

Subject/Grade: Mathematics Kindergarten

Lesson Title: Monster Dice Game

Teacher: Ms. Munro

Stage 1: Identify Desired Results

Outcome(s) and Indicator(s):

NK.3 Relate a numeral, 0 to 10, to its respective quantity

- (a) Construct or draw a set of objects corresponding to a given numeral

Treaty Outcomes and Indicators:

N/A to this mathematical game

Objectives (What will the students be able to know/do by the end of the lesson?):

- Students will begin to recognize, at a glance, the arrangement of numbers on dice. (subsidizing)
- Students will work on constructing a visual display of a corresponding number.
- Students will practice their ability to count using strategies such as finger counting and verbal recognition.

Key Understandings:

- I can create a visual representation of a given numeral.
- I can count numerals 1-10.

Guiding questions:

- What are numbers?
- How can we represent (show) numbers?
- What strategies can I use to count?

Stage 2: Determine Evidence for Assessing Learning

This activity will be used as a formative (practice) assessment. Through this activity, students will create a beginning understanding of how to subsidize numbers, at a glance, while rolling a set of dice. As well, students will work on their ability to create a visual representation of the numeral represented on the dice.

As the students are working on their counting strategies (counting on fingers, verbal counting) I will create notes for the purpose of documentation. My notes will document if each individual student was able to accomplish the task, with or without the assistance (scaffolding) of myself.

Stage 3: Build Learning Plan

Set (Warm-up, Focusing the Learning): Time: 3 minutes

- As a collective group, we will count from 1-10 aloud.
- We will talk about the different strategies we can use for counting: verbal counting and counting on our fingers.
- I will introduce the skill of subsidizing by rolling a die and knowing the number automatically.
 - To practice this skill I will hold up fingers, such as four fingers, and ask the students “how many fingers am I holding up?”
 - We will practice this skill together 3 times.
 - I will tell the students that subsidizing/counting becomes easier when see familiar groupings of objects like dots on a die, or fingers on a hand which we will practice using today.

Development: Time: 10 minutes

- I will tell the students that we will be doing a monster counting activity today
- I will introduce the materials (monster template, dice and googly eyes)
- I will give my expectations for this activity (modeling the steps):
 - First, we will roll the dice
 - Using the skill of subsidizing, to the best of our ability, we will recognize and state the counted number
 - We will place the corresponding number of googly eyes onto the monster **SO FUN!!!**
 - We will then use our fingers/ verbal counting strategies to check our answer
- After going over directions I will ask the students to repeat my instructions; clarification will be given as need
- We will do this activity first as a whole collective group, working together to count the dice and to add the corresponding number of googly eyes to our monster templates.
- Our next step is to work in partner pairs to do this activity.
- If time allows, we will then work through this activity individually.

Materials/Equipment:

- Dice
- Pre-created monster templates (20)
- Googly eyes
- Sticky notes (to record observations collected through this activity)

Management Strategies:

- Vocal cues:
 - Eyes and ears on me
 - Turn on our listening ears

Give me 5
- Students will be split into mini groups

Safety Considerations:

- Prior to beginning the activity, we will talk about the ‘appropriate uses of the googly eyes’ to remind the students not to put them in their mouths (choking hazard).

Possible Adaptations/

Differentiation:

- If a student is unable to complete the task independently, we will work cooperatively (scaffolding) to count the total on the dice and to represent said number using googly eyes.

Template - Lesson Plan – Backwards by Design

<p>Learning Closure: minutes</p> <ul style="list-style-type: none">• After the students are settled, I will use a verbal cue (such as ‘eyes and ears on me’) or Give me 5 to gain their attention.• I will ask the students how they completed this activity.• We will review strategies for counting (counting aloud, finger counting).• Finally, we will have the opportunity to show off our accomplishment to fellow peers. • I will tell each student, individually, that they did an awesome job and that I am proud of the work they put into this activity. Counting is fun!	<p>Time: 2</p>
Stage 4: Reflection	

This looks great, Jodie! I love the ‘monster eyes’ idea with relating the numbers to the quantity. They should have a basic understanding of subitization, as we’ve worked on it the past 3 math centers; however, this will be a good review.

As for assessment, I will be sure to have an updated class list for you to give an assessment for each of your lessons. I will also forward you a template that another colleague gave me for assessment. I’m ‘old school’ and want to try an updated assessment tool. You 2 will be great at it!

As well, I’ll have one of you in the classroom for a center and the other one out at the Kindergarten tables by the smart board area. You two can discuss who goes where. Would the dice be too loud in that open area? Does Ayla want to use the books in the classroom or the books from the library?