

Class level: Year 3 Primary		Age: 8-9	
By the end of the lesson, learners will have ...			
Content outcome:	<ul style="list-style-type: none">- developed their understanding of counting and representing quantities using tally marks.- strengthened their ability to count by fives.- compared the use of tally marks with other strategies, like writing a number sentence, or using manipulatives / realia and counting.- noticed the application of tally marks in an authentic situation.		
Language outcome:	<ul style="list-style-type: none">- listened actively to a poem to solve simple maths problems.- answered questions like: <i>Do / Did you like...? (Yes, I do / No, I don't. Yes / No), How many...? (3 band-aids).</i>- learnt a rhyme.- been exposed to body-parts vocabulary orally and by reading: <i>finger, nose, toes, elbow, shoulders, ankle, heels, knee, neck, wrist, chin, belly, thigh, forehead, bottom + band-aid.</i>		
Thinking (cognitive) outcome:	<ul style="list-style-type: none">- thought critically to solve a question linked to a poem.- had practice in using logical reasoning problem-solving and visual representation i.e. using symbols (tally marks).- practised deciding between different strategies like drawing tally marks, writing number sentences or using manipulatives/realia and counting.		
Stage Name and Aim	Procedure	Time	Materials
Warm up Aim: To review language that will come up later while doing a quick physical warm up to start the lesson.	<p>Stand up as a whole class and teacher gives commands. Teacher does the actions to provide support if necessary for new body parts (play Simon Says if preferred):</p> <ul style="list-style-type: none">• <i>Point with your finger.</i>• <i>Point to your nose.</i>• <i>Touch your toes.</i>• <i>Show me your elbow.</i>• <i>Shrug your shoulders.</i>• <i>Touch your ankle.</i>• <i>Walk on your heels.</i>• <i>Bend your knee.</i>• <i>Roll your neck.</i>• <i>Point to your wrist.</i>	2 minutes	

	<ul style="list-style-type: none"> • <i>Put your finger on your chin.</i> • <i>Pat your belly.</i> • <i>Point to your thigh.</i> • <i>Scratch your forehead.</i> • <i>Sit on your bottom.</i> 		
Revision Aim: To practise counting by fives.	<u>Passing claps.</u> Sit or stand in a circle and have students bring their hands out, one hand under the next students' hand, so one hand is over and one hand is under. Have them pass their claps to the student next to them while they count by fives around the circle.	2 minutes	
Presentation of objective Aim: To clarify the objective of the lesson.	State and display the objective as an 'I can statement': <i>I can use tally marks.</i> Have students repeat the objective.	1 minute	
Presentation of maths content Aim: To introduce and practise a new maths strategy, which is tally marks.	<u>Introduction:</u> Ask the class: <i>Who likes pizza?</i> Try to count their raised hands or their answers on your fingers, but act confused and in a muddle. Say that there is an easier way to keep count which is using <i>tally marks</i> . Explain in main language of the classroom (L1/French) that tally marks are a way to count and represent numbers using simple lines. Reinforce the term <i>tally mark</i> in English (EN). <u>Demonstration:</u> Write <i>Do you like pizza?</i> on the board. Also write <i>Yes, I do.</i> on one side and <i>No, I don't.</i> on the other side of the board. Write tally marks for each answer. Show how you draw lines, and each one represents one count. Show how to make four tally marks and then group them together using a diagonal line. Count the tally marks together (in English). Emphasise the concept of grouping by fives, and then counting the ones (in French). <u>Simple practice:</u> Tell students they will now practise using tally marks by solving these simple "problems". Remind them to write one tally for each item and use the fifth mark to group them. Students use their notebooks or mini-whiteboards (explain in	15 minutes	Mini-whiteboards / notebooks

	<p>French). Reinforce the term <i>tally mark</i> in English.</p> <p><i>If I buy 2 apples, and 3 bananas, how many pieces of fruit do I have in total? (I have 5)</i></p> <p><i>If I buy 4 strawberries, and 3 peaches, how many pieces of fruit do I have in total? (I have 7)</i></p> <p><u>If time allows:</u> Provide lots of pencils / craft sticks and allow students to practice making tally marks using pencils as the lines, placing four and layering the fifth on top. Then practise counting by 5s and 1s.</p>		Pencils / craft sticks
<p>Brain break / Pause</p> <p>Aim: To provide a brain break to re-energise the class and strengthen understanding of the lesson content.</p>	<p>Teach the rhyme:</p> <p style="text-align: center;">1, 2, 3, 4 Number 5 shuts the door. 6, 7, 8, 9 Number 10 draws the line.</p> <p>Model the rhyme with your fingers (in English). Start with your palm open and fingers spread out and, as you count, fold each finger into your palm using your:</p> <ul style="list-style-type: none"> • pinky for one, • ring finger for two • middle finger for three • pointer finger for four • thumb for the number five that crosses over the folded fingers to “shut the door” and make a fist to represent the grouping. <p>Do the same with the other hand for numbers 6 to 10.</p>	5 minutes	Poster with the rhyme.
<p>Manipulation and appropriation</p> <p>Aim: To integrate literature (a poem) and maths (tally marks).</p>	<p><u>Pre-teach the key word (band aid) using realia:</u></p> <p>Put a band-aid on your finger or arm and say or elicit the word to connect with its meaning. Teach the alternatives: band-aid (the brand name used mostly in American English) or plaster (the general term for an adhesive bandage used for minor cuts, most commonly used in British English). Write the words on the board for students to see the written words and spelling, and have them repeat the words to practise their pronunciation (in English).</p>	15 minutes	<p>- Band-aid</p> <p>- Poem projected or a copy for each pair/group.</p> <p>- Mini-whiteboards / notebooks</p>

