

Number - Sample Lesson Plan

Topic: Making Ten

Grade Level: Grade 1

Duration: 1 hour

Specific Objectives

By the end of the lesson, students should be able to:

- Recognize and make ten facts

Prerequisite Knowledge

Students should already:

- Be able to count in order up to ten.

Materials/Manipulatives

Ten frames, coloured paper cut- outs or counters

Engage – No more than 5 minutes

- The teacher will place students in pairs, and have them stand and face each other as they play a game of “*Finger Math*”. The aim of the game is to for students to complete mental calculations with accuracy and speed. The teacher will inform the students of the operation that they will perform – for example *Addition*. The teacher will *set-off* the game by saying “Ready, Set, Go!”
- At the ‘Go!’ command, each student will immediately show a number of fingers on one of his/her hand to his/her partner. The first student – within a pair – to shout the correct answer will gain a point. For example, if Student One shows 3 fingers

and his partner, Student Two, shows 2 fingers, and Student One shouts '5', he gets the point.

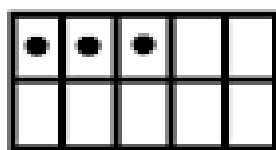
Teacher will engage students in a brief discussion:

Suggested question:

- *Did any of your numbers add up to ten? Which numbers?*

Explore

- Give each student a Ten Frame and counters. Have students explore their resources by representing the number 3 on their Ten Frames. Then challenge the students by asking - *"What would the number six look like?"*
- Guide students as they place the suggested numbers on their Ten Frame – ensure that they use the correct orientation: Left to right and top to bottom.
- Place students in pairs and provide them with 5 numbers between 0 and 10. For example: 4, 5, 7, 8, 9. Have students model one number at a time – Then ask the students to find the number needed to make up their number to 10. For example, students are given the number 3 which they will represent on their Ten Frame. They will then devise a plan to determine the number of markers needed to fill their number frame.
- Have students represent their findings using both the ten frame and number sentences.



$$3 + 7 = 10$$

Explain

- Have students, in their groups write a few sentences (or use drawings) to explain how they solved the problem.

Elaborate

- Teacher presents the following question to students:

I have 10 pencils. Some are red and some are yellow. How many could be red and how many could be yellow? Explain.

Have students represent their answers using ten frames or drawings and mathematical sentences.

Evaluate

- Divide the class into groups of eleven – if this is not possible, strategically give students cards such that all but one student (the student with the number 5) can find his/her partner.
- Give each student a number from 0 – 10, and ask him/her to find someone in the group whose number, combined with his/hers, gives a total of 10.

For discussion: Ask the students which child would not find a correct partner, and why they think this is so. *Please note: **Number 5, will not find a partner, as only one person in the group will have 5.***

Evaluation: _____
