

Math lesson plan essay

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**ASSIGN
BUSTER**

The Matching Mittens Learning Domain: Mathematics, Fine Motor, Cognitive
Overview & Purpose: From the story "The Mitten", children will have sets of mittens and they will need to lay the mittens out in order along with being able to match the number with the word number. What will be learned and why it is useful. Education Standards Addressed If your state has early learning standards, please identify and list the standards that this lesson addresses Objectives: (Specify skills/information that will be learned.

)Counting, one-to-one correspondence, matching groups of objects, sorting, along with being able to recognize the correct order of numbers, and then identify the name of the number along with the number itself. Materials Needed: Black marker Card stock for cutout mitten pattern Scissors Content: (Specific skill/ concept being taught in lesson) Counting Ordinals Sorting one-on-one correspondence Vocabulary: One (1), Two (2), Three (3), Four (4), Five (5), Six(6), Seven(7), Eight (8), Nine (9), and Ten (10) Other Resources: "The Mitten" book by Jan Brett Would give them the opportunity to research the animals that were talked about in the book. Procedure's: (List of steps in lesson delivery) Include as applicable and in order of delivery: Examine & Talk, Demonstrate, Model, Plan, Guide, Record, Describe, Explore, Acquire, Practice, etc. Have the cut out of mittens randomly placed on the floor. In a small group ask the children to line the mittens up and the correct order 1-10. As the teacher you first demonstrate by placing the first mitten that starts with one. Make sure to show the children that you picked up the letter one.

Then ask the children which number comes next. Once the children have lined all the mittens up correctly, next you are going to have the children match the words with the correct number. You will again start with the letter

one, by picking up the word one, and placing it with the number one. At the end of this activity, have the group count together from 1 to 10. You can also ask the children questions like: What mitten has the biggest number own it? Which mitten has the smallest number own it? Another activity would be taking away 6-10 and playing a game with only 1-5.

I would have the small group of children close their eyes and remove one of the number from the group of teens 1-5. The children would need to tell me what number missing from the group. I would then do the same activity with the words also. Evaluation/ Summary: When it comes to this activity, most children will love this activity, and have know challenges or difficulty performing the asked tasks. A few children might struggle with matching the words with the numbers.

This would be an activity that I would repeat again and use when it comes to learning numbers.