

# Lesson Plan

## Counting and numbers - Counting Up to 100

### First (1) - Math

#### LEARNING TARGET

- Students will be able to count up to 100 using base ten blocks.
- Students will be able to identify the value of each block and understand place values up to the hundreds place.

#### LEARNING PROGRESSION

#### PREREQUISITE SKILL

Counting up to 10 - Count to 10 with dots

#### EXTENSION SKILL

Counting and numbers - Counting Forward Up to 120

#### DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Misconception Review (5 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)

#### MATERIALS

- Base ten blocks (enough for each student)
- Whiteboard or chart paper
- Markers
- Worksheets (optional)

#### VOCABULARY

- Units
- Rods
- Flats
- Place value

#### INTRODUCTION

#### INSTRUCTION

#### GUIDED PRACTICE

1. Give each student a set of base ten blocks and have them practice counting out loud in groups of tens.
2. Walk around the room and provide support as needed, ensuring every student correctly identifies each block's value.

## **INDEPENDENT PRACTICE**

1. Distribute worksheets (if applicable) that require students to practice counting using base ten blocks.
2. Allow students time to complete their worksheets on their own while providing support as needed.

## **HOMEWORK**

- Homework is not practiced in all schools. In this curriculum, homework is used for additional practice from daily lessons.
- Assignment of homework should be done on a case-by-case basis and working in conjunction with the student's home support team.

## **EXIT TICKET**

- After the practice and misconception review, instruct the students to complete the Exit Ticket.
- This is a formative assessment to inform teaching for future lessons.

## **SUMMATIVE**

- Exit Card Formative Assessment
- Progress Monitoring Formative Assessment
- Summative Assessment 10 question worksheet 8/10 for mastery

## **CLOSING**

1. Review key concepts learned during the lesson, such as how many units make a rod and how many rods make a flat.
2. Ask students if there are any questions or if anything is still unclear.

## **TEACHING TIPS**

For struggling learners, provide additional one-on-one support during independent practice or offer simpler versions of worksheets with less complex numbers for extra practice at home.

## **MISCONCEPTIONS**

Some students may think that all units are worth one, rods are worth two, and flats are worth three.

## **EXTENSION**

## **INTERVENTION**

- For advanced learners, challenge them by having them skip-count by twos, fives or tens using the base ten blocks instead of just counting by ones.

**COMMON CORE STANDARD**

1.NBT.A.1 - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

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