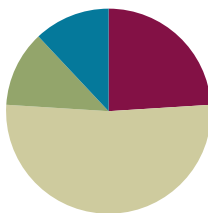


Lesson 29

Objective: Find *1 more*.

Suggested Lesson Structure

■ Fluency Practice	(6 minutes)
■ Application Problem	(3 minutes)
■ Concept Development	(13 minutes)
■ Student Debrief	(3 minutes)
Total Time	(25 minutes)



Fluency Practice (6 minutes)

- Imaginary Piano **PK.CC.3a** (2 minutes)
- The Ants Go Marching **PK.CC.3c** (4 minutes)

Imaginary Piano (2 minutes)

Conduct the activity as in the previous lesson, but now have students continue counting without the piano template to 5.

The Ants Go Marching (4 minutes)

Materials: (T) Song sheet for “The Ants Go Marching” with verses through the number 3 (Fluency Template)

Note: By participating in a story situation in which students join the group one by one, students begin to experience a growth pattern, or a pattern of 1 more in a fun way.

Sing the song “The Ants Go Marching,” and invite students to act out each verse: One student walks to show one by one, two students walk side by side to show two by two, and so on, until 3 students are walking side by side.

Before singing each verse, ask students to count the “ants” as they line up, i.e., “1 ant.” “1 ant, 2 ants.” Guide students to notice that the line widens as the numbers increase, asking, “Is the line wider when there are more ants?”

The Ants Go Marching

The ants go marching one by one.
Hoorah! Hoorah!
The ants go marching one by one.
Hoorah! Hoorah!
The ants go marching one by one;
The little one stops to suck his thumb,
And they all go marching down, to the ground
To get out of the rain. BOOM, BOOM, BOOM!

Repeat twice more, changing the verses:

The ants go marching two by two;
The little one stops to tie a shoe.
The ants go marching three by three;
The little one stops to climb a tree.

Repeat the activity using different children as “ants.” It is important for children to visually experience the pattern of 1 more as observers as well as take part in the action. This song and activity will return in future fluency activities, so all children will have a chance to watch and participate in the movement.

Application Problem (3 minutes)

Select 1 student to stand in front of the group. “Leticia is outside by herself feeling bored. How many people are outside?”

Select another student to come to the front. “James joins Leticia and says, ‘Let’s dance.’” (Students dance.) “How many people are outside now?”

Continue with 3–5. Each time a friend joins, students should do a new movement (e.g., jumping jacks, marching, touching toes).

Separate class into groups of 5 and repeat so all children can move.

Note: By participating in a story situation in which students join the group one by one, students begin to experience a growing pattern in a fun way.

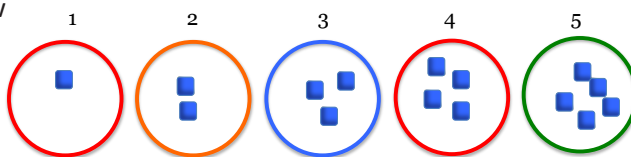
Concept Development (13 minutes)

Part 1: Concept Introduction

Materials: (T) 1 beanbag per student (minimum of 15), 5 hula hoops labeled from left to right with the numbers 1–5 (as shown below)

Make a line in front of the hula hoops for students to stand on as they toss the beanbags. Place each numeral above each hoop, as pictured below. Lay 5 beanbags on the line for children to use.

1. Tell students, “Let’s play beanbag toss! Throw your bags into the hoops until the correct number is in each hoop. Ready? Set. Go!”
2. Encourage students to talk about how many bags are in the hoops. Guide them to say, “We need more,” “We have enough,” or “We have too many.” Encourage them to take bags out if there are too many.
3. When each hoop has the correct amount, say, “Does each hoop have the right number of bags? Let’s count each group to check.” Guide students to count, “1 bag, 2 bags, ...5 bags.”
4. Collect the beanbags from the hoops. Place 1 beanbag in the first and second hoops. Ask, “Which one is right? How can I make this hoop (pointing to the hoop marked 2) have the right number?” Guide students to see that it



NOTES ON MULTIPLE MEANS OF REPRESENTATION:

Facilitate the discovery of the pattern of 1 more by allowing students who are struggling to have numerous opportunities for practice throughout this activity and throughout the day.

needs 1 more bag. Lead students in repeating, “We need **1 more.**”

- Place 2 bean bags in the third hoop. Ask, “Do these bean bags match the number? How can I make this hoop have the right number?” Support students in saying, “We need 1 more.”
- Guide students to see the pattern of 1 more by continuing this process for 4 and 5.

