**I can represent numbers using tallies**

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| **Lesson Plan Title**  I can represent numbers using tally marks. |
| **Lesson Summary**  Students will be expected to use tally marks to represent numbers.  \*Please note I use this lesson throughout the year, sometimes replacing math journals for ipads, white board, etc.  **Background**  In grade one students were expected to represent numbers to 20. They should have a basic understanding of what a tally mark is. |
| **Curriculum Outcomes**  N04- Students will be expected to represent and partition numbers to 100  Performance Indicator N04.03- Represent a given number using tallies. |
| **Assessment Of Learning or Assessment For Learning**  Observation, Conversation, Product  Observations   * Daily checklist- Can students represent a given number using Tally Marks?   Conversations   * Ask students what a tally mark is and to identify between two or three choices which is a tally mark.   Product   * Can students represent a number using tallies in their math journals? |
| **Communication/Vocabulary**   * Ten * Ten frame * Counter * Math Journal- My math journals are the hilroy scribblers where half the page is for writing and half is for drawing. It looks something like this.   http://images.earlyyearsresources.co.uk/images/products/zoom/1390481469-14118600.jpg |
| **Technology**   * I can represent numbers using tally marks Key Note presentation   <http://jkeithgrade2mathns.weebly.com/partitioning.html>   * You Tube Video on how to count Tallies as a review- <https://www.youtube.com/watch?v=P_UZiA_oxaY> |
| **Materials**   * Math Journals * Markers * Sticky Notes (post it Notes) * Ipads if necessary |
| **Mental Mathematics**  Review counting forwards by 5’s.  Review counting backwards by 5’s. When counting backwards use a finger pointer and beep beep (like a truck backing up) have the students say stop when you reach the number you need ie: 90 (they all say stop then say 90, then beep beep until 85 then they say stop and say the number 85). Eventually I let the helper of the day be the pointer. |
| **Development**  This lesson is an introductory lesson of tally marks, students should have a basic knowledge of tallies from grade one.  **Time To Teach**  Activate prior knowledge by watching the you tube video <https://www.youtube.com/watch?v=P_UZiA_oxaY>  this is a great video because it goes slowly and is a good introduction as it only goes to ten. As the video plays have students record the tally marks on their white board.  Have students extend the tally marks to 15, then 20. Have them count by 5’s to 20 using their tally marks as the example.  **Time to Practice**  Once students have extended their knowledge to 20, have them pick a number from 20-50.  Then have them write that number on a sticky note (you can make observations about which students still write number backwards etc.)  Have them glue the sticky note into their math journal on a new page  Have them record the number using tally marks.  **Time to Share**  Have students share their work in small groups. The expectations should be that they share their number and double check their tallies to make sure their work is accurate.  \*Tech Integration- Students could use a white board app (there are many free ones) on the I pad and represent their number using tallies on this. Could be done as a whole class or per individual student. I prefer Show Me App  http://a3.mzstatic.com/us/r30/Purple4/v4/10/df/b6/10dfb69f-bd9a-665b-86c1-da019132622e/mzl.hoityxiw.png  For More Information: <https://itunes.apple.com/ca/app/showme-interactive-whiteboard/id445066279?mt=8> |
| **Differentiation**   * A guided math lesson for students who do not demonstrate they understand tallies * For students who finish quickly they should represent their tallies using number expressions for example If the number is 20 (5+5+5+5=20, 25-5=20) or words fifteen plus ten equals twenty. |