-type: none"> Says, "I have eight big buttons, and you have eight little buttons. We have the same." Tosses ten puff balls at the hoop. When three land outside she says, "More went inside." Puts two dominoes together, says, "Five dots," and counts on "Six, seven, eight. Eight dots all together." 	<p>Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p> <ul style="list-style-type: none"> Uses ladybug counters to solve the problem, "You had eight ladybugs. Two flew away. How many ladybugs are left?" Says, "I have ten cars. I left two at Grandma's, so now I have ten, nine, eight left." Uses two-sided counters to determine different number combinations for fourteen 					

Objective 20 Uses number concepts and operations

c. Connects numerals with their quantities

Not Yet	1	2	3	4	5	6	7	8	9
	<p>Recognizes and names a few numerals</p> <ul style="list-style-type: none"> Points to the 1 when the teacher says, "Where is the numeral 1?" Notices numerals around the room and calls some of them by name 	<p>Identifies numerals to 5 by name and connects each to counted objects</p> <ul style="list-style-type: none"> Says, "Five" as she attaches five clothespins to the 5 card Tells her friend, "That's a 3, and there are three puppies on this page." 	<p>Identifies numerals to 10 by name and connects each to counted objects</p> <ul style="list-style-type: none"> Shouts, "Seven," and jumps seven times when the teacher holds up the number 7 card Says, "I put nine buttons in the 9 box." 	<p>Identifies numerals to 20 by name and connects each to counted objects</p> <ul style="list-style-type: none"> Says, "Kaufee put the 12 card and twelve beads on his necklace." Says, "I drew fifteen flowers to go on page 15 of our number book." 					

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Objective: 20
Uses number concepts
and operations
C. Connects numerals
with their quantities
Recognizes and names
a few numerals

0	1	2
zero	one	two

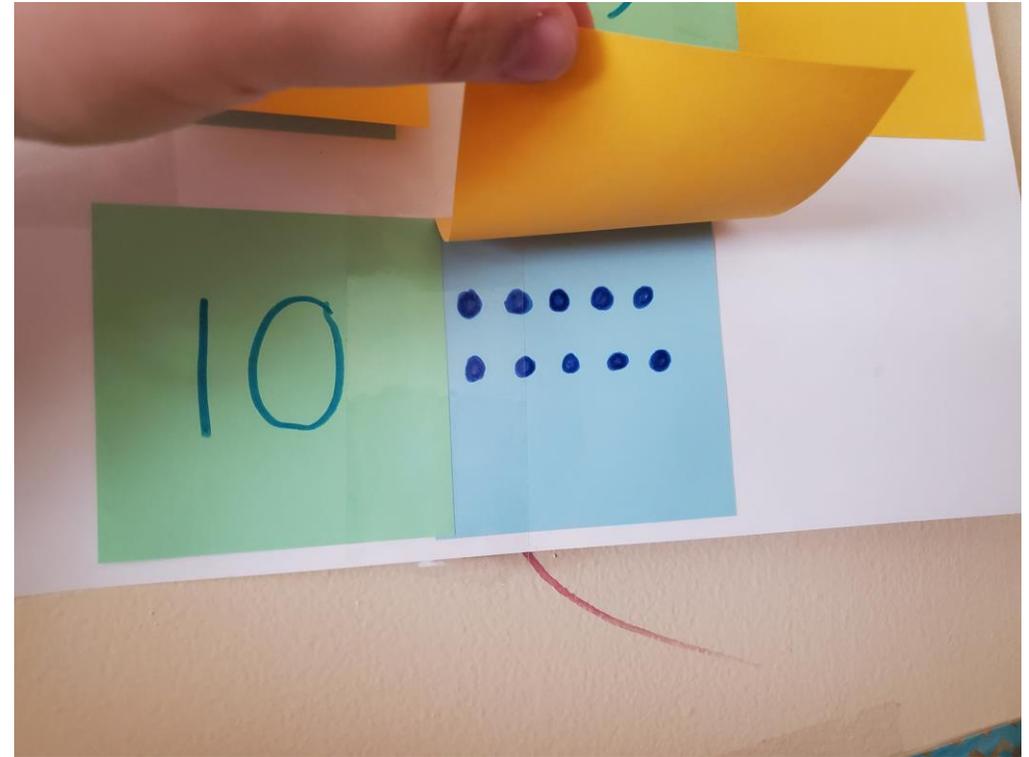
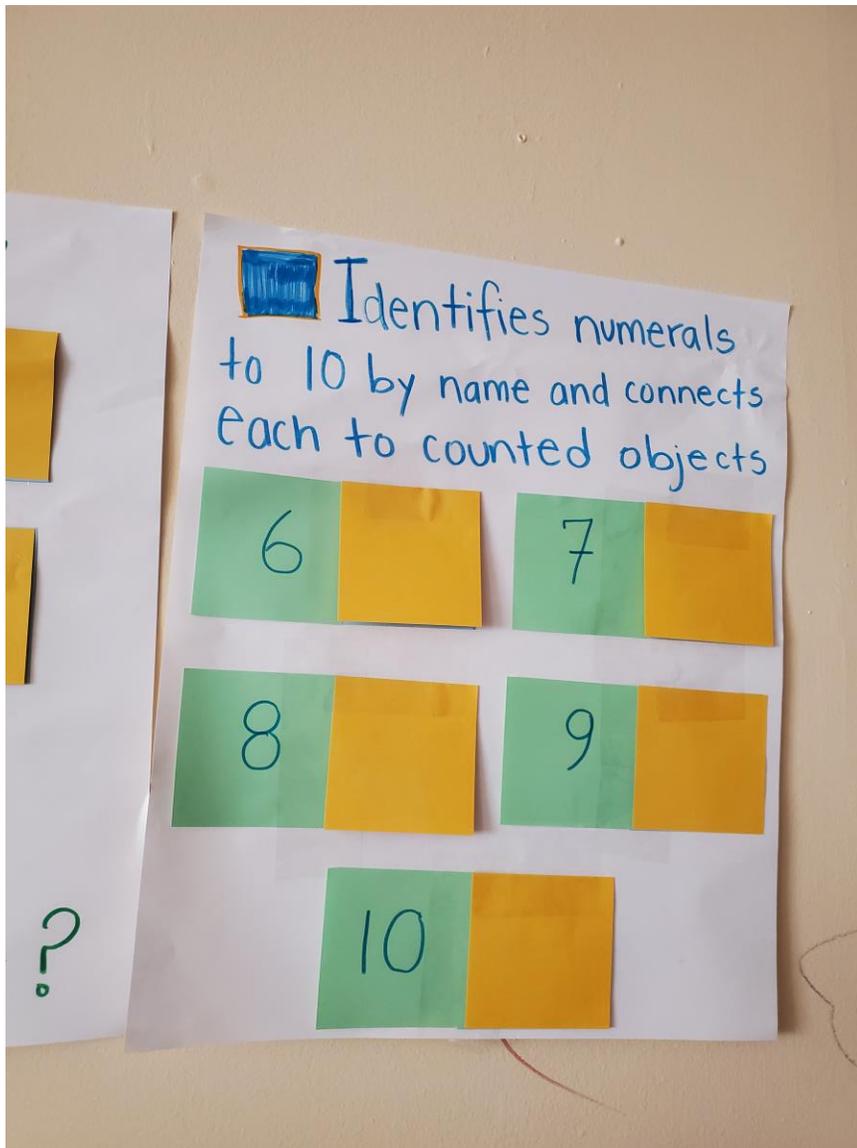
M
with
1
3

