

# Lesson 15

**writing the number 14**

**acting out and drawing pictures for some, some more and some, some went away stories**

## **lesson preparation**

### **materials**

Written Assessment #2

1 apple per two children (these will be used again and eaten in Lesson 18)

bowl or container for the apples

10 linking cubes per child

construction paper work mat (9" × 12") for each child.

### **the night before**

- Draw a circle on each construction paper work mat.

### **in the morning**

- Assist the children as they complete the lunch/attendance graph upon entering the classroom. Help each child place his/her chip. Verify the placement of the chips before The Meeting.
- Collect homework from the previous day. Correct and review errors with the children individually.

## **THE MEETING**

- Children should be seated so that all can see the Meeting Bulletin Board easily.

**"Today \_\_\_\_\_ is the Student of the Day."**

### **calendar**

**"Let's begin with the calendar. Who would like to tell us what year it is?"**

- Point to the year.

**"Who would like to tell us what month it is?"**

- Point to the month.

**"What shapes are we using on our calendar this month?"**

**"Let's read our shapes together."**

- Point to the tags as the children read the shapes.

**"What shape tag do you think we will use today? How do you know?"**

- Put the suggested shape on the calendar.

**"Let's read our shape pattern again to see if we are correct."**

- Point to each tag as the children read the shapes.

**"What is our shape pattern this month?" (1st shape, 2nd shape)**

**“Yesterday was the \_\_\_\_\_th of (month).”**

- Point to the date card.

**“What do you think today’s date is? We write the \_\_\_\_\_th using the number \_\_\_\_\_. \_\_\_\_\_ is the Student of the Day. Would you like to write the date on the tag?”**

- If the child declines, ask the child if he/she would like you to write the number on the chalkboard (chart) so he/she can see how it will look.
- If a child writes the numbers with reversals, say the following: “That was a good try. We write the number like this.” Write the number on a chart for the child, turn over the tag, and let the child copy your number.

**“Where do you think we should put the date tag on the calendar?”**

- The Student of the Day puts the date tag on the calendar.
- Ask all of the children the following questions:

**“What day of the week is it today?”**

**“How do you know?”**

- Point to the date tag and move your finger up to (day of the week).

**“Let’s read the names of the days of the week together.”**

- Point as all the children say the days of the week.

**“We will write the month, the date, and the year on the date strip.”**

**“What will we write first?” *the month***

**“What month is it? Who would like to tell me the letters we use to spell (month)?”**

- Write the month on the paper strip.

**“What is the date? What digits will we use to write the date?”**

- Write the date on the paper strip.

**“What is the year? What digits will we use to write the year?”**

- Write the year on the paper strip and post it on the bulletin board.

**“Let’s say the full date together.”**

- Point as the children read “Today’s date is (month, date, year)” from the date strip.

### **counting**

**“Let’s use our hundred number chart to help us count.”**

**“What number did we stop at yesterday?” *80***

**“Today we will stop at 80 again.”**

**“Let’s read the numbers together as I point to them.”**

- Slowly move the pointer from 1 to 80 as the children count together.

**“The numbers on our number line help us keep track of how many days we have come to school.”**

**“What number did we add to our number line yesterday?”**

**“What number will we add today? Let’s count to check.”**

**“We have come to school \_\_\_\_\_ days.”**

### **weather graph**

**“Now it is (Student of the Day)’s turn to be the weather reporter.”**

**“When you came to school today, (Student of the Day), what was it like outside?”**

**“What tag will we use to show this type of weather on our graph?”**

- Ask the Student of the Day to select the tag.

**“Where do you think we should put today’s tag?”**

- Ask the Student of the Day to place the tag on the graph.
- Ask all children the following questions:

**“How many sunny days have we had? Let’s count them together.”**

- Repeat with cloudy, rainy, and snowy.

