

NATIONAL MATHEMATICS TEAM

GRADE 1 PLANNING TEMPLATE

Strand: Number							
Topics/Objectives	Main Concept	Teaching/Learning Activities	Assessment/Homework Activities				
<p>1. Represent numbers by strokes/bundles.</p> <p>2. Identify Tens and Ones places of numerals.</p> <p>3. Read and write numerals 20 -100.</p>	<ul style="list-style-type: none"> • Tens • Ones • Numbers • Digit • Values • Tally 	<p><u>Represent numbers by strokes/bundles</u></p> <p>Have students play the game “Atoms”. <i>See Resource Document page 2 for instruction for game.</i> Students will form groups according to the number that the teacher expresses. Give each student a fudge stick and each group an elastic band. Have students in the atom groups bundle their sticks with the elastic band and then count the number of bundles and the number of remainders (if any). Represent the bundle and remainders (if any) on the board using tally marks.</p> <p><u>Identify Tens and Ones places of numerals</u></p> <p>Use masking tape to outline “life size” ten frames on the classroom floor or outside. Ask twelve students to fill the ten frames. Give each child a fudge stick. Have one student in the filled ten frame an elastic band and ask the students in the filled ten frame to bundle their sticks. Have students represent it using tally marks.</p>	<p><u>Represent numbers by strokes/bundles</u></p> <p>Have students play the game “1, 2, 3 Bundles” <i>See Resource Document page 3 for instruction.</i></p> <p><u>Identify Tens and Ones places of numerals</u></p> <p>Give students the following scenario: “I am thinking of a two digit number. The digit in the tens place is 1 more than the digit in the ones place. Write all the possible answers that satisfies this condition. Give students other similar scenarios. Answers should be given in the following format as seen below:</p> <table border="1" data-bbox="1814 1344 2373 1421"> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>0</td> <td>1</td> </tr> </table>	Tens	Ones	0	1
Tens	Ones						
0	1						

Ask students: “How many bundles of ten and how many singles are in the number 12?” Have students represent the number of bundles and number of strokes on a table.

Number	Bundles (Tens)	Singles (Ones)
12	1	2

Have students repeat the activity using other numbers.

Read and write numerals 20 -100.

Number Hunt

Place students in groups of five and give each group a worksheet containing pictorial representations of the multiples of ten (**20 -100**) (*See Resource Document page 4 &5 for samples*).

Teacher will place varying pictures around the classroom that has multiples of ten starting from twenty. For example twenty-dollar coin, number name and 2 bundles of ten on a picture.



(See resource document page 5 for a sample showing the Number Hunt sample picture for the number 40)

ICT Inclusion:

Have students play the game found on <http://www.ictgames.com/LIFEGUARDS.html>

The game requires students to write numbers in groups of tens and singles.

Read and write numerals 20 -100.

Have students complete a **hundred chart** with missing numbers (*See Resource Document page 6 for sample*). Teacher will call the numbers that the students are to write and they will place them in the correct place on the hundred chart

ICT Inclusion

Have students play the game found on the website: <http://www.ictgames.com/partition.html> .

The game requires them to identify numerals up to 100.

		<p>Have students engage in a “Number Hunt”. Students will search for the pictures and write down the numeral on the worksheet associated with the picture. Give students items to bundle in tens and ones. They should write how many tens and how many ones. For example 23 will give two bundles of ten and 3 singles which will be twenty-three.</p>	
--	--	---	--