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Book Citation:
Title: More Than One
Author: Miriam Schleim
Illustrator: Donald Crews
Published by: Greenwillow Books, NY
Copyright: 1996, 1st ed.
ISBN: 0-688-14102-1

Summary:
This book describes how the number one can represent a single item or a group of things. These include: one week is the same as 7 days, one dozen is the same as 12 eggs. Children will learn that one can, in fact, also be more than one. This abstract concept is explained with a variety of examples and pictures to demonstrate the fact that although a set is one, there can be more than one object in that set.

This book illustrates number sense and numeration in an original form as it does not count in the ordinal format. Instead, each page always starts with one, but then follows with a differentiation between the number of things that one can represent. One team of baseball players is always 9 people, but one family can be 2 or more people. *More Than One* helps solidify the understanding that the whole is still represented as one, regardless of the fact that it is made up of numerous distinct items.

NIPISSING UNIVERSITY

Direct Instruction Planning Format
2008-2009

1. Lesson Plan Information	
Subject/Course: Mathematics	**Name:** Natalie King & Sabrina Spratt
Grade Level: Grade 2	**Date:** January 22nd , 2009
Topic: Number Sense and Numeration	**Time and Length of Period:** 9:00-9:45 am (45 minutes)

2. Expectation(s) and Learning Skills
The students will:

- Regroup fractional parts into wholes using concrete materials.
- Determine through investigation using concrete materials the relationship between the number of fractional parts of a whole and the size of the fractional parts.

Today, students will:

- Pair up with another student in the class and explore a new concept in the mathematical area of....to develop their own example of the rule using materials found within the classroom.

3. Pre-assessment

A. (i) Students

- Are able to count to the number twelve
- Understand that one number can represent more than one thing

(ii) Differentiation of content, process, and/or product (may be accommodations and/or modifications)

- Students may work with a partner
- Particular students may be paired up with pre-planned partners or with an Educational Assistant

B. Learning Environment

- The students will be asked to sit down at their desks and then be given a worksheet along with boxes of crayons. The children must listen to instruction and sort their crayons according to the teacher's requests. Then the children will be asked to apply the mathematical rule that they have just learned and apply it using other objects found within the classroom.

C. Resources/Materials

- Book: More than One by Miriam Schleim
- Crayon boxes
- Previously prepared work sheet
- Pencils
- Assortment of classroom manipulatives

4. Content (The What)	Teaching/Learning Strategies (The How)
A. Introduction (motivational steps/hook/activation of students' prior knowledge) • During morning circle welcome the children and ask them to quietly sit down. Explain that they have a job to do. They must listen to instructions by the teacher and organize themselves based on the teacher's requests. • Initially have the children split the circle into two groups based on gender, therefore instruct children who are boys to move to the left side of the circle and girls to the right. • Within their gender separated group have the students separate themselves into another two groups, based on a characteristics such as shoes; Velcro or not Velcro. • Once the students are in these groups, discuss with the children the basic concept of division: how the children were initially in one group (boys or girls) and now the children are further divided into a different characteristic however their group still collectively represents a whole. Can anyone tell me you think I asked you to divide yourselves up into specific groups like this? • Explain to the children that even though their group is a whole, within the whole there are still more groups that create other wholes.	
B. Content for New Learning	**B. Teaching/Learning Strategies for New Learning**
One can be more than one depending on certain situations	• "Can one be more than one?" • What do you think boys and girls? If one can be more than one then what situation do you think this could happen in? • "Yes! Here is one pair of shoes." • Children what does the word pair mean? • Can one be more than a pair? But let's think, how can one ever be more than a pair of two. Let's keep reading to find out.
Sets	• "One week is seven days." This can also be called a set as there are different things within the same group. • "One family can be two people, three people..." How many people are in your family? The total number of people in your family makes one set, even though there are two boys and one girl in your family.
Concept of one being more than one due to the number of components which collectively make the one whole	• "One flock of birds, can have lots of birds." • This is a situation where although you know there is one group of birds you must see that there are many birds that make up that one group, set or flock.

5. Consolidation/Recapitulation Questions (Check for understanding/scaffolded practice)

- How many days are in the week? Yes so seven days make up one week.
- In the book, how many baseball teams were there? And within that one team, how many players were there?
- Ask a partner how many people are in their family. Tell your partner how many people are in your family. Even if the number of people in your family is different, explain how both families are both equal to one set.

