

Grade Level(s): One

Lesson: A Parade of Counting

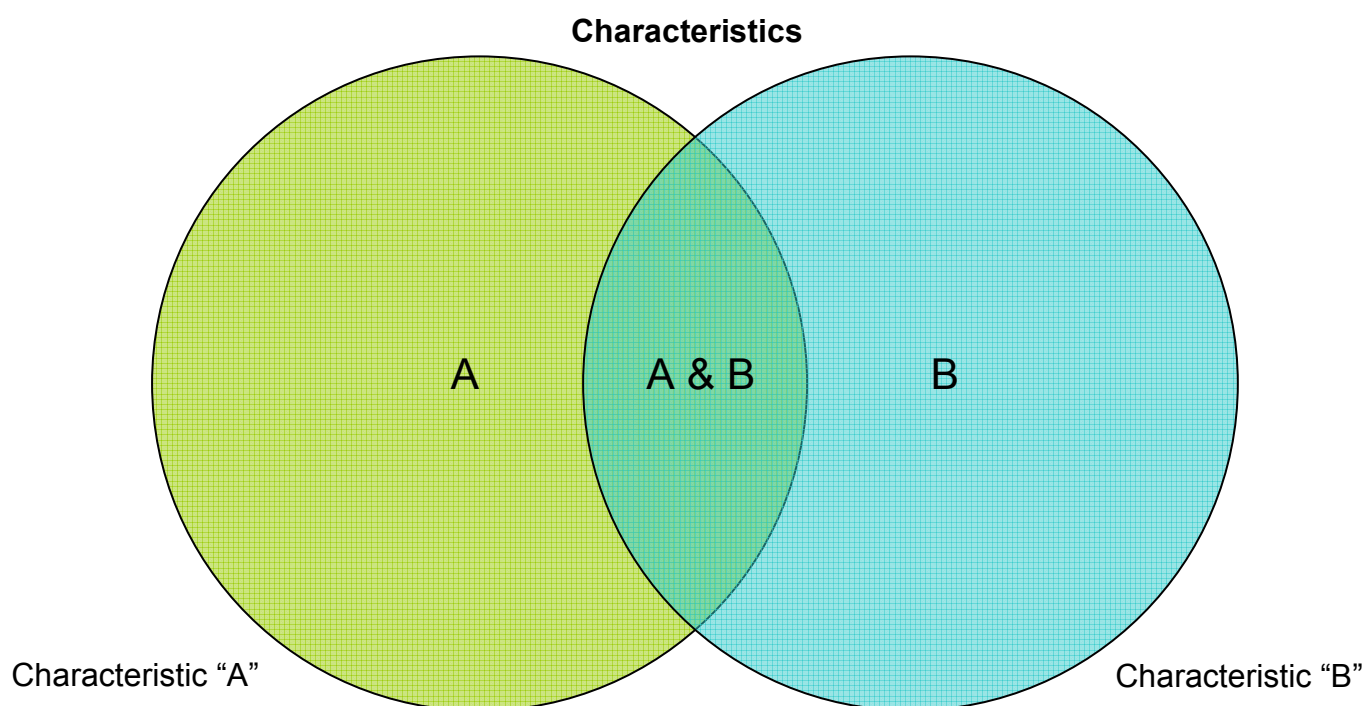
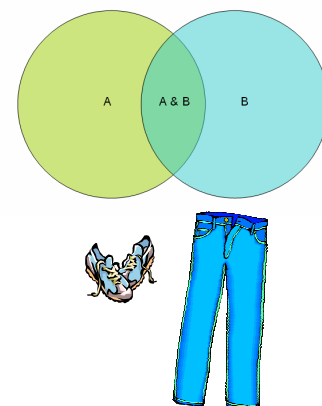
Focus: (Concept or skills to be emphasized)

Venn diagrams, numerical ordering, classification, keeping a steady beat, comparison of 1's, 2's, 5's, and 10's

Objectives: See end of lesson for objectives and standards achieved.

Background Information:

A Venn diagram is a way to make comparisons of relationships between things.



Activities (Procedures):

1. Read the story of *Peter and the Wolf*, as found in the Teacher's Section under The Verizon Literacy Resource Section. Ask students to pay special attention to the characters and objects in the story.

