Day 1 – Counting to 120

Grade 1 Math • Day 1 Lesson Plan

Topic: Counting to 120
Date: September 1, 2025

Wisconsin State Standard(s)

WI.MATH.1.NBT.A.1
Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
View Standard

Learning Objective

Students will be able to count fluently to 120, read and write numerals up to 120, and represent quantities with numerals when given a set of objects.

Success Criteria

- I can count to 120 starting from any number
- I can write numbers correctly
- I can match a group of objects to a number

Hook (Engaging Intro)

"Let's take a Counting Walk." Students walk around the classroom, counting real objects (e.g., windows, pencils, books) aloud with the teacher.

Activities (Student-Centered)

1. **Choral Counting (1-120):** Count aloud with class using a large number chart.
2. **Number Writing Station:** Students write teacher-shown numbers (1-120) on whiteboards.
3. **Object Match:** Count 10-20 physical objects (counters, cubes) and write corresponding numerals.

Differentiation Strategies

- **Struggling Learners:** Focus on 1-50 or count by tens
- **Advanced Learners:** Start at higher numbers (e.g., 75); skip count by tens
- **ELLs:** Use number cards with visuals and word support ("30 - thirty")

✍ Formative Assessment

- Observe oral counting for fluency
- Review whiteboard numeral accuracy
- Check object-to-number matching accuracy

Materials Needed

- 120 chart
- Whiteboards & markers
- 20 counters/cubes per student
- Paper and pencils

Closure Activity

Students share their favorite number from today and explain why they like it. Optional: post number on class chart.

Optional Extension Ideas

- **Home Challenge:** Count 10-15 items and record how many
- **Poster Creation:** Create a colorful number poster (1-50) with drawings or stickers

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Day 2 – Building Number Sense with Base Ten Blocks

Grade 1 Math • Day 2 Lesson Plan

Topic: Building Number Sense with Base Ten Blocks
Date: September 2, 2025

Wisconsin State Standard(s)

WI.MATH.1.NBT.A.2
Understand that the two digits of a two-digit number represent amounts of tens and ones.
- 10 can be thought of as a bundle of ten ones — called a "ten"
- Numbers 11-19 are composed of a ten and one, two, three, etc.
  View Standard

Learning Objective

Students will understand that two-digit numbers represent tens and ones using base ten blocks. Students will compose and decompose numbers 11-19 using visual models.

Hook (Engaging Intro)

Number Detective Challenge!
Show the number 14 on the board. Ask:

> "Can anyone guess how many tens and ones are hiding in this number?"
> Reveal 1 ten and 4 ones using base ten blocks.

Activities (Student-Centered)

1. **Base Ten Block Matching Game**
   Students match numeral cards (11-19) with a picture card showing tens and ones blocks.

Build & Draw

2. Using actual base ten blocks, students build numbers and draw the tens and ones on a recording sheet.

3. **Partner Decompose**
   In pairs, students pick a number card, break it into tens and ones, and explain to their partner.

Differentiation Strategies

- **Struggling Learners**: Use numbers 11-15 only; provide pre-drawn visuals.
- **Advanced Learners**: Extend numbers up to 99; ask for two different ways to build the same number.
- **Multilingual Learners**: Use sentence frames: "14 has 1 ten and 4 ones." Provide language visuals.

Success Criteria

- I can show how many tens and ones are in a number.
- I can use base ten blocks to model two-digit numbers.

Formative Assessment

- Observe students during Build & Draw for correct tens and ones representation.
- Collect completed partner decomposition sheets for review.

Materials Needed

- Base ten blocks (at least 2 tens, 10+ ones per student)
- Number cards (11-19)
- Recording sheets
- Crayons or markers

Closure Activity

Circle discussion:

> "What number did you build today? How many tens and ones did it have?"
> Record student responses on the board.

Optional Extension Ideas

- **Home Connection**: Ask students to find objects at home that could represent "tens" and "ones."
- **Digital Base Ten Tool**: Use an online base ten simulation to reinforce learning.

Day 3 – Comparing Two-Digit Numbers

Grade 1 Math • Day 3 Lesson Plan

Topic: Comparing Two-Digit Numbers
Date: September 3, 2025

Wisconsin State Standard(s)

WI.MATH.1.NBT.B.3
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, <, and =.
WI Math Grade 1 Standards (Page 11)

Learning Objective

Students will compare two-digit numbers using place value understanding and correctly use the symbols >, <, and = to record comparisons.

Success Criteria

- I can compare two-digit numbers by looking at the tens and ones.
- I can use >, <, or = correctly to compare numbers.

Hook (Engaging Intro)

"Number Showdown!"
Show two number cards (e.g., 42 vs. 37). Ask:

"Which one wins? Why?"
Students vote by thumbs up/down/sideways, followed by a brief discussion.

Activities (Student-Centered)

1. **Place Value Chart Race**
    - Students roll two dice to create two-digit numbers (e.g., roll 6 and 3 = 63).
    - Fill in a place value chart (tens and ones), then compare with a partner's number using a symbol.
2. **Compare & Color Worksheet**
    - Worksheet shows number pairs. Students circle or color the greater number and write the correct comparison symbol.
3. **Math Talk Circle**
    - Group discussion: "How did you know 64 was greater than 46?"
    - Encourage use of math language: tens, ones, greater, equal, less.

Differentiation Strategies

- **Struggling Learners**:
  Use base-ten blocks and comparison cards side-by-side; focus on one digit at a time (tens first).
- **Advanced Learners**:
  Compare 3+ numbers and order them from least to greatest.
- **ELL/ML**:
  Provide visual cues (e.g., posters with >, <, =), and sentence stems like: > "_ is greater than _ because..."

