

**Lesson Name:** Tallying Familiarization

**Grade:**

**1**

**Learning Goals:** *students will be able to show understanding of tallying by taking part in tangible learning activity and/or noticeably participating in activity.*

**Success criteria:** *students can identify that tallying is just another way of showing numerical value.*

**Overall Expectations:**

- *Students will be able to demonstrate knowledge of number representation (writing the numerators, printing/spelling numbers, recognizing an amount of any given symbol/object, and representing value with a tens frame).*
- *Then, students should demonstrate their comprehension after introduction/recollection of tallying.*

**Specific Expectations:** *1.1 read and represent whole numbers up to and including 50, and describe various ways they are used in everyday life.*

**Assessment:** *Active student participation,*

**Materials/Resources:**

**Accommodations / Modifications:** *Every student will be given tangible objects (popsicle sticks) to demonstrate their understanding of tally counting.*

- *Popsicle sticks*
- *White boards, markers, & erase cloths*

**Time:**

**Introduction:**

**Groupings:**

*Students will be called onto the carpet for a reflection on how they have been representing numbers in various ways. I will hand out white boards, dry-erase markers, and erase cloths and then will be drawing/writing on the board as we go over the spellings and tens frames representation of randomized numbers together.*

**Time:**

**Lesson:**

**Groupings:**

*I will then ask if students know what 'tally' means. I will describe tally counting by explaining that simply drawing lines is another way to represent a number. The thing with tallying, is that the lines are grouped as large as five lines at a given time.*

*I will demonstrate examples with numbers 4, 5, and 6; I will ask students to try these three examples with me.*

*I will then ask three students to collect the white boards, markers, and erase cloths while I hand out 10 popsicle sticks to each student. We will then start at 1 and work our way to 10 as a group.*

<b>Time:</b>	<b>Closing:</b>
<b>Groupings:</b>	<p><i>I will then ask students to return their popsicle sticks to me and move onto reflection questions.</i></p> <p><i>I will ask students if they found the activity helpful and/or fun, and ask for examples why.</i></p> <p><i>I will then ask students if they know of any real-life example of when we might use tallying rather than writing or printing the value of a given situation (I am looking for students to say they might use tallying when they are trying to count quickly or keep track of points a person might have during a competitive game).</i></p> <p><i>Lastly, I will ask students why they think it is useful to count by 5s (I am hoping to hear about 5 dollar bills, skip counting is a quicker way to recognize a value, because that's how many fingers are on someone's hand, etc.).</i></p>
<b>Notes:</b>	
<b>Lesson Reflection:</b>	