2. Create a very large Venn diagram in the playground or on the floor of your classroom using brightly colored string, tape or yarn. Tell students that a Venn diagram can be used to compare different things based on their similarities and their differences.
 - a. Choose two characteristics of your students' clothing and sort them using the Venn diagram. Characteristics could include colors or types of shoes, socks, shirts, pants, skirts or dresses, and jewelry or watches. For example, select the categories of tennis shoes and jeans. In this example, some students may be wearing jeans, some may be wearing tennis shoes, and others may be wearing jeans *and* tennis shoes. Be aware that some students may be excluded from some of your Venn diagrams (e.g., using the example of jeans and tennis shoes, some students may not be wearing either jeans *or* tennis shoes). Repeat with another two characteristics.
 - b. Ask several students to think of two characteristics by which they can sort themselves and then have them move into the appropriate parts of the large Venn diagram.
3. Ask students to recall the characters and things in the story of *Peter and the Wolf*, record these on a flip chart, overhead or chalkboard. Project a Venn diagram on an overhead, or draw one on a chalkboard or flip chart. As a large group, tell students that they will need to help you sort out the list of things and characters from the story. Possible attributes that can be used for comparison include characters with instrument themes vs. objects in the story (characters have instrument themes, objects do not), characters with four legs, winged animals, and instrument families used for each character (see the Orchestral Instruments section on the *Peter and the Wolf* CD ROM or charts of instruments in the orchestra). *GM.1.2.4*
4. After students have practiced comparing attributes of things, tell students that Venn diagrams can be used to help show some of the similarities and differences between numbers. Distribute the Venn Diagram Worksheets which compare numbers that are 1's, 2's, 5's, and 10's. Note: there will be no numbers in the "Numbers you can count by 2's" for the 1's and 2's Venn diagram; and no numbers in the "Numbers you can count by 10's" for the 5's and 10's Venn diagram.
5. To conclude the lesson, choose two characteristics of students clothing and assign these to the very large Venn diagram. Ask students to "march" into the proper area of the Venn diagram as you play the Hunters' Theme or the Cat's Theme as found in either the WVSO CD ROM or the WVSO Audio CD Companion. *GM.1.1.8, GM.1.4.1*

Assessment/Evaluation*:

1. Student classifications worksheet completed with accuracy.

Supplemental Materials and Equipment Needed:

Brightly colored string, tape or yarn

Venn Diagram Worksheets

A copy of the *Peter and the Wolf* CD ROM or WVSO Audio CD Companion with instrument charts

Computer able to play audio files on CD ROM

Resources:

Graphic organizers, including Venn diagrams:

www.enchantedlearning.com/graphicorganizers/

Create your own Venn diagrams:

<http://www.readwritethink.org/materials/venn/>

See "Flippers, Wings and Other Mobile Things" lesson

References:

Van de Walle, John. (2004). Elementary School Mathematics (5th ed.). Allyn and Bacon: Boston, MA.

Coachville LLC. (2004). VennDiagram.com. Retrieved from <http://www.venndiagram.com/>

National Standards:

Music

Understanding relationships between music, the other arts and disciplines outside the arts.

Mathematics

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them:

- Pose questions and gather data about themselves and their surroundings
- Sort and classify objects according to their attributes and organize data about the objects
- Represent data using concrete objects, pictures, and graphs

WV Content Standard Objectives:

First-Grade

MA.1.1.2 read, write, order and compare numbers to 100.

MA.1.2.1 sort and classify objects by more than one attribute.

MA.1.2.4 identify and write number patterns by 2's, 5's and 10's.

SC.1.2.4 collect, record and compare information using a variety of classification systems (e.g., ordering, sorting, sequencing) and using a variety of communication techniques (e.g., sketches, pictographs, models).

GM.1.1.8 demonstrate strong and weak beats through movement.

GM.1.2.4 recognize the four families of the symphony orchestra.

GM.1.4.1 participate in a singing game or play party.

Kentucky Program of Studies:

ELA-P-R-1

Students will listen to a variety of genres (e.g., stories, poems, articles) to form an understanding of reading.

ELA-P-R-26

Students will re-tell stories or parts of stories containing beginning, middle, and end, and important details.

ELA-P-R-28

Students will summarize what happened in a story by telling and/or drawing.