**“What type of weather have we had most often? How can you tell?”**

### ***lunch/attendance graph***

**“The Student of the Day will give the attendance and lunch report.”**

**“Who is not here today?”**

- The Student of the Day reads the names on the extra chips.

**“How many children are absent today?”**

**“How many children will buy the school lunch today?”**

**“Let’s count with \_\_\_\_\_ to check.”**

- The Student of the Day points to the chips as the children count.

**“How many children brought lunch from home today?”**

**“Let’s count with \_\_\_\_\_ to check.”**

- The Student of the Day points to the chips as the children count.

**“Now I can make my report to the school office. How many children are absent today? How many children will buy the school lunch today? How many children brought their lunch from home?”**

### ***clock***

**“Each morning, the Student of the Day will set our clock to show that it is morning.”**

**“After lunch, the Student of the Day will set our clock to show that it is afternoon.”**

- Ask the Student of the Day to set the clock to show that it is morning.

### ***right/left***

**“We will end The Meeting by practicing right and left.”**

**“When I call your name, walk to your desk and stand behind your chair.”**

- Call children four at a time.
- When all children have returned to their desks, continue.

**“Face the front of the classroom.”**

**“Hold up your left \_\_\_\_\_.”**

**“Hold up your right \_\_\_\_\_.”**

**“Point to your right \_\_\_\_\_.”**

**“Point to your left \_\_\_\_\_.”**

**“Turn to the left.”**

**“Face the front of the room.”**

**“Turn to the right.”**

**“Face the front of the room.”**

**“Sit in your seat.”**

**Optional: “The Student of the Day will also (other jobs or privileges) today.”**

## ASSESSMENT

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- All of the questions on the assessment are based on concepts and skills presented at least five lessons ago. It is expected that all children will master at least 80% of the concepts on the assessment.
- If a child is not performing at an 80% mastery level, plan intervention and extra help for the child immediately.
- If all of the children are having difficulty with a specific concept, reteach the concept the following day. There is an extra day each week built into the program for this purpose.

### **Written Assessment**

***“Today I would like to see what you remember from what we have been practicing.”***

- Pass out Written Assessment #2.

***“Write your name at the top of the paper.”***

***“I will read the directions for each problem.”***

- Read the directions for each problem. Allow time for all the children to complete each example before continuing.
- When children are finished, collect the papers.
- Correct the papers, noting children’s mistakes. It is suggested that you show these papers to the children and review their errors with them individually. Many teachers keep the assessments for use at parent meetings.

## THE LESSON

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### **Writing the Number 14**

***“Yesterday we practiced writing the number thirteen.”***

***“Today we are going to learn how to write a new number.”***

***“What number do you think we will write today?”*** **fourteen**

***“Does anyone know how to write the number fourteen?”***

- Ask a child to write the number on the chalkboard.

***“What digits do you see in the number fourteen?”*** **the digits 1 and 4**

***“How would you tell someone how to write the number fourteen?”***

***“Which digit is on the left? Which digit is on the right?”***

### **Acting Out and Drawing Pictures for Some, Some More and Some, Some Went Away Stories**

***“We have been acting out some, some more and some, some went away stories.”***

***“Today you will learn how to draw pictures to show some, some more and some, some went away stories.”***

***“Today we will use apples for our stories instead of the children in this class.”***

- Place a bowl on the table or floor or draw a large circle on a piece of construction paper to represent a bowl.
- Put three apples in the bowl.

***“I put some apples in my bowl. How many apples are in my bowl?” 3***

***“Now I will put some more apples in my bowl.”***

***“How many apples should I put in my bowl?”***

- Use a child’s suggestion. Limit the number to five.

***“What happened in my story?” there were some apples in the bowl and you put some more apples in the bowl***

***“This is a some, some more story.”***

***“Let’s count to see how many apples are in my bowl now.”***

- Have the children count together as you remove the apples from the bowl one at a time. Replace them when you finish counting.