<p>Aim: To practise using tally marks in a guided activity.</p> <p>Aim: To strengthen the skill of using tally marks individually.</p>	<p><u>Introduce the text and activity:</u> Introduce Shel Silverstein's poem "Band-Aids". Note that the author is from Chicago, Illinois, USA.</p> <p>Read it aloud to students at normal speed. Tell them they have to pay close attention as they are going to have to use their maths to answer the question (explain in French): <i>How many band-aids?</i> Assure them that if they get lost, they shouldn't worry (in French).</p> <p>Ask: <i>How many band-aids?</i> Accept all answers. Some students might have got lost – ask them to estimate (FR).</p> <p>Ask if they can tell you a better strategy to count the band-aids (FR). Accept all options and state that today you are going to practise using tally marks.</p> <p><u>Group practice:</u> Practise all together using the first verse, demonstrating on the board how you draw the tally marks together with the students doing it in their notebooks / on their mini-whiteboards.</p> <p>Ask: <i>How many band-aids? (Up to now: 6)</i></p> <p><u>Individual practice:</u> Continue in the same way with the rest of the poem, but don't demonstrate and, instead, have students work individually as you read out the poem. Walk around and assist where needed.</p> <p><u>Correction:</u> Provide a written copy of the poem to pairs of students and have them use it to double-check their tally mark results.</p> <p>Check as a whole class.</p>		
<p>Closure</p> <p>Aim: To get feedback about the lesson, while using tally marks in an authentic situation.</p> <p>To re-focus on the objective and encourage learners</p>	<p>Write Yes on one side of the board and No on the other side of the board.</p> <p>Ask <i>Did you like the poem?</i> and write tally marks for each answer, showing that this strategy has real-life applications. Count them up.</p> <p>Have students show how confident they feel with the new concepts by drawing a small set of</p>	<p>5 minutes</p>	

to reflect on their learning.	<p>tally marks next to the statement <i>I can use tally marks</i> to represent a number from 1 to 5.</p> <p>Use this information to discuss and consolidate learning (in French), and to inform future teaching.</p>		
<p>Extension or follow-up activities</p> <p>Aim: To provide further practice using tally marks.</p>	<p>- Students invent their own simple descriptions based on the poem. Provide copies of a human body outline. Students draw band aids on different body parts and then write their “poem” using this structure of sentence frames:</p> <p><i>I have:</i> _____ <i>band-aids on my</i> _____, _____ <i>on my</i> _____, _____ <i>on my</i> _____, <i>and</i> _____ <i>on my</i> _____.</p> <p>In pairs or groups, they take turns saying their “poem”: e.g. “<i>I have 2 band-aids on my fingers, 5 on my back and 1 on my ear</i>”, and the others draw the tally marks on a mini-whiteboard.</p> <p>- In pairs or small groups, have one student trace the outline of another student on a large sheet of paper. Following the poem’s description, they write the number of band aids that go on each body part, e.g., they write 1 on the nose, 9 on the toes, etc. Then they add up the numbers to get to the total. They write their calculations and the result in their notebooks, and compare with their tally-mark results.</p> <p>Next, use realia (+ the traced body outline). Ask groups how many band-aids they will need for the boy. Give them real Band-Aids (e.g., 35 of various shapes/colours), and they place the correct number on the body parts (e.g., one band-aid on the nose, nine band-aids on the toes, etc.). To reach the result, let them choose if they want to count the band aids one by one, write the number sentence, or if they want to use tally marks.</p>		<p>- Copies of a human body outline.</p> <p>- Coloured pencils / pens.</p> <p>- Mini-whiteboards / notebooks.</p> <p>- butcher paper</p> <p>- mini-whiteboards / notebooks</p> <p>- band-aids</p>

Annex 1 – Poem

Band-Aids

By Shel Silverstein (From Where the Sidewalk Ends)

I have a Band-Aid on my finger,
One on my knee, and one on my nose,
One on my heel, and two on my shoulder,
Three on my elbow, and nine on my toes.
Two on my wrists, and one on my ankle,
One on my chin, and one on my thigh,
Four on my belly, and five on my bottom,
One on my forehead, and one on my eye.
One on my neck, and in case I might need 'em
I have a box of thirty-five more.
But oh! I do think it's sort of a pity
I don't have a cut or a sore!