Title - Counting by Twos, Fives, and Tens

By - Jo Ann Slaughter

Primary Subject - Math (Algebraic)

Grade Level - Kindergarten

Oklahoma PASS - Standard 2:3, 2:4, 2:5
NCTM Standards - Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns, and translate from one representation to another.

Objectives -
1. The students will be able to count by twos, fives, and tens.
2. Recognize number patterns.
3. Describe number patterns.

Materials -
1. Twos, Fives, and Tens Counting Chart
2. Morning Calendar
3. Smart Board lesson page
4. 10 linking cubes per student, each set of a different color.
5. Hundred Chart
6. Hundred Chart, one for each student
7. Student pages 311 and 312
8. Camera and printer
9. Pre-test and Post-test
Beginning Procedure- Give Pre-test to the students. Have students identify calendar dates that end in zero and tell what the digits mean. Have students say the numbers to count by twos, fives, and tens (Auditory). Ask students to line up by twos. Next have them stand and count by twos to find the number of feet. They can count by fives to find the number of fingers on one hand and by tens using both hands, or they can count their toes.

Middle Procedure - Use the Smart Board and lesson Fix-It pages to work on pages together (Auditory and Visual). For the next activity, it can be done in small groups with a time frame of 5 to 10 minutes (Tactile).
1. Give each student ten linking cubes of one color. Have students make several two-cube trains.
2. Tell students they will count aloud by two by adding their trains together. Have a student show a two-cube train as the group says two. Have the student pass the train for the next student to link on another two-cube train as the group says four, continue to 10 or 20.
3. Redistribute the cubes and repeat with five and ten cube trains.
The next activity is a fun one. Take pictures of each child and make sure they show their hands and fingers as well as their toes and feet. Print the pictures of each child, distribute, and they circle parts of the body they can count by twos with a red crayon, circle parts they can count by fives with a blue crayon, and circle parts they can count by tens with a green crayon (Auditory, Visual, Tactile).

Ending Procedure - Students will independently work on student pages 311 and 312 after directions are given. The Post-test will be given last.

Journal - As students finish their worksheets have them draw items that can be counted by twos, fives, and tens, and label drawings.

Closure - Discuss what things we can count by twos, fives, and tens and how counting as such we can quickly get to 100 when counting items.
Possible Modifications -

1. For the special needs student a double ten-frame and counters can be used to have them count to 20 as they fill the ten-frames, then count by tens to 20. Point to the rows of five in each frame and count by fives to 20.

2. For the gifted student they can draw sets of two dots to show 30 dots. You can lead them in counting by twos to 30. Repeat for sets of five and ten dots counting to 30.

3. Overall modifications can be done by partnering the students and or using a student aid to work with certain groups.

Reflection - I feel like the overall lesson was somewhat of a success. I think the next time I present this concept I will extend it. Even though we count by twos, fives, and tens every other day in class, writing proved to be a more difficult idea for my students to grasp. This may be a lesson better suited for second semester. I enjoyed teaching the lesson. I think the students enjoyed the picture lesson the most. I modified by giving one to one instruction and lesson modifications to a few students and also had the help of a student aid. In addition I used a few numbers chart and I chanted the numbers when needed.

The pre-test and post-test seemed to reflect accurate learning. I did have to make modifications on grading because I added more questions to the post-test (my mistake). However, I graded to correctly match the number of questions on the pre-test. The journaling is something we like. It is an activity my students are used to doing.