***“How many apples are in my bowl now?”***

***“I will draw a picture on the chalkboard to show what happened in this story.”***

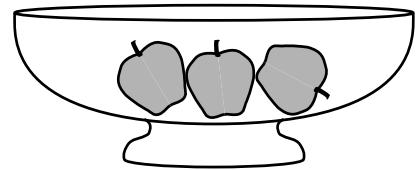
- Draw a bowl.

***“This is my bowl. What happened first? I put some apples in the bowl. How many apples did I put in the bowl?” 3***

- Draw the apples in the bowl.

***“What happened next? I put some more apples in the bowl.”***

***“How many apples did I put in the bowl?”***



- Draw the apples in the bowl.

***“Let’s count the apples in the picture to see how many apples are in the bowl altogether.”***

***“Now I will give an apple to \_\_\_\_\_ and an apple to \_\_\_\_\_.”***

- Do not pass out the apples at this time.

***“How many apples do I have in the bowl?”***

***“How many apples will I give away?” 2***

- Remove the two apples from the bowl and hand them to the two children.

***“What happened in my story?” there were some apples in the bowl and you gave some apples away***

***“This is a some, some went away story.”***

***“Let’s count to see how many apples are in my bowl now.”***

- Have the children count together as you remove the apples from the bowl one at a time. Replace them when you are finished counting.

***“How many apples are in my bowl now?”***

***“Let’s draw a picture on the chalkboard to show what happened in this story.”***

- Draw the bowl and apples on the chalkboard.

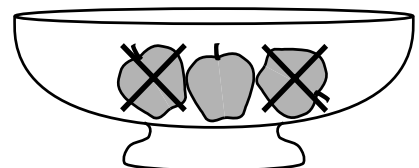
***“This is my bowl.”***

***“How many apples were in my bowl at the beginning?”***

***“What happened in this story?”***

***“I gave away two apples.”***

***“Instead of erasing my apples, I will cross them out to show that they were the apples I gave \_\_\_\_\_ and \_\_\_\_\_.”***



**“How many apples are in the bowl now?”**

**“Now we will act out some, some more and some, some went away stories about apples together.”**

**“I don’t have enough apples for everyone to use so I will give you some pretend apples.”**

- Give each child a stick of ten linking cubes and a piece of construction paper or scrap paper with a large circle drawn on it with a marker.

**“We will pretend that the circle on your paper is the bowl and that the cubes are apples.”**

**“How many apples did I give you?” 10**

**“Count to check.”**

- Demonstrate with the real apples as the children act out the stories.

**“(Child’s name) went to the store and bought four apples.”**

**“When he/she got home, he/she put them in a bowl.”**

**“How many apples will you put in your bowl?” 4**

**“Then his/her mother gave him/her one more apple.”**

**“He/she put it in the bowl.”**

**“What will you do now?” put one more pretend apple in the bowl**

**“How many apples are in the bowl now?” 5**

- Draw a bowl.  
**“This is my bowl. How many apples did we put in our bowl first?”**

- Draw the four apples in the bowl.

**“What happened next? He/she put one more apple in the bowl.”**

- Draw another apple in the bowl.

**“How many apples are in the bowl now?”**

**5**

- **“Now (child’s name) took two apples out of the bowl.”**

**“Take two apples out of your bowl.”**

**“How will I show what happened in my picture?”**

- **“Instead of erasing my apples, I will cross them out to show that these were the apples he/she took out of the bowl.”**

- Cross out two apples.

**“How many apples are in the bowl now?”**

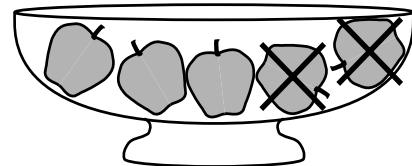
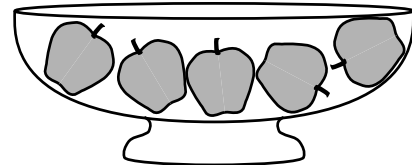
- Repeat the story several times using different numbers of apples.

