

You Can Count on Characters

Grade Level: First Grade

Presented by: Linda Nolder, Susan Ulrich, Lori Armstrong, April Tobola, Jane Hollingsworth, Carol Blaschke, Sherra McClelland: Northern Hills Elementary, San Antonio, TX

Length of Unit: Begins with the 10th day of school and runs through the 170th day of school.

I. ABSTRACT

This unit integrates number activities with biographical figures. The student will be introduced to one of seventeen historical core characters every ten school days. Characters will introduce themselves and share their historical significance. In addition, these characters will connect to first grade math curriculum standards, which include recognizing, counting and writing numbers to 100, use of tallies, computation, time and money skills. This unit will be used throughout the school year spotlighting key historical characters. Center and assessment activities are included to correlate the core characters with math standards.

II. OVERVIEW

- A. Concept Objectives:
 - 1. Important characters have a positive impact on history.
 - 2. Important characters have a positive impact on the field of science.
 - 3. First grade math standards will be taught, explored, and reinforced
- B. Content from the *Core Knowledge Sequence*:
 - 1. Aesop p.25
 - 2. Rachel Carson p.39
 - 3. Columbus p.29
 - 4. Hammurabi p. 27
 - 5. King Tut p. 27
 - 6. Pocahontas p. 29
 - 7. Louis Pasteur p. 39
 - 8. Peter Tchaikovsky p.34
 - 9. Martin Luther King (not Core Knowledge for grade 1, required in our TEKS)
 - 10. George Washington p. 30
 - 11. Benjamin Franklin & Thomas Edison p. 30/39
 - 12. Phillis Wheatly & Deborah Sampson p. 30
 - 13. Edward Jenner p.39
 - 14. Norman Rockwell
 - 15. Davy Crockett (not core knowledge, required in our TEKS)
 - 16. Meriwether Lewis & William Clark p. 30
 - 17. Daniel Boone p. 30
 - 18. Count forward and backwards p. 35
 - 19. Use tallies p.35
 - 20. Recognize and write numbers 0 – 100 p,35
 - 21. Identify and recognize relative value of penny, nickel, dime, & quarter P. 35
 - 22. Count 0 – 100 by ones, twos, fives, & tens. P. 35
 - 23. Computation: addition, subtraction p. 35/36
 - 24. Count by 10's from a given single digit number p. 35
 - 25. Read a clock face and tell time to the hour and half hour. P.36

26. Patterning p.35

C. Skill Objectives:

1. The student will use words and numbers to describe the values of individual coins such as penny, nickel, dime, and quarter. (Texas Essential Knowledge and Skills, Math 1.1 C)
2. The student will read and write numbers to 99 to describe sets of concrete objects. (Texas Essential Knowledge and Skills, Math 1.1 D)
3. The student will learn and apply basic addition facts. (Texas Essential Knowledge and Skills, Math 1.3 B)
4. The student will use patterns to skip count by twos, fives, & tens. (Texas Essential Knowledge and Skills, Math 1.4 B)
5. The student will describe time on a clock using hours and half hours. (Texas Essential Knowledge and Skills, Math 1.8 B)
6. The student will identify contributions of historical figures that have influenced the community, state, and nation. (Texas Essential Knowledge and Skills, Social Studies 1.1 A)
7. The student will identify historical figures that have exhibited a love of individualism and inventiveness. (Texas Essential Knowledge and Skills, Social Studies 1.1 B)
8. The student will compare the similarities and differences among the lives and activities of historical figures that have influenced the community. (Texas Essential Knowledge and Skills, Social Studies 1.1 C)
9. The student will distinguish between past, present, and future. (Texas Essential Knowledge and Skills, Social Studies 1.3 A)
10. The student will create a calendar or time line and use vocabulary related chronology, including yesterday, today, & tomorrow. (Texas Essential Knowledge and Skills, Social Studies 1.3 C)

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Hirsch, Jr. E.D. *What Your First Grader Needs To Know*. New York: Dell Publishing, 1998.

B. For Students:

1. Count and recognize numbers from 1 to 31 and backward from 10.

IV. RESOURCES

See Bibliography

V. LESSONS

Lesson One: Aesop

A. *Daily Objectives*

1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced
2. Lesson Content
 - a. Aesop
 - b. Count forward and backwards
 - c. Count 0-10 by ones and two's
3. Skill Objectives
 - a. The student will use patterns to skip count by twos.

- b. The student will compare the similarities and differences among the lives and activities of historical figures that have influenced the community.

B. Materials

1. Construction paper
2. Hole puncher
3. Aesop costume & Props (animal masks)
4. Number line picture icon & Verse from Song
5. "You Can Count on Characters" Memory Book
6. Aesop mini book
7. Big Book

C. Key Vocabulary

1. Fable-a special story that teaches a lesson
2. Moral-the lesson learned from the story

D. Procedures/Activities

1. Have "Aesop" introduce himself and explain important facts about his life.
2. Use animal masks for explaining how Aesop used animals in many of his stories to show how people behaved.
3. Using props, count forwards and backwards by 1's and 2's to 10.
4. Pass out character souvenir.
5. Illustrate memory book.

E. Assessment/Evaluation

1. Students discover a pattern for counting by 2's by punching a hole in a folded sheet of construction paper and counting the number of holes when it is unfolded. Students predict the number of holes made when they punch 2, 3, 4, and 5 holes in the construction paper. Students can look at other things that come in 2's and use their pattern to count the totals (example: How many hands are there in a group of 4 students?)

