

Dog Bone Tally

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Discipline / Subject: Math

Topic: In this lesson students will learn to use tally marks to represent dog bones. Tally marks are grouped in sets of 5. Instead of counting marks one-by-one, students will learn to skip count by fives and then add on any remaining marks for the total.

Grade Level: PK, Kindergarten, and First Grade.

Resources / References / Materials Teacher Needs:

- 24 ounce box of Milk-Bone brand dog bones for small and medium size dogs
- Dog bowl
- Charts for recording tally marks and the total
- Stack of number cards, 6-15
- Pencils for recording tally marks and totals

Lesson Summary: In small groups (four to five students at a table) the teacher has a stack of number cards, face down, and a bowl full of dog bones. The teacher directs each student, one at a time, to draw a number card. The student counts the number of dog bones written on their card out of the bowl. Every student does the same. Students then work as a group, putting all the bones collected in a common pile in the middle of the table. The teacher directs students, one at a time, to place bones in groups of five. When all of the bones have been grouped, students record tally marks (5 = four straight lines with a fifth line slashed across the 4) representing the dog bones on their chart. Students check their work, and then each student counts their tally marks by groups of five, adding any remaining marks to get the total. Each student records the total in the designated box.

Standards Addressed: (Local, State, or National)

Alaska state standards:

The student will demonstrate conceptual understanding of whole numbers to 20 by:

[K] N-1 demonstrating 1-1 correspondence (M1.1.1)

[K] N-2 recognizing and counting whole numbers from 0-20 (M1.1.1)

[K] N-3 writing and ordering whole numbers from 0-20 (M1.1.1)

[K] N-12 demonstrating skip counting by 2's, 5's, and 10's with support (M1.1.6)

[1] N-8 demonstrating skip counting by 2's, 5's, and 10's to 100 (M1.1.6)

Learning Objectives:

The student will:

1. Demonstrate one-to-one correspondence by counting the number of bones on the card
2. Put bones in groups of five
3. Write tally marks representing the dog bones
4. Skip count by five and add any remaining to get the total number of dog

Method of Assessment for Learning:

Teacher assessment

<p>bones for the table</p> <p>5. Record the total on the chart</p>	
<p>Procedural Activities:</p> <ol style="list-style-type: none"> 1. Introduce the concept of tally marks to the class. Practice counting objects with the group by using tally marks, each tally mark represents one object. Then practice skip counting by fives in order to get your children familiar with multiples of five. 2. Gather groups of 4 to 5 children at a table with a stack of number cards (face down) and a bowl of dog bones 3. One at a time, each student selects a card. Whatever number is on the card, 6-15, the student counts that many bones from the bowl. 4. The students at the table push all of their bones to the center of the table. 5. The teacher directs students to count out groups of five, one student at a time. 6. When all the bones have been put into groups the teacher demonstrates how to count the bones by fives and then adds any extra to get the grand total. The second time, the teacher directs the students to skip count with her. Then each student takes a turn counting the bones by fives. 7. With the bones laid out in front of the children, in groups of five, students write tally marks on their chart to represent the dog bones. 8. When the student has completed the task he/she skip counts the tally marks on their chart to the teacher. If an error has been made the teacher shows the student where to make the correction. If the student is correct she/he records the total in the third section of the graph. 	
<p>Materials Students Need:</p> <ol style="list-style-type: none"> 1. Pencils 2. Number cards, 6-15 3. Chart 4. Dog bones in a dog bowl 	
<p>Technology Utilized to Enhance Learning: www.iditarod.com</p>	
<p>Other Information:</p> <p>After using dog bones once a week for a month you can switch your "counters" (dog bones) to something new. I've used unifix cubes, small animals, Popsicle sticks, coins, etc.</p>	
<p>Modifications for Special Learners/ Enrichment Opportunities</p> <p>For students who may not be ready to identify "teen" numbers, the teacher can give students the number card instead of having them pick from a stack. This activity could also be used with one child at a time or with the entire group when the class has had adequate practice.</p>	