Part 2: Practice

Materials: (T) Stickers, Problem Set (S) Stickers, Problem Set

Before sending children to prepared tables, gather them in a circle to model the activity.

- Show students the Problem Set and stickers. Tell them, “I see circles that look like our hula hoops! Let’s put stickers in the circles to match the numbers.”
- Point to the circle labeled 1. Ask, “How many stickers should we put here?” Invite a student forward to add a sticker(s) to match the number and count.
- Point to the circle labeled 2 and place 1 sticker inside. Ask, “How can I make this hoop have the correct number? What do we need to do?”
- Again, invite a student forward to add a sticker(s) to match the number. Describe what he is doing using parallel talk, e.g., “Chase is adding one more sticker. His 2 stickers match the number 2.”
- Distribute the Problem Set to each student and send them to tables. Encourage them to count each time they complete a circle, e.g., “1 sticker, 2 stickers, 3 stickers, 4 stickers.”
- As the students work, circulate and ask questions such as, “What is different about the number of stickers in this circle and in this one (point to the 4 and 5 circles)?” “If you were to put one more sticker in this hoop (point to 2) how many would there be?”

MP.7

Student Debrief (3 minutes)

Lesson Objective: Find 1 more.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience. It is also an opportunity for informal assessment. Consider taking anecdotal notes or using a simple checklist to note each



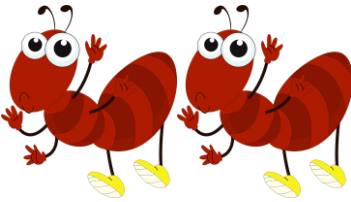
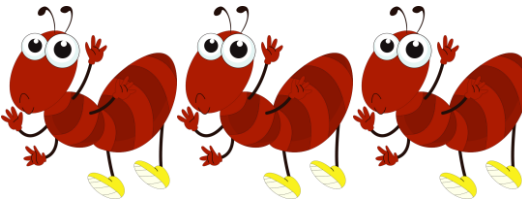
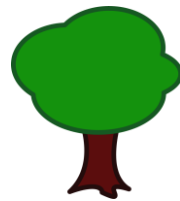
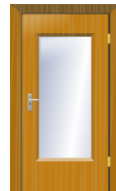
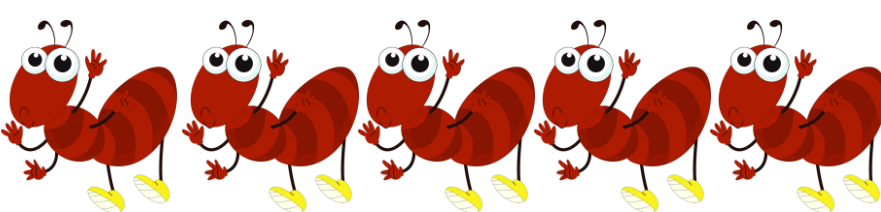
CENTER CONNECTION:

Look for opportunities to find 1 more in centers. For example, in the dramatic play center, ask children to count and tell what happens if you add 1 more person to their imaginary family. As children build a tower with blocks, ask them to count each time they add 1 more block.

child's progress towards meeting the lesson objective.

As students complete the Practice portion of the Concept Development, listen for misconceptions or misunderstandings that can be addressed in the Debrief. You may choose to use any combination of the questions below to help students express ideas, make connections, and use new vocabulary (**1 more**).

- Which circle had 5 stickers? Why? (Repeat with 1–4.)
- What pattern did you notice today? What happened when we added 1 more bag?
- How is what we did with the beanbags today the same as our song about the ants marching?

"The Ants Go Marching"

Name _____

Date _____

1

2

3

4

5