

AN EASIER WAY TO COUNT

Using Groups of Ten

Episode 201: Math is Everywhere, Part One
1st Grade

Georgia Performance Standards

- M1N1a Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than ten in terms of tens and ones using counters and pictures
- M1N1b Correctly count and represent the number of objects in a set using numerals
- M1P3 Students will use the language of mathematics to express ideas precisely
- M1P5 Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas

Objectives

- The students will put objects in groups of ten to make counting easier.
- The students will record the amount of objects they count using numerals and by graphing.

Materials

- TV/VCR or Computer/LCD Projector
- Video *Count On It!* 201
- A large quantity of items to be counted (about 98 per each group of 3 students) such as M&M's, beans, Unifix cubes, etc.
- Computer with Graph Club OR chart paper with the skeleton of a graph

Procedure

Opening

- In groups of 3, have students begin counting a bag of items (your choice). Before they can finish counting them, stop them and take them out of the room (recess, lunch, bathroom break, specials, etc.). Make sure they are gone long enough to have forgotten how many items they counted.

Work time

- Have students start over with their counting. But this time, have them make groups of 10 as they count, leaving the groups separated.
- Again, interrupt their counting when the fastest group is almost finished, but not quite, by taking them out of the room for another period of time.
- When you bring them back in to continue counting, they will have to start over again, but this time they can count by tens what they've already grouped, which makes it easier to start back where you've left off.
- The students finish counting and come up to the board to write the numeral that represents how many their group has.

Closing

- Using Graph Club on a computer and a projector (LCD), or on a piece of chart paper with the beginnings of a graph, have students enter their information on the bar graph (have increments of 10 so as you review the finished chart with the class, you can all count by 10's together).
- Have select students share with the class what was happening when they kept getting interrupted in their counting (the first time, they forgot their number, the second time they did, too, but it was much easier to get back to it because of the grouping of tens).
- View *Count On It!* 201clip "Counting Fries" (VHS 19:02 – 21:09) to see if Snappy and Blossom figured it out, as well.

Assessment

- Teacher observation/documentation on student rubric used by your school/county during work time and closing (sample rubric can be found on our website)
- Journal entry – have students draw what they counted showing their groups of ten