ELA-P-R-36

Students will identify story elements in a passage, including characters, setting, problem/solution, and plot.

ELA-P-W-1

Students will produce, through drawing, symbols, and letters, writing which has meaning to the student.

ELA-P-SLO-1

Students will interpret and apply meaning from listening.

ELA-P-SLO-3

Students will apply listening, speaking, and observing skills for a variety of purposes.

M-P-PS-14

Students will pose questions; collect, organize, and display data.

M-P-NC-16

Students will order and compare numbers from 0-1,000.

Ohio Academic Content Standards:*First-Grade*

Y2003.CMA.S01.GPK-02.BA.L01.I03

Number and Number Systems /

03. Read and write the numerals for numbers to 100.

Y2003.CMA.S01.GPK-02.BA.L01.I05

Number and Number Systems /

05. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with 1's and 10's. For example:

- a. Develop a system to group and count by 2's, 5's and 10's.
- b. Identify patterns and groupings in a 100's chart and relate to place value concepts.
- c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100.

Y2003.CMA.S05.GPK-02.BB.L01.I01

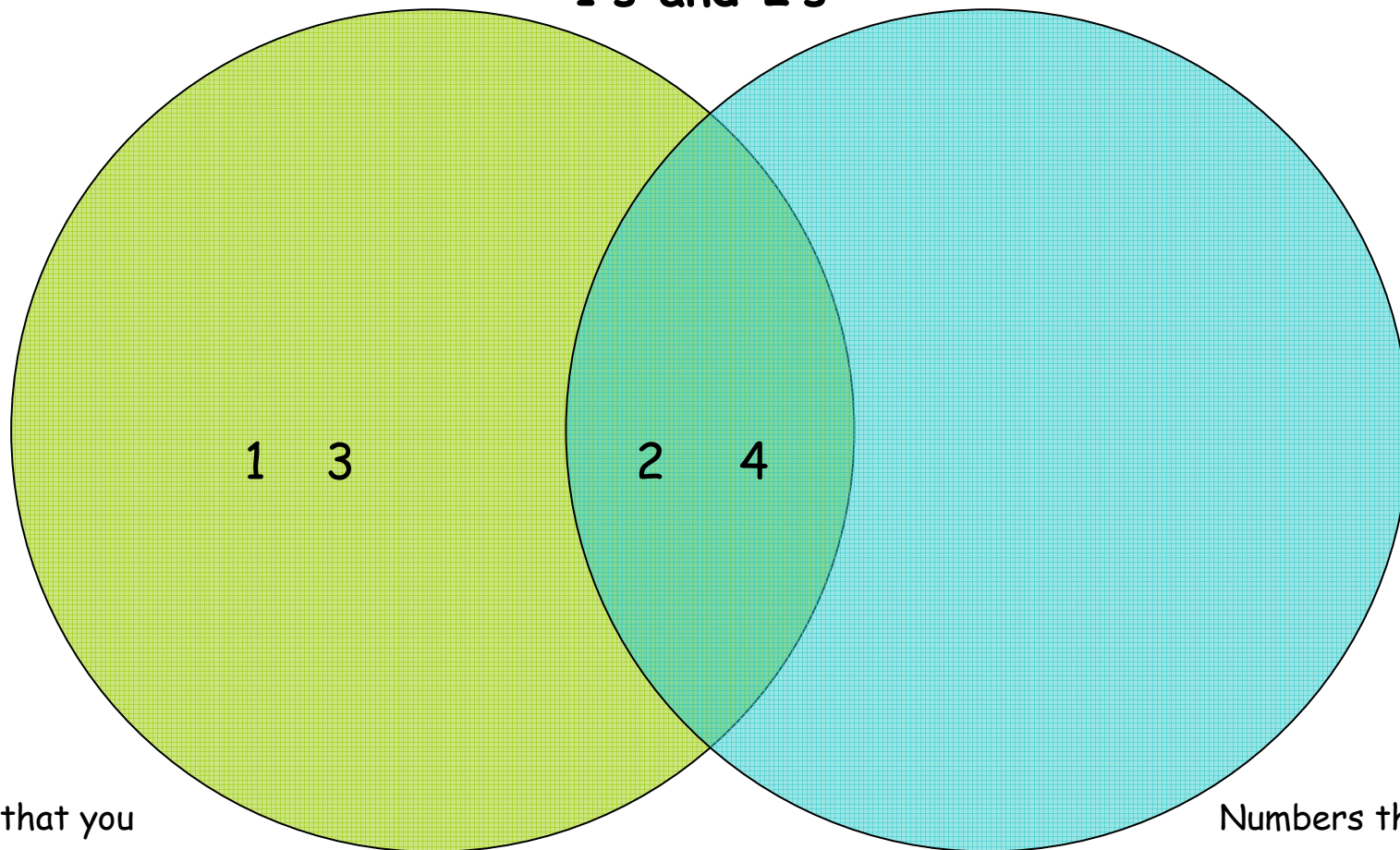
Data Collection

01. Identify multiple categories for sorting data.

*All Assessments are to be at the expected state assessment standard; in West Virginia this is mastery level; in Ohio this is benchmark level; and, in Kentucky, this is academic expectations level.

Put numbers from 1-20 in
the 1's or 2's circles:

