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| **ECAPE Lesson Plan** | | |
| **Learning Objective:** I can count to five. | | **Lesson Notes/materials:**  This can be used for preschool classes and the activity will take 5-10 minutes. This activity was modeled at Wednesday’s session “Teacher Tested and Kid Approved: Movement Mania” by Cherie Harrington.  Visuals as needed. |
| **SOL:** Physical Development Foundation Block 1: Skilled Movement/Non-Locomotor Skills  e) Perform criss-cross pattern activities  Physical Development Foundation Block 1: Manipulative Skills  d) coordinate eye-hand and eye-foot movement to perform a task.  Mathematics Foundation Block 1a) Count forward to 20 or more.  b) Count a froup (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence)  Mathematics Foundation Block 4: Geometry  d) Describe a position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.  Note math block 1 a and e | |
| **Link to Background Knowledge** | | |
| Students have been previously introduced to position words (and prepositions). Students went on a field trip and experienced the action of picking fruit. Students have categorized and counted healthy and unhealthy foods. | | |
| **Engage and Explain** | | |
| **What is the knowledge or skill that students will need to be successful in meeting the learning objective?**  Students will be partnered up with another peer and face each other. Divide children into two groups. One group is the fruit pickers and the other group will be the helpers. The pickers will pretend to reach in different locations to select the pretend fruit. (The object is to place the pretend fruit in their partner’s hand). The helpers will stand with one arm behind their back and extend the other arm with the palm up and move the hand in different positions and levels. The pickers will pick 5 cherries and place in the helpers’ hand one and a time and both children will count as they touch hands. | | |
| **Active Learning** | | |
| **How will students apply the new knowledge?**  By picking pretend fruit, students will demonstrate ability to count to five in different settings. The students will also demonstrate ability to cross midline, improve non-locomotor skills (balance) as well as responsible behaviors. | | |
| **What will you do for students who have early success? How do you extend their learning?** Teacher will facilitate learning with positional words (over, under, above, below, top, bottom) by encouraging child to move hands in different positions. Teacher may also encourage children to use ordinal numbers or count higher than 5. Extensions: Children can take turns playing High Ho Cheeri-O. | **What will you do for students who need additional support (special needs, EL, or more time/practice)?** Teacher may use hand over hand, visual supports, allow children to sit instead of stand, use verbal prompting, use actual props such as basket, and/or modifications with body (ex: use two hands). | |
| **Reflect** | | |
| **How will students connect new learning to previous learning?**  The fruit picking activity links to previously learned vocabulary (ex: fruit names, positional words), counting, and balance activities. | Assessment:  **\*How will students know if they got it?**  Formative assessment -checklist will be used to see if they can count to five Summative assessment – checklist to see if they can count to five  Teacher or peer will celebrate students’ success. | |
| **Next Steps** | | |
| **\*What is the real world application for this new learning?**  Counting Items with a child, like food, towels, or toys can help make a real-life connection to what they learn in school and make learning fun. Linking objects with numbers enables a child to count with understanding. Mastering one-to-one correspondence is essential for organized, meaningful counting. This leads to an eventual ability to add and subtract. Mastering one-to-one correspondence is important for a child's reading success as well, as it reinforces the print-to-voice connection. This means that your child "says" what he or she "sees." | | |

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