



## LESSON PLAN by: David Hayden

### Lesson: Pop-Sickle Matching

Age or Grade Intended:  
Kindergarten

**Academic Standard(s):** K.1.1 Match sets of objects one-to-one, K.1.2 Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another.

**Performance Objectives:** The kindergarten students will be matching different objects one-to-one, they will be matching different color pop-sickle sticks. The student will be able to match the same pop-sickle stick nine out of ten times.

**Assessment:** The kindergarten students will taking pop-sickle sticks and they will match the ones that are the same color. I will walk around and grade each one of them to see if they achieved their nine out of ten goal.

**Advanced Preparation by Teacher:** Prepare bundles of ten pop-sickle sticks for each student.

#### Procedure:

**Introduction/Motivation:** Talk about how the kids like some pop-sickles and not the others so they separate them, and then tell the kids they get a pop-sickle when they get finished with lesson.

**Step-by-Step Plan:** 1. Place students into groups of two.

2. Have students match their objects one-to-one. Ask them if they have any objects left over.

3. Explain to students the concepts of *equal to*, *more than*, and *less than*.

4. Ask students whether they have equal to, more, or less of one object over another.

5. Have the students set three of the sticks from one of the bundles aside and match the remaining objects one-to-one.

6. Ask the students whether they have equal to, more, or less of one object over another.

7. Repeat the exercise several times in a row, varying the number of objects used. To further reinforce the process of matching objects one-to-one, repeat the activity over several days.

**Closure:** Students will get a pop-sickle and then you can start talking about history of the pop-sickle then move on from there.

**Self-Reflection:** How will you measure the impact your teaching of this lesson had on your students' learning? **At the end of the week after doing the activity on Monday and Wednesday I will give the kids a final test to determine if the lesson worked out well or not.** What will you use to help you decide what needs to be taught next or what needs to be retaught? **I will use my test at the end of the week to decide if I need to keep working on the same lesson or if I can move on to matching objects two-to-two or higher.** How will you determine what to do differently next time to improve the lesson delivery and/or planning? **I will assess my lesson by taping it and looking over the test and take notes while teaching the lesson to see if children get board and tired, or if**

they are making a common mistake so I can work on the mistake or make the class more interesting so my kids don't get bored.