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Individual Lesson Plan - Counting by Tens

ELD-375

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RATIONALE:

* Counting by tens is a very important skill to learn and understand because it helps children count more quickly and easily. Counting by tens is used all the time and once they understand the concept, they will be able to use it more and more.
* Common Core State Standard: 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.
* This lesson is important because once students understand this concept, they will be able to use it in the future in order to count more quickly and it may help speed up the process of understanding future lessons (e.g. counting money).

OBJECTIVE

* Students will be able to count groups of 10, up to 10 tens and write how many.

LESSON PROGRESSION

* My lesson is for a Gifted and Talented group of 1st graders. I will be going along with their *Envisions* math program that they give teachers and because this is specifically what they should be learning through the program, it is appropriate for the age. Also, I looked into the Common Core State Standards for the first grade and made sure that it matched up well.
* Math is a gradual learning process that connects many pieces together. Counting by tens is a huge idea that has been used in the classroom (counting the days of school using straws and bundling them together in tens or with dimes) but the children may not necessarily understand why they are counting like this. They see the pattern and they know how to do it, but getting a bigger understanding of why is the big picture.
* First, I plan to have an engaging large group activity to introduce the topic. I will call the students by tables over to the rug. I will ask five volunteers to stand up and I will ask the students to make a spot for them to stand in a line that all the children could see.
* I will ask the first student to put out their hands so everyone can see. We will talk about how each of us has ten fingers but we will double check (in order to show them how long it takes and how counting by tens is a tool to help you count quicker). We will go through two students by counting them and then we will try to figure out how many fingers there are in total with the five students, how they got their answer, and why they think this.
* If they are understanding this, I will want to go a little bit further and introduce the idea of tens and ones together. I will have the last student standing put down a few fingers and have the children try to figure out how many fingers they are now, how, and why. This is a good way to introduce the idea of remainders if they are ready.
* Then, I plan to get math manipulatives which are wooden tens blocks. Each child will receive a set and we will practice making a number using the tens blocks and I will alternate by saying a number and making it, having them tell me what number it is or make it on their own.
* After, I will send the students back by birthdays and have the paper passer pass out the worksheet.
* I will go over the worksheet with the students on the projector so they understand what to do and tell them to look at the whiteboard when they are finished with the worksheet for an enrichment activity.
* Before they can start on the enrichment activity they will need to raise their hand for me to check their work. If they get everything correct on the worksheet, they can proceed.
* If they have something wrong or struggle I will conference with them individually and ask questions in order for them to figure out the correct answer.
* Throughout the whole lesson, if children are struggling I will take a moment and repeat something I have already said or try to find another way to have them understand it. If students are having trouble with the worksheet I will sit down with them and go through things slowly by asking questions or even bringing the tens blocks over so they can see it that way which may help.

OTHER CONSIDERATIONS

* The materials that I will need for this lesson are: math manipulatives, clipboards, pencils, a whiteboard with a marker, a worksheet from the *Envisions* program, and a projector to go over the worksheet with them and give them all the directions easily for everyone to see.
* The source of this lesson is the *Envisions* math program. I found this lesson in the lesson book that my teacher had and when I asked to do a lesson she told me to do this one because that would stay right on track with what they were learning. I did adjust this lesson; I pretty much made it my own. I took a look at what needed to be accomplished and used the worksheet that was provided and worked my lesson around that.
* Some possible questions I will ask are: "Are you sure? Let's count them together.", "How do you know?" "Have you seen this idea somewhere else before?", "What would happen if we had ten students up there? Would take a long time to count all of the fingers individually?". "How many groups of tens do we have here?" "What happens when not everyone has all ten fingers up?", "Can you explain to me how you got that answer?", "Can you tell me when it would be a good idea to count by tens rather than ones?".
* Some classroom management that I will include into the lesson will be to ask the paper passer to pass out the paper while the students are going back to their seats so not only are they getting what they need, but there is no lag time. Also, when I send them back to their seats I will send them back by birthday month.
* I expect the lesson to go well. Because they have counted by tens in the past this should not be difficult for them. It may take a little while to have them fully understand why it is possible to count by tens but afterwards, I do not except many issues. I am worried about misbehavior occurring during the beginning when the math manipulatives come out. I will be prepared to either send a child to their seat, or use the projector to show them what they could have done but were too rowdy to do. Also, because they are always having something to do and because I changed up the activities, I do not think they will be bored and this way, I am also keeping them interested.

DIFFERENTIATION

* I plan to have my enrichment activity at the end to be very open ended in order to promote differentiation. This enrichment activity may act as even an assessment for some students. This is added in because of the different paces that the students work in. Some may finish everything quickly and need this extra piece, others will not get to it then, but will be done eventually. After the students complete their worksheet they are to get out their math journals and write a math story problem about and using 10s. Their job is to take it where ever they want to as long as they follow the basic directions.
* Another way to differentiate will be for me to tell them they can challenge themselves and write a story using tens and ones.
* My field placement classroom is a Gifted and Talented classroom. They are on high levels for their age/grade. However, obviously there are differences in learning styles. The way I have tried to accommodate for this, is to have various "stages" of my lesson. First, it will be a group activity on the floor, where they are sitting in a circle and it will be interactive with math manipulatives and discussion. Then, they will be seated doing their worksheet individually. After that, I give them an opportunity to be creative and write a story using pictures, words, and numbers which they are allowed to color. Not all students are extremely creative and can think outside the box for the last portion. I will give an example on the board to get their minds going, but only using words. There will be of course students who take exactly what I have but change a few words or numbers around. However, they will still have to draw and show it using pictures and numbers. That example will benefit all students; especially those students who need an extra push and can get creative.

ASSESSMENT

* The objective of the lesson was to teach students how to count by tens, up to ten tens, and write how many. The worksheet given to students tests their understanding of that; however, the unstructured creative enrichment activity is able to check for understanding even further.
* I will be looking for accuracy in the worksheet, when conferencing I will need to hear clear explanations in order to make sure my objective was met, and when I am looking over their math journal entries I will need to see pictures, words, and numbers show me understanding of 10s.