1's and 2's

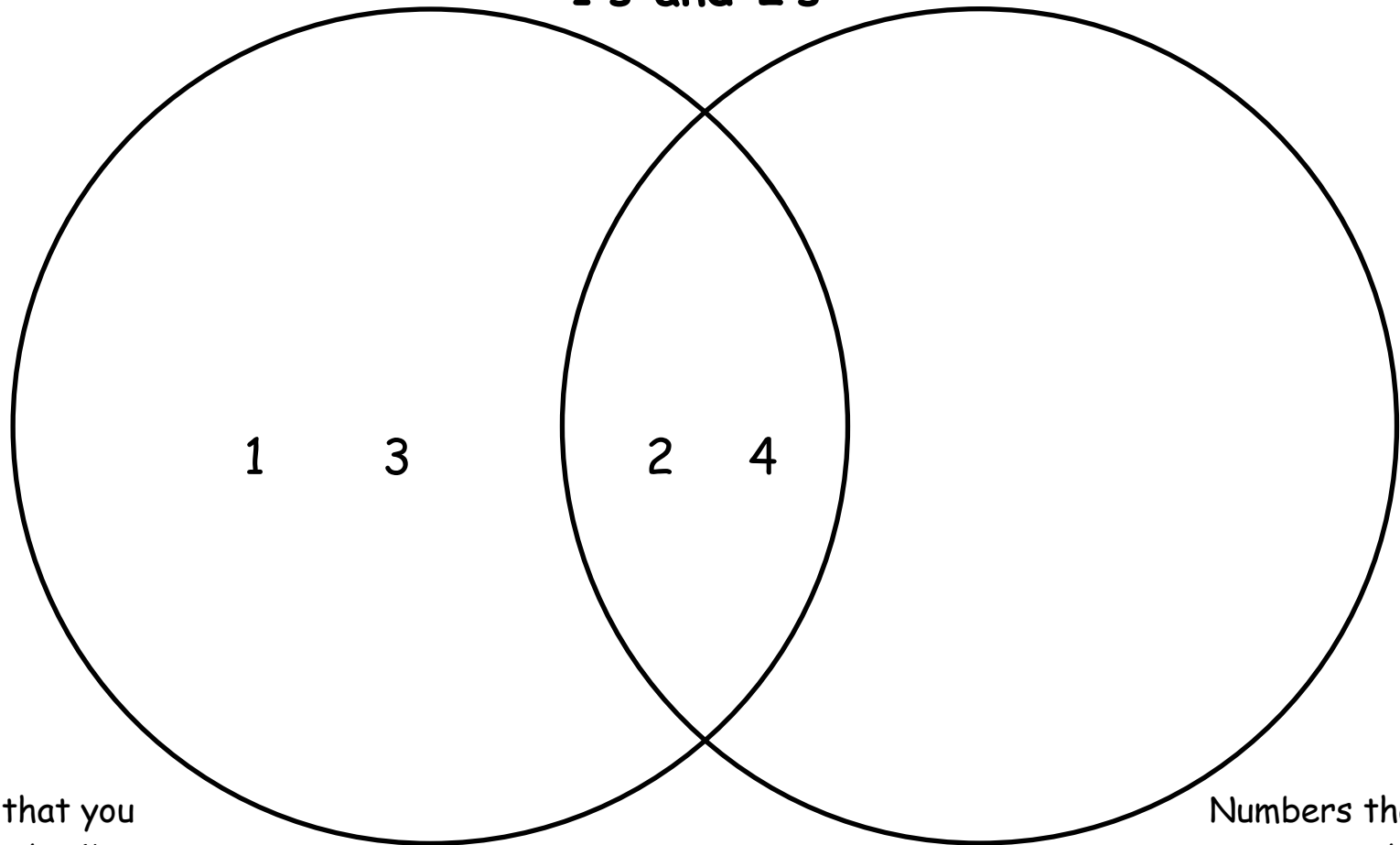


Numbers that you
can count by 1's

Numbers that you
can count by 2's

Put numbers from 1-20 in
the 1's or 2's circles:

