

How Many Numbers are in My Name?



Learning Objectives

Students will:

1. **Know** how to count objects up to 10, how to write their name. Know that proper nouns and sentences start with a capital letter. Know that sentences end with punctuation.
2. **Understand** numbers 1 to 10 in a sequence, know that you read from left to right.
3. **Be able to** represent numbers 1 to 10 both verbally and in writing, count in a one to one correspondence, write a sentence, connect number words and numerals to the quantities they represent, using various physical models and representations, identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, directly compare two objects with a measurable attribute (letters in a name) in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

Background/Context

Students will conduct research and solve the problem on how many letters are in their name. They will use technology to share their work with others.

Materials and Resources:

Sentence strips or an interactive whiteboard

Student Devices:

Tablet, laptop, or 2 in 1 for each student in the group

Apps:

- Educreations*
- ScreenChomp*

Web Sites:

- <https://www.educreations.com>
- <http://www.techsmith.com/screenchomp.html>
- <http://www.youtube.com/watch?v=oEWkjVYhE6A>
- <http://www.atozkidsstuff.com/welcome.html>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/playing-name-bingo-with-224.html>

Subjects: Math, Reading, Language Arts

Grades: K-1

Lesson Duration: 30 minutes

Inquiry Process

Students are involved in project-based learning by solving a problem that is meaningful to them.

Teachers pose questions to students to help them analyze data and make real world connections.

Technology Benefits:

The tactile nature of a tablet helps students practice writing skills. Students can develop proficiency and literacy with technology as they learn content. Technology can create opportunities for authentic research, writing, and communication as well as encourage critical thinking, decision making, and problem solving. In each step of the PBL process, technology and apps will facilitate the interactions of students and the teacher.

Activity

This lesson works best with a small group of kindergarten or first grade students at a table.

- Have students write their name on the sentence strips or the Interactive whiteboard.
- Have them look at the names of students in their group. Ask them “What is different about everyone’s name?”
- Point out a short name and a long name, and ask, “What is the difference in these two names?”
- Write the numbers 1 through 10 on a sentence strip or white board and practice counting to 10 together.
- Tell students that they will be answering “How many letters are in their name?”

Collecting Data

- Have students open Educreations or Screencomp on their device.
- If student devices have a built-in camera, have students take a picture of themselves and import it into Educations and Screencomp.
- Have students draw a line across the device with their finger. Discuss that their name should start with a capital letter. Have them write their name on the line.
- Discuss how they could figure out how many letters are in their name.
- Model how you can write each number in a sequence under each letter in their name with your name and practice counting together.
- Now have students write each number under their name.
- Next have them write another line across their screen. Have the sentence strip or the sentence written on the interactive whiteboard that says:
 - My name has __ letters in it. Talk about how you would put the total number of letters in the blank.
- Have them write the sentence using their fingers on their device using a draw tool such as Educreations or Screencomp.
- Remind students that sentences start with a capital letter and end with punctuation. Ask them “What type of punctuation this sentence ends with and why?”
- Next have them record themselves counting the letters in their name and reading their sentences on their device.
- Using technology to share and communicate.
- Have student share their presentation with the group.

Analyzing and Reflecting on Data

Ask students:

- *“How did you find out what number you needed to finish your sentence?”*
- *“Is your name longer or shorter than your neighbor’s name?”*
- *“Who has the most letters in their name?”*
- *“Who has the least letters in their name?”*
- *“Did anybody have the same numbers of letters in their names?”*
 - *“Which number has the least/most student names?”*
 - *“Which number has no student names?”*
- *“If we arrange our names from shortest name to the longest name, whose name will be first, second, third, etc.”*

Assessment

Listen for accuracy as each student counts the letters in his or her name.

Use their completed name page to determine if the students were able to write the number of letters in their names. This information will be helpful in developing small or individual grouping for interventions or enrichment.

As they are working take time to observe their reasoning and their mathematical thinking.

Check to see that each student started their name and sentence with a capital letter and ended their sentence with a period.

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