MINISTRY OF EDUCATION, YOUTH & INFORMATION
Every Child Can Learn, Every Child Must Learn

MATH COUNTS

NATIONAL MATHEMATICS TEAM

GRADE 1 PLANNING TEMPLATE

Strand: Numbers

Topics/Objectives	Main Concept	Teaching/Learning Activities	Assessment/Homework Activities
1. Order and compare two digit whole numbers. 2. Count in tens to 100. 3. Identify Jamaican notes/coins	• Money • Least • Greatest • Less than • Greater than • Equal to • Number notation	**<u>Order and Compare two digit whole numbers</u>** Have five students stand in front of the class. Give each child a number to hold (large enough for all to see). The numbers provided should be 2 digit numbers. For example: 13, 34, 10, 22, 18 Inform the class that you wish to have the students arrange themselves in order from smallest to largest. Allow the students to do this without your assistance. Then guide and elicit their thinking through questioning.	**<u>Order two digit numbers</u>** Have students play the Roll, Record and Order game. ***See Resource Document, page 2 for activity*.** **ICT Infusion** Have students engage in the following game which allows them to compare numbers. http://www.sheppardsoftware.com/mathgames/earlymath/BalloonPopComparison.htm

		<u>Guided Questions</u> *Why did you place … here? How did you know to do that? Could …. Work here? Why or why not?* Place students in groups of three. Provide each group with counters. Have them represent the number 11 and the number 13. Have students arrange the counters in a line as shown below ***<u>Guided Questions</u>*** *What do you notice about these two sets of counters? Form groups of ten – how many are left over in the first group? How many are left over in the second group?* Have students represent the numbers as in the image above. Then introduce the number 18. ***<u>Guided Questions</u>*** *Without counting, could you tell which had more? Without counting, could you order the groups from smallest to largest? How?* *Form groups of ten for each number – how many are left over in each group.*	

		Provide students with similar examples and have them order from smallest to largest. **<u>Count in tens to 100</u>** ***Activity 1*** Give students a set of number cards with numbers from 10 to 100. Challenge them to place the numbers in order from the smallest using their knowledge of **Ordering and Comparing** numbers. ***See page 3 of the Resource Document for samples.*** Have them share how they accomplished this task. ***Activity 2*** Have students explore the a **Hundred Chart** – ***see page 4 of the Resource Document for a sample*** ***<u>Guided Questions</u>*** *Look at the first 10, by how many did you count in order to reach the second 10 (twenty)? What about the third 10?and the fourth?* *Look at the other numbers, can you see a relationship between the 10s and the other numbers?* *If the 10s were removed from the chart, would you be able to fill them in by yourself? How?* Provide students with the **Hundred Chart – Missing Number** activity ***on page 5 of Resource Document.***	**<u>Count in tens to 100</u>** Have students complete the **Skip Count by 10 Maze** on ***6 of the Resource Document.*** **<u>ICT Inclusion</u>** This game allows students to complete the caterpillar by placing the numbers in order counting by ten. (Alternatively, printing a picture of the caterpillar and placing the numbers on the caterpillar in the correct place). See Resource Document, page 13 for sample picture **<u>http://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering</u>**

Identify Jamaican notes/coins

Activity 1
Place dollar notes and coins on cardboard. ***See page 7 of the Resource Document.*** Hold up each note and see which student can name each.

Place students in 2s or 3s and provide them with a set of dollar notes and coins. Have them examine each note and report any outstanding feature – such as Nanny being the only female, and note a few differences and similarities. Have students share their findings as a whole group and prod them into identifying some outstanding feature that they failed to notice.

Similar	**Different**
Coat of Arms	Colour
Serial number	Images
A person	Number name
A dollar value	
Bank of Jamaica	
Date they were made	

Carry out the same task with the coins.

Activity 2
Ask students to share information on their favourite snack and the cost of each. Document the information in a table on the chalkboard. (If students are not familiar with the costs, provide samples).

Identify Jamaican notes/coins

Create two or more shop areas in the classroom – the quantity depends on the size of the class.

Create several shopping lists and have students shop in pairs. Give each pair of student sufficient funds to completely make their purchase (don't let them know that they should not have any change left).

Observe students as they interact at their stations and note the funds that each pair returns.

Sample Price List

		Strategically select an item that requires one dollar or coin. *One sweet costs $10* *How much would 2 sweets costs? How about 3? How do you know? What have you learnt that helped you to do this?* Have students complete the price table on ***page 9 of the Resource Document.***	Sample Shopping list 1 – Students receive $100; $10 and $5 1 Notebook 1 Eraser 1 pencil Sample Shopping list 2 – Students receive $10; $10; $50 and $5 1 Ice cream 2 Eraser 1 Pencil