

Lesson Title: Bells and Bangs

Grade: Kindergarten

Content Standard: K.NBT.1 Compose and decompose numbers from 11-19 into a group of ten ones and some further ones by using objects and, when appropriate, drawings or equations; understand that these numbers are composed of a group of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Materials: bell, stick, circle of ten chairs.

Shared experience and procedure details: Place bell on one of the chairs in the circle to become the starting and “ring bell” position. Starting at the bell, the teacher walks clockwise around the circle and rings the bell upon completing the circle. Discuss how many chairs the teacher has visited after leaving the starting point. The teacher then shows how a movement of less than a full circle is walked off, by tapping each chair visited with the stick. Thus the number 13 would be represented by: Start at bell, walk circle, ring bell, then start a second time around tapping the first three chairs. The number 24, therefore, would be acted out by walking two complete circuits, each ending in a bell, and four taps as the teacher starts a third trip around.

The teacher walks off the number 16. The students will hear 1 bell and 6 taps as they watch. Walk off additional numbers: 25, 34, etc., discussing the number of bells and bangs produced by each number and the number of chairs visited each time.

The teacher then acts out the number 14. Hand the students a piece of paper and asks them to draw a picture of the teacher acting out 14. Before letting them draw, discuss and record on the board the key features that need to be in the picture: bell, stick, chairs, circle, teacher movement, numbers, ending chair.

Possible picture: circle or line of chairs, which may include representations of the teacher, motion (arrow), a bell on one of the chairs, and a final ending point. The picture may be more symbolic showing the number of bells and bangs heard,

Possible people talk: Discussion of the components of the picture, what motions are represented by a “bell” and what motions are represented by a “bang.” Discussion of the number of chairs in a “bell” and in a “bang.” Discussion of more symbolic and less pictorial representation of the number 14.

Feature talk: Feature talk in this activity was embedded in the directions to draw a picture that showed what the teacher did to walk off 14. That seemed a more sensible placement for kindergarten students in this particular activity.

Possible symbolic representation: I repeated the walk around for the number 14. I asked them what they heard and how many chairs were visited when I did it. We then, as a class, wrote the following sentence: One bell and 4 bangs is 14 chairs.

The students will create different symbols for a bell and a bang. Some students will show 4 bangs by drawing the symbol 4 times. Some will do it by using the numeral 4 with the symbol. The student will represent 14 chairs with 14 symbol pictures of a chair or use the numeral 14 with the chair symbol. The students may represent "is" with an arrow or an equal sign.

Reinthal 12/12/17

Search words: winding game, place value, kindergarten, tens and ones, decomposition