

Getting Ready

OBJECTIVE: Student will count and group objects by tens and ones to 100.



Materials

Warm Up

- Vocabulary card (*set*)
- 5 erasers or manipulatives
- plastic zipper bag
- sticky notes
- All-Turn-It spinner

Explore

- poster (Job in a Candy Store)
- building blocks

Warm Up

A. VOCABULARY REVIEW: *set*

Show/give Concrete Connection: Place erasers or a *set* of other manipulatives in bag. Label “*set*.”

Show “*set*” Vocabulary card

Say, “**Read** it.”

Students **locate** and **show** examples of *sets* using past work, pictures from home, or books from media center.

B. FUN & GAMES: By Tens

PREPARATION

Write 10, 20, 30, 40, and 50 on sticky notes. Place on All-Turn-It spinner.

DIRECTIONS

Player **spins** and counts by tens from number selected to 50. Player who spins 50 wins.

Explore

A. POSTER: Job in a Candy Store

Point out *sets* in the candy store, e.g., candy necklaces, small colored candies, suckers, etc..

Discuss counting *sets* in groups of ten; use poster.

B. TOOLS & MANIPULATIVES

Say, “Let’s explore putting blocks in *sets* of tens and ones.”

Model counting piles of ten blocks and setting extra ones apart. **Count** them by tens, then ones.

Students **hold** and **explore** objects.

OBJECTIVE

Student will count and group objects by tens and ones to 100.

Materials

Introduce

- poster (Job in a Candy Store)
- Vocabulary cards (*tens*, *ones*)
- 12 manipulatives
- 2 plastic zipper bags

Teach

- cereal (larger size)
- plastic zipper bags
- blank 10-frames
- small colored candies
- counting tray
- pennies
- Step-by-Step

Introduce and Connect

A. EXPLORE POSTER: Job in a Candy Store

Show/give student(s) Concrete Connections: Place *ten* manipulatives in bag. Label "*tens*." Place two manipulatives in bag. Label "*ones*."

Direct students to **point** to sets of *tens*. ask if there are any single *ones* on poster. Talk about \$10 and \$1 bills.

B. SHOW & TELL

Ask, "What do you know about *tens* and *ones*?" Students **tell** what they **see** on the poster and what they know. Write student comments on Number Notes poster with numbers, math symbols, words, pic-symbols, or objects. Use past student work or items from home when possible.

Note: Objects or pictures can be fastened to the Number Notes poster.

C. VOCABULARY: *tens*, *ones*

Show "*tens*" Vocabulary card.

Say, "This says *tens*. **Read** it." Students say "*tens*" three times.

Repeat for "*ones*."

Tens means sets of ten.

Ones means units of one.

P Job in a Candy Store



Sensing Math

- Hold palms up to a partner. Tap hands together and **count** by *tens* to 100. Alternate hands coming together each time students skip count by *tens*.
- Place cocoa powder in a cup with some water. Have students **paint** as they skip count by *tens*.

Level Guide

1 Level = Severe

2 Level = Moderate

3 Level = Mild

Teach

A. VISIBLE THINKING

Use cereal, bags, counting tray, blank 10-frames, pennies, paper cups, and pic-symbols to show what you are thinking. *Demonstrate each CSA level twice.*

C

Place pile of cereal on counting tray. Sweep count *ten* cereal pieces and place in bag. Make five bags. Place five bags and nine single cereal pieces on tray. Count bags by *tens* to fifty and keep counting single pieces by *ones* to 59. Place bags on left and singles on right of students. Say, “These are groups of ten. These are *ones*.”

S

Count and fill blank 10-frames to 50. Continue counting and filling next 10-frame 51, 52, etc., to 59. Place filled 10-frames on left and 10-frame with nine on right facing students. Say, “These are groups of ten. These are *ones*.”

A

Point to hundreds chart. Show groups of ten, from 1-10, from 11-20, 21-30, etc., to 50. Say, “These are groups of ten. Show singles on hundreds chart. Say, “These are *ones*.” Point out 59.

B. TRY IT: Skill Drill Worksheet

Students **circle** and/or **count** sets of ten and single *ones*.

