

Subject: Mathematics

Grade: First

Standard: #1 Whole-Number Sense

Key Concept: Students develop an understanding of whole numbers and their relationships.

Generalization: Counting by ones, fives, and tens in context.

Background:

Before beginning this activity, students have demonstrated their knowledge of the numbers from 1 to 100 and the ability to count by ones, fives, and tens.

See the Super Source, Color Tiles, Grades K-2, ISBN # 1-57452-000-8, and the lesson titled “Very Busy Animals” for an example of an appropriate rhyme. Look for other children’s literature to provide other scenarios that involve growing patterns. Some examples are One Gorilla, Ten Black Dots, and Twelve Circus Rings.

This lesson is tiered in *process* according to *learning style*.

Tier I: *Visual Learners*

In pairs, students will read a story or rhyme or look at a picture illustrating many animals or objects in groups of ones, fives, or tens. Students will make an estimate, or guess, about how many there are altogether and record the number. Using color tiles, the students will determine the exact number. The students will demonstrate using drawings how to count to the answer by ones, fives, and tens.

Tier II: *Auditory Learners*

In pairs, students will listen to a story or rhyme being read by the teacher or from a tape. The story or rhyme should involve many animals or objects in groups of ones, fives, or tens. Students will make an estimate, or guess, about

how many there are altogether and record the number. Using color tiles, the students will determine the exact number. The students will verbally count to the answer by ones, fives, and tens.

**Tier III: *Kinesthetic Learners***

In pairs, students will read a story or rhyme or look at a picture illustrating many animals or objects in groups of ones, fives, or tens. Ideally, a video which has the story or rhyme being acted out would be more appropriate for these students. Students will make an estimate, or guess, about how many there are altogether and record the number. Using color tiles, the students will determine the exact number. The students will act-out the answer using counting people to count by ones, fives, and tens.

**Assessment:**

Students will share their answers with the whole class. Teacher and class will check for accuracy. Teacher may also assess by observation as students complete the process of determining the answer.