

The Right Number of Elephants

Lesson Summary

Major Topic and SOL

Math SOL (2009)	PK.1.a, PK.1.b, PK.1.c, PK.5.b
Language SOL (2209)	PK.1.b, PK.1.c, PK.1.d, PK.1.g, PK.5.a, PK.5.b, PK.5.e, PK.6.b, PK.6.d, PK.6.f

Length of Unit 2 - 45 minute sessions

Student Objectives

In Mathematics the student will be able to:

- Count to 20 or more
- Count a group of three to ten objects by touching each object as it is counted saying the correct number (one-to-one correspondence)
- Count the items in a collection of one to ten items and know the last counting word tells “how many”
- Use descriptive language to compare data in objects by identifying which is more or fewer

In Language the student will be able to:

- Correctly identify characters, objects, and actions in a picture book, as well as stories read aloud, and begin to comment about each
- Make predictions about what might happen in a story
- Use two words to ask and answer questions that include actions
- Listen attentively to stories in a whole class setting
- Identify the front of a book
- Identify the location of the title of a book
- Identify the part of the book that tells the story
- Copy or write letters using various materials
- Print 5-8 letters with a writing tool
- Use incentive spellings to convey messages or tell a story

21st Century Skills

- Critical-Thinking and Problem Solving
- Communication
- Creativity and Innovation

- Collaboration
- Information and Media Literacy
- Contextual Learning

Assessment Evidence

Content	Mastery	Progressing	Needs Improvement
Did the children come up with reasonable “right” numbers?			
Did the children use increasing numbers to predict the next number of elephants on the next page?			
Did the children use decreasing numbers to predict the number of elephants on the previous page?			
Did the children understand that some numbers were reasonable and some were not?			
Did the children count the number of objects with one-to-one correspondence?			
Did the children track the numbers correctly as they counted them?			
Did the children know how to write the number of objects they drew correctly?			

Supplies/Materials/Technology

- The Right Number of Elephants by Jeff Shepard
- Ten foam or felt elephants
- Plastic peanuts, paper peanuts, or shelled peanuts (ten per child)
- Pocket chart
- Crayons, colored pencils, or markers
- paper

Lesson Plan

Motivation & Building Background:

- **Background:**
 - Students have visited the zoo and have seen many animals. They have also begun to work on the phrases “one more” and “one less”
- **Motivation:**
 - The teacher will hold up pictures of several elephants and have the students tell everything they know about them.
 - The teacher will have the students share any experiences they have had with elephants.

- The students will then view the front cover of the book. The teacher will ask the student to make predictions about what they think the story will be about.
 - All of the student's predictions will be written on chart paper.

Presentation

- The teacher will read the story aloud to the students as they direct how many elephants will be placed in the pocket chart.
- As the students listen to the story, the teacher will ask several number questions, such as the number one less/one more, before/after, predict the next number, etc.
- When the story has been read and every elephant has been counted down to 1, ask the students the question, "If I wanted zero elephants, what would I need to do?" If time allows, have as many students as possible respond.
- Discuss some examples of numbers that are right number of things (i.e. days in a week, hours in a day, and leaves on a four-leaf clover). Discuss some examples of numbers that are not right (eating fifty pancakes, having twenty dogs sleeping in your bed, or riding in a car with fifteen people). Have the students name some things that are a "right number of things" and "not a right number of things," make a list of their responses and invite them to respond to those numbers that do not make sense.

Practice/Application

- Explain to the students that they will be making their own books about "The right number of _____" The children will decide on what they believe a right number of something is and draw it on their paper. With the teacher's assistance, they will write the correct word on the line and the number of objects on the back of their sheet. This will allow their classmates to count the number of objects they drew, say the number, and self-check their answer with the one on the back of the paper.
- Once the students are finished, assemble the pages into a class book. Read and enjoy the class book together. When the teacher reads each page, have the students predict what the right number could be. Discuss why that might be the right number, and what numbers would be unreasonable.