

Math: Grade 1, Lesson 14, Count and Write Numerals

Lesson Focus: Count and write number of objects in a group

Practice Focus: Students become more flexible with counting as they count both 10s and 1s in order to determine the number of objects in a group.

Objective: Students will write numerals to show how many objects are in a group.

Key Vocabulary: model, label, row, column

TN Standards: 1.NBT.A.1

Teacher Materials:


- A group of objects (counting bears, square tiles, macaroni noodles, unifix cubes...)
- Counters
- Printed color copies of Task Cards (See Appendix)
- Paper
- Markers
- Document Camera
- Student Practice Packet

Student Materials:

- Paper
- Pencil
- Student Practice Packet

Teacher Do	Student Do
<p><u>Opening</u> (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for math! Today’s lesson is for all our 1st graders out there, though all children are welcome to tune in. This lesson is the fourteenth in our series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools! I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lesson, you can find it on the TN Department of Education’s website at www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others. But, it might be more fun if you first go back and watch our other lessons since we’ll be talking about things we learned previously.</p> <p>Today we will be learning about how to count and write numbers! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Paper• Pencil• The student packet for Math, Grade 1, Lesson 14 which can be found at www.tn.gov/education	<p>Students get materials ready for the lesson:</p> <p>Paper</p> <p>Pencil</p>

<p><u>Intro</u> (3 min)</p> <p>To get ready for our lesson today, let's get our workspace ready. I am going to lay out some paper and pencil on my writing surface. You lay out your paper and pencil too. [Pause]</p> <p>For our first task, let's get our brains thinking about counting and writing numbers.</p> <p>[Teacher will need a total of 25 objects to count.] [1st - Teacher lays out 19 counting objects (i.e. - counting bears, square tiles, macaroni noodles, unifix cubes...) in one row of 10 and another row of 9.] I have some [insert object name here] that I need to count. Notice my [insert object name here] are arranged in one row of 10... [Teacher models counting all 10 items by placing finger on item as he/she counts aloud.] My second row must have less than 10. Count along with me as I count how many objects are in my second row. [Teacher models counting 9 items in the second row by placing a finger on an item as he/she counts aloud.] What do you think is the best way for me to count ALL OF MY [insert name of objects here]? Well, I know there are 10 [insert name of object here] in the first row. Can I count by 10s? [Pause] Hmmmm...you're right... both rows do not show the same amount of objects. The second row has less than 10 objects. [Pause] I know! I can count on from 10 by 1s. Can you count with me? 10..... [Teacher runs finger across the row of 10 as he/she says 10 aloud. Then teacher then counts 11 thru 19 touching each item as he/she goes.]11 - 12 - 13 - 14 - 15 - 16 - 17 - 18 - 19.</p> <p>Great job counting with me. Let's write the numbers that represent our counting strategy. First we counted a row of 10. 10 [Teacher runs finger across the row of 10 as he/she says 10 aloud.] So, I will write the number 10 at the end of my row to show I counted a total of 10 [insert name of object here]'s in this row. [Teacher write the number 10 to the right of row 1.]</p>	<p>Students set up work space with needed items.</p> <p>Student observes.</p>

<p>Great! Next, we counted the bottom row by 1s. I will write our numbers as I count. [Teacher then counts 11 thru 19 touching each item as he/she goes and writes each number underneath as he/she counts.] 11 - 12 - 13 - 14 - 15 - 16 - 17 - 18 - 19.</p> <p>Thank you for helping me count the total number of [insert name of objects here]. We counted a total of 19 [insert name of objects here] by using our counting by 10s and counting by 1s strategies. We also wrote our numbers to show our total number of objects.</p>	
<p><u>Teacher Model</u> (10 min)</p> <p>Objective 1: Teacher will explicitly guide students to count by 10s and 1s and write numerals to represent a number of objects. Teacher will explicitly build upon students' previous work with a counting on strategy.</p> <p>[Teacher will display TASK CARD A.]</p> <p>TASK CARD A</p>  <p>_____ stars in all.</p> <p>Now let's look at this group of stars. How are the stars arranged? [Pause] That's right, they are arranged in rows and columns. What do you notice about the rows? [Pause] Yes, there are ten stars in the first three rows and only one star in the bottom row. [Teacher points to each row as she/he is talking.] What do you think is the best way to count the stars? [Pause] Great idea! Let's use our counting by 10's and 1's strategies.</p> <p>I will count and write the number of stars in each row of ten.</p>	<p>Objective #1: Students will be observing how to count and write numerals to represent a number of objects. Students will be prompted to activate prior knowledge of the counting on strategy.</p>

You count the first row with me.