Lesson Two: Rachel Carson

A. Daily Objectives

1. Concept Objectives
 - a. Important characters have a positive impact on the field of science
 - b. First grade math standards will be taught, explored, and reinforced
2. Lesson Content
 - a. Rachel Carson
 - b. Count backwards from 20
 - c. Count 0-20 by ones and two's
3. Skill Objectives
 - a. The student will use patterns to skip count by ones and twos to 20.
 - b. The student will identify contributions of scientists for the improvement of our world.

B. Materials

1. Rachel Carson costume and props
2. Chart to show the effects of DDT on the food chain
3. Ten paper bags numbered 1-10 filled with various quantities of counters up to 20.

4. Counters (cubes, blocks, beans, etc.)
 5. Number line picture icon & Verse from Song
 6. “You Can Count on Characters” Memory Book
 7. Leaf Souveneir
 8. Paper for recording
 9. Big Book
- C. *Key Vocabulary*
1. Science-knowledge about things in nature and the universe through observation and careful study.
 2. Scientist-a person who works in a branch of science
 3. DDT-an insect poison that was suppose to kill mosquitoes
- D. *Procedures/Activities*
1. Have “Rachel Carson” introduce herself and explain important facts about her life.
 2. Rachel Carson will demonstrate how the DDT could be very harmful using the chart for the food chain.
 3. Using props, count forwards and backwards by 1’s and 2’s to 20.
 4. Pass out character souvenir.
 5. Illustrate memory book.
- E. *Assessment/Evaluation*
1. Students count objects from 10 bags and record the quantities on the worksheet. Students will gather in large group to count all the bags together and compare their results.

Lesson Three: Columbus

- A. *Daily Objectives*
1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced
 2. Lesson Content
 - a. Columbus
 - b. Count forward and backwards
 - c. Count 0-30 by ones, twos, fives, and tens
 - d. Recognize and write numbers 0 – 30
 3. Skill Objectives
 - a. The student will read and write numbers to 30 to describe sets of concrete objects. (TEKS, Math 1.1 D)
 - b. The student will use patterns to skip count by twos, fives, & tens. (TEKS, Math 1.4 B)
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)
- B. *Materials*
1. 30 Glitter Cardboard Stars (numbered 1-30)
 2. Counting to 30 Star worksheet and Dot-to-Dot (Appendix A)
 3. Columbus costume & Props (N. America & Italy map)
 4. Number line picture icon & verse from Song
 5. “You Can Count on Characters” Memory Book
 6. Plastic boat souvenir
 7. Big Book

8. "You Can Count on Characters" Memory Book
- C. *Key Vocabulary*
1. Voyage – a long trip
 2. Atlantic Ocean – large body of water
 3. Italy – country in our world
 4. Spain – country in our world
 5. Discover – to find out something new
- D. *Procedures/Activities*
1. Have "Columbus" introduce himself and explain important facts about his life.
 2. Pass out cardboard numbered stars and explain how sailors used the stars as a map to guide their ships.
 3. Using props, count forwards and backwards by 2's and 5's to 30.
 4. Pass out character souvenir.
 5. Illustrate memory book.
- E. *Assessment/Evaluation*
1. Students complete Counting to 30 Star worksheet and Dot-to-Dot. See Appendix A.

Lesson Four: Hammurabi

- A. *Daily Objectives*
1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced.
 2. Lesson Content
 - a. Hammurabi
 - b. Count 0-40 by 1's, 2's, 5's, and 10's
 - c. Recognize and write numbers 0 – 40
 - d. Use tallies to make numbers 1-40
 3. Skill Objectives
 - a. The student will read and write numbers to 40 to describe sets of concrete objects. (TEKS, Math 1.1 D)
 - b. The student will use patterns to skip count by twos, fives, & tens. (TEKS, Math 1.4 B)
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)
- B. *Materials*
1. Hammurabi costume & Props (map of Babylon)
 2. Number line picture icon & Verse from Song
 3. "You Can Count on Characters" Memory Book
 4. Stela picture souvenir
 5. Big Book
 6. toothpicks
 7. Worksheet (Appendix B)
- C. *Key Vocabulary*
1. Hammarubi- sixth king of Babylon
 2. Stela- carved stone slab
 3. Laws- rules of conduct
- D. *Procedures/Activities*

1. Have “Hammarubi” introduce himself and explain important facts about his life.
2. Discuss how writing numbers has changed and how to use tally marks.
3. Put up various numbers and have students demonstrate how to count and write with tallies.
4. Pass out character souvenir.
5. Illustrate memory book.

E. Assessment/Evaluation

1. Students make tallies with toothpicks to match given numerals on worksheet. See Appendix B.

Lesson Five: King Tut

A. Daily Objectives

1. Content Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced.
2. Lesson Content
 - a. King Tut
 - b. Count 0-50 by ones, twos, fives, and tens
 - c. Recognize and write numbers 0 – 50
3. Skill Objectives
 - a. The student will read and write numbers to 50 to describe sets of concrete objects. (TEKS, Math 1.1 D)
 - b. The student will use patterns to skip count by twos, fives, & tens. (TEKS, Math 1.4 B)
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)
 - d. The student will learn and apply basic addition facts. (TEKS, Math 1.3 B)

B. Materials

1. pattern blocks
2. King Tut costume & Props (mask)
3. Number line picture icon & Verse from Song
4. “You Can Count on Characters” Memory Book
5. white ribbon/Velcro
6. 5 sets of cardboard jewels, 10 jewels to a set
7. Big Gemstone Souvenir ring
8. Big Book
9. 5 poster boards with addition facts

C. Key Vocabulary

1. Pharaoh- ruler of Ancient Egypt
2. pyramid- building built by early civilizations
3. treasure- something to be valued

D. Procedures/Activities

1. Have “King Tut” introduce himself and explain important facts about his life.
2. Lead children in oral counting in patterns of two’s, five’s and ten’s.
3. King Tut will display ribbon with 10 pieces of Velcro attached. Children will listen to addition problem and manipulate jewels onto ribbon

necklace to solve problem. King Tut will display the addition fact, matching oral necklace story.

