

## General Information

### Lesson Parts & Duration

Total Duration: 1 to 1 ½ hours

- Game: Making Lemonade (15-20 minutes)
- Game: Harvest the Apples (15-20 minutes)
- Game: Count and Write the Room (15-20 minutes)

### Subject(s)

- Missing number, Number Order, Before, Between, After, Counting, Reading and Writing Numbers, Using a Number Grid (1.NBT.1)

### Objective

- Students will use the words before, between, and after to determine a mystery number on a number line.
- Students will subitize or count dots on dice.
- Students will count objects.
- Students will read and write numbers ranging from 1-120.

### Materials

- blank paper
- pencil & crayons/colored pencils
- small counters or blocks to fit inside circles (used for “Harvest the Apples” game)
- dice (up to 3 per group)
- document camera or whiteboard
- **Required Printables:** “Number Grid” (page 6), game boards “Making Lemonade Strips & Lemons” (pages 7-8), “Harvest the Apples” (pages 9-12) (1 copy of the tree per group and 3 versions basket for differentiation), “Count and Write the Room” (pages 13-15) (1 copy cut out and posted around the classroom)
- **Optional:** printable “Count and Write the Room” recording sheet (page 16) or have students create it on paper.
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 17)

### Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized type* indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

### Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.



## Instructional Plan: 60 minutes

### Introduction

**T** A number grid helps us count, it helps us find numbers, and it helps us see patterns in numbers.

**T** Today we are going to use the number grid as a tool to put numbers in order.

**T** If I know the patterns on a number grid, I can find a number on the number grid quickly.

**T** Let me show you how I can use the number grid to find a number.

**T** Let's say I was looking for the number 58. I know that I can count by tens down the last column to find the 50s. 10, 20, 30, 40, 50. **Point to the last column boxes as you count out-loud.**

**T** Then I can count on from 50 to find 58.

**T** Where should I go from 50?

**T** Should I go down? **Point to the box below 50. Wait for students to answer. Answer: No**

**T** Should I go up? **Point to the box above 50. Wait for students to answer. Answer: No**

**T** Should I go to the next row? **Point to 51. Wait for students to answer. Answer: Yes.**

**T** I need to go to the next row to 51.

**T** Just like if I were counting on. 50, 51.

**T** Then keep counting on in the same row to find 58.

**T** 52, 53, 54, 55, 56, 57, 58. **Point to boxes as you count out-loud.**

**T** There is 58!

**T** Can someone show me another way I can find 58 quickly on the number grid? **Call on students to answer. Possible answers: Find the column with numbers ending in 8. That's the ones place. Then I can go down by tens to find the 50s and find 58. I know 58 is close to 60. I can find 60 and then go backwards to find 58.**

**T** There are many ways you can find a number on a grid quickly.

**T** You can choose the way you like best.

**T** We are going to play 3 different games today.

**T** First, let's practice a few examples of some missing numbers.

Number Grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

### Practice Problems

33, \_\_, 35

38, 39, \_\_

\_\_, 27, 28

**Write on the board a few problems of missing numbers and call on students to come up and solve the answer. Have them explain to the class how they solved the problem. Did they count on? Did they use a number grid? Practice using words before, after, in between.**

### Game Options

**You can choose to have 3 different groups playing the 3 games and rotate, or have the whole class play one game, then move to the next game. Each game will take 15-20 minutes to play.**



## Game 1: "Making Lemonade"

Before you play cut out the number strips. Each group gets one number strip and 2 "lemons" to play with.

- T** I will demonstrate how to play each game and then we can start!
- T** To play "Make Lemonade" I play with a partner.
- T** I put a lemon on each end of the number strip.
- T** Whoever goes first will think of a number in their head that is on the number line. **Show the number strip.**
- T** Don't tell anyone your number!
- T** Let's say I chose 15.
- T** I hold the number in my head.
- T** My partner will try to guess what number I'm holding in my head.
- T** Let's say they guess 18.
- T** I'll say, no, it comes before 18. OR I can say it's LESS than 18.
- T** I'll move the lemon over 18 since it's less than 18. **Move the lemon from the right end of the strip over 18.**
- T** My partner guesses again and they guess 14.
- T** I'll say, No, it comes AFTER 14 or it's GREATER than 14.
- T** I'll move the lemon from the other end of the number strip over 14 since the number is after 14.
- T** Now the numbers left are IN BETWEEN 14 and 18.
- T** My partner will keep guessing until I've moved the lemons to squeeze the number that's in my head!
- T** Then it's my partner's turn to pick a number and for me to guess.

### Making Lemonade Mats

Cut out the number strips. Each group gets 1 number strip and 2 lemons to play.