[Teacher models counting the first ten stars in row one while touching each star as he/she goes.]

1-2-3-4-5-6-7-8-9-10...so I will write the number 10 and the end of row 1.

Hmmmm....Now I know that row 2 and row 3 must also have ten stars because row 2 and row 3 have the same number of stars as row 1. I will write the number 10 at the end of row 2 and row 3 because there are 10 stars in row 2 and row 3.

[Teacher writes the number 10 at the end of row 2 and at the end of row 3.]

I have one row to count. Count with me. 1. That's right. There is one star in the last row. I will write the number 1 at the end of our last row.

[Teacher points to star in last row, counts aloud, and writes the number 1 at the end of row 4.]

Great job counting.

Now I will need to count the total number of stars.

What do you think is the best way to count the total number of stars?

[Pause]

Did I hear you say count by 10s?

Great idea! Count with me. 10, 20, 30....

Can we count the last row by 10s?

[Pause]

No. That's right. There is only 1 star in the last row. So we have to count by 1s. Let's count on from 30. THIRTY.....ONE.

[Teacher writes the number 31 in the blank on Task Card A.]

We did it! There are 31 stars in all.

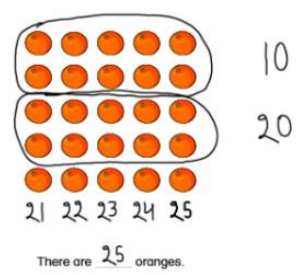
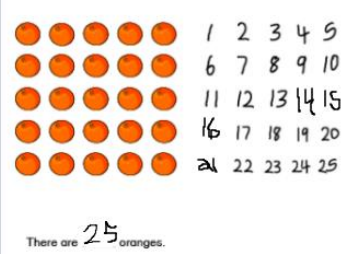
Objective #2 Teacher will explicitly guide students to compare counting by 10s strategy with counting by 1s strategy to find number of objects. Counting on will still be modeled explicitly as strategy.

[Teacher displays Task Card B.]

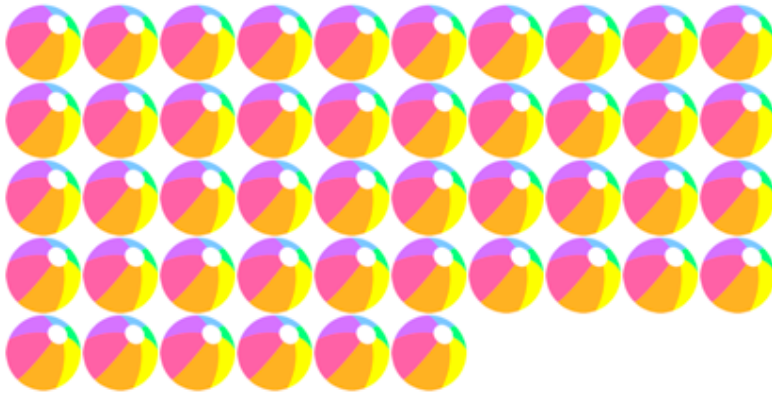
TASK CARD B

Objective #2:

Students will be building off of their work of counting by 10s, counting by 1s, and counting on as strategies for finding the number of objects.

<div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">Lucy's Work</p>  </div>	<div style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">Kevin's Work</p>  </div>
<p>Now we will look at two students and observe how they counted a group of oranges. [Teacher points to Lucy's work on Task Card B.] How did Lucy count the oranges? [Pause] You think she counted by 10's? How do you know? [Pause] That's right! She circled two groups of 10 and labeled them. [Teacher points to both groups of ten.] How did Lucy continue to count the last row? [Pause] Yes, Lucy counted on from 20. 20...21,22,23,24,25. [Teacher points to the last group labeled with the number 20 and then touches each orange to model counting on from 20.] How many oranges did Lucy have? [Pause] Yes, Lucy had 25 oranges in all.</p> <p>Now let's look at Kevin's work. [Teacher points to Kevin's work on Task Card B.] How did Kevin count the oranges? [Pause] Clap your hands if you said Kevin counted by 1's. Stomp your feet if you said Kevin counted by 5's. How do you know? [Pause] That's right! We know Kevin counted by 1's because he wrote each number to the side of the oranges as he counted. [Teacher points to the numbers Kevin wrote.] Yes, Kevin used the counting by 1s strategy to count 25 oranges.</p>	

