Grade One-Algebra

Prerequisite Skill: The student will be able to count to 25.
The student will be able to write the numbers 1 through 25.

Teacher Objectives: I want to guide the students in writing the numbers from 1-25 in sequence.
I want to show the students how to use objects to count on to 25.

Student/State Objectives: Student will be able to use whole numbers to represent quantities. (2.1.3.B)
Student will be able to use concrete objects to count, order, and group. (2.1.3.G)

NCTM Standards: Student will understand numbers, ways of representing numbers, relationships among numbers, and number systems. Student will communicate mathematical thinking coherently and clearly to others.

Materials: Fish Eyes, Froot Loops, pencils, composition books, overhead projector, transparency, vis-à-vis marker, number card black-line master, scissors, construction paper, teacher number line, student number lines, “One, Two, Three, Four, Five” poster, zipper sandwich bags.

Modes of Instruction: Discovery, direct instruction, & cooperative learning.

Anticipatory Set: Read the title of the story, Fish Eyes, and discuss what might happen in the story. Read the story to the class.

Instructional Input:
1. Say the poem, “One, Two, Three, Four, Five”, as children look at the poster, and then say it together.
2. Ask what was happening in the story and the poem.
3. Listen to your partner count from 1 to 25.
4. Using number lines, (teacher and student), count from 1 to 25, looking at the numbers.
5. Write the numbers from 1 to 25 in composition books, as teacher writes them on the overhead.
6. Cut apart the number cards on the black-line master.
7. Sequence the cards from 1-25, laying them on your desk, and saying the numbers out loud, as you touch them.
8. Students will get a bag of Froot Loops and a piece of construction paper.
9. Lay your Froot Loops on the construction paper and count them.
10. Raise your hand, if you do not have 25.
11. Move your Froot Loops to the top of the construction paper.
12. Write the numbers from 1 to 25 in order, the way you count.
13. Place one Froot Loop with each number.
14. Count from 1 to 25, touching each Froot Loop that is with the number you say.

**Closure Activity:** The students will discuss what we did, what helped them, and what they do not understand.

**Extension Activities:** Sorting the Froot Loops.
Making patterns with the Froot Loops.
Graphing the Froot Loop colors.

**Assessment:** Observation and Anecdotal Records:
Using a class list, indicate those students who are who are able to count, order, and write numbers 1 to 25.

**References:**


“Academic Standards for Mathematics,” Pennsylvania Department of Education.

Number Cards (1-25)

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