**Math Lesson Plan**

**Name** Shannon Morean

**Title of Unit** N/A

**Title of Lesson** M&M Ten Frames

**Grade Level** Kindergarten

**Content Knowledge** Counting, Using Ten Frames

**Rationale** This lesson is important because it will reinforce students knowledge of ten frames and counting small amounts.

**Standards** 2.1.6 – create a sorting method

 2.1.3 – group objects in sets of ten (in our case less than ten)

**Goal(s) T**he student will be able to count small amounts of numbers and graph the information.

**Objective(s)** The student will be able to sort the M&Ms into different colors.

 The student will be able to count up to ten.

The student will be able to trace and color the correct number of M&Ms for her or his ten frame.

**Formative Assessment** The teacher will observe how well the students are able to sort colors into separate groups.

Students will share their information with other students and/or the teacher.

 The paper will be collected and participation points will be given.

**Procedures / Events of**

**Instruction**

**Review:** Ask students what a ten frame is; explain that it is used to count to ten.

The teacher tells the students that today they will be sorting things into colors and counting the objects.

The teacher pulls out the M&MS, announcing that they are not to be eaten until after they have completed their papers.

First, the teacher goes over what they will be doing. She puts her paper on the board/table. She does the blue and brown. As a class the students do the green and orange as a group. Lastly, she will two students up to do the red and yellow.

**Development:**

(Put them into groups first…unless they want to work alone.)

After the teacher shows them what they are doing, she passes out the paper and M&Ms. If the students have questions they should ask.

Students will work alone or together to count, sort, the M&Ms into their color groups. After they have them sorted, they may color their ten frames, the correct amount.

 **Review and Closure:**

If they finish, they must show the teacher(s) before eating the M&Ms.

If time allows, show of their work to the class.

Materials: Paper (included)

 M&Ms (bought)

 Pencils and crayons

References: N/A

Mode: Work as a class and then divide into groups of two or work alone.

Special Adaptations: Students could work with a partner instead of working alone.

Put the color next to the name on the paper so students know where to put their M&Ms.

Anticipated Difficulties: Not working well together. (Let them work alone.)
Not having the correct color crayon or having a pencil. (Teacher has extras.)
Confused. (Ask a teacher.)

Papers Attached: Ten Frame Worksheet