**I can represent numbers using tallies**

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| **Lesson Plan Title**  I can represent numbers using tally marks.  I can survey the class about favourite \_\_\_\_\_\_\_\_\_\_\_\_ and show favourites using tally marks. |
| **Lesson Summary**  Students will be expected to use tally marks to represent numbers.  **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 Mental Math (Partitioning)- Do students choose to represent numbers using tally marks when partitioning numbers?   Conversations   * Can students identify a time when you might use tally marks? (ie: Graphing)   Product   * Can students survey the class and represent the numbers using accurate tally marks? |
| **Communication/Vocabulary**   * Fives * Tally Mark * Survey * Most * Least |
| **Technology**   * I can represent numbers using Tally Marks   <http://jkeithgrade2mathns.weebly.com/partitioning.html>   * I-Pad’s if necessary * Smart Note Book (smart board software) |
| **Materials**   * Pencils/Erasers * Survey Sheet * Clip Boards (one for every student) |
| **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 the first lesson which links directly to graphing lessons, on how to use a tally mark to represent groups of 5.  **Time To Teach**  Ask students who are wearing blue to stand up. Write the word blue on chart paper or on a white board or on smart notebook. I use smart notebook with a wireless keyboard and mouse which keeps students engaged and excited to learn. As I record this information I will use tallies to show how many students. Then have students who are wearing pink stand up. Write the word pink on chartpaper, white board, or smart notebook and then record the number again using tally marks. Really emphasize when you get more then 5 and what you do. Then ask for another colour (I would do 4 colours). Once you have completed this ask the students if they notice how you recorded your numbers.  Have them think pair share, what a group of tallies represents (hopefully someone will say the number 5 and be able to explain how they know).  **Time to Practice**  Once they have completed the warm up activity tell the students they are going to survey the class. Hand out the survey sheet which highlights class favourites. Each student may choose what they would like to survey for ie: favourite food- and choose 4 categories to survey.  Students will attach their math journals and their surveys to the clip board for easily recording the classes responses. They are expected to record answers using tally marks, and to be able to say the exact number of students who liked what.  \*Tech Integration- Students could work in pairs or alone and create their survey on pic collage- Where I only have 5 iPads in my classroom this would be reserved for students who struggle with writing as they can take a picture of the worksheet and use the i-pad to complete it. Then they can print off their work to share with the class or project using the Apple TV.  **Time to Share**  Students will come together as a whole group and share information about their survey results. For example how many people liked a particular thing, which was the most favourite, the least favourite. |
| **Differentiation**   * Some students may struggle to come up with ideas. Having some pre-made survey sheets with a title and sub categories will help those students who are slow starters * Some students may not understand the concept of tally marks, a guided math lesson before they begin their survey may be necessary or pairing them with a student who is confident when using tallies. * Students who finish quickly will be expected to create questions about their survey to pose to other students (for example: How many more people liked bananas then apples?) |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Favourite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Category | Tally Marks |
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