4. Pass out character souvenir
5. Illustrate memory book.

E. Assessment/Evaluation

1. Students draw 2 jewel strands from bag and record 2 number sentences for which the jewels represent.

Lesson Six: Pocahontas

A. Daily Objectives

1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced
2. Lesson Content
 - a. Pocahontas
 - b. Count 0-60 by ones, twos, fives, and tens
 - c. Recognize and write numbers 0 – 60
3. Skill Objectives
 - a. The student will read and write numbers to 60 to describe sets of concrete objects. (TEKS, Math 1.1 D)
 - b. The student will use patterns to skip count by twos, fives, & tens. (TEKS, Math 1.4 B)
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)
 - d. The student will learn and apply basic addition facts. (TEKS, Math 1.3 B)

B. Materials

1. clock
2. Pocahontas costume & Props
3. Number line picture icon & verse from Song
4. “You Can Count on Characters” Memory Book
5. beads on a rope souvenir
6. “You Can Count on Characters” Memory Book
7. chart
8. folded story problems
9. Big Book

C. Key Vocabulary

1. Pocahontas- Indian legend
2. Jamestown- settlement in Virginia
3. John Smith- English explorer

D. Procedures/Activities

1. Have “Pocahontas” introduce herself and explain important facts about her life.
2. Count to 60 by ones, twos, fives, and tens.
3. Introduce clock face and count by minutes and five minutes.
4. Pass out character souvenir.
5. Illustrate memory book.

E. Assessment/Evaluation

1. The teacher will read story problems. The students will illustrate and record a numerical answer.

Lesson Seven: Louis Pasteur

A. Daily Objectives

1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. Important characters have a positive impact on the field of science.
 - c. First grade math standards will be taught, explored, and reinforced
2. Lesson Content
 - a. Louis Pasteur
 - b. Count 0-70 by ones, twos, fives, and tens
 - c. Recognize and write numbers 0 – 70
 - d. Identify and recognize relative value of penny, nickel, dime, & quarter
3. Skill Objectives
 - a. The student will read and write numbers to 70 to describe sets of concrete objects. (TEKS, Math 1.1 D)
 - b. The student will use patterns to skip count by twos, fives, & tens. (TEKS, Math 1.4 B)
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)
 - d. The student will identify historical figures that have exhibited a love of individualism and inventiveness. (TEKS, Social Studies 1.1 B)
 - e. The student will use words and numbers to describe the values of individual coins such as penny, nickel, dime, and quarter. (TEKS, Math 1.1 C)

B. Materials

1. large paper coins
2. Pasteur costume & Props (microscope & milk carton)
3. Number line picture icon & Verse from Song
4. “You Can Count on Characters” Memory Book
5. magnifying glass souvenir
6. I have...Who has... cards
7. Big Book

C. Key Vocabulary

1. Pasteur- French chemist
2. chemist – person who experiments with chemicals
3. germs – tiny animals that can carry diseases
4. rabies – disease carried by animals
5. pasteurization – heating a liquid to kill harmful germs
6. microscope – an instrument that makes things look a lot bigger

D. Procedures/Activities

1. Have “Pasteur” introduce himself and explain important facts about his life.
2. Count to 70 by ones, twos, fives, and tens.

3. Introduce penny, nickel, dime, and quarter with paper coins and discuss values of each.
 4. Play I have... Who has... (with 8 students from audience) using cards to match values to coins.
 5. Pass out character souvenir.
 6. Illustrate memory book.
- E. Assessment/Evaluation*
1. Students complete coin matching worksheet.

Lesson Eight: Peter Tchaikovsky

A. Daily Objectives

1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced
2. Lesson Content
 - a. Peter Tchaikovsky
 - b. Addition computation
 - c. Count 0-80 by ones, twos, fives, and tens
 - d. Recognize and write numbers 0 – 80
3. Skill Objectives
 - a. The student will read and write numbers to 80 to describe sets of concrete objects. (TEKS, Math 1.1 D)
 - b. The student will use patterns to skip count by twos, fives, & tens. (TEKS, Math 1.4 B)
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)
 - d. The student will identify historical figures that have exhibited a love of individualism and inventiveness. (TEKS, Social Studies 1.1 B)

B. Materials

1. Large Musical Notes numbered by 5's and 10's
2. Addition and Counting Worksheet # (Appendix C)
3. Tchaikovsky costume & Props
4. Number line picture icon & Verse from Song
5. "You Can Count on Characters" Memory Book
6. Note souvenir

C. Key Vocabulary

1. Composer-one who writes music
2. Emotional-having strong feelings
3. Russia-a country in our world
4. Melody-the part of the music that is easiest to remember

D. Procedures/Activities

1. Have "Tchaikovsky" introduce himself and explain important facts about his life.
2. Pass out cardboard notes numbered by 5's to student helpers. Let them order themselves up to 80 and then have other students count with them. Repeat with notes numbered by 10's.