1's and 2's

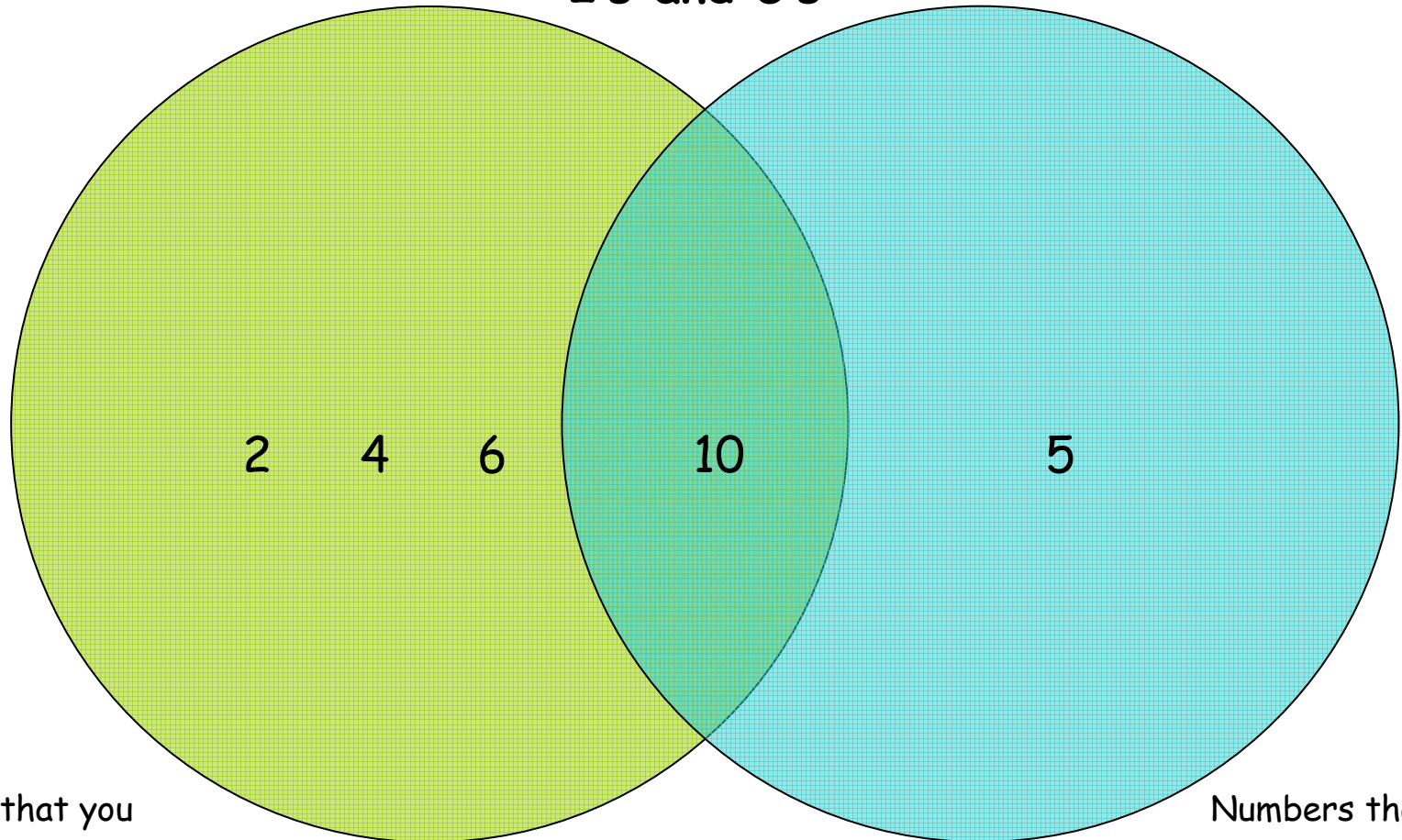


Numbers that you
can count by 1's

Numbers that you
can count by 2's

Put numbers from 2-20 in
the 2's or 5's circles:

