

Lesson 69

writing the number 63 *graphing pieces used to cover a design*

lesson preparation

materials

Masters 1-69A and 1-69B

Master 1-59A (one copy, if available)

pattern blocks

crayons

large fact cards (addition facts)

Fact Sheet A 4.2

in the morning

- Write the following number pattern on a paper strip and post it on the bulletin board:

20, 22, 24, __, __, __

Answer: 20, 22, 24, 26, 28, 30

- Put **3 dimes** and **7 pennies** in the coin cup.
- Collect homework from the previous day. Correct and review errors with the children individually.

THE MEETING

“Today _____ is the Student of the Day.”

calendar

- Ask the children to identify the following:
 - year
 - month
 - shapes on the calendar
 - shape pattern for the month
- Ask the Student of the Day to do the following:
 - write the date on the date tag
- Ask the children to do the following:
 - identify today’s day of the week

read the days of the week together

“What day of the week was it yesterday?”

“What day of the week will it be tomorrow?”

identify the number of days in a week

identify the weekdays

- Ask the Student of the Day to do the following:

write the full date on the date strip as the children spell the name of the month

counting

- Count from 39 to 69 using the hundred number chart.
- Count backward from 30 to 1.
- Count by 10's to 100.
- Count backward from 100 by 10's.
- Count by 2's to 20.
- Say the odd numbers to 19.
- Add another number to the number line for the days we have come to school.

“We will count the days we have come to school by 10's as far as we can and then count by 1's.”

“How many 10's did we count?”

- Point to the digit in the tens' place.

“And how many more did we count?”

- Point to the digit in the ones' place.

“What number is _____ tens and _____ more?”

number pattern

- Ask the children to identify the missing numbers.

“The Student of the Day will fill in the missing numbers in our pattern.”

“Let's read our number pattern together.”

weather graph

- The Student of the Day reports and graphs the weather.
- Discuss the placement of the tag.
- Ask all children questions about the graph.

lunch/attendance graph

- The Student of the Day reports the information from the lunch and attendance graph.

clock

- The Student of the Day sets the morning/afternoon/evening/night clock.
- Throughout the day the Student of the Day announces the time on the hour and the children change their individual clocks to show that time. The Student of the Day writes each digital time on the chalkboard.

coin cup

- The Student of the Day holds up each coin as the children in the class count the money in the coin cup.
- The Student of the Day records the amount of money in the coin cup on a tag and posts it on the bulletin board.

right/left

- Continue to practice left and right once a week. Practice more often, if necessary.

THE LESSON

Writing the Number 63

“The last number we practiced writing was the number 62.”

“What number do you think we will learn how to write today?”

“Does anyone know how to write the number 63?”

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

“What digits do you see in the number 63?”

“How many dimes and pennies will we use to make 63¢?”

- Use dimes and pennies to demonstrate.

“How many groups of 10 are in 63?”

“How many extra 1’s do we have?”

“Let’s count by 10’s and 1’s to check.”

Graphing Pieces Used to Cover a Design

- Seat children in a circle so they can see the demonstration easily.

“Today you will learn how to make a graph to show the pattern block pieces you use to cover a design.”

“I will show you how we will do that.”

- Demonstrate, using a copy of **Master 1-59A**. (If that is unavailable, use **Master 1-69A**.)

“First I will cover my design with pattern blocks.”

“When I finish covering my design, I will put away all the extra pattern blocks.”

- Demonstrate by removing the extra pattern blocks from your work area.

“Now I will sort the pattern block pieces I used.”

- Sort the pieces by color.

“How did I sort my pieces?” **by color**

“Now I will make a graph of the pattern blocks I used to cover my design.”

- Show the children **Master 1-69B**.

“I will use a crayon to match each color pattern block.”

“How many yellow pattern blocks did I use?”

“On the graph I will find the column with the picture of the yellow hexagon.”

“I will color in one box for each yellow hexagon I used in my design.”

“How many boxes will I color?”

- Demonstrate by coloring the graph.
- Repeat for each color pattern block.

“What color pattern block did I use the most of?”

“What color pattern block did I use the fewest of?”

“Now you will have a design to cover.”

“What will you do after you cover the design?” **remove extra pieces, sort the pieces, color the graph**

- Seat the children in groups of four at tables or desks.
- Pass out **Master 1-69A**, **Master 1-69B**, and crayons to each child. Put a basket of pattern blocks in the center of each group. Monitor the children as they work.
- As each group finishes their graphs, discuss the graphs with the children in the group.

“Are any of your graphs exactly alike?”

“What color pattern block did you use the most of?”

“What color pattern block did you use the fewest of?”

“Exchange graphs with someone else in your group.”

“Take the same number of each color pattern block that the other person used.”

“Try to cover the design with these pattern blocks.”

CLASS PRACTICE

“Let’s review all our addition number facts.”