3. "Tchaikovsky" will call on students to solve addition facts in a singing melody of "Ol's Tchaikovsky Wants To Add" to the tune of "Ol' MacDonald". See Appendix C.
 4. Pass out note souvenir stamped with a nutcracker.
 5. Illustrate memory book.
- E. Assessment/Evaluation*
1. Students will complete addition and counting worksheet in their classrooms. See Appendix C.

Lesson Nine: Martin Luther King

A. Daily Objectives

1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced
2. Lesson Content
 - a. Martin Luther King
 - b. Count 0-90 by ones, twos, fives, and tens
 - c. Read and write numbers to 90
 - d. Recognize name and value of coins and combinations of coins
3. Skill Objectives
 - a. The student will read and write numbers to 90 to describe sets of concrete objects. (TEKS, Math 1.1 D)
 - b. The student will use patterns to skip count by twos, fives, & tens. (TEKS, Math 1.4 B)
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)
 - d. The student will identify historical figures that have exhibited a love of individualism and inventiveness. (TEKS, Social Studies 1.1 B)

B. Materials

1. Martin Luther King costume & Props
2. Number line picture icon & Verse from Song
3. "You Can Count on Characters" Memory Book
4. Souvenir-crayon
5. Big Book
6. Coin Cards (Appendix D)

C. Key Vocabulary

1. equal- to be exactly like another
2. race- a large group of people who share the same ancestors and physical characteristics
3. freedom- being independent

D. Procedures/Activities

1. Have "Martin Luther King" introduce himself and explain important facts about his life.
2. Lead children in oral counting in patterns of one's, two's, five's and ten's.
3. Display coins and review values of each coin.
4. Using the words fair and equal, children will manipulate coins to show equal value. (Nickel = 5 pennies)

5. Pass out character souvenir. (Crayon)
 6. Illustrate memory book.
- E. *Assessment/Evaluation*
1. Concentration Game- -Teacher will observe children making appropriate coin value matches. (Appendix D)

Lesson Ten: George Washington

A. *Daily Objectives*

1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced
2. Lesson Content
 - a. George Washington
 - b. Recognize and write numbers 0 – 100
 - c. Identify and recognize relative values of penny, nickel, dime and quarter
 - d. Count 0-100 by ones, twos, fives, and tens
 - e. Computation: Addition
3. Skill Objectives
 - a. The student will use words and numbers to describe the values of individual coins such as penny, nickel, dime, and quarter.
 - b. The student will use patterns to skip count by twos, fives, & tens. The student will learn and apply basic addition facts with coins.
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation.

B. *Materials*

1. Washington costume and props.
2. Hundred chart
3. Number cards 1-100
4. Individual chalkboards
5. Plastic/real coins
6. Number line picture icon & Verse from Song
7. “You Can Count on Characters” Memory Book
8. One dollar bill souvenir
9. Big book

C. *Key Vocabulary*

1. President – elected leader of a country
2. Colony – a placed ruled by people living in another, often faraway, part of the world
3. Colonist – a person that lives in a colony
4. Independence – not being ruled by another country
5. Freedom – being independent

D. *Procedures/Activities*

1. Washington walks in and introduces himself.
2. Washington talks to the class about his life and his contributions.
3. Lead class in counting to 100 by 1’s, 2’s, 5’s, 10’s and 25’s with the hundred chart.
4. Pass out number cards. Students put themselves in order. Students on the floor write the numbers on their chalkboards.

5. Review coins names and values. Pass out coins and have the students model ways to make \$1.00.
6. Students conclude by singing the character verse with the big book.
7. Pass out character souvenirs.
8. Illustrate memory book.

E. Assessment/Evaluation

1. Students will create a flipbook using coin stamps. Stamp a dollars worth of each coin on each page.

Lesson Eleven: Benjamin Franklin and Thomas Jefferson

A. Daily Objectives

1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced.
 - c. First grade science standards will be taught, explored, and reinforced.
2. Lesson Content
 - a. Benjamin Franklin
 - b. Thomas Jefferson
 - c. Count forward to 110
 - d. Count 0-110 by ones, fives, and tens
 - e. Read and write numbers to 110
 - f. Read a clock face and tell time to the hour and half hour.
3. Skill Objectives
 - a. The student will read and write numbers to 110. (TEKS, Math 1.1 D)
 - b. The student will use number line to skip count by ones, fives, & tens. (TEKS, Math 1.4 B)
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)
 - d. The student will describe time on a clock using hours and half hours. (TEKS, Math 1.8 D)
 - e. The student will identify historical figures that have exhibited a love of individualism and inventiveness. (TEKS, Social Studies 1.1 B)

B. Materials

1. Giant light bulb number line (1 to 110)
2. Thomas Edison and Benjamin Franklin costume & props
3. 21 lightning bolts and 11 light bulbs (cardboard)
4. Large electric clock
5. Number line picture icon & Verse from Song
6. "You Can Count on Characters" Memory Book
7. Key souvenir
8. Big Book

C. Key Vocabulary

1. electricity - a completed circuit that makes things work
2. print shop - a place where newspapers, books, & magazines are created
3. questions - words used to find out new knowledge
4. inventions- something new created by discovery

D. Procedures/Activities

1. Have “Benjamin Franklin and Thomas Edison” walk in together with props and introduce each other. Thomas Edison thanks Benjamin Franklin for electricity. Both explain their inventions.
2. Unroll light bulb number line. Pass out lightning bolts and keys for audience participation, counting by 5’s and 10’s.
3. Teacher explains importance of electricity in using clocks.
4. Teacher displays clock and uses questioning strategies for displaying hour and half hour.
5. Students conclude by singing character verse with big book.
6. Pass out character souvenir.
7. Illustrate memory book.