2's and 5's

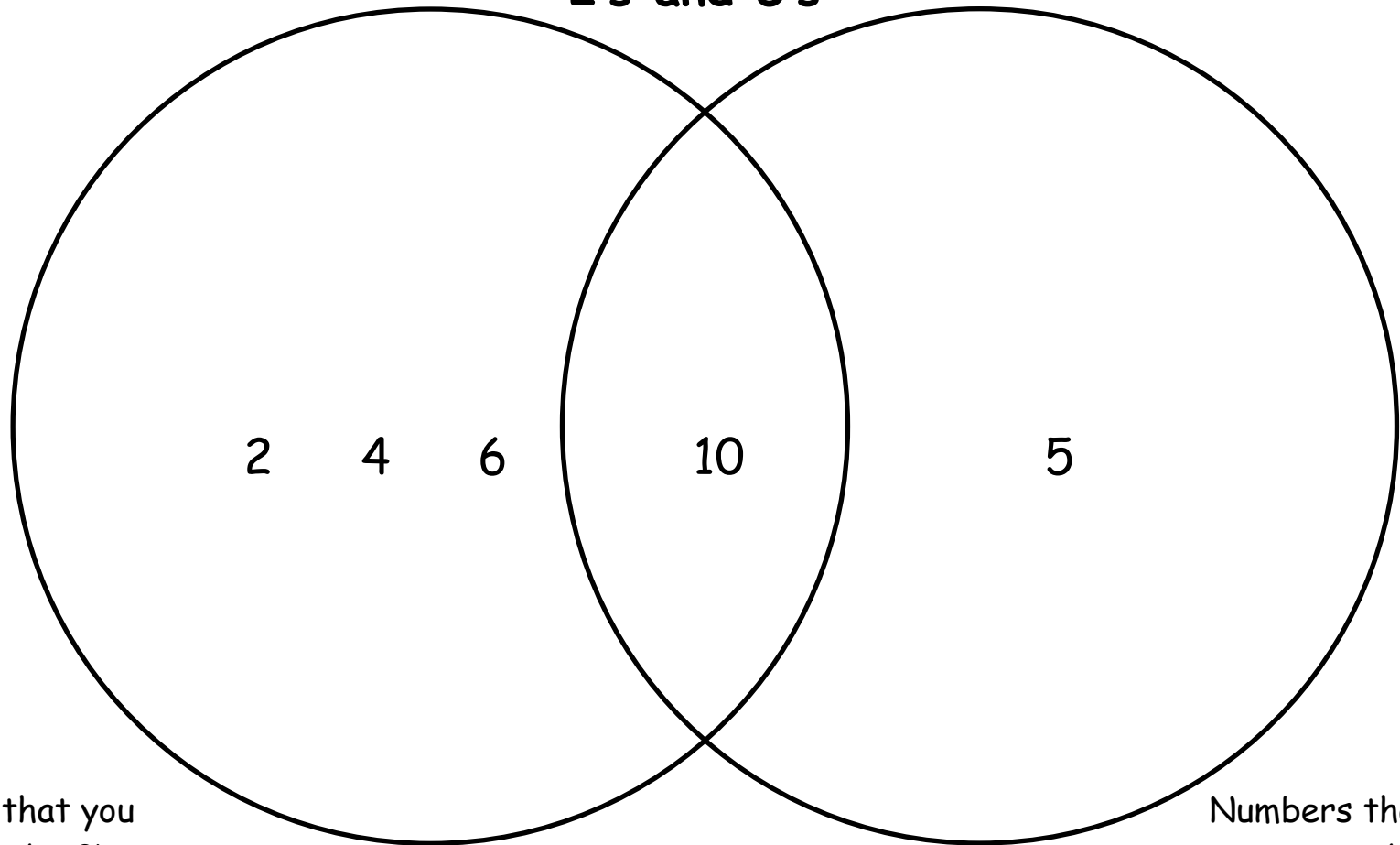


Numbers that you
can count by 2's

Numbers that you
can count by 5's

Put numbers from 2-20 in
the 2's or 5's circles:

