

Math: Grade 1, Lesson 11, Count on a Number Chart to 120

Lesson Focus: Count on a number chart to 120

Practice Focus: Students will develop their counting ability as they use a number chart to count by 1s to 120.

Objective: Students will learn how counting and place-value patterns can be seen on a number chart.

Key Vocabulary:

Hundred Chart, Ones digit, Tens digit, Row, Column

TN Standards: 1.NBT.A.1

Teacher Materials:

- 100 chart
- 120 chart
- Paper
- Markers
- Document Camera
- Student Practice Packet

Student Materials:

- Paper
- Pencil
- A surface to write on.

Teacher Do	Student Do
<p><u>Opening</u> (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for math! Today’s lesson is for all our 1st graders out there, though all children are welcome to tune in. This lesson is the eleventh in our series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools! I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lesson, you can find it on the TN Department of Education’s website at www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others. But, it might be more fun if you first go back and watch our other lessons since we’ll be talking about things we learned previously.</p> <p>Today we will be learning about how to count using a 120 chart! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Paper• Pencil	<p>Students get materials ready for the lesson:</p> <p>Paper</p> <p>Pencil</p>

<ul style="list-style-type: none"> • Student Packet for Math, Grade 1 Lesson 11 which can be found at www.tn.gov/education <p>Ok, let's begin!</p>	
<p><u>Intro</u> (3 min)</p> <p>To get ready for our lesson today, let's get our workspace ready. I am going to lay out some paper and pencil on my writing surface. You lay out your paper and pencil too. [pause]</p> <p>We will also be using a tool today called a 120 chart. Would like to see what my 120 chart looks like? [Teacher shows 120 chart.]</p> <p>Let's review how to use a 120 chart. Notice the number at the very top. [Teacher points to top left hand corner at the number 1.]</p> <p>You see the number 1. Now let's look at the very last number on our chart... [Teacher points to the number 120 at the number right corner. *NOTE - Be sure to pronounce <i>one-hundred twenty</i>, not one twenty or not one hundred and twenty (<u>and</u> means a decimal.) That is one hundred twenty. Now you say one hundred twenty with me. [Teacher says one hundred twenty.] Great! You will notice the numbers get bigger as we count from 1 to 120. [Teacher points, moving finger through the 120 chart; moving from 1 to 120.]</p> <p>For our lesson today, let's use your paper and pencil to draw part of a 120 chart for you to use. I would like for you draw 4 small charts with me. Be sure to save some space in between each of your charts. [Teacher models drawing 4 portions of a 120 chart.]</p> <p>To begin, I will draw a rectangle. You draw a rectangle. [Teacher models drawing one rectangle.] Now I will draw three more rectangles. You draw three more rectangles. [Teacher models drawing three rectangles.] You should have 4 rectangles. Touch and count your rectangles to make sure you have 4.</p>	<p>Students set up work space with needed items.</p> <p>Students draw 4 partial 120 charts. Images will look like ten frames.</p>

[Teacher models counting; counts aloud 1-2-3-4 while touching rectangles.]

Next, we will draw a line horizontally through the center of our rectangle. You draw along with me.

[Teacher models drawing a horizontal line through the middle of rectangle 1. Note - this is the same set of directions used in video #1 of the Teach TN series on how to draw a ten frame.]

Let's draw three more horizontal lines on our next three rectangles.

[Teacher models drawing horizontal line through other three rectangles.]

Last we will draw 4 vertical lines in each of our rectangles.

I will draw 4 vertical lines in my first rectangle. You draw along with me.

[Teacher models drawing 4 lines, evenly spaced, in the first rectangle. Final image should look like a ten frame.]

We should have a total of 10 spaces in our model. Count with me...1-2-3-4-5-6-7-8-9-10.

Now, let's draw 4 vertical lines in our other three rectangles.

[Teacher models drawing 4 vertical lines in the other three rectangles.]

Wonderful work! Now we are ready to count using our 120 chart.

Teacher Model (10 min.)