<p>Tying the learning together: Teacher will explicitly compare/contrast counting by 1s v. 10s to determine the most efficient counting strategy.</p> <p>What do you notice about Lucy's and Kevin's answers? [Pause] That's right. Lucy and Kevin BOTH counted 25 oranges. BOTH Lucy and Kevin are correct. That is something that is the same about Lucy's and Kevin's work. [Pause]</p> <p>What is different about Lucy's and Kevin's work? [Pause] Yes. Lucy and Kevin used different counting strategies. Lucy counted by 10s and counted on by 1s. Kevin counted all.</p> <p>Which strategy do you think is the fastest or most efficient? [Pause] Pat your head if you think Lucy has the most efficient strategy. Rub your belly if you think Kevin has the most efficient strategy. [Pause] [Teacher pats his/her head as he/she states....] You got it! Lucy has the most efficient strategy because she counted by 10s and that is faster than counting by 1s.</p>	<p>Tying the learning together: Students will listen to the teacher compare/contrast counting strategies to determine the most efficient counting strategy.</p>
<p><u>Guided Practice</u> (13 min)</p> <p>[I Do - A think aloud where the student works alongside the teacher.] [Teacher displays TASK CARD C.] Now let's look at this group of beach balls. How are the beach balls arranged? [Pause]</p> <p>TASK CARD C</p>	<p>Students will listen to the teacher do a think aloud solving a task from the start of the task by counting by.</p>



There are _____ beach balls.

That's right, they are arranged in rows and columns.

What do you notice about the rows?

[Pause]

Yes, there are ten beach balls in the first four rows and only six beach balls in the bottom row.

[Teacher points to each row as she/he is talking.]

What do you think is the best way to count the beach balls?

[Pause]

Great idea! Let's use our counting by 10's and 1's strategies.

I will count and write the number of beach balls in each row of ten.

You count the first row with me.

[Teacher models counting the first ten beach balls in row one while touching each beach ball as he/she goes.]

1-2-3-4-5-6-7-8-9-10...so I will write the number 10 and the end of row 1.

Hmmmm....Now I know that rows 2, 3, and 4 must also have ten beach balls because rows 2, 3, and 4 have the same number of beach balls as row 1. I will write the number 10 at the end of rows 2, 3 and 4 because there are 10 beach balls in rows 2, 3 and 4.

[Teacher writes the number 10 at the end of rows 2, 3, and 4.]

I have one row to count. Count with me. 1-2-3-4-5-6. That's right. There are 6 beach balls in the last row. I will write the number 6 at the end of our last row.

[Teacher moves finger across the last row, counts aloud, and writes the number 6 at the end of row 5.]

Great job counting.

Now I will need to count the total number of beach balls.

What do you think is the best way to count the total number of beach balls?

[Pause]

Did I hear you say count by 10s?

Great idea! Count with me. 10, 20, 30, 40...

Can we count the last row by 10s?

[Pause]

No. That's right. There is only 6 beach balls in the last row. So we have to count by 1s. Let's count on from 40. FORTY.....FORTY-ONE, FORTY-TWO, FORTY-THREE, FORTY-FOUR, FORTY-FIVE, FORTY-SIX.

[Teacher writes the number 4 in the blank on Task Card C.]

We did it! There are 46 beach balls in all.

[We Do - Intentional pauses for student to do work and then receive answers along the way.]

For our next task, I would like for you to get your paper and pencil ready. You will draw counters with me.

[Teacher displays TASK CARD D.]

TASK CARD D



There are _____ red counters.

There are 10 red counters in our first row.

Count with me to show there are 10 red counters in row 1.

[Teacher touches the 10 red counters on row one as he/she counts 10 red counters.]

1-2-3-4-5-6-7-8-9-10.

I will draw 10 circles to represent the 10 red counters in row 1.

You draw your 10 circles too.

[Teacher models drawing 10 circles to create row 1.]

How many circles do you think we should draw for row 2?

[Pause]

That's right. We will draw 10 circles in row 2 because there are 10 red counters in row 2. You draw along with me.

[Teacher models drawing 10 circles in row 2.]

Great!

Does row 3 have 10 red counters?

[Pause]

No. Let's count to see how many red counters are in row 3.

Students will draw, count, and label a model along with the teacher to count a total number of objects by 10s and 1s.

1-2-3-4-5-6.

[Teacher models counting by touching each red counter.]

There are 6 red counters in row 3. I will draw 6 circles to represent 6 red counters in row 3. You draw along with me.

[Teacher models drawing 6 circles in row 3.]

[Teacher will use TASK CARD D to count and write.]

We know row 1 and row 2 has 10 red counters each.

I will write the number 10 at the end of rows 1 and 2 because we know there are 10 red counters in rows 1 and 2. Now you label your drawing like I labeled mine.

