

Lesson Plan

Teacher's Name: Jennifer E. Litts

Subject: Mathematics

Date: March 31, 2009

SOL(s):

K.6 The student will model adding and subtracting whole numbers, using up to 10 concrete objects.

Objective(s): Students will show and record partners of ten.

Materials Needed: 10 inch square tiles per child, 1 break apart stick per child, dry erase board, marker, white trays

Group Size: Half-group

Duration: 20 minutes

Set/Introduction: (build background, make connections)

Ask students to recall the previous lesson's activity using the break apart stick to find number partners. Warm them up using the finger wiggle activity again.

Statement of Objectives to Students:

Today we will learn what number partners equal the number 10 when put together.

Input: (Step-by-Step Procedure, Questions, Activities)

1. Place 10 square tiles on the board all facing downward (no dots showing).
2. Demonstrate for the students how to have one bug wake up by turning it over to show the dot. Ask the students how many bugs are still sleeping? How many awake? How many all together?
3. Place the break-apart stick in between to make the distinction obvious.
4. Record the results bugs awake, bugs asleep, and total bugs on the dry erase board chart.
5. Provide each child with their own tray and supplies, and then ask them to create the ten bugs, one awake and the rest asleep like it is on the board.
6. Ask the students to wake up the next bug and move the break-apart stick to the next spot.
7. Ask the students the same question as before.
8. Continue this process until you have completed all the partners for the number 10 by waking up all the bugs.

Enrichment/Reteaching:

Allow students to do this activity again during choice time the next day. Students can also use their fingers as a concrete object from which to remind themselves about the number partners.

Assessment Activity:

Students will be assessed on their ability to identify number partners for the total 10.

Closure:

Ask the students what they learned about today and then review the different number partners with them. Encourage students to use their fingers if they need to.