- Hold up one large fact card at a time as the children say the fact and the answer in unison.
- Repeat several times.

“Now you will have a chance to see how many number facts you remember.”

- Pass out **Fact Sheet A 4.2**.

“What number facts do you see?”

“What strategies will you use to find the answers?”

- Review the procedure for correcting the fact sheet, if necessary.
- Read the examples and the answers slowly.
- Collect the fact sheets and record the facts missed by each child.
- Allow the children to take the completed fact sheets home.

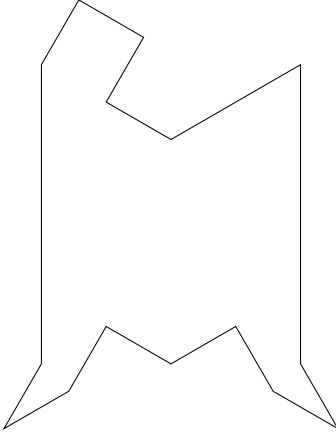
WRITTEN PRACTICE

- Pass out **Worksheet 69A/69B**.
- Read the directions for each problem on Side A.
- Circulate around the room and assist the children as they complete the paper.
- Read the directions for each problem on Side B.
- Remind the children to return the paper tomorrow.

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

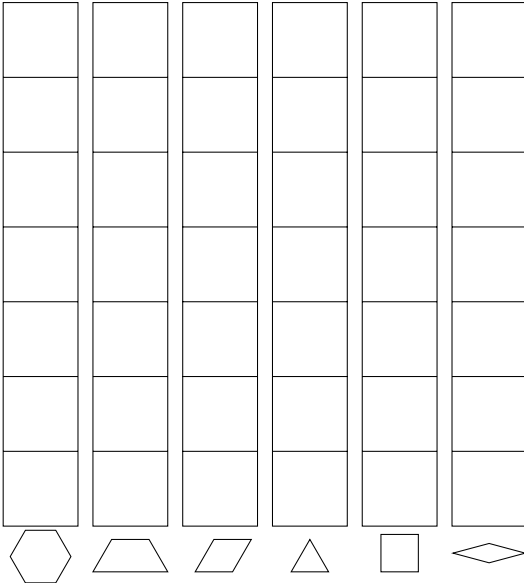
- Provide 2–3 minutes for sharing. Allow as many children as possible to respond.

Name _____ **MASTER 1-69A**
Math 1



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Name _____ **MASTER 1-69B**
Math 1



How Many?

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Name _____ **LESSON 69A**
Date _____ Math 1
Day of the Week _____

1. Write the number sixty-three 3 more times. How many digits are on the line? 10

63 63 63

2. Tamara had nine dimes. She gave three dimes to Michelle. Draw the dimes and write a number sentence to show how many dimes she has now.

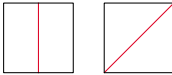
9 3 6

Number sentence 9 - 3 = 6

How many dimes does she have now? 6 dimes

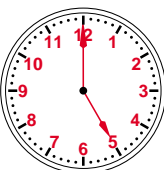
Count by 10's to find out how much money this is. 60¢

3. Draw lines to divide the squares in half two different ways.



4. Number the clock face. Show this time.

5:00



5. Write the answers.

$\frac{7}{+2}$	$\frac{4}{+1}$	$\frac{8}{+8}$	$\frac{6}{+2}$	$\frac{0}{+5}$	$\frac{2}{+5}$	$\frac{9}{+2}$	$\frac{1}{+7}$	$\frac{7}{+1}$
<u>9</u>	<u>5</u>	<u>16</u>	<u>8</u>	<u>5</u>	<u>7</u>	<u>11</u>	<u>8</u>	<u>8</u>


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Name _____ **LESSON 69B**
Math 1

1. Write a number that is between 35 and 43 when you count by 1's.

35 37 43 *answers may vary*

2. Melissa had eight dimes. She gave three dimes to Jason. Draw the dimes and write a number sentence to show how many dimes she has now.




Number sentence 8 - 3 = 5

How many dimes does she have now? 5 dimes

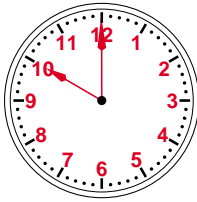
Count by 10's to find out how much money this is. 50¢

3. Draw a line to divide the rectangle in half.



4. Number the clock face. Show this time.

10:00



5. Write the answers.

$\frac{8}{+2}$	$\frac{0}{+5}$	$\frac{9}{+1}$	$\frac{5}{+2}$	$\frac{1}{+6}$	$\frac{0}{+3}$	$\frac{2}{+4}$	$\frac{8}{+8}$
<u>10</u>	<u>5</u>	<u>10</u>	<u>7</u>	<u>7</u>	<u>3</u>	<u>6</u>	<u>16</u>

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