***TEKS objective*:**

**§111.2**. Mathematics, Kindergarten, Adopted 2012.

**(2)** The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.

 ***(D)*** *Recognize instantly the quantity of a small group of objects in organized and random arrangements*

* ***Product***: Packing the Lunch Box- Recognizing Small quantities of food items in organized and random placement.
* ***Introduction***: While the class enjoys preapproved snacks I will call the students up to my desk one-by-one to practice packing a lunch. They will verbally answer questions about the packed food items I have prepared for them to choose from to test their mastery of the given objective. They will be expected to instantly recognize small group quantities in organized and random arrangements.
1. Condition- Individual sitting in front of me at my desk while others enjoy preapproved snacks
2. Behavior- Packing meals and verbally answering questions about object quantities
3. Criteria- They will have accomplished the objective once I see they have the ability to accurately recognize organized and random quantities, and can verbally explain it to me in a timely manner.
* ***Focus:*** Yummy snacks
1. Real Life/ Relevance is accomplished through every day food choices and practice preparing a meal.
2. Engagement/ interest is accomplished by implementing foods that I know the particular students enjoy in the lesson and role playing like the lunch ladies/men preparing meals for others. Having multiple choices makes it more pleasing to the students as well, allowing them to experience a sense of control, or adult like behavior.
3. Synthesis/ critical thinking is applied by having them pack a variety of food items and sort them out to see different quantities of colors, shapes and sizes; some in an organized manner and some dispersed randomly.
* ***Explanation:***

Once the student is sitting in front of me at my desk I will have them pick from a variety of food choices to put in their lunch box. All the students will be handling the same food, so we will put gloves on together as if we are lunch ladies/men preparing meals for others. Before they can put these items in their lunch box, they must follow my directions and answer my questions. Some directions might include taking food items out of their containers to count. This will give the student experience with an authentic variety of food choices and quantity recognition.

***Examples of Questions***:

* Question 1. How many strawberries are there in the baggy?
* Question 2. How many almonds are in the cereal?
* Question 3. How many blueberries are there?
* Question 4. Which bag or container has 5 carrots?
* Question 5. How many cheese cubes are orange?
* Question 6. How many of the cheese cubes are yellow?

**Math - Problem Solving:**  Packing the Lunch Box- Recognizing Small quantities of food items in organized and random placement.

Teacher Name: **Ms. Lambright**

Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CATEGORY  | **4** Excellent  | **3** Satisfactory  | **2** Fair    | **1** Unsatisfactory  |
| Accuracy  | Student accurately recognized organized and random quantities. | Student accurately recognized all but one, or two of the food item quantities.  | Student was able to recognize most food item quantities, but had trouble with food items in random arrangements. | Student was unable to recognize the majority of food item quantities in both, organized and random arrangements.  |
| Strategy/ timely manner  | Student used an efficient and effective strategy to separate and count food items. Student completed each exercise quickly.  | Student typically, uses an effective strategy to count and recognize different quantities. Exercises were completed in the time given.  | Student sometimes uses an effective strategy to solve problems, but does not do it consistently. Student needed more time to complete the exercises.  | Student rarely uses an effective strategy to solve problems. Student was unable to recognize majority of food item quantity |
| Mathematical Terminology | Student understood and used accurate mathematical terms to describe quantity.  | Student used most of the correct terminology, making it fairly easy to understand quantities observed.  | Correct terminology was used, but sometimes not easy to understand what was recognized.  | There is little use, or a lot of inappropriate use, of terminology/numbers/ comparison words. |
| Neatness and Organization  | Student organized food items in a neat, clear and organized fashion that was clear and easy to read while recognizing quantities.  | Student categorized food items in a neat and organized fashion that was usually easy to read while recognizing quantity.  | Student unpacked food items in somewhat of an organized manner.  | The student carelessly unpacked food items and lacked organization skills during the exercise.  |