[Teacher writes the number 10 at the end of rows 1 and 2. Allows students time to label their own drawings.]

Did you label your first row with a 10?

[Teacher points to his/her model where 10 is recorded at end of row 1.]

[Pause]

Great!

Did you label your second row with a 10?

[Teacher points to his/her model where 10 is recorded at end of row 2.]

[Pause]

Good job!

We have one row left to count. Count with me. 1-2-3-4-5-6.

That's right. There are 6 red counters in the last row. We will write the number 6 at the end of our last row.

[Teacher moves finger across the last row, counts aloud, and writes the number 6 at the end of row 3.]

Great job counting and labeling your model.

Now we need to count the total number of red counters.

What do you think is the best way to count all the red counters?

[Pause]

Great idea! Let's use our counting by 10's and 1's strategies.

You use your drawing to count and write along with me.

Count with me. 10, 20 ...

Can we count the last row by 10s?

[Pause]

No. That's right. There are only 6 red counters in the last row.

So we have to count by 1s. Let's count on from 20.

TWENTY.....TWENTY-ONE, TWENTY-TWO, TWENTY-THREE, TWENTY-FOUR, TWENTY-FIVE, TWENTY-SIX.

[Teacher writes the number 26 in the blank on Task Card D.]

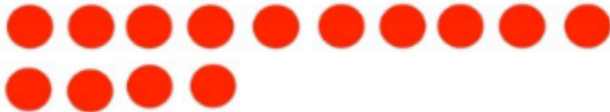
We did it! There are 26 red counters in all.

[You Do - The student independently working and then the teacher showing their work and answer.]

Now it is your turn.

[Teacher displays TASK CARD E and reads directions.]

TASK CARD E



There are _____ red counters.

Here is the task you will do on your own. You will count, draw, and label your model to find the total number of red counters. Good luck!

[Pause. Teacher allows students time to work task.]

OK! Did you get 14? That's right. There are 14 red counters in all.

[Teacher writes There are 14 red counters.]

Additional tasks as needed:



There are _____ red counters.

Students will solve a task independently from the start of the task through finding the solution. Teacher will share the solution.

Independent Practice (3 min)

Great work! Today, we reviewed how to count a group of objects by 1s and 10s and write the number of objects represented. You sure did a great job! After the video, you will have some tasks practicing on your own.

I will show you the independent practice tasks now, or you can find them in the student practice for this lesson posted on our website, www.tn.gov/education.

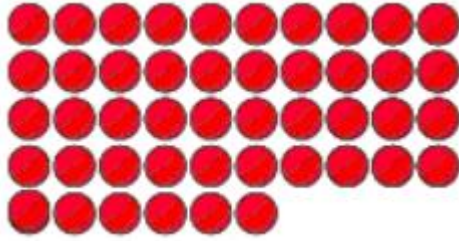
[Teacher shows student practice page under document camera or camera zooms in on student practice page.]

Good luck and do your best! To get you started, I will read the tasks aloud with you.

[Teacher posts student work page.]

You will count and label the model to find the total number of objects. Good luck!

1.



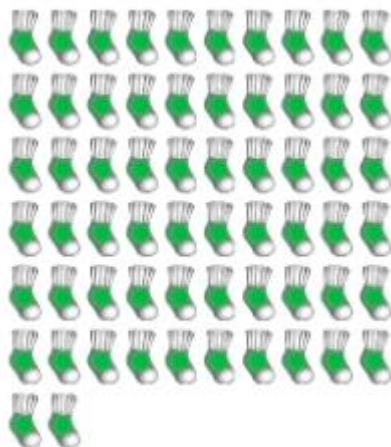
There are 46 balls.

2.



There are _____ bunnies.

3.



There are _____ socks.

4.



There are _____ bananas.

Closing (1 min)

I enjoyed learning how to count a group of objects by 1s and 10s and write the number of objects represented. Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!

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PBS Lesson Series

TASK CARD A



_____ stars in all.

TASK CARD B

Lucy's Work

10

20

21 22 23 24 25

There are 25 oranges.