2's and 5's

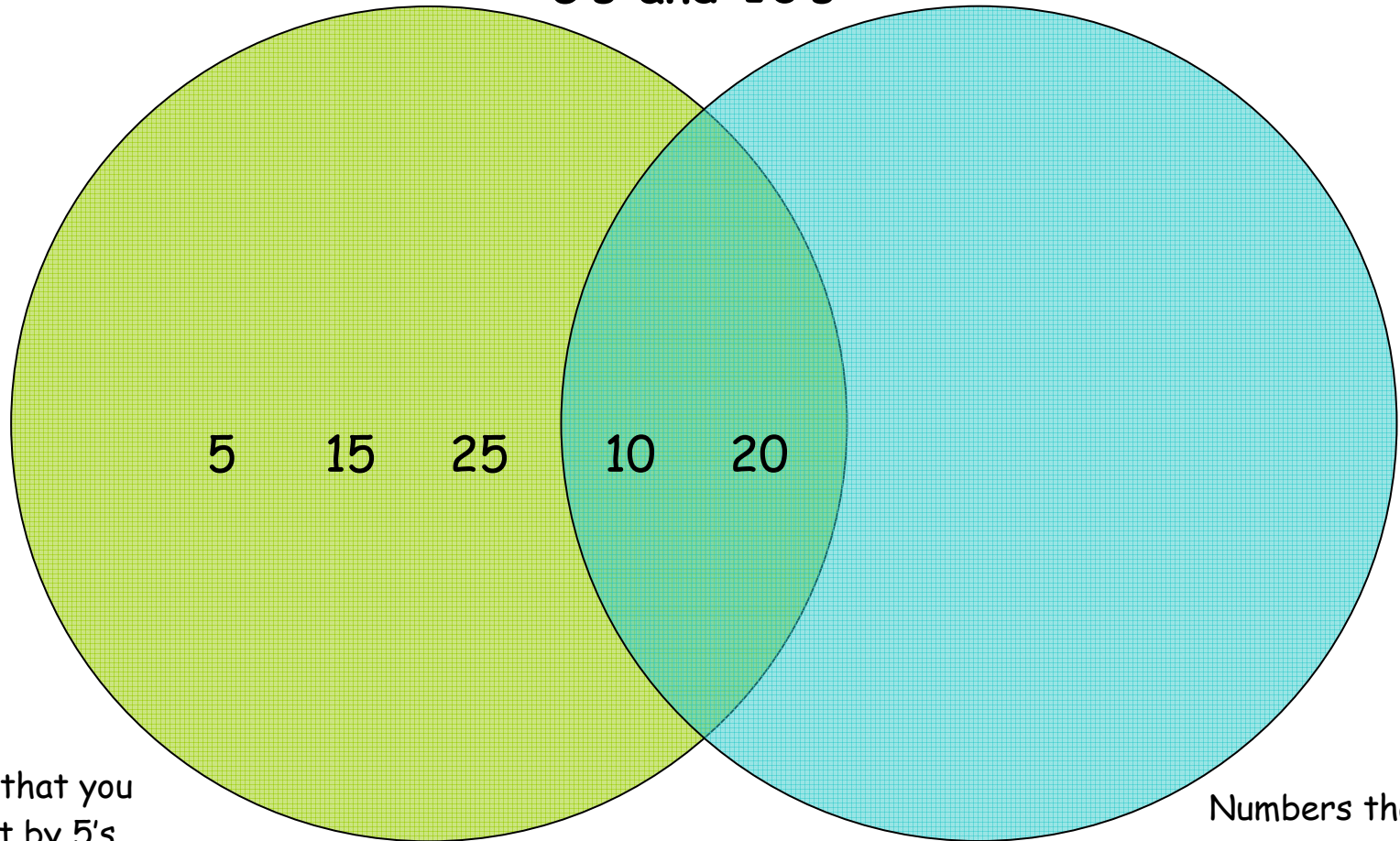


Numbers that you
can count by 2's

Numbers that you
can count by 5's

Put numbers from 5-100 in
the 5's or 10's circles:

