Primary Type: Lesson Plan

Let Bullwinkle and His Friends Help You Count to 100

Get your antlers ready and be prepared to travel to the Great White North to count to 100 by 1's, 5's, and 10's. Bullwinkle the Moose and Fred the Reindeer show students how counting to 100 can be fun. This interactive lesson can be done every morning during calendar time.

General Information

Subject(s): Mathematics
Grade Level(s): K
Intended Audience: Educators

Instructional Time: 15 Minute(s)

Resource supports reading in content area: Yes

Keywords: skip count, numbers, ones, twos, fives, tens

Instructional Component Type(s): Lesson Plan, Educational Game , Teaching Idea, Instructional Technique, Formative Assessment
Instructional Design Framework(s): Direct Instruction, Demonstration

Resource Collection: CPALMS Lesson Plan Development Initiative

Suggested Technology: Document Camera, Computer for Presenter, Internet Connection, LCD Projector, Adobe Flash Player, Computer Media Player

Freely Available: Yes

Lesson Content

Lesson Plan Template: General Lesson Plan

Learning Objectives: What should students know and be able to do as a result of this lesson?
- Students will be able to count orally by 1's to 100 with or without a number chart.
- Students will be able to count orally by 10's to 100 with or without a number chart.

Prior Knowledge: What prior knowledge should students have for this lesson?
- Students should know that numbers are symbols used to represent a quantity of objects.
- Students should know that each hand contains five fingers.

Guiding Questions: What are the guiding questions for this lesson?
1. Why is counting important? **Suggested student answers:** We count so that we will know how many there are of something.
2. Why do we need to practice counting? **Suggested student answers:** We need to practice so that we will remember how to count each time.
3. How many ones does it take to make a ten? **Suggested student answers:** It takes ten ones to make one group of ten.
4. How many tens does it take to make one hundred? **Suggested student answers:** It takes ten sets of ten to make one hundred.
5. How can imagining that we have antlers help us count by tens? **Suggested student answers:** We use antlers because we pretend that Bullwinkle has five points on each antler. We open and close our antlers because it shows that Bullwinkle is opening and closing ten points at a time.

Teaching Phase: How will the teacher present the concept or skill to students?
1. The teacher will hook the students' interest by reading the following two books:
   - "Toasty Toes: Counting by Tens: (Know your Numbers)" - Author: Michael Dahl Illustrator: Zachary LeTrover
2. The teacher will point out to the students how each foot contains five toes, just like one hand has five fingers.
3. The teacher will point out to the students that placing two feet together will make a group of ten toes, just like placing two hands together will make a group of ten fingers.
   - "Monarch Migration: Counting by 10s" - Author: Megan Atwood

Guided Practice: What activities or exercises will the students complete with teacher guidance?

1. Each morning, the teacher will present a one hundreds chart to a whole group.
2. The teacher will count with students to 100 by pointing to each number and naming it as he/she counts.
3. The teacher and students clap on every multiple of 5 (e.g. - 5, 10, 15....100).
4. Once the class reaches 100 by counting by 1's, the teacher will go back and tell the story of Bullwinkle the Moose.

The story of Bullwinkle the Moose:

It is very hot here in Florida. You are fanning yourself and holding a glass of lemonade. You decide to travel north. You are walking through Georgia, South Carolina, North Carolina, Virginia, Maryland. You stop in Washington, D.C. to wave "hello" to the President and the First Lady. You continue walking north through Delaware, Pennsylvania, New Jersey, New York. You start to feel the air get cooler. It gets even cooler the further north that you travel. You continue walking through New York until you cross the border to the country of Canada. What's this? You begin to change. You begin to grow thick, shaggy fur. You have four hooves; one on each arm and foot. You develop antlers. You are now Bullwinkle, the smartest moose in Canada.

Bullwinkle can use his antlers to count by tens. Show your antlers to me. As I point to each number, open and close your antlers to show ten.

> *The teacher points to each number ending with zero on the hundreds chart. As the teacher points, the students open and close their antlers using their ten fingers to represent Bullwinkle's antlers.

Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?

1. Place students in pairs.
2. Each pair is given one hundred tokens or small circles of paper (around the size of one quarter). Each pair also receives a small ball or yarn.
3. Students work together in pairs to separate the one hundred tokens into groups of tens.
4. Students place a circle of yarn around each group of ten.
5. Students take turns counting each group by tens until they reach one hundred.

Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

1. The teacher brings the class together as a group. The teacher explains that he/she knows nothing about counting to one hundred and asks students to explain to him/her different ways that they can do this.
2. The teacher will ask the following culminating questions:
3. How many ones would I need to make ten? Please tell me how you got your answer.
   - **Suggested student answers:** Students need to be able to explain that ten of one item will equal one ten. For example, a rubber band bound bundle of ten Popsicle sticks equals one ten.
4. How many groups of tens do I need to make one hundred? Please tell me how you got your answer.
   - **Suggested student answers:** Students need to be able to explain that ten groups of ten items equals one hundred. For example, ten groups of ten rubber band bound bundles of Popsicle sticks equals one hundred Popsicle sticks altogether.

Summative Assessment

- The teacher will pull aside each child and have them count from 1 to 100. In addition, the teacher will ask the child to count by tens.
- Rote_Counting_100.docx
- Students may be monitored on a monthly basis. The teacher may use the Summative Assessment document to have students count orally to 100 by 1's. Numbers that are skipped are circled and dated.
- The teacher may use the Summative Assessment document to have students count orally to 100 by 10's. Numbers that are skipped are circled and dated.
- A new monitoring sheet must be used for each student for each month.

Formative Assessment

- The teacher will observe student participation during the lesson (if students are placing a hand to each side of their heads and showing ten fingers).
- The teacher will observe students on a daily basis to hear if students are counting orally by 1's or 10's.
- The teacher may wish to ask particular students to participate on their own to check for understanding.

Feedback to Students

- The teacher will participate with students on a daily basis during counting time.
- There will be times when the teacher will be quiet and just point to the numbers as the students orally tell the numbers.
- The teacher should provide praise during the activity, such as, "Great job, Diontae. I can hear that Reilly has been practicing."
- The chart is constantly displayed within the room, so that students may have individual time to practice counting.

Accommodations & Recommendations

Accommodations:

The teacher may wish to play "Hop to It." This activity may be performed indoors or outdoors to help students with visual or auditory disabilities, or or kinesthetic learners.

1. Students are placed into a whole group setting.
2. The teacher pulls students aside from the group, one-by-one.
3. When the first student is pulled aside, all students hop ten times and count to ten.
4. When the second student is pulled aside, all students hop twenty times and count to twenty.
5. This continues until ten students are pulled aside and students hop and count to one hundred.

Extensions:

1. Students who are able to count to 100 by ones and tens can be taught to count by 2's and 5's to 100.
2. Tell students the story of "Fred the Reindeer."
   - **The Story of Fred the Reindeer:**
     Bullwinkle the Moose walks down the street to visit his friend, Fred the Reindeer. Fred is very nice and very smart, but he is often forgetful. He constantly

forgets one antler. Bullwinkle knocks on Fred's door. Fred the Reindeer answers the door with only one antler. Since Fred only brought one antler, he can only count by 5's. Students hold up one hand to the side of their heads. As the teacher points to each multiple of five on the numbers chart, students open and close the hand representing one antler. Students count by fives as they open and close their hand.

3. Counting by 2's - The teacher and the students hold up two fingers.
4. Everyone sings the song:
   - Here comes Peter Cottontail
     Hopping down the Bunny Trail,
     Hippidity, Hoppidity
     We're going to count by twos.
5. Teacher and students create hopping motion with the two fingers. Teacher and students point to each even number and count by 2's.
6. It is recommended that the teacher stops the students at the number 50 while counting by 2's. Once students appear that they have a good grasp on counting by 2's to 50, the teacher and students may continue to 100.

Suggested Technology: Document Camera, Computer for Presenter, Internet Connection, LCD Projector, Adobe Flash Player, Computer Media Player

Special Materials Needed:

- A large numbers chart with numbers labeled 1 - 100.
- The numbers should all be written in black with the exception of the numbers ending in zero.
- Ten gold construction paper circles, each labeled with one number - 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.
- The teacher will cover the numbers ending with zero on the numbers chart with a gold, numbered circle.
- Suggested video on counting by tens: Teacher Tipster (Count by Tens: The Snowflake Song)

Further Recommendations:

If the teacher chooses to extend the lesson to count by multiples of 2's and 5's, new construction paper circles should be made and placed onto the hundred chart covering the multiples of 2's and 5's.

Use different colored circles for each multiple, for example -

- Multiples of ten have a gold circle.
- Multiples of five have a silver circle.
- Multiples of two have a yellow circle.
- Each circle has the number written on it.

Additional Information/Instructions

By Author/Submitter

This resource is likely to support student engagement in the following Mathematical Practices:

MAFS.K12.MP.7.1 Look for and make use of structure.
MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

Source and Access Information

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Aligned Standards

Name	Description
MAFS.K.CC.1.1:	Count to 100 by ones and by tens.