6. Application (Moving from guided, scaffolded practice to increasingly independent practice and understanding / gradual release of responsibility)

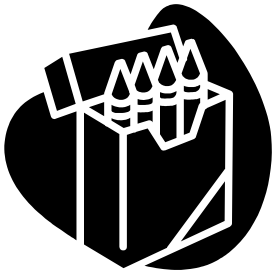
- Students will be asked to sit at their seats and work with an elbow partner
- Each student will be given a set of manipulatives (crayon boxes to start)
- The students will be asked to sort/divide the crayons into different sets according to colour
- The students will be given a sheet to mark down their information regarding how many sets there are, how many crayons are in each set, and how many sets of each colour there are
- Students will be asked to then sort the crayons by length
- Again, students will work with their elbow partner to create various sets and then describe how many crayons are in one set of each length
- Students will next be asked to work with the shape math manipulatives and sort by shape
- Students will then be asked to find another manipulative in the classroom that they feel they will be able to work with (such as cube counters) and find different ways of describing how one thing can be made up of more than one item (e.g. one row of cube counters can be made up of different amounts of cubes)
- Students will fill in their sheets with the appropriate information
- Students who are finished early will be asked to find other manipulatives in the classroom and find various ways of grouping them into "ones" and allow another group of elbow partners to work with their manipulative and sorting group
- Have students regroup at the carpet to discuss their results (if the students are not finished, this can be completed a different day when they have completed all the activities)

7. Lesson Conclusion

- Students will be asked to tidy up their materials in the appropriate areas
- Students who are not finished will keep their sheets in their desk to work on tomorrow
- Students who are working with another set of elbow partners can keep their sheets to finish working together the next class
- Students who are finished the activity will hand in their activity sheets in the 'hand-in bin'
- Students will be asked to line up at the door for gym class

8. Assessment (collection of data) / Evaluation (interpretation of data)

- We will make anecdotal notes during the students work time and ensure they are following the correct instructions and using the manipulatives in the appropriate way so they can learn the material



More Than One

Organizing More than One items into One Group

Names: _____ _____

	Type of Material	**Sorting Method**	**Number of Sets**	**How many sets does each category make?**
Example	plastic food	fruits/vegetables	2	1
Work with an elbow partner	crayons	colour		
	crayons	length		
	sorting cubes	shape		
Choose your own material				
Work with another pair of partners				

Ideas taken from: Hellwig, S. J., Monroe, E. E., & Jacobs, J. S. (2000). Making informed choices: Selecting children's trade books for mathematics instruction. *Teaching Children Mathematics, 7*(3), 138-143.

Critique:

Accuracy					**5**	
Comments: Throughout this book, all pictures and math concepts are labelled correctly and clearly. The facts are accurate throughout and relate to the corresponding pictures. The concepts are depicted in a simple way on the page; however it allows the student an introduction to deeper thinking and attempting to understand the concept. Although the concept is quite detailed, this book only approaches it by using one method to solve the problem. The illustrations match the text and, at the same time, do not interrupt flow of reading.						
Visual & Verbal Appeal				**4**		
Comments: The pictures in this book are visually appealing. They do not distract from the text as they enhance what is being explained. The content is clear however it may not necessarily make the reader eager to turn the page. There is no suspense in this book. There are a few silly words in this book such as "skadillions" that children might enjoy and may keep their attention. The words are repetitive and the concept is repeated to solidify information. The content is age appropriate. Although the illustrations throughout the pages in the book are visually appealing, the front cover is quite plain and simple, not drawing the reader's attention.						
Connections						**6**
Comments: This book highly connects to the real world. It allows students to use things that occur in their everyday lives to understand this concept. It builds off children's interests and things that are familiar in their lives such as sports, activities, family, familiar food and places. The information is clear and relatable, not just discrete information that is memorized and not forgotten. The information is concrete and can be recreated through objects and manipulatives in the childrens' daily lives. This book is sensitive to a wide variety of differences such as culture, race, age, and gender.						
Audience				**4**		
Comments: This book is definitely geared towards a primary audience, as the pictures and content would connect nicely to a young child's life. The topic of the book, however, is something that can be explored at any age. As an adult reading this book, although I already knew that one group was made up of more things, I never actually thought of it in						

the specific way that this concept explains. Although we as adults know and understand the text, we may not have explicitly thought of it in this form.
This book can be viewed by children of different ages and stages, because even if they are not at the stage of understanding this concept, they can still relate to the pictures and visualize information. There is an appeal to children of all genders and cultures as the characters are very gender-neutral and culturally-neutral.
There are two issues with this book in regards to audience. Although this book represents a wide variety of experiences, these experiences may not be familiar to all children (such as the beach, and certain foods). There is also no foreshadowing in this book. At a young age, it is helpful for children when they have some sort of idea early on in the book, as to what might happen later.

