**Lesson Seed: Last Man Standing** (Lesson seeds are ideas for the domain/cluster/standard that can be used to build a lesson.Lesson Seeds are not meant to be all-inclusive, nor are they substitutes for instruction.)

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| **Domain:** CC: Counting and Cardinality  **Cluster:** Know number names and count in sequence.  **Standard(s): K.CC.A.1** Count to 100 by ones and tens. |
| **Purpose/Big Idea:** Verbal counting by ones 0-5. SMP 7 – Students discern a pattern or structure in counting.  (This activity is a good routine to use with students in a short period of time.) |
| **Materials:** none |
| **Activity: Last Man Standing**   * Explain that students will be counting from 0-5 in this activity. * Write the numbers on the board. * Count with the students aloud to practice. * Tell them they will take turns counting and the student who says 5 will sit down and stop counting. * Have the students stand in a circle. * Pick a student to start the count. (Make sure the student who will be number 5 is one who understood the directions.) * After about half the students are sitting pause the counting and ask if they see a pattern and can predict who will sit down next. * Each time a student sits ask the students to predict who will sit next. |
| **Guiding Questions:**   * Who will be the next student to say “5” and sit? How do you know? What patterns do you see? * If we forget which number comes next, what tools do we have in our classroom to help us? (number line, calendar, hundreds board, etc…) |
| **Scaffolding:**   * All students continue to count.   **Extensions:**   * Count 0-10 * The students who sit stop counting and instead listen for mistakes. If they can identify and correct the mistake they can switch places with the standing student. * After students have identified the pattern in the initial counting sequence, change the “start student” and see if students can predict the next person to sit down. * Count backward. * Start with a number other than 0 or 1. (K.CC.2) * After students have used this routine successfully, while students are counting, stop the sequence and ask students to point to the number, just said, on the board (or a number line). The teacher can also ask all students to “sky write” the number with their finger. |