

General Information

Lesson Parts & Duration

Total Duration: 1 hour

- Grouping and Counting Objects in Bundles of Tens and Ones

Subject(s)

- Groupings of Tens and Ones; Counting (1.NBT.2)

Objective

- Students will bundle objects into groups of tens and ones.
- Students will count by tens and ones.

Materials

- blank paper
- pencils
- document camera or whiteboard
- craft sticks or pencils or crayons, or cut up strips of paper
- rubber bands
- document camera or whiteboard
- **Optional:** “Break Up Your Day” brain/movement break ideas (pages 6)

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 45-60 minutes

Have students sit on the floor in a circle. Place 35 craft sticks in a pile in the center of the circle.

Introduction

- T* I have lots of sticks I need to count.
- T* Can you help me count them?
- T* Start counting them one by one.
- T* My goodness, this is taking a really long time.
- T* Do you think there is a faster way to count all these sticks? Call on students to share suggestions.

If they do not suggest a correct answer say:

- T* Can we count in groups of tens?
- T* Let's practice counting by tens.

Together count

- T* 10, 20, 30, 40, 50, 60, 70, 80, 90, 100! Great job!
- T* Now, I'm going to put these sticks and bundle them together in a group of ten sticks.

Count ten sticks and then rubber band them together. If you don't have rubber bands, just group them together in a pile.

- T* This is called a ten.
- T* There are ten sticks in this bundle.
- T* I don't have to count them anymore because I already know there are ten sticks in the bundle.
- T* When I point to it, I can just say ten.
- T* Can someone else help me make another group of ten sticks? Call on students to help make 2 more groups of ten.
- T* Uh oh, can we make another group of ten?
- T* What should we do with the leftovers?
- T* Should we throw them away?
- T* No, they are still a part of the group of sticks.
- T* These are called our ones.
- T* We should count them too.
- T* Let's count the bundles we made by tens.
- T* 10, 20, 30
- T* What's left over? Call on students. Answer: 5 sticks
- T* 5 sticks are left over.
- T* Let's count on from 30 and count the 5 leftover sticks. Touch each stick as you count.
- T* 31, 32, 33, 34, 35
- T* Great! Let's try doing some more examples.

Undo the bundles and place a different number of sticks in a pile to bundle and count. Repeat the steps from above with different numbers of piles of sticks. Do this 3 more times or until you think the students understand the process and can do it in partners.

☀️ Make sure to “Break Up Your Day!” ☀️

Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 6)

Making Bundles of Ten and Counting Partner Work

- T* That was really great team work and counting before.
- T* Now I'm going to put you in partners and you are going to practice making bundles and counting them.

Partner up the students. If there is an odd number, put them in a group of 3. Have them sit at their tables/desks next to their partners.

Pass out paper to each student.

- T* Eyes on me in: 5, 4, 3, 2, 1!
- T* Thank you for giving me your attention.
- T* First, we are going to draw our mat that we will use for the activity.
- T* When I say the magic word, which is DRAW, then you can begin, but please do not start until you hear the magic word!

As students are creating their chart, be sure to walk around and monitor student progress and help where necessary.

Step One:

- T* Turn your paper VERTICALLY **show students what this means** and put a line down the middle of the paper. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

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Step Two:

- T* Put another line across the paper a few inches from the top **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

Step Three:

- T* Now, write Tens on the left side of the line. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.

Tens	

Step Four:

- T* Now, write Ones on the right side of the line. **Demonstrate**
- T* ...DRAW!
- T* Hold your pencil back up when you have finished this step.
- T* Put both hands on your head and your eyes on me when you have finished your mat.


Tens	Ones

How to Play

- T* This will be your mat of where you place your bundles of tens and ones.
- T* Let me show you an example of what to do.
- T* Each of you will have a pile of sticks.
- T* Grab a handful of sticks from your pile to count.
- T* Leave the rest of the sticks to the side.
- T* First, I'll count ten sticks to make my group of ten.

Count ten sticks and rubber band them together. If you do not have rubber bands, just place them in a pile together.

- T* What is this group called again? **Listen for students to respond.**
- T* A ten.
- T* I'll put the ten in the tens place on my mat.



Tens	Ones
 1	

Place the group under the tens column on the mat.

- T* Now I have leftovers.
- T* These are my ones.
- T* I'll put them in the ones place on my mat.

Place the ones under the ones column on the mat.

- T* Now I'll count them.
- T* First start with counting the tens and then count on to count the ones.
- T* Count with me.
- T* 10, 11, 12

Tens	Ones
 1	 2

Point to the sticks when you count them.

- T* Now it's your turn.
- T* With your partner, take turns to put the sticks on your mat and count them together.

Pass 20-30 sticks to each group.

Walk around the room and monitor the activity. Check their work and counting and have them do more repetitions with a different number of sticks.

- T* Before we finish our activity, let's take a quick break!



Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 6)



- T* Eyes on me in: 5, 4, 3, 2, 1!
T Thank you for giving me your attention.
T To finish our lesson, I want you to draw the last number you created.
T Make sure to draw a picture of your bundles and write the number you created.
T On my paper, I am going to draw one bundle on the tens side, and two sticks on the ones side.

Refer back to your example on the board and draw the tens and ones.

- T* What number was this again?
T 10, 11, 12.

Point and count the drawings.

- T* Now I'll write the number 12 at the bottom of the page.
T There is one ten so I'll write the number one under the tens place.
T There are two ones so I'll write the number 2 under the ones place.
T I made the number 12!

Tens	Ones
	
1	2

Have students do this on their paper

Walk around and monitor. Have students turn in their paper where they have written their last answer.

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Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson. Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!

Break Up Your Day: The Wiggles!

- Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body...FREEZE!
- And sit back down quietly please...Thank you!

Break Up Your Day: Body Stretches!

10 minutes

FORMATION: Standing at desks

- Have students begin the day with a series of simple activities lasting 30 seconds or more: jumping jacks, knee lifts, flap arms like a bird, hopping, scissors (feet apart then cross in front, feet apart then cross in back)...
- Follow each activity with a basic stretching movement:
- Reach for the sky runner’s stretch
- Butterfly stretch (sit with bottom of feet together)
- Knee to chest, rotate ankles, scratch your back

Hold stretches for 10 - 30 seconds. Repeat a different simple activity followed by a new basic stretch as many times as desired.

Break Up Your Day: Tens!

- Students stand in a circle.
- Starting with one student, the student counts out-loud starting with the number 1.
- The next student going clockwise says 2. Students continue to count until the student says 10. When a student says a ten (or a multiple of ten. Example 20, 30, 40, 50 etc.) the student sits down.
- Continue counting until there is only one student standing.
- To differentiate, the class can count to a smaller number like 30 and then the next student starts over at 1 again once you reach 30.
- To make is harder, class can count by 2’s.
- Students who are sitting or standing may not talk or help. If a student says the wrong number or doesn’t remember or isn’t listening, he/she sits down.