Lesson Plan

Lesson Plan by: Kirsten Schneider
Lesson: Find the Missing Number
Length: 30 minutes
Age or Grade Intended: Kindergarten

Academic Standard(s):
- Math:
  - K.1.6 Count, recognize, represent, name, and order a number of objects (up to 10). (Math mathematical goals and students needs)

Performance Objective(s):
- Students will be able to recognize the missing number by putting the number one through ten in order with 95% accuracy.

Assessment: (Lesson Assessment)
- With a partner, students will play the missing number game. One partner will take a number away while the other partner closes their eyes. The partner that took a number away will tell the other partner to open eyes and put the cards in order. The other partner will have to put the cards in order even if they already know the missing number. The justification of the assessment is the students putting the card in order.

Advance Preparation by Teacher:
- 10 different sets of 1-10 cards

Procedure:

Introduction/Motivation (before activities): (10 minutes)
- With the teacher set of cards have all the students together count up to ten. (Activating background knowledge)
- Next, explain that sometimes when we do math we do not know all of the numbers and need to find the missing number.
- Today we are going to be planning a game and your job will be to identify the missing number.
- Here is how we are going to play with a partner: I am going to close my eyes and then “Joe” is going to take one of my numbers. After he has taken one of my numbers, he is going to tell me to open my eyes. To figure out which number he has taken I must put them in order and skipping over which number he took. When I put the numbers in order, I can justify or explain way I think he took that certain number.
- Does anyone have any questions? (Clear up questions and expectations)

Step- by- Step (during questions and extensions): (20 minutes)
- Hand out the number cards to each student.
- Ask the students: What do you think I want you to do now with your cards? (Put then in order)
- After the students have put them in order, assign partners; try to put together a boy with a girl.
- Before they move into groups, ask them how to find the missing number, what is your job? (To put them in order)
- Have the partners begin to play the game!
• As the partners are playing the game walk around to each group and make sure they are playing the game correctly. At each group ask the question: How do you know that that specific number is missing. (Listening Actively and worthwhile expectations)
• If the students are not putting, the numbers in order remind them that their job is to put them in order and ask they why do you think I want you to put them in order.
• If it becomes too easy for the students to identify one number, you can have the students identify two or three missing numbers. (Student’s needs and adapting the task)

Closure (after discussion): (5 minutes)
• Regroup the students and explain the importance and finding the missing number. Sometimes when we do math we will see a pattern and need to find the missing object. Our pattern today was counting but next time it will be shapes. (Summarizing the main ideas and listen actively)

Adaptations/ Enrichment:
• ADHD- These students need to have the opportunity to get up and move. Therefore, these students will be able to move to a less distractive place in the room that will help them focus.
• Gifted/Talented- These students will have cards up to 20 and can find up to 5 missing numbers. (Student’s needs and adapting the task)

Self- Reflection (reflecting on the design):
• Does the assessment align with the objective?
• Did I adapt to the needs of all my students?
• Where the questions engaging and expand on the students learning?