

**Lesson Title:** Hop Counting Forward by 10s

**Course:** EMTH 310

**Designer:** Nahanni Adams-Lindberg

### Learning Outcomes/Intentions

#### Formal Unit Outcome(s):

- **Outcome: N1.1** - Say the number sequence, 0 to 100, by:
  - 10s to 100, forward starting at 0.
- **Indicator:**
  - g) Skip count forward by 10s to 100 starting at 0.

#### Objectives:

- Learn to skip count forward by 10s to 100 by starting at 0.
- Students will demonstrate their knowledge with constructing a model as a class by visualizing the class as a frog pond, using lily pads for the numbers, and hopping like a frog to skip count forward by 10s the number sequence.
- Students can communicate how they understand how to skip count forward by 10s through the activity.

#### Mathematical Process:

- **[CN] Connections** - Students will make connections with the hop counting in the frog pond and skip counting by 10s.
- **[V] Visualization** - Students will make a visualization using the lily pads to help skip count forward by 10s. The lily pads will form a path on the ground to help visualize.

#### Essential Question:

- Do the lily pads symbolize skip counting forward by 10s with our activity?

First Nations Content
N/A
Assessment Evidence
<p><b>Formative Assessments (Assessment for Learning):</b></p> <ul style="list-style-type: none"> <li>Students will be formatively assessed with creating demonstration stations to help visualize the lily pads and using these to represent the number sequence from 10-100, starting at 0. The students will also be split up into two teams and do a relay race with their frog ponds and skip counting forwards by 10s. The students will draw the lily pads, write the number, and place them in the right order - creating a path on the ground for the activity. This should be a student lead activity, allowing students to demonstrate their engagement, participation, and teamwork skills. Feedback will be given to the teams and they will be assessed on their constructions of the project of creating their frog pond and properly hop counting with their teams.</li> </ul>
<p><b>Summative Assessments (Assessment of Learning):</b></p> <p>N/A</p>
Materials
<ul style="list-style-type: none"> <li>Paper</li> <li>Markers</li> <li>Tape</li> <li>Scissors</li> </ul>
Learning Plan

## Learning Experiences & Instruction:

### EXPLORE:

- Students will explore how to skip count forward by 10s starting at 0-100 as a class with the activity. The activity will be student lead with two teams that have to do a relay race by creating a frog pond in the class. Each team will be given paper and they can start off with making lily pads to use as their number sequence. The students have to make their paths by tapping the lily pads onto the ground. The project for the students will be constructing a “frog pond” themed area in the class and learn to hop count by 10s with this activity. To make this activity fun the students can pretend to be frogs and the teams need to hop on the lily pads and learn to skip count forward by 10s. Students have to demonstrate how they know the order and what number comes next in the number sequence when skip counting forwards by 10s.
- **ASK:**
  - How do you skip count?
  - Do you keep adding 10 to every group to skip count?
  - What does skip counting by 10s mean?
  - What number comes next after 10 if we skip count by 10s?
  - Students will be asked how many hops it took to get to 100
  - Tell the students that they have to work as a team to figure out how many lily pads they will need to make it to the finish line
  - How many numbers are in a set of your lily pads?
  - How many lily pads do you have to make?
  - What order did you put the lily pads in?
  - What set of numbers comes next after 10?
  - What number did we start with?
  - What number did we end with?
  - How many groups of numbers did we use to successfully get to 100?



- What is the number we start at? 0
- Is zero a number?
- What is the number that comes after the first number? 10
- What is the second number after 10? 20
- What is the third number after 20? 30
- What is the fourth number after 30? 40
- What is the fifth number after 40? 50
- What is the sixth number after 50? 60
- What is the seventh number after 60? 70
- What is the eighth number after 70? 80
- What is the ninth number after 80? 90
- What is the tenth number after 90? 100
- How many hops did it take to get to 100? 10