E. Assessment/Evaluation

1. Students complete flip-up book with 4 windows: digital time on the top flap, clock faces underneath. Student will add hands to match digital time.

Lesson Twelve: Phillis Wheatley and Deborah Sampson

A. Daily Objectives

1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced
2. Lesson Content
 - a. Phillis Wheatley
 - b. Deborah Sampson
 - c. Count forward and backwards
 - d. Count 0-120 by ones, twos, fives, and tens
 - e. Recognize and write numbers 0 – 120
3. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced.
4. Skill Objectives
 - a. The student will read and write numbers to 120 to describe sets of concrete objects. (TEKS, Math 1.1 D)
 - b. The student will use patterns to skip count by twos, fives, & tens. (TEKS, Math 1.4 D)
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)
 - d. The student will identify historical figures that have exhibited a love of individualism and inventiveness. (TEKS, Social Studies 1.1 B)

B. Materials

1. I Have/Who Has Card large set and Classroom set (Appendix E)
2. Wheatly and Sampson costume & Props
3. Number line picture icon & verse from Song
4. “You Can Count on Characters” Memory Book
5. Poem-Souvenir (She-roes) (Appendix F)
6. Big Book

- C. *Key Vocabulary*
 - 1. slave-person who is property of another
 - 2. American Revolution-war between colonists and King George's England
 - 3. poet-one who writes poems
 - 4. soldier-person in army
- D. *Procedures/Activities*
 - 1. Have "Phillis Wheatley" introduce herself and explain important facts about her life.
 - 2. Have "Deborah Sampson" introduce herself and explain important facts about her life.
 - 3. Lead children in oral counting in patterns of two's, five's and ten's.
 - 4. Have student volunteers come up and lead counting forward and backward from a given point. Leader draws card which gives starting point and direction.
 - 5. Using large cardboard I Have Who Has cards demonstrate how to play this game. Each class will have a class set to reinforce during class time. See Appendix E.
 - 6. Pass out character souvenir (She-roe's poem). See Appendix F.
 - 7. Illustrate memory book.
- E. *Assessment/Evaluation*
 - 1. Students play I Have Who Has in their classrooms.

Lesson Thirteen: Edward Jenner

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. Important characters have a positive impact on the field of science.
 - c. First grade math standards will be taught, explored, and reinforced
 - 2. Lesson Content
 - a. Edward Jenner
 - b. Count 0-130 by ones, twos, fives, and tens
 - c. Recognize and write numbers 0 – 130
 - 3. Skill Objectives
 - a. The student will read and write numbers to 130 to describe sets of concrete objects.
 - b. The student will use patterns to skip count by twos, fives, & tens.
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation.
 - d. The student will identify historical figures that have exhibited a love of individualism and inventiveness.
- B. *Materials*
 - 1. Doctor's bag with various doctor instruments, labeled with various numerals 0-130.
 - 2. Jenner costume & Props
 - 3. Number line picture icon & Verse from Song
 - 4. "You Can Count on Characters" Memory Book
 - 5. Band-aid souvenir
 - 6. Big Book
- C. *Key Vocabulary*

1. vaccination-a shot that helps
 2. smallpox-a skin infection
 3. disease- an illness
- D. *Procedures/Activities*
1. Have “Jenner” introduce himself and explain important facts about his life.
 2. Jenner will display doctor’s bag and pull out various instruments. Discuss the purpose of each instrument. Students will identify number on the instrument.
 3. Count by twos, fives and tens to 130.
 4. Pass out character souvenir.
 5. Illustrate memory book.
- E. *Assessment/Evaluation*
1. Students will complete missing number worksheet.

Lesson Fourteen: Norman Rockwell

- A. *Daily Objectives*
1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced
 2. Lesson Content
 - a. Norman Rockwell
 - b. Subtraction computation
 - c. Count 0-140 by ones, twos, fives, and tens
 - d. Read and write numbers to 140
 3. Skill Objectives
 - a. The student will read and write numbers to 140 to describe sets of concrete objects. (TEKS, Math 1.1 D)
 - b. The student will use patterns to skip count by twos, fives, & tens. (TEKS, Math 1.4 B)
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)
 - d. The student will identify historical figures that have exhibited a love of individualism and inventiveness. (TEKS, Social Studies 1.1 B)
- B. *Materials*
1. Norman Rockwell’s Counting Book
 2. Various Rockwell Prints
 3. Number line picture icon & Verse from Song
 4. “You Can Count on Characters” Memory Book
 5. Souvenir-Paintbrushes
 6. Big Book
- C. *Key Vocabulary*
1. illustration- a drawing
 2. commission- payment
 3. emotion- strong feeling
- D. *Procedures/Activities*
1. Have “Norman Rockwell” introduce himself and explain important facts about his life.