Kevin's Work

1 2 3 4 5

6 7 8 9 10

11 12 13 14 15

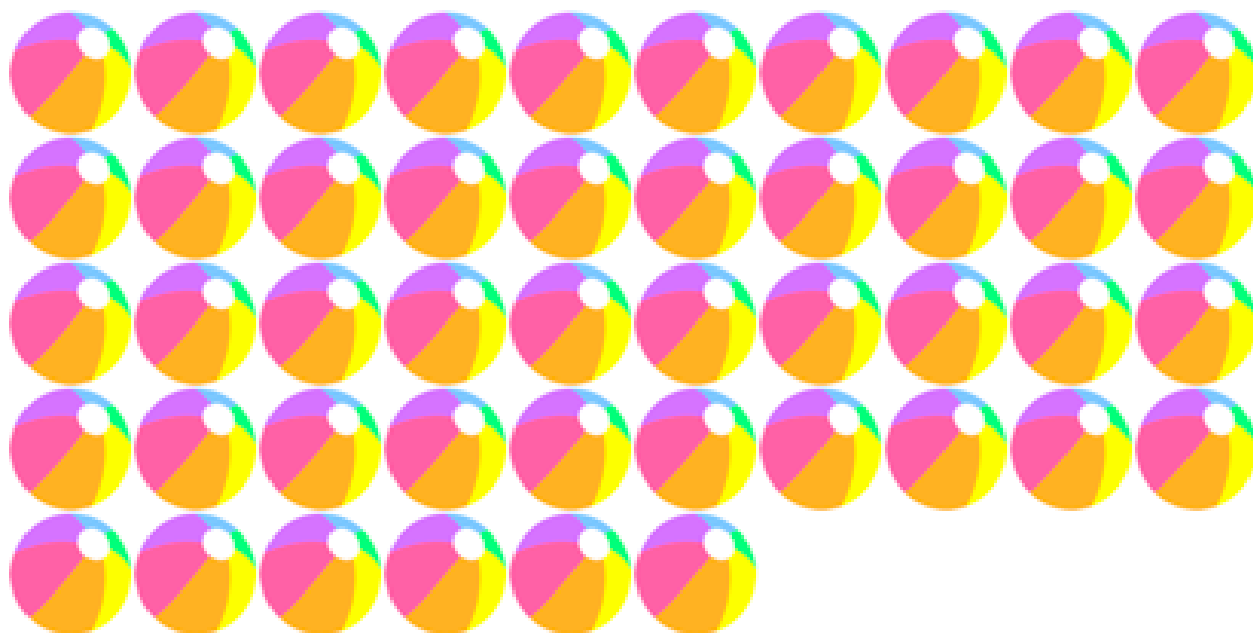
16 17 18 19 20

21 22 23 24 25

There are 25 oranges.

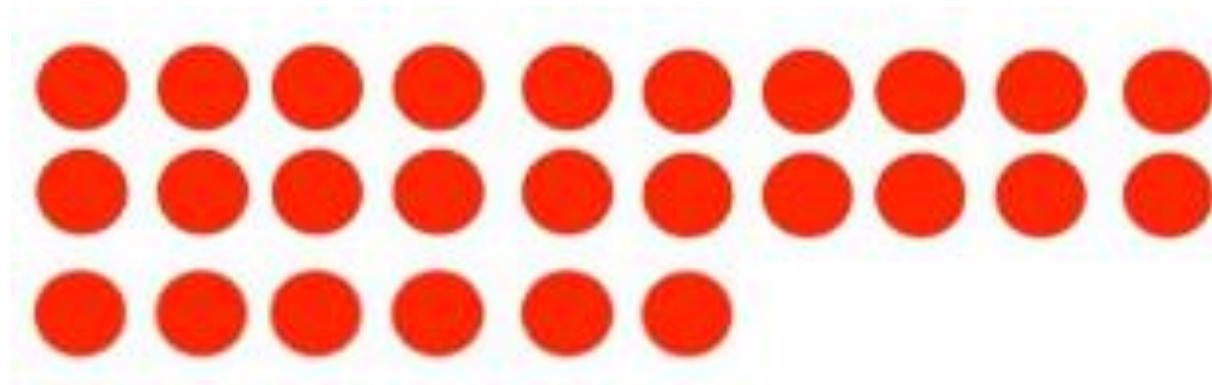
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TASK CARD C



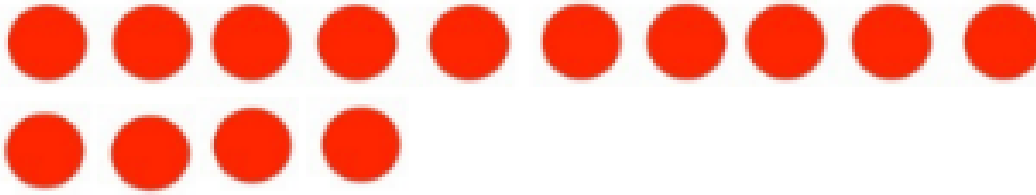
There are _____ beach balls.

TASK CARD D



There are _____ red counters.

TASK CARD E



There are _____ red counters.