Objective 1: Teacher will explicitly instruct on how to use a 120 chart to count.

Let's start counting using our 120 chart.

[Teacher puts her/his finger on number 15.]

We will begin counting from the number 15. Count with me as we count across the row.

[Teacher touches each number from 15 - 20 and says the number aloud.]

15, 16, 17, 18, 19, 20.

What was the last number you said?

[Pause]

Yes, you said the number 20.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Objective #2: Teacher will explicitly instruct on how to count by 1's using a 120 chart to count on to find the next four numbers.

Where do we go now that we are at the end of the row?

[Pause]

Did you say we should go to the next row?

[Pause]

Yes, we go to the next row of numbers starting with number 21.

[Teacher points to number 21.]

Can you count with me to the end of this row?

[Teacher counts aloud numbers 21-30.]

Objective #1:

Students will be reviewing how to count by 1s using a 120 chart moving from top left to bottom right moving across rows.

Objective #2:

Students will be building off of their work counting by 1s using a 120 chart to count beyond the last number in a row (ex: count one more than 20 using a 120 chart...requires students to move to next row).

<p>21-22-23-24-25-26-27-28-29-30. What was the last number you said? [Pause] Yes, you said the number 30.</p> <p>Tying the learning together: Teacher will explicitly connect prior learning on the use of a 120 chart and apply it to a contextual problem to count and find the next four numbers.</p> <p>Now, let's take a look at this problem. I need your help using the 120 chart to count. [Teacher will post the problem as written.]</p> <p>Sam picks the number 35. What are the next 3 numbers?</p> <p>_____, _____, _____, _____</p> <p>[Teacher reads problem aloud.] Sam picks the number 35. What are the next 3 numbers? What number do we begin counting with? [Pause] Yes. 35. I will write 35 in my first blank in the problem. Now, I need to find the number 35 on my 120 chart. Can you help me find the number 35 on my 120 chart? [Pause] [Teacher points to 35 on 120 chart or - may want to circle with expo marker if it is a laminated copy.] Great. Now that I have found the number 35 on my 120 chart, we are ready to begin counting the next three numbers. [Teacher models counting from 35 to 38 one at a time, pointing as he/she goes.] 35-36-37-38. Great, so our next three numbers are 36, 37, 38. [Teacher records on posted problem to fill in the rest of the blanks 35, 36, 37, 38.]</p>	<p>Tying the learning together: Students will listen to the teacher do a think aloud solving a problem from the start of the problem through finding the solution using a number strip and a number bond.</p>
<p><u>Guided Practice</u> (13 min.)</p> <p>[I do - a think aloud where the student works alongside the teacher.] Now, let's take a look at our first problem. [Teacher post problem as written.]</p> <p>Directions: Find the next four numbers.</p>	<p>Students will listen to the teacher do a think aloud solving a problem from the start of the problem by finding the solution using the 120 chart.</p>

1.

4				
14				

I want you to use your first chart you drew to work along with me. I will use my chart too.

[Teacher models writing the number 4 and the number 14 in his/her first chart they drew on paper.]

Does your work look like mine so far?

[Pause]

Great! Now I count on a 120 chart to find the next four numbers.

[Teacher will model using the 120 chart, to pull out a subset of numbers to model using a smaller version of a 120 chart. See image below.]

1	2	3	4	5	6	7	8	9	10	4	5	6	7	8
11	12	13	14	15	16	17	18	19	20	14	15	16	17	18
21	22	23	24	25	26	27	28	29	30					
31	32	33	34	35	36	37	38	39	40					
41	42	43	44	45	46	47	48	49	50					
51	52	53	54	55	56	57	58	59	60					
61	62	63	64	65	66	67	68	69	70					
71	72	73	74	75	76	77	78	79	80					
81	82	83	84	85	86	87	88	89	90					
91	92	93	94	95	96	97	98	99	100					
101	102	103	104	105	106	107	108	109	110					
111	112	113	114	115	116	117	118	119	120					

First, I am going to find the number 4 on the 120 chart.