2. Lead children in oral counting in patterns of two's, five's and ten's.
 3. Students will solve subtraction story problems using Rockwell prints.
 4. Pass out character souvenir.
 5. Illustrate memory book.
- E. *Assessment/Evaluation*
1. Students will read and solve story problems in the classroom using Rockwell prints.

Lesson Fifteen: Davy Crockett

- A. *Daily Objectives*
1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced.
 2. Lesson Content
 - a. Count forward to 150
 - b. Count 0-150 by ones, fives, and tens
 - c. Recognize and write numbers 0 – 150
 - d. Read a clock face and tell time to the hour and half hour
 3. Skill Objectives
 - a. The student will read and write numbers to 150.
 - b. The student will use patterns to skip count by fives, & tens.
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation.
 - d. The student will describe time on a clock using hour and half hours.
- B. *Materials*
1. Davy Crockett costumes and props.(map of the U.S.A.)
 2. Big Book
 3. Large Judy clock
 4. Ten small Judy clocks
 5. Number line picture icon & Verse from Song
 6. "You Can Count on Characters" Memory Book
 7. Die cut Alamo souvenir
 8. Number line to 150 and die cuts of Texas(30) and the Alamo(15)
- C. *Key Vocabulary*
1. Frontier – unsettled places that were new and strange
 2. Independence – not being ruled by another
 3. Legislature – a group of people whose job is to make laws
 4. Alamo – a mission in San Antonio
- D. *Procedures/Activities*
1. Have Davy Crockett walk in with props and introduce himself.
 2. Unroll number line and pass out Texas shapes with numerals that end with 5's and 0's for children to attach to number line when counting by one's. Count by 5's, then add Alamo shapes with the 10's written on them and count again by 10's.
 3. Teacher displays clocks and uses questioning strategies for displaying hour and half hour.
 4. Students conclude by singing character verse with big book.
 5. Pass out character souvenirs.
 6. Illustrate memory book.

E. *Assessment/Evaluation*

1. Students complete sheet with blank clock faces. Students will write the numerals in appropriate spaces and draw hands to show the time given under each clock.

Lesson Sixteen: Meriwether Lewis & William Clark

A. *Daily Objectives*

1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced
2. Lesson Content
 - a. Meriwether Lewis & William Clark
 - b. Count forward and backwards
 - c. Count 0-160 by twos, fives, and tens
 - d. Recognize and write numbers 0 – 160
 - e. Computation: addition, subtraction
3. Skill Objectives
 - a. The student will read and write numbers to 160 to describe sets of concrete objects. (TEKS, Math 1.1 D)
 - b. The student will learn and apply basic addition facts. (TEKS, Math 1.3 B)
 - c. The student will use patterns to skip count by twos, fives, & tens. (TEKS, Math 1.4 B)
 - d. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)

B. *Materials*

1. Poster board
2. Story Problem worksheet (Appendix G)
3. Lewis & Clark costume & Props (N. America & Italy map)
4. Number line picture icon & Verse from Song
5. “You Can Count on Characters” Memory Book
6. Miniature compass souvenir
7. Big Book

C. *Key Vocabulary*

1. explore – a long trip
2. Pacific Ocean – large body of water
3. Missouri River – the main river they traveled
4. journal – a book to record descriptions
5. discover – to find out something new
6. Sacajawea – female Native American guide

D. *Procedures/Activities*

1. Have “Lewis and Clark” introduce themselves and explain important facts about their lives.
2. Count orally by 2’s using a rowing motion, by 5’s using hiking movement, by 10’s casting a fishing rod.
3. Tell a story problem about animals in the forest using either an addition or subtraction equation. Solve together and show the problem completed on a poster board.
4. Pass out character souvenir.

5. Illustrate memory book.
- E. *Assessment/Evaluation*
 1. Students complete story problem worksheet. See Appendix G.

Lesson Seventeen: Daniel Boone

A. Daily Objectives

1. Concept Objectives
 - a. Important characters have a positive impact on history.
 - b. First grade math standards will be taught, explored, and reinforced.
2. Lesson Content
 - a. Daniel Boone
 - b. Count 0-170 by ones, twos, fives, and tens.
 - c. Recognize and write numbers 0 – 170.
3. Skill Objectives
 - a. The student will read and write numbers to 180 to describe sets of concrete objects. (TEKS, Math 1.1 D)
 - b. The student will use patterns to skip count by twos, fives, & tens. (TEKS, Math 1.4 B)
 - c. The student will identify contributions of historical figures that have influenced the community, state, and nation. (TEKS, Social Studies 1.1 A)

B. Materials

1. Poster paper map of the United States
2. Cardboard circles with numbers
3. Daniel Boone costume & Props
4. Number line picture icon & Verse from Song
5. “You Can Count on Characters” Memory Book
6. Parchment map souvenir
7. Big Book

C. Key Vocabulary

1. trailblazer- one who finds a way through the wilderness for the first time
2. gap- space in the mountains
3. Wilderness Road- first path cleared to head to the west
4. frontier- unsettled places that were new and strange

D. Procedures/Activities

1. Have “Daniel Boone” introduce himself and explain important facts about his life.
2. Roll out the poster paper map. Hand out the numbers on cardboard circles to student volunteers. Have students fill in the blanks on the number line going across the map.
3. Pass out parchment map souvenir.
4. Illustrate memory book.

E. Assessment/Evaluation

1. Students complete a counting worksheet with number lines counting by 2’s, 5’s, and 10’s up to different numbers as high as 170.

