

**Lesson:** Academic Vocabulary

**Subject:** Vocabulary/Mathematics

**Grade Level:** Kindergarten

**Date(s):** 11/23/12, 12/1/12, 12/5/12

**Duration:** 20 minutes each- during morning routine work (small group lesson)

**Lesson Objectives:** In this lesson students will be exposed to the Common Core State Standards Math Vocabulary for Kindergarten. They will learn to take individual phonemes and blend them together to create a word.

**CCSS:**

**K.CC.4** Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.

**a.** When counting objects, say the number names in the standard order; pairing each object with one and only one number name and each number name with one and only one object.

**b.** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

**K.CC.5-** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects

**K.G.1-** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

**K.CC.3-** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.)

**K.MD.3-** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count

**Materials:** Math Vocabulary Cards with Images (See Attached), Word Wall

**Resources:** Kindergarten Math Vocabulary Assessment (See Attached)

**Rationale/ Background:** Students will be assessed as to what vocabulary they already know and what vocabulary is new to them. This knowledge will allow the teacher to be sure the academic vocabulary chosen to be focused on in the lesson is appropriate for the target learners.

**Opening:** The teacher explains that as you get older there are math words that we use in every grade and as adults. He/she then tells the students that they are going to look at some vocabulary cards of these very important words. While looking at these words we will work together to determine what they mean and create a journal entry drawing for each to function as a working definition.

**Middle:** The teacher then explains that some of these words may have similarities and could be grouped together. In small groups the students will group the words in ways that they see fit and create a word wall to be referred to later.

**Conclusion:** The Word Wall Game: The objective of this game is for students to find words on the word wall using clues given by the teacher, or another student. Clues may consist of a definition or description of a word. Once the clue is completed students raise their hand to announce they know where the word is found on the word wall. The student then goes to the wall, identifies the word, and says it. A clue is then given for another word.

Sample clues for a Kindergarten word wall: "I am thinking of a word that..."

- describes a shape with 3 sides
- starts with the letter \_\_ and ends with the letter \_\_
- names the day of the week that comes *before* Wednesday

**Adaptations and Extensions:** For students who have difficulty with the more advanced math vocabulary, the teacher may adapt the word list so that it contains simpler words with less complex definitions. The teacher may also give the student picture cards for all words or allow him/her to use his/her journal entries, even during word wall game. For students who seem to grasp this idea already the teacher can modify the word list so that it contains larger words with more complex definitions.

**Assessment:** Upon completion of the Word Wall Game, the students will be re-assessed using the same assessment as that given prior to the lesson. The goal is that the student has obtained a greater number of vocabulary words than was mastered in the pre-assessment.