

Lesson Plan

Counting and numbers - Counting on Number Lines to 120

First (1) - Math

LEARNING TARGET

- Students will be able to identify missing numbers on a number line up to 120.
- Students will be able to fill in missing numbers on a number line up to 120.

LEARNING PROGRESSION

PREREQUISITE SKILL

Counting and numbers - Counting on Number Lines Up to 100

EXTENSION SKILL

Counting and numbers - Counting on a Hundred Chart 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

- Number line chart up to 120
- Number cards (1-120)
- Whiteboard and markers
- Pencils and paper

VOCABULARY

- Number line
- Counting
- Missing numbers

INTRODUCTION

1. Review the concept of counting on a number line and the placement of numbers on the line.
2. Introduce the idea of missing numbers on a number line and why it is important to be able to identify them.

INSTRUCTION

1. Model how to find a missing number on the number line, using a few examples.
2. Guide students through filling in missing numbers on the number line together.

GUIDED PRACTICE

1. Guide students through filling in missing numbers on the number line together. Guided Practice (15 minutes):
2. Hand out number cards to each student and have them practice identifying the missing numbers on the number line.
3. Students can use the whiteboard or paper to write down the missing numbers.

INDEPENDENT PRACTICE

1. Have students work independently or in pairs to fill in the missing numbers on a number line.
2. Encourage them to use the number cards to help them with their counting.

HOMEWORK

1. Assign a few problems to be completed at home, using the number line chart provided. Progress Monitoring Formative Assessment (10 minutes):
2. Check student progress and understanding by reviewing their homework.

EXIT TICKET

1. Hand out a small number line chart and have students fill in the missing numbers.
2. Collect the exit cards to assess understanding.

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 concept of finding missing numbers on a number line and how it can be useful in solving math problems.

TEACHING TIPS

Use concrete examples and hands-on activities to help students understand the concept of missing numbers on a number line.

MISCONCEPTIONS

Common misconceptions when identifying missing numbers on a number line up to 120 include:

1. **Skipping numbers:** Students may skip numbers while counting or skip counting, leading to errors in identifying missing numbers on the number line.
2. **Counting by ones:** Students may try to count by ones to identify the missing number, which can be time-consuming and confusing, especially for larger numbers.
3. **Confusing the placement of numbers:** Students may have difficulty placing numbers correctly on the number line, leading to errors in identifying missing numbers.
4. **Not recognizing the pattern:** Students may not recognize the pattern of the numbers on the number line and therefore have difficulty identifying the missing number.
5. **Difficulty with place value:** Students may struggle with understanding place value and the significance of the position of the digits in a number, leading to errors in identifying the missing number.

EXTENSION

- Challenge advanced students by having them fill in missing numbers on a number line up to 1000.
- Have students create their own number lines and practice identifying missing numbers on them.

INTERVENTION

- Provide additional support for students who are struggling with counting by 10s or skip counting.
- Use manipulatives, such as counting cubes or number cards, to help students visualize the number line and practice counting.

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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