VI. CULMINATING ACTIVITY

- A. Students will complete the “Counting on Characters” teacher made book by using the word bank and filling in the blank. They will then illustrate and include at least 2 facts about the character. Appendix H

VII. HANDOUTS/WORKSHEETS

See attached Appendices A-G.

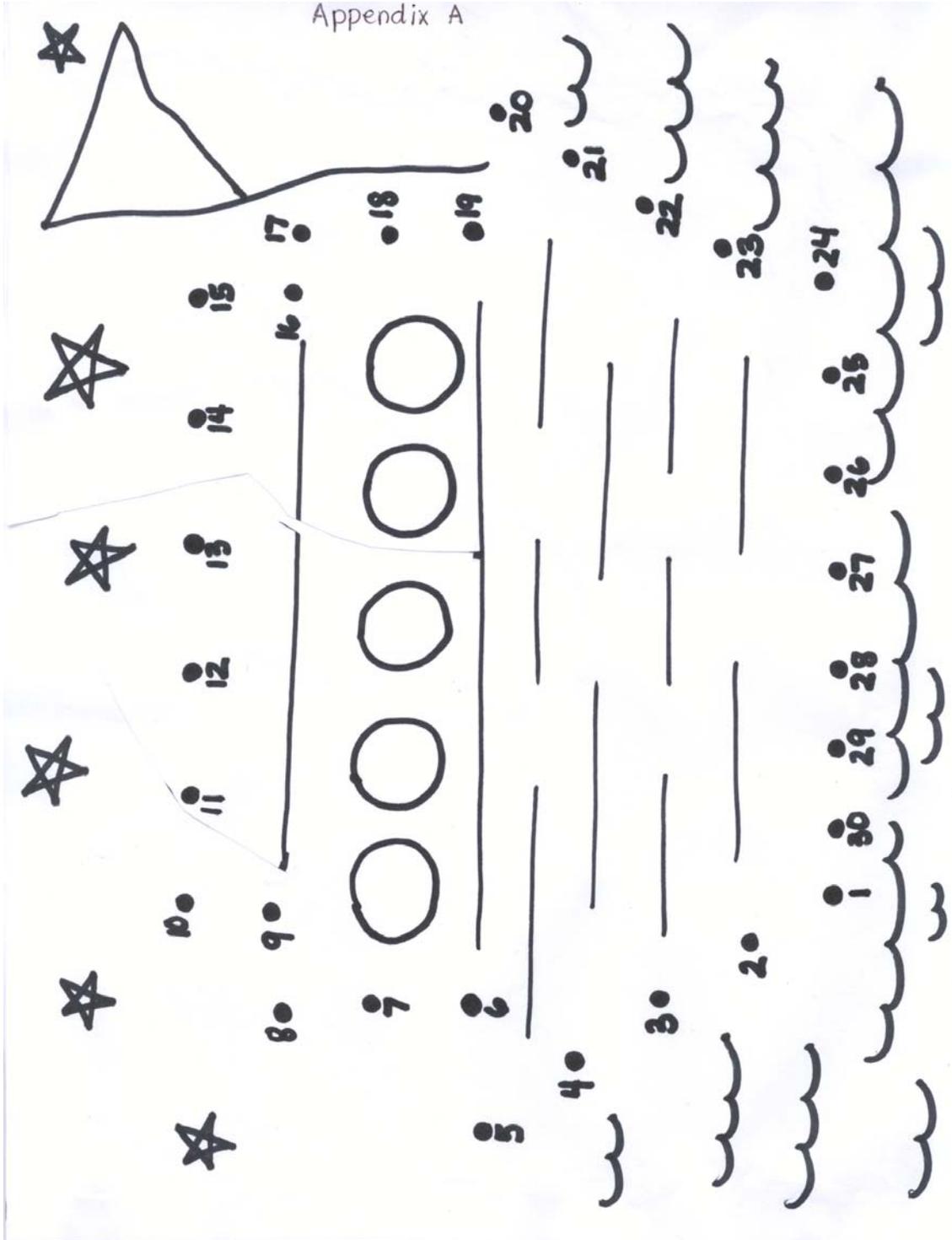
VIII. BIBLIOGRAPHY

Alternatives to Worksheets. Cypress, California: Creative Teaching Press, 1989.

Hirsch, Jr. E.D. *What Your First Grader Needs to Know.* New York: Dell Publishing, 1997.

Math Advantage Teaching Resources Grade 1. Dallas: Harcourt Brace & Company, 1999.