5's and 10's

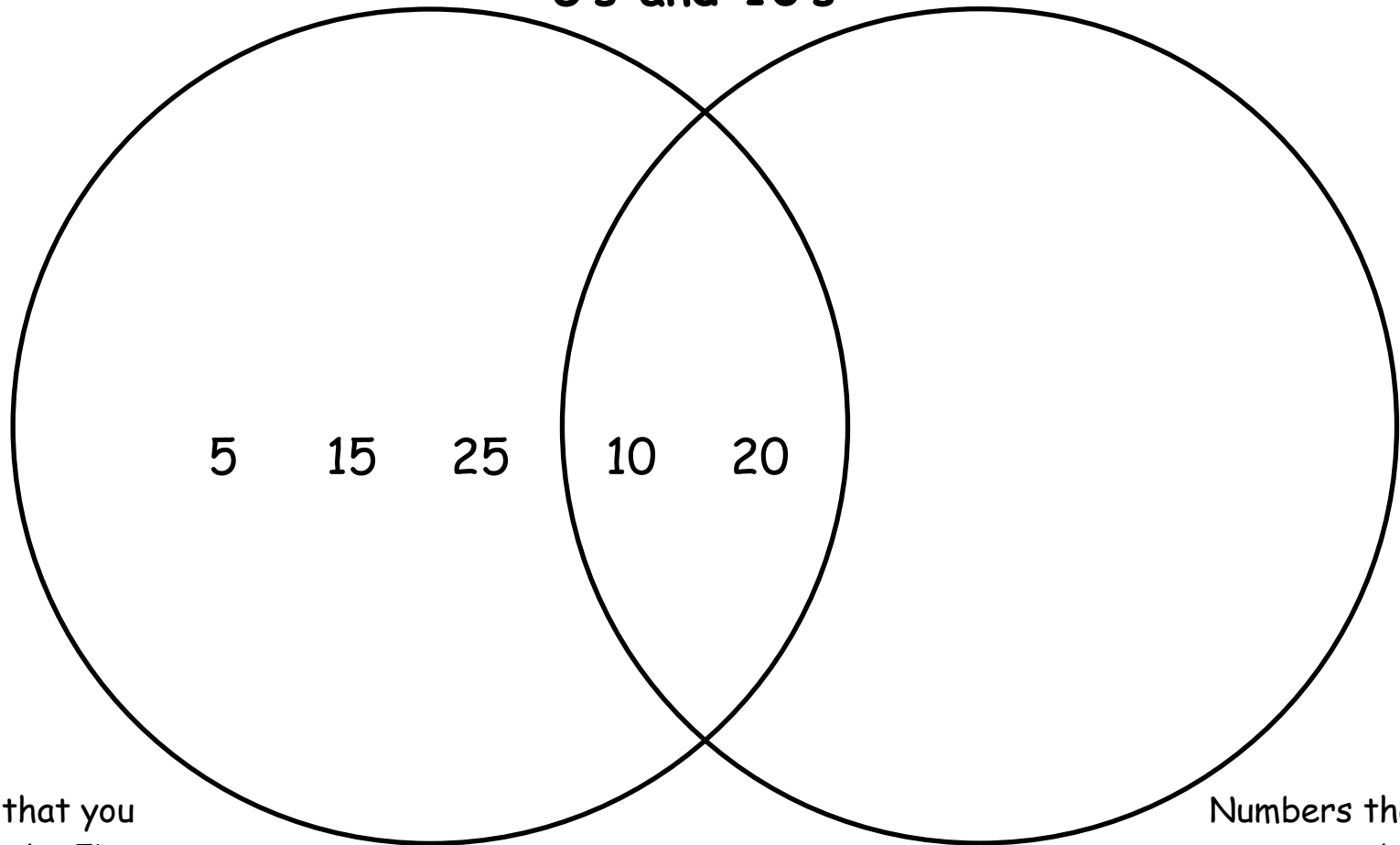


Numbers that you
can count by 5's

Numbers that you
can count by 10's

Put numbers from 5-100 in
the 5's or 10's circles:

5's and 10's



Numbers that you
can count by 5's

Numbers that you
can count by 10's