**“Who would like to make up a story about our apples for us to act out?”**

- Act out several of the children’s stories.

**“Snap together your cubes.”**

- Collect the linking cubes and paper mats.



## CLASS PRACTICE

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### *sorting by one attribute*

*“A few days ago we played the game where I sorted the children in the classroom and you tried to guess the sorting rule.”*

*“Let’s play that game again today.”*

*“Today I will sort the children in a different way.”*

*“See if you can discover my sorting rule.”*

- Call all of the children wearing blue to the front of the room.

*“What is the same about all of these children?” **they are wearing blue***

*“What is the same about all of the other children?” **they are not wearing blue***

*“What is my sorting rule?” **wearing blue and not wearing blue***

- Have the children return to their seats.

*“Now I will sort the children in a different way.”*

*“See if you can discover my sorting rule.”*

- Call all of the children wearing long sleeves by name and have them stand in front of the room.

*“Try to guess my sorting rule.”*

*“We are trying to find something that is the same about all of these children.”*

*“What is the same about all of these children?” **they are wearing long sleeves***

*“What is the same about all of the other children?” **they are not wearing long sleeves***

*“What is my sorting rule?” **long sleeves and not long sleeves***

- Have the children return to their seats.
- Optional: You may want to keep a list of the ways you sorted the children on the bulletin board.

## WRITTEN PRACTICE

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- Children should be seated at tables or desks.

*“When I pass out the practice sheet, find the side with the 15A at the end of the top line.”*

- Pass out Worksheet 15A/15B.

*“Put your finger below the 15A. Write your name on the top line.”*

- Read the directions for each problem.
- Circulate around the room and assist children as they complete the paper. As the children finish, check their work and mark the paper with a star, happy face, or check.

*“Turn your paper over to the other side.”*

*“What do you think you will do for the first problem?”*

- Repeat with each example.

*“When you finish your homework, ask someone at home to check it for you.”*

*“Remember to bring the paper back to school tomorrow to show me your work.”*

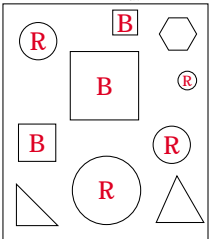
**“Who would like to share something you learned today in math?”**

- Provide 2–3 minutes for sharing. Allow as many children as possible to respond.

Name \_\_\_\_\_ **ASSESSMENT 2**  
**LESSON 15**  
**Math 1**

1. Color the circles red.  
Color the squares blue.

How many circles are there? 4  
How many squares are there? 3



2. How many are in each row?  
Write the number next to each row.

<u>4</u>							
<u>3</u>							
<u>6</u>							

Color the row with the most.

3. Point to the shape on the right. Write the number 2 in the shape.  
Point to the shape on the left. Write the number 4 in the shape.


4

2

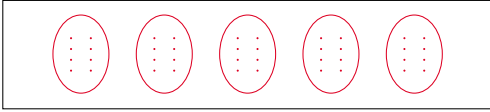
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Name \_\_\_\_\_ **LESSON 15A**  
**Math 1**


1. Write the number fourteen.



2. Alex had three crackers. His sister gave him two more crackers.  
Draw a picture to show what happened.



3. Write the numbers from 6 to 9.



4. Color the shape with 4 sides blue.  
Color the shape with 3 angles green.  
Color the shape on the right yellow.

G


B

Y

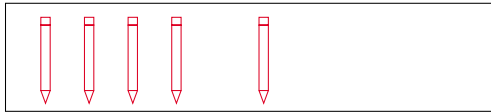
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Name \_\_\_\_\_ **LESSON 15B**  
**Math 1**


1. Write the numbers.



2. Janis had four pencils. Her brother gave her one more pencil.  
Draw a picture to show what happened.



3. Write the numbers from 6 to 9.



4. Color the shape with 3 sides orange.  
Color the shape with 4 angles red.  
Color the shape on the right blue.

O

R

B

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