Appendix A



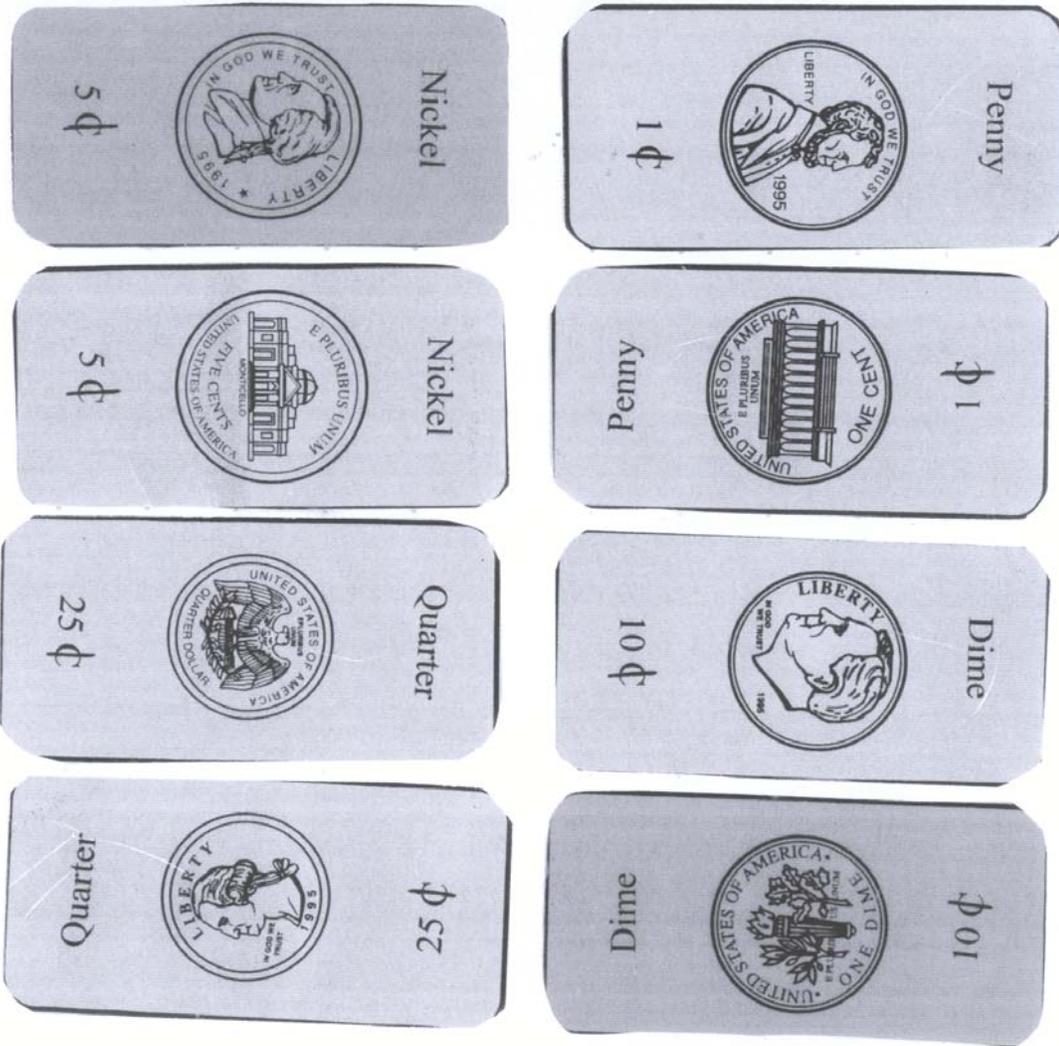
Appendix B

Hammurabi's Toothpick Tallies

7	13
28	31

Appendix C

								
	$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$			
								
	$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$			
	51	—	53		78	—	80	
	13	—	15		49	—	51	
	24	—	26		66	—	68	
	32	—	34		20	—	22	
								



Appendix D

Appendix E

I HAVE 43	WHO HAS 112	I HAVE 112	WHO HAS 57	I HAVE 64	WHO HAS 100	I HAVE 39	WHO HAS 25	I HAVE 25	WHO HAS 96	I HAVE 96	WHO HAS 109	I HAVE 109	WHO HAS 38
I HAVE 100	WHO HAS 82	I HAVE 82	WHO HAS 71	I HAVE 118	WHO HAS 39	I HAVE 38	WHO HAS 49	I HAVE 49	WHO HAS 52	I HAVE 52	WHO HAS 120	I HAVE 120	WHO HAS 68
I HAVE 68	WHO HAS 102	I HAVE 102	WHO HAS 89	I HAVE 77	WHO HAS 115	I HAVE 77	WHO HAS 115	I HAVE	WHO HAS	I HAVE	WHO HAS	I HAVE	WHO HAS
I HAVE 115	WHO HAS 33	I HAVE 33	WHO HAS 43	I HAVE	WHO HAS	I HAVE	WHO HAS	I HAVE	WHO HAS	I HAVE	WHO HAS	I HAVE	WHO HAS

Appendix F

She-roes

**Phillis and Deborah were She-roes for us-
They both were so smart and so brave.
They lived in the new world that we now call home
And were proud of the history they gave.**

**Phillis came to this country a scared black girl
Who was made to work as a slave.
She did not let that keep her from reaching her dreams-
She wrote poetry so beautiful to save.**

**Deborah's sad family life caused her to be
Raised in the homes that weren't in her plan.
She went to school, taught others to learn,
Then went off to fight the war as a man.**

**Both Phillis and Deborah are She-roes for sure-
They worked hard to reach their own goals!
Let's remember them both as we live here today
In the country with freedom for all souls!**

Appendix G

<p>For 83 days, Lewis and Clark traveled up the Missouri River. 12 days after they came ashore, they decided to continue traveling farther up the river. How many days were they really in the boat?</p>	<p>Sacajawea found 15 beautiful shiny stones in the river. She decided to string 7 of them on a counting rope. How many stones did she have left?</p>
<p>Lewis and Clark depended on wild animals for their food. One night, they shot 1 bear, 5 rabbits, 6 squirrels, and 1 deer. How many animals did they kill for their food?</p>	<p>One night, Lewis took Clark to the river to catch fish. They had 20 fish on a stick. Suddenly, a beaver swam by and ate 10. How many fish were left for Lewis and Clark?</p>