

DUPLO early math 4+: numbers Lesson Plan

Context (InTASC 1,2,3)

Lesson Plan Created By: Brittany Hagen

Created:

Lesson Topic: Clowns (Math)

Grade Level: Kindergarten- Grade 1

Duration: 30 minutes

Kit Contents: http://odin-primo.hosted.exlibrisgroup.com/nmy:nmy_all:ODIN_ALEPH007736302

Desired Results (InTASC 4)

Purpose: The purpose of this lesson is to practice sequencing numbers to 10.

North Dakota Mathematics Content Standards:

- Counting and Cardinality: Know number names and the count sequence.
 - CC.1 (Kindergarten) Count to 100 by ones and tens.
 - CC.3 (Kindergarten) Write numbers from 0 – 20.
- Counting and Cardinality: Count to tell the number of objects
 - CC.5 (Kindergarten) Count to answer “how many?”
- Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
 - G.5 (Kindergarten) Model shapes in the world by building shapes from components.
- Geometry: Reason with shapes and their attributes
 - G.2 (Grade 1) Compose 2D and 3D shapes to create a composite shape.

Objectives:

Students will:

1. Construct a clown using legos.
2. Count the parts of a clown figure.
3. Draw and write the number of parts of the clown figure.

Assessment Evidence (InTASC 6)

Evidence of meeting desired results:

- Observe students’ clown creation and listen to discussion on characteristics of clowns, record observations.
- Observe students counting of clown figure parts and record observations.
- Drawings (including written numbers) based on created clown figures.

Learning Plan (InTASC 4,5,7,8)

Instructional Strategy: (Check all that apply)

Direct Indirect Independent Experiential Interactive

Technology Use(s): (Check all that apply)

Student Interaction Align Goals Differentiate Instruction Enhance Lesson

Collect Data N/A

Hook and Hold:

To engage students and activate prior knowledge about clowns, ask the following questions and allow time for student responses: “Have you ever seen a clown at the circus? Their special makeup and costumes make them fun to watch. Can you describe how they look?” Create an anchor chart listing the characteristics that students use to describe what clowns look like. State the purpose of today’s lesson “Boys and girls, today we will be using what we know about how clowns look to create them and count their parts. Let’s get started!”

Materials:

- Anchor chart paper
- Marker
- YouTube channel on clowns: www.youtube.com/channel/UCdBbsKw_A-yvE0b9hb1Sl6w
- DUPLO early math 4+: numbers kit
- Card number 9 from the kit
- Whiteboard marker
- Paper
- Markers (colors match lego colors)

Procedures:

1. Use the following YouTube channel to show students little snippets of videos about clowns:
https://www.youtube.com/channel/UCdBbsKw_A-yvE0b9hb1Sl6w. You could also create a slide show of pictures to show them what clowns can look like. Be prepared to discuss the emotions that clowns elicit for certain people. Lead into a conversation that these feelings are okay and that today’s clowns will be fun and will help them learn to count.
2. Add to the anchor chart you made listing characteristics of clowns by what students notice in the video or through looking at clowns.
3. To support students in this process, begin by modeling how to create a clown using the card from the kit (card #9). Discuss the parts of the clown you are creating, discuss how you are looking through the bucket to find just the right piece and that if someone else was looking, you would be polite and share. Model how to create the clown and ask “why is there a seven on his head?” (seven pieces were used to create him).
4. Have students work in small groups to create the clowns with 8 and 9 on their head (as indicated on card 9 in the kit – see the kit for several other activities to use with the Duplo lego blocks).
5. Once students are able to successfully create these clowns, have them create their own,

STEM Collaborative Cataloging Project

placing the correct number on the clown's head, corresponding to the number of pieces used to create it.

6. Have students draw the clown using the correct colors and labeling the parts with corresponding numbers, if they have that skill.
7. Remind students to think of the characteristics discussed earlier when creating their clowns.
8. Have students share their creations with the class or other small group members. Discuss the characteristics of the clown or have students explain.
9. Be sure to count the number of parts together as a class or small group. Record these numbers on the board so students can see and practice them.

Summary: Teacher-directed statement: "In today's math lesson, we learned what clowns look like. We also practiced building clowns and counting their parts. Be sure to use these counting skills in your everyday life. Thanks for learning with me!"

Resource: Early Math 4+ 9540 Numbers Teacher's Guide

Reflection (InTASC 9)

Reflect On:

- *Preparation*
- *Planning*
- *Teaching*
- *Student Engagement and Participation*
- *Evidence of Student Learning*

Standards

Council of Chief School Officers. (2011, April) *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: a resource for state dialogue*. Washington DC. Retrieved from http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf

North Dakota Department of Public Instruction. (2011) *North Dakota English mathematics content standards*. Bismarck, ND. Retrieved from <https://www.nd.gov/dpi/uploads/87/math.pdf>

This project was made possible in part by the Institute of Museum and Library Services. [SP-02-15-0044-15]