10	11	12	13	14	15	16	17	18	19	20
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20	21	22	23	24	25	26	27	28	29	30
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30	31	32	33	34	35	36	37	38	39	40
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40	41	42	43	44	45	46	47	48	49	50
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50	51	52	53	54	55	56	57	58	59	60
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60	61	62	63	64	65	66	67	68	69	70
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## Game 2: "Harvest the Apples"

Each group will need 1 apple tree and 15 counters. There are 3 versions of baskets, 1 being the easiest and 3 being the most challenging. For basket version 1, they will need 1 die, for version 2, they will need 2 dice, and for version 3, they will need 3 dice.

- T* Show the Harvest the Apples game. Have dice and counters available.
- T* This is called Harvest the Apples.
- T* To harvest means to pick the fruit from the tree.
- T* First, I need to put all the apples in the tree.  
**Place counters/blocks in the tree.**
- T* To play I roll 2 dice, and then I'll count the dots on both dice. **Roll 2 dice and count the dots while pointing to them.**
- T* I counted 8.
- T* I take an apple from the tree and find the number 8 on my basket to cover.
- T* I keep rolling and counting the dots and covering the apples in my basket until I've covered all the apples in my basket.

### Harvesting Apples



Version 1: Roll 1 Die



Version 2: Roll 2 Dice



Version 3: Roll 3 Dice





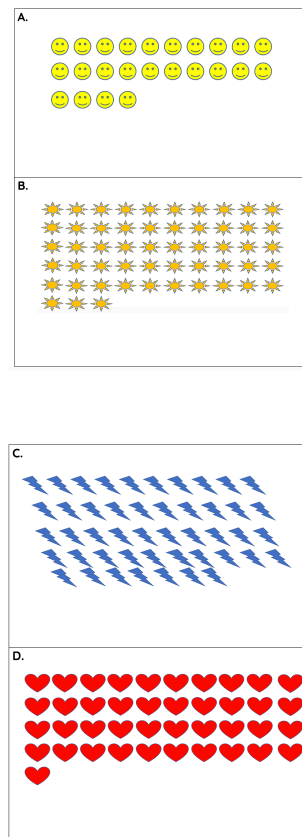
### Game 3: "Count and Write the Room"

You will need to cut out the 6 cards with pictures on them. Tape the cards with pictures to count around the room before students play.

- T** We are going to play "Count and Write the Room."  
**T** First, write your name at the top of your recording sheet.  
**T** There are cards with objects to count on them hiding all around the room.  
**T** Each card has a letter next to it.  
**T** First, you will count the objects on the card.  
**T** Next, you will look at your recording sheet and find the matching letter.  
**T** Write the number of objects you counted on your recording sheet next to the matching letter  
**T** I'll do the first one. Find a card in the room and show them the card.  
**T** Let's count the objects. Have a student help you count.  
**T** Notice that there are 10 objects in each line.  
**T** Instead of counting by 1s, how can we count faster? Wait for students to answer. Answer: count by tens.  
**T** Counting by tens would be much faster. Count the objects on the card by tens.  
**T** Now, I'm going to look at the letter on the card. Read the letter on the card.  
**T** I'll find the letter on my sheet and write the number next to it. Write the number next to the matching letter.  
**T** Ready?  
**T** Go and find the cards!

Walk around the room and monitor the students to make sure they are on task and help if they need it. When students are finished, gather them back to give directions for the next game. If some students did not finish, tell them they can finish another time.

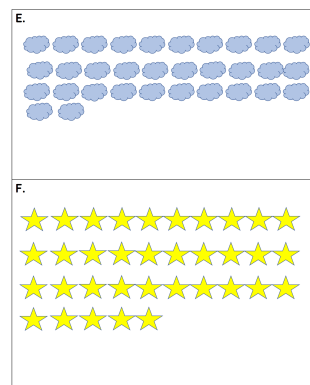
Count and Write the Room



Name: **ANSWER KEY**

### Count and Write Around the Room

<b>A. 24</b>	<b>D. 41</b>
<b>B. 53</b>	<b>E. 32</b>
<b>C. 47</b>	<b>F. 35</b>





Name: \_\_\_\_\_

## Number Grid

1	2	3	4	5	6	7	8	9	10
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51	52	53	54	55	56	57	58	59	60
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101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120



## Making Lemonade Mats

Cut out the number strips. Each group gets 1 number strip and 2 lemons to play.