[Teacher finds the number 4 on the 120 chart and points to it.]

Now, I am going to use the 120 chart to count the next four numbers.

[Teacher counts 4,5,6,7,8.]

Now, I will write the next four numbers that come after 4.

[Teacher writes the numbers 5,6,7,8 on the top of the chart.]

Students write 4 and 14 in their own chart they drew.

4				
14				

Students observe as teacher uses 120 chart to count next four numbers.

Students will record:

4	5	6	7	8
14				

[We do - intentional pauses for student to do work and then receive answers along the way.]

I filled in the top part of my chart. Let's fill in the bottom of the chart together.

Our problem starts with 14. Let's find the number 14 on the 120 chart.

[Teacher locates 14 on the 120 chart.]

Remember, we wrote the number 14 on the bottom part of our chart.

[Teacher points to 14 in the bottom part of the chart.]

Now we will write the next four numbers after 14 on our chart. Let's use the 120 chart to find the next four numbers.

What are the next four numbers after 14?

[Pause]

Let's count together. [Starting at 14, say...] **15, 16, 17, 18.**

[Teacher points at 14 on the 120 chart and counts until the number 18.]

We did it!

Are you ready to write the numbers in your chart?

[Pause]

It is time to write in the next four numbers. We will write 15, 16, 17, 18. Fill in your chart with me.

[Teacher writes 15,16,17,18 on the chart.]

You are amazing! You just used the 120 chart to count and write numbers!

[You do - the student independently working and then the teacher showing their work and answer.]

We've been working on using a 120 chart to identify and count numbers. Now it is your turn.

[Teacher post another empty chart.]

Directions: Find the next four numbers.

42				
52				

You will write the number 42 at the top of your chart. Then write the number 52 under the number 42.

[Teacher models where to write the number 42 and 52.]

Students will follow along with the teacher to model a problem from the start of the problem through finding the solution. Students will complete the bottom half of their chart along with their teacher.

4	5	6	7	8
14	15	16	17	18

Students will solve a problem independently from the start of the problem through finding the solution. Teacher will share the completed chart.

[Directions: Find the next four numbers that come after 42 and 52.]

Your job is to fill in the chart with the next four numbers that come after 42 and after 52.

[Pause and give students time to complete their chart.]

I will share my completed chart with you.

[Teacher shares completed charts and counts with students the numbers that come after 42 and 52.]

42	43	44	45	46
52	53	54	55	56

[Additional problems as needed.]

11				
21				

96				
106				

Independent Practice (3 min.)

Great work! Today, we reviewed how to count using a 120 chart. I hope you're seeing some connections to our *counting on* strategy that we used last week! You sure did a great job! After the video, you will have some problems practicing on your own.

I will show you the independent practice problems now, or you can find them in the student practice for this lesson posted on our website, www.tn.gov/education.

[Teacher shows student practice page under document camera or camera zooms in on student practice page.]

Good luck and do your best! To get you started, I will read the problems aloud with you.

PBS Lesson Series

<p>[Teacher posts problems as written.]</p> <p>Directions: Find the next four numbers.</p> <p>1.</p> <table border="1"><tr><td>61</td><td></td><td></td><td></td><td></td></tr><tr><td>71</td><td></td><td></td><td></td><td></td></tr></table> <p>2.</p> <table border="1"><tr><td>86</td><td></td><td></td><td></td><td></td></tr><tr><td>96</td><td></td><td></td><td></td><td></td></tr></table> <p>3.</p> <table border="1"><tr><td>104</td><td></td><td></td><td></td><td></td></tr><tr><td>114</td><td></td><td></td><td></td><td></td></tr></table> <p>4.</p> <table border="1"><tr><td>34</td><td></td><td>36</td><td></td><td>38</td></tr><tr><td></td><td>45</td><td></td><td>47</td><td></td></tr></table>	61					71					86					96					104					114					34		36		38		45		47		
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<p>Closing (1 min)</p> <p>I enjoyed reviewing how to count using a 120 chart! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</p>																																									

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