Lesson Title: How Many?

Content Area and Grade Level: Grade one

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Brief Description of the Lesson/Unit:

Students learn to compare groups of objects to determine which has more or fewer. This will prepare them for comparing number values in a more abstract sense.

South Dakota Content Standards:

- **Standard numbers and exact wording**
  1.A.2.1 Students are able to use the concepts and language of more, less, and equal (greater than and less than) to compare numbers and sets (0 to 20).

- **Unpacked standards (in student-friendly wording)**
  I can tell a number that is more than/less than a number you tell me.
1. **What enduring understandings are desired?**

   Students will understand the vocabulary of is greater than and is less than.

2. **What essential questions will guide this unit and focus both the teaching and the learning?**

   How can you compare groups to show which has more?
   How can you compare groups to show which has less?
   How do you know if a number is greater or less than another number?

3. **What key knowledge and skills will students acquire as a result of this unit?**

   Students will be able to compare numbers using more or fewer.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?**

   Students may misunderstand the vocabulary of greater than and is less than.
   Help students think of words that mean almost the same as greater and less, such as bigger and smaller.
   Students seem to have misunderstandings of number sense.
**Stage 2: Determine Acceptable Evidence**

What evidence will show that students understand?

1. **Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):**  
   Before the math chapter begins students will take a pretest for prerequisite skills.

2. **Performance Tasks:**  
   Students will create a book to demonstrate greater than and less than.

3. **Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):**  
   - Chapter review  
   - Chapter Test  
   - Writing about it in their journals

4. **Formative Assessment (Dialogues, Observations, Work Samples, etc.):**  
   - Conversations with students explaining their pictures in their book.  
   - Observations on what type of pictures they used for their book.  

   **Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.**

   Students who were successful will be able to go with the next lesson. Students who exhibit difficulty will be reteach in small groups the next day.

5. **Student Self-Assessment:**  
   Students will write in their math journal. The topic will be: Which group shows more, 15 or 18? Draw a picture to tell about your answer.

6. **Attach or include specific rubrics being used for this lesson/unit:**  
   Three points in correctly demonstrating a page for less than and a page for more than. Labels the picture correctly with great detail.
Two points in correctly demonstrating a page for less than and a page for more than. Labels the pictures correctly. One point for incorrectly demonstrating a page for less than and a page for more than. No labels under pictures.
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:

   Students will listen to the story How Many Seeds? by Monica Halpern a Steck-Vaughn Pair-It Book.
   Assess prior knowledge. Have you ever looked at seeds inside fruit? How many seeds are in there?
   Read the story to the class. To help students follow along, point to each word as you read. Ask students to identify the fruit and count the seeds on each page.
   Reread the story, encouraging students to read along with you.
   Have students make their own How Many Book.
   Suggest that students draw or cut out pictures from old magazines. They do not need to use fruit they could for example find pictures of animal legs, seeds in vegetables, family members in a family, or dishes setting on a table. Then have students label each picture on the bottom of each page with for example; A peach has one seed. An apple has few seeds. A watermelon has many seeds.
   Students will present their completed book to the class.

2. Materials, Supplies, & Resources (technology & print):

   Book How Many Seeds? by Molnica Halpern
   Wide variety of old magazines
   white construction paper
   scissors and glue

3. Classroom Management:

   Whole group and independent project

4. Support Services and Special Teacher Notes:

   Students who need help with writing may need extra support services. Many times the classmates will be the extra support by helping them sound out words for writing.
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

   Looking for an idea using magazines to help them with the concept of more than and less than.

2. Differentiated Content:

   Teacher circulate around the room to help with re-teaching the vocabulary of more than and less than.
   peer assistance
   Illustrating more than and less than in a book format.

3. Differentiated Product:

   Various independent How Many books and presentations
   Various journal entries