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30	31	32	33	34	35	36	37	38	39	40
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40	41	42	43	44	45	46	47	48	49	50
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50	51	52	53	54	55	56	57	58	59	60
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60	61	62	63	64	65	66	67	68	69	70
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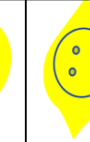
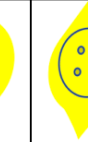
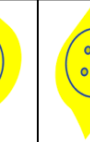
70	71	72	73	74	75	76	77	78	79	80
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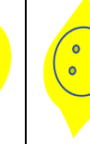

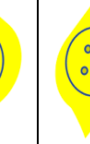
80	81	82	83	84	85	86	87	88	89	90
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90	91	92	93	94	95	96	97	98	99	100
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100	101	102	103	104	105	106	107	108	109	110
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110	111	112	113	114	115	116	117	118	119	120
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## Harvesting Apples





### Version 1: Roll 1 Die





## Version 2: Roll 2 Dice





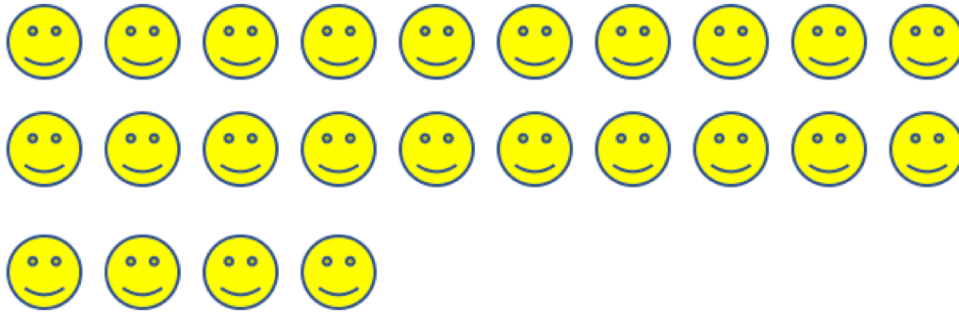
### Version 3: Roll 3 Dice



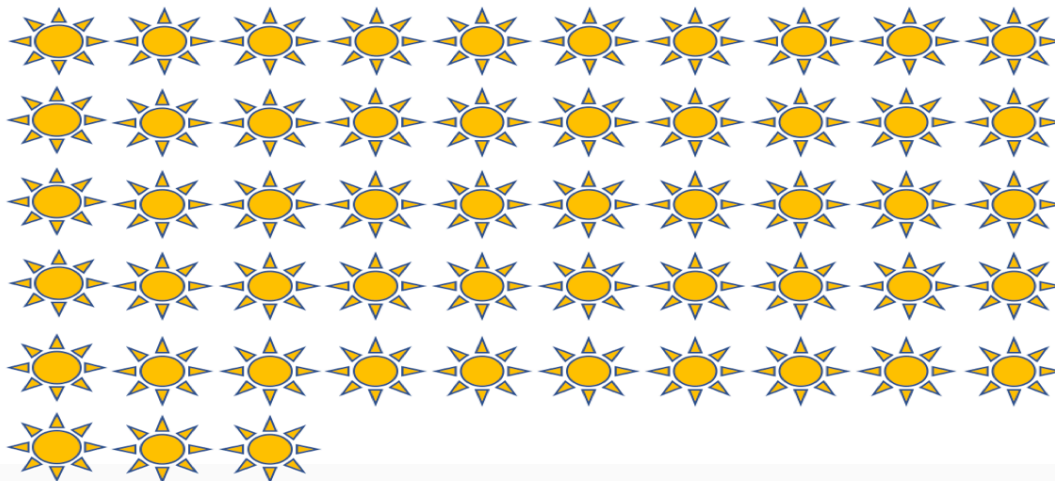


## Count and Write the Room

**A.**

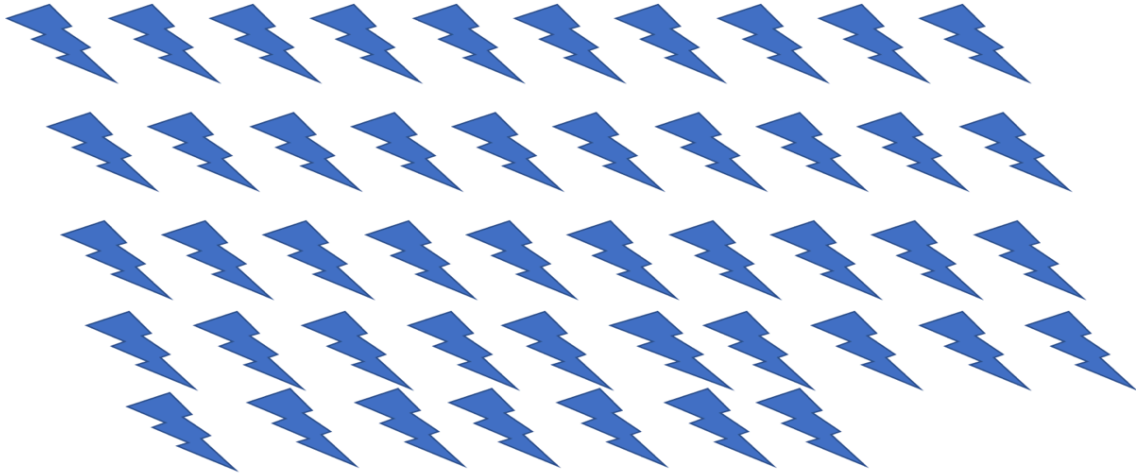


**B.**

