Standard: Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones.

Unpacked by: Jessica Trelstad

Grade: 1

**“Criteria” – Adjectives/Adverbs**

* **Whole numbers**
* **Emphasis**
* **Tens group**
* **Ones group**

**“Performances” – VERBs**

* **Count**
* **Compare**
* **Represent**

**“Big Ideas” – NOUNS**

* **Whole Numbers**
* **Groups**
* **Tens**
* **Ones**

**Performance Task(s)**

* **Students will be able to create their own personal calendar for the month of September. The students will fill in the month as well as the numbers for the calendar. The students will count by 1s to fill in each date on the calendar. The students will complete this with guidance from the teacher demonstrating the creation on the SMART board.**

**Essential Questions**

* **How can I use groups of 10s and 1s to count to 120?**
* **Why does counting by groups help us with counting large numbers?**
* **What different ways can we represent numbers?**

**Academic Vocabulary**

* **Tally Marks**
* **Calendar**
* **Less**
* **Date**
* **More**

**SIOP Content &/or Language Objectives**

**Content Objectives:**

* **Students will be able to count forward by 1s.**
* **Students will be able to order numbers up to 120.**

**Language Objective:**

* **Students will be able to orally state the date using the provided sentence frame.**

**“Kid Friendly” Learning Targets … I can**

* **I can count up to 120.**
* **I can compare and order numbers.**
* **I can show numbers using tally marks.**
* **I can show numbers using a number line.**
* **I can describe the place values: 10s and 1s.**

**Formative Assessments:**

* **Observation during individual work time.**
* **Analyzing math journal pages.**
* **Discussion and questions.**

**Mini-lesson Topics**

* **Partner activity listing different ways to represent a given number.**
* **Play Top-It with a partner or group.**
* **Roll to 50 game.**
* **Calendar lesson.**
* **Counting manipulatives lesson.**

**Rubric Dimensions**

1. **Unable to count up to 30 using whole numbers.**
2. **Able to count past 30, but unable to make it to 120.**
3. **Able to count to 120 using whole numbers.**

**Anchor Charts**

* **A table showing the number “24” and the different ways that number can be shown. Include tally marks, money, number line, addition, place value, and written.**

**Mentor Text(s)**

***The Cheerios Counting Book***

**By: Barbara McGrath**