

# Lesson Plan

## Counting and numbers - Counting on Number Lines Up to 100

First (1) - Math

### LEARNING TARGET

- Students will be able to identify numbers on a number line up to 100.
- Students will be able to count forwards and backward on a number line up to 100.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

Counting and numbers - Counting Forward Up to 120

#### EXTENSION SKILL

Counting and numbers - Counting on Number Lines to 120

#### DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Misconception Review (5 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)

#### MATERIALS

- Large number line chart (0-100)
- Individual number line worksheets
- Counters or small objects
- Pencils
- Whiteboard and markers (for teacher use)

#### VOCABULARY

- Number line
- Count
- Forward
- Backward
- Pattern

### INTRODUCTION

1. Begin by introducing the number line to students, and explain what it is used for.
2. Show students a large number line chart (0-100) and point out some of the numbers.
3. Ask students if they have used a number line before, and if so, when and how.

### INSTRUCTION

1. Review the concept of counting and counting by ones with students.
2. Demonstrate how to count on a number line by starting at a given number and counting forward or backward.
3. Use the large number line chart to model counting forward and backward by ones, with the help of counters or small objects.
4. Draw the pattern on the whiteboard and ask students to identify it.

## **GUIDED PRACTICE**

1. Distribute individual number line worksheets to each student.
2. Instruct students to practice counting forward and backward by ones on their individual number line worksheets.
3. Provide students with a pattern and ask them to continue the pattern on their individual number line worksheets.
4. Walk around the classroom to check for understanding and offer assistance where needed.

## **INDEPENDENT PRACTICE**

1. Instruct students to complete a set of counting exercises on their own, using their individual number line worksheets.
2. Provide a set of patterns for students to continue on their individual number line worksheets.
3. Offer assistance to students who are struggling, but encourage independent practice as much as possible.

## **HOMEWORK**

1. Assign students to practice counting on a number line to 100 at home.
2. Provide a printable number line worksheet for students to practice with.

## **EXIT TICKET**

1. Give each student an exit card and ask them to write down one thing they learned about counting on a number line today.
2. Collect the exit cards and use them to assess student learning.

## **SUMMATIVE**

1. Exit Card Formative Assessment
2. Progress Monitoring Formative Assessment
3. Summative Assessment 10 question worksheet 8/10 for mastery

## **CLOSING**

1. Review the lesson objectives with students.
2. Encourage students to practice counting on a number line at home and to seek help if needed.

## **TEACHING TIPS**

To make the lesson more interactive and engaging, consider using visual aids and manipulatives, such as counters or small objects, to demonstrate counting on a number line. You can also incorporate movement into the lesson by having students physically move along the number line to reinforce counting skills.

## **MISCONCEPTIONS**

One common misconception that students may have is that the distance between numbers on a number line is always the same. To address this misconception, use the large number line chart to demonstrate that the distance between numbers can vary based on the scale of the number line.

## **EXTENSION**

For students who have mastered counting on a number line to 100, consider extending the lesson by introducing skip counting or counting by twos, fives, and tens on the number line. You can also challenge students to create their own patterns on the number line.

## **INTERVENTION**

For students who are struggling with counting on a number line, provide additional support and scaffolding, such as highlighting the numbers that they need to count or breaking the number line down into smaller sections. Consider providing individualized instruction and frequent opportunities for practice to help these students master the skill.

## **COMMON CORE STANDARD**

1.NBT.A.1 - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

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