Wow" Factor				**3.5**			

Comments:
This book gives children something new to think about and adds connections to their existing knowledge. The content allows students to understand that math is not always something that deals specifically with numbers that are being added or subtracted; it can also deal with groups. This book demonstrates an interesting way to represent sets and fractions. The content is not a "closed" subject as it does not fit typical math "formulas". It connects to students lives. The content follows the criteria for a wow factor as it introduces students to a new way of thinking. The book is very visual, and although relatable, it could be more engaging; the drawings are very basic (e.g. trees are blobs, not clear images).

Book Text:

More Than One

One is 1

ONE sun in the sky.

ONE whale in the water. Can ONE be more than 1?

YES! Here is ONE PAIR of shoes. How many shoes in ONE PAIR of shoes? ONE PAIR of shoes it TWO SHOES. 2

Whether they're on your feet or under the bed – a pair is always two. 2 Can ONE be more than that?

YES! ONE WEEK is SEVEN DAYS. 7 One right after the other. Can ONE be more than that?

YES! ONE BASEBALL TEAM is NINE PLAYERS. 9 Count them. Can ONE be more than that?

YES! ONE DOZEN eggs is TWELVE. 12 Twelve eggs. Twelve eggs all together.

Can ONE be different, different every time?

YES! ONE FAMILY can be TWO PEOPLE, 2

THREE PEOPLE, 3 FOUR PEOPLE, 4

or FIVE, 5

or SIX, 6 or more. How many in your family?

ONE FLOCK of birds can have lots of birds. It's awfully hard to count them.

ONE FOREST has lots of trees. ONE OCEAN has billions and trillions and skadillions of drops of water. But they are still just ONE FLOCK, ONE FOREST, ONE OCEAN.

ONE SCHOOL of fish or ONE CROWD of kids is made up of lots more than one.

And ONE BEACH can have so many bits of sand, you couldn't even count them if you sat there counting for a day, a week, a month, or even a year…

ONE,TWO,THREE, FOUR. ONE can be 1 and ONE can be more.

Self Assessment for Sabrina Spratt PJ 2

I feel that the book which we chose was addressing an important math lesson which can be a challenging concept to teach. The book also was relatable to children and gave them real life context and situations that they are familiar with.

I believe that I contributed equally to this assignment with my partner Natalie and that we created a critical thinking lesson plan full of thought provoking questions and were able to present the material in a very interactive manner and age appropriate manner.

The lesson is extremely relatable to the story and also involves oral, written, kinesthetic, visual and manipulatives for the various types of learners and thus is an inclusive lesson.

Overall I believe my self evaluation should be **18.5/20** as the lesson plan and book of choice were interesting, relevant and age appropriate and required children to use an array of academic skills to participate.

Self Assessment for Natalie King PJ 2

I personally feel that for this assignment, my self evaluation mark should be **18.5/20.** I feel this as the requirements were met in the majority of areas of the rubric. Sabrina and I worked well together and were able to divide the work appropriately and fairly. All components of the assignment are included and complete. We used the Hellwig critique article and evaluated our work with appropriate explanations. We gave numerous reasons for our critique.

I contributed equal amounts of work to the assignment, and the discussion questions were created collaboratively. I feel the discussion questions in the lesson are open-ended and allow for student reflection and critical thinking. Sabrina and I created the task for the students and feel that it will add to their learning and reinforce the knowledge they have learned from the book and the group discussion. The students have equal opportunities to work together and individually, and I feel that we created the lesson/activity appropriately to foster different types of learning.

Overall, I feel our assignment was very well completed, and although there is always room for improvement, I believe that we put our best effort into this activity and were able to effectively use the mathematical concept and book to teach learners in a creative way.