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Math Lesson Plan: Ways to make numbers

ELD 375

4-11-13

Subject/Topic: Math

Grade: 1st Grade

Standards: 1.NBT.4 - Use place value understanding and properties of operations to add and subtract.

Objective: Children will be able to make numbers in different ways.

Procedure:

* I will call students to the rug along with a clip board and a pencil. Tell the students to leave the clipboard in front of them and do not touch it until I say you can.
* I will start out the lesson by saying "I have noticed that you all have been learning this great skill in math and that is to pull apart this BIG number and figure out how many groups of ten there are and how many ones."
* "Can anyone show me that they definitely have mastered this? (write 24 on the board) How many tens are here and how many ones?"
* Write answer 2 tens and 4 ones.
* "I have noticed that you have been making great connections with the activities we are doing in math and in other things such as morning meeting. I have heard that some of you see similarities between what we are learning and things like morning meeting with place value and the tally marks."
* "Math is ALL about making connections and using the information we have learned before to learn new things."
* "Who is ready to learn a new skill in math that builds off the information you already know?"
* \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*Pass out worksheet around the circle at this time.
* "Great, so write the number 24 in the first blue box on your worksheet and look up at me. Tell me what this '2 tens' means right here, what is this number?
* 20
* and these ones? 4.
* "Together they make 24, right?"
* "We have this example here of 20+4=24 now turn and talk to a partner about another way you can make the number 24."
* Get answers and write them on the board. Tell the students that you are creating addition sentences and for them to write them onto their worksheet.
* "Next, I will show you a strategy that you can use to quickly and easily create a number in different ways."
* Can anyone give me a nice big number more than 40 but BELOW 100.
* Get a number
* "Okay so let's start how we started before, can anyone tell me how many groups of tens there are and how many ones?
* "So what does the tens represent?"
* "Now from here, it is going to be a piece of cake. We learned how to count by tens before, but now we will just subtract 10 from this number and add it to the other".
* Do it again together and tell them to pay attention because next they will have to do it on their own.
* "Can someone tell me what is the first step?" "Next…" until they have the answer.
* "These numbers on the left are the number of tens and the number on the right show the number of ones."
* I will dismiss the students to their seats by color that they are wearing.
* Tell the students to open up their worksheet and look up on the projector.
* Go over the top part and explain this is exactly what they did. We are breaking up tens to make more ones.
* Tell the students to look at the example done for them. Read the directions and show that the number of tens is 2 so that makes 20 and there are 3 ones so that makes 23. Then they have to find two more ways to make the number.
* Then they can go on to numbers 5 and 6. When they are finished they need to raise their hand and have a teacher check. Then they can go on the back. When they are finished, they should get the worksheet checked and look up on the board for a bonus question to write in their math journal.
* Math journal question: Miss Favia has 78 cents. What are the different combinations of dimes and pennies could she have? Draw a picture and write your answer.