Problem Solving

A. DEMO: Problem Solving Steps poster

The manager asked Darian to put candy bars in bags. Darian put 10 candy bars in each bag. When he finished he had 6 bags filled and 3 bars. How many candy bars are there? Place candy or small manipulatives on table.

B. SOLVE IT

Help Darian count ten candies into 10 bags. **Count** by *tens* and *ones* to see how many candies there are. Place counting tray, bags, and small candies on table. Option: Use cereal pieces or manipulatives.

1
Level

Place 34 candy pieces on counting tray. Record 1-10 on Step-by-Step. Sweep as students **count** each piece into bag to 10. Repeat for each set of 10. **Count** by *tens* as student sweeps bags. Switch to *ones* as student sweeps 4 singles by ones to 34.

2
Level

Place 67 candies on table. Students **count** piles of ten candies and place in bags together. Students **count** remaining *ones* and place separately. Students **count** finished bags by *tens* and remaining singles to 67.

3
Level

Place 93 candies on table. Students **count** piles of ten candies and place in bags. Students **count** remaining *ones* and place separately. Students **count** finished bags by *tens* and remaining singles to 93.

C. TRY MORE: Problem Solving Worksheet

Students **count** and group amounts by *tens* and single *ones*.

Close

A. SHOW ME, SHOW OTHERS: I Learned...

Review what students have learned. Ask students to demonstrate skill, share their worksheets, or read their Number Notes. It is essential that students have a meaningful way to communicate what they have learned.

B. NUMBER NOTES

Model writing “*tens*” and “*ones*” on Teacher Number Notes. Students **write** “*tens*” and “*ones*” in Number Notes using numbers, math symbols, words, pic-symbols, or objects and describe what they have learned. Option: Place math pics on Number Notes page and circle or stamp the pic-symbols that represent what you have learned.

Follow Up

OBJECTIVE: Student will count and group objects by tens and ones to 100.



Real Life Problem Solving

CLASSROOM: Students help **sort** and bind sets of markers, pencils, or other art materials into *tens* and *ones*. Dump a large jar of pennies on table and count them in piles of tens and singles.

CALENDAR: Students **count** on calendar by *tens*. Students identify groups of ten found in materials in group or meeting times.

COMMON: Practice **counting** by *tens*, then *ones* when given the cost of lunch foods. e.g. cookies are 75 cents. Students count “10, 20, 30, 40, 50, 60, 70, 71, 72, 73, 74, 75.”



Workstations

MATERIALS / PREPARATION

Record directions on Step-by-Step: “I can count to 100.” Second message: “10, 20, 30, 40, 50, 60, 70, 80, 90, 100.” *Note: Record each number on a separate level.* Place cereal pieces, bags, Place Value frame cards (10-frames), 1-10 10 frames, and counting tray in workstation. Count 10 cereal pieces and put in bags.

- 1 **Level** Place cereal bags on counting tray. Students **activate** Step-by-Step first message, then activate second message and sweep bag of cereal for each number counted.
- 2 **Level** Place pic-symbols in workstation. Students **count** piles of *tens* and place *ones* nearby. Students count by *tens*, then *ones*.
- 3 **Level** Place piles of filled 10-frames and single amount 10-frame in workstation. Students **count** piles of 10-frames by *tens*, then *ones*.



Games

A. VOCABULARY: Spinning for Tens and Ones

MATERIALS / PREPARATION

Place Job in a Candy Store game board on table. Place pic-symbols (tens, ones, foil) on All-Turn-It spinner. Give each player a pawn.

GAME DIRECTIONS

Player **spins** All-Turn-It. If player spins “*tens*,” he/she **counts** and **moves** pawn ten spaces. If player spins “*ones*,” he/she **counts** and **moves** pawn one space. If player spins foil, he/she loses a turn and watches others play. Player to reach the end of the board first wins.

B. SKILL: Spin for Ten

MATERIALS / PREPARATION

Fasten numerals 1-5 on All-Turn-It spinner. Pass out blank 10-frames with stamps or markers to each player.

GAME DIRECTIONS

Player **spins** for number then marks the amount on 10-frame. When there are *ones* left, player continues on a new blank 10-frame. Each round, players count their totals by *tens*, then *ones*. First to reach 100 wins the game.