Matching numbers
with quantities 1-5

1		2	
3		4	
5			

What comes after?

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You can help your family by setting up the table at home, first you need to figure out how many people will be sitting at the table for lunch, next you can start putting down placemats, plates, utensils, cups, and napkins for everyone.

In closing it is important to know numbers and match it to their quantities. We use this information when we are going to have a birthday party. I am having a pretend birthday party

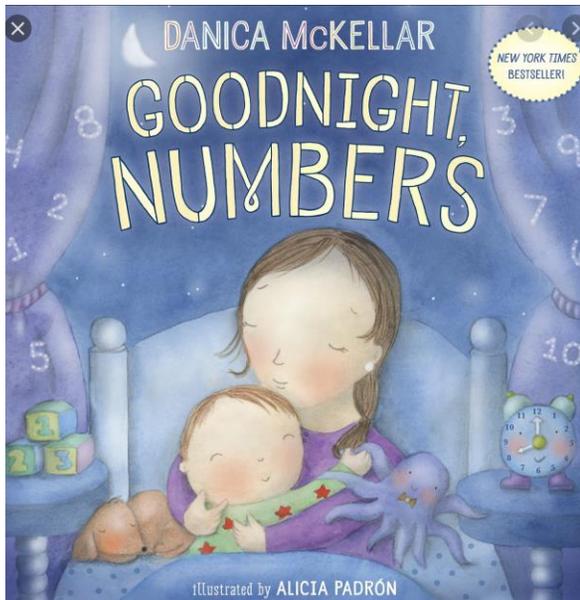
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and I have to figure out how many cupcakes I will need so I am going to list the guests at my party

1. Me
2. My son
3. My daughter
4. My husband
5. My mother
6. My father
7. My sister
8. My other sister
9. And my brother

When I count the number of people, I count 9 so this means I will need 9 cupcakes for my pretend birthday party. If you were to have a pretend party who would you invite to your party? How many cupcakes would you need?

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Good Night Numbers

Author: writes the words

Title: name of the book

Front cover

Children are also seeing that we read from left to right, they are seeing how we hold the book and turn the pages. You can see if they follow these rules when they have a turn reading the book to you.

- Before reading, you can ask your child “What do you think this book will be about?”
- You can also do a picture walk through the book and ask your child to look at the pictures and tell you what is happening on each page.
- As you read through the pages the first time, the child can count the objects with your assistance if needed.

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- You can find the words that rhyme and point them out to your child (spoon, soon; feet, sweet; cans, pans, etc.)
- You can say two words i.e. “dog, cat” and ask your child if they rhyme or say a word “pet” and ask the child to think of a rhyming word.
- For children 4 years old and up, write the rhyming words from the story on flash cards so they can identify patterns. Make the words “**cat**”, “**mat**”, and “**bat**”, and point to the “**at**” rhyming pattern. Have the child say the words with you so that they can hear the rhyming pattern.

I hope you have a happy day all day long!