Formative Assessment

- Use whiteboards for fast checks: Teacher says two numbers → students write symbol.
- Collect worksheets to assess comparison accuracy and explanation logic.

Materials Needed

- Dice (2 per student pair)
- Place value charts
- Number cards (optional)

- "Compare & Color" worksheet
- Base-ten blocks or counters
- Whiteboards and markers

Closure Activity

Quick Draw
Each student picks two numbers, draws a comparison symbol between them, and explains their choice to a partner.

Optional Extension Ideas

- **Home Challenge**: Compare numbers around the house — "Which is more: forks or spoons?"
- **Digital Practice**: Use tools like SplashLearn or Toy Theater to practice comparing numbers online.

Day 4 – Skip Counting by 2s, 5s, and 10s

Grade 1 Math • Day 4 Lesson Plan

Topic: Skip Counting by 2s, 5s, and 10s
Date: September 4, 2025

Wisconsin State Standard(s)

WI.MATH.1.NBT.A.1
Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

> **Extension**: Skip counting prepares students for grouping, patterns, and multiplication in Grade 2.
> View Standard

Learning Objective

Students will fluently skip count by 2s, 5s, and 10s up to 120 using patterns and real-world objects.

Success Criteria

- I can skip count by 2s, 5s, and 10s accurately.
- I can explain the patterns I notice when skip counting.

Hook (Engaging Intro)

"Skip Count & Clap" Game
The class skip counts aloud by 10s while clapping. Repeat with 2s and 5s.
Ask:

> "What do you notice about the numbers?"

Activities (Student-Centered)

1. **Skip Counting Number Line Walk**
   Number cards placed around the classroom floor in order. Students hop or step from number to number while skip counting aloud by 2s, 5s, or 10s.

2. **Pattern Hunt on a Hundreds Chart**
   Students use different colors to highlight skip-count sequences (e.g., circle all multiples of 5 in blue). Discuss patterns that appear in the columns or rows.

3. **Counting Chains**
   Using string and beads or buttons, students group in 2s, 5s, or 10s and record the total count of beads they built.

Differentiation Strategies

- **Struggling Learners**:
  Count to smaller ranges (e.g., to 30 or 50); use charts and chant together.
- **Advanced Learners**:
  Start skip counting from non-zero values (e.g., "Start at 3 and count by 2s") or skip count backward.
- **ELL/ML**:
  Add gesture support and sentence frames: "I skip count by **s. I said _, , _…**"

Formative Assessment

- Monitor how students move through the number line walk.

- Ask:
  > "What do all the numbers you highlighted have in common?"

Materials Needed

- Floor number cards (1-120)
- Hundreds charts
- Crayons/highlighters
- Beads or buttons
- String or pipe cleaners
- Pencils and recording sheets

Closure Activity

In pairs, students pick a skip-counting rule (2s, 5s, or 10s), choose a starting number, and orally practice together.
Then share:

"What pattern did you see?"

Optional Extension Ideas

- **Home Challenge**: Count things at home (e.g., "I have 10 fingers. Let's count by 5s!").
- **Digital Center**: Assign skip-counting games via ABCya, Toy Theater, or SplashLearn.

Day 5 – Representing Numbers Using Tallies and Pictures

Grade 1 Math • Day 5 Lesson Plan

Topic: Representing Numbers Using Tallies and Pictures
Date: September 5, 2025

Wisconsin State Standard(s)

WI.MATH.1.NBT.A.1
Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

> **Focus Extension**: Students use multiple models (tally marks, pictures, number words) to represent the same quantity.
> View Standard PDF

Learning Objective

Students will represent numbers up to 20 using tally marks, pictorial models (stick drawings or dots), and numerals.

Success Criteria

- I can use tally marks to show a number.
- I can draw pictures or symbols to represent a number.
- I can explain what my drawing or tallies show.

Hook (Engaging Intro)

"Tally Detective!"
Display a quick classroom poll (e.g., "What's your favorite fruit?"). Use tally marks to record responses on the board. Ask:

> "How can we count these fast?"

Activities (Student-Centered)

1. **Tally & Draw Centers**
   Rotate students through stations where they:
   - Count real objects (e.g., cubes, paperclips) and make tally charts
   - Draw matching quantities using stick figures or dots
   - Write numerals to match each model
2. **Tally Sort Game**
   Students match tally marks, pictures, and numerals (pre-made cards) as fast as they can.
3. **Create a Class Chart**
   Collect data on a class question (e.g., "How many siblings?"), record tallies, and add picture representations.

Differentiation Strategies

- **Struggling Learners**:
  Work with small numbers (under 10), use real objects to guide representations.
- **Advanced Learners**:
  Create multi-step problems: "Show 15 using 2 models, then explain how you could add 2 more."
- **ELL/ML**:
  Use labeled visuals and gestures. Introduce terms like "tally," "group of five," "symbol" with pictures.

Formative Assessment

- Use a quick check worksheet with images and tallies to match.
- Ask:
  > "What number do your tallies show? How do you know?"

Materials Needed

- Real objects (buttons, blocks, etc.)
- Tally cards, picture cards, number cards
- Blank paper, clipboards, or recording sheets
- Crayons or pencils

Closure Activity

Each student creates a mini poster showing a number of their choice in 3 ways:
- Tally marks
- Pictures
- Numeral

They present it in small groups or do a gallery walk.

Optional Extension Ideas

- **Home Challenge**: Track how many times they blink, jump, or hear a bell — record with tallies.
- **Math Station**: Add this activity into a regular data collection center.
