

Lesson Title:	Counting to 50	Subject:	Math
Unit Title:	Numbers to 50	Time:	3 days- 40-minute blocks
Teacher:	Miss. Victoria Molella	Grade:	1

Curriculum Expectations (Overall and Specific)

Math Overall Expectation
B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life

Math Specific Expectations
B1.1 read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life

B1.4 estimate the number of objects in collections of up to 50, and verify their estimates by counting

B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies

Learning Goals (What do you want the students to know or be able to do at the end of the lesson?)	Success Criteria (What will you observe that tells you that students are successful?)
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I am learning to understand how numbers are used in my everyday life.	<p>I am successful when I can read and show how to make numbers up to 50.</p> <p>I am successful when I can estimate the number of objects to 50.</p> <p>I am successful when I can skip count to 50 using different tools and strategies.</p>
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Background Knowledge Required (What prior knowledge and or experiences need to be in place?)	Accommodations (How will you meet the needs of your students? What management strategies will you use?)
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| <ul style="list-style-type: none"> ● Students will need to know how to skip count. ● Students will need to know how to count. ● Students will need to know different tools and strategies that can be used to help them count. | <ul style="list-style-type: none"> ● Provide one-to-one or small-group support for students who need it. ● Provide extra time if needed. ● Provide hands-on manipulatives to help students count. |
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Key Questions to Ask/ Provocations to Provide	Materials Required
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| <ul style="list-style-type: none"> ● What tools can we use to help us count? ● How do we represent a number? ● Where do we see numbers in our everyday lives? | <ul style="list-style-type: none"> ● Base ten blocks ● Math Work Booklet ● Linking cubes |
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- Hoola hoops
- [Numbers to 50 flashcards](#)
- [Base Ten Cards](#)
- [Train Counting Worksheet](#)
- Counting tools (counters, ten frames, counting bears)

Instructional Time

Day 1

1. Today we are learning how to count to 50 in different ways.
2. What are some strategies we can use to help us count to 50? (fingers, count on, number lines, ten frame, pictures, tallies, objects, number sentence). (Have students share then show an image of math strategies).
3. Use base ten blocks to model how to count to fifty with the tens and ones. Provide students with base ten blocks and have them practice counting to 50 using the guiding learning pages **p.79**.
4. Show students how they can count forward to fifty by tens using the base ten blocks.
5. Give students base ten blocks and numbers to fifty cards. Have students work with a partner to create the number using their base ten blocks. (This is the hands-on activity on **p. 80**).

Centre Set Up:

- Set out hoola hoops
- Place base ten blocks and/or linking cubes and [number cards](#) in each hoola hoop
- Students can practice creating the number using base ten blocks or linking cubes

Day 2

1. Today we are learning to count to 50 using estimating.
2. What does it mean to estimate? (To make a good guess)
3. We can estimate the number of objects in a set in groups of 10. We can circle objects in groups of 10 to help us estimate.
4. Play this [estimating math game](#). Have students come up to the board to count and circle groups of ten to find the answer.
5. Complete **p. 82** as a class to practice estimating and counting.

Centre Set Up:

- Set out hoola hoops
- Place base ten blocks and/or linking cubes and [number cards](#) in each hoola hoop
- Place [base ten cards](#) in hoola hoops for students to practice representing and identifying the number

Day 3

1. Today we are going to practice counting to 50.

2. Give students a [train counting worksheet](#) and have students practice filling in the numbers to 50. Model this with students for the first two trains and allow students to complete the rest on their own.
3. Assign p. **83-84** in class for students to complete.
4. Set up centers around the room for students to practice their counting to 50.

Centre Set Up:

- Set out hoola hoops
- Place number flashcards from 1-50 in each hoola hoop
- Place a variety of manipulatives for students to use : counters, counting bears, base ten blocks, and ten frames for student to match that number of counting tools onto the numbered flash card.

Assessment (How will you know that the students have achieved the learning expectation? What assessment tool will you use?)

As, Of or For? Product, Conversation, or Observation?

Assessment for Learning

Observations: Listen to students as they work. Note down any misconceptions during conversations.
Collect student work to check for understanding.

Next Steps (Homework? Follow-up lesson?)

1. Address any questions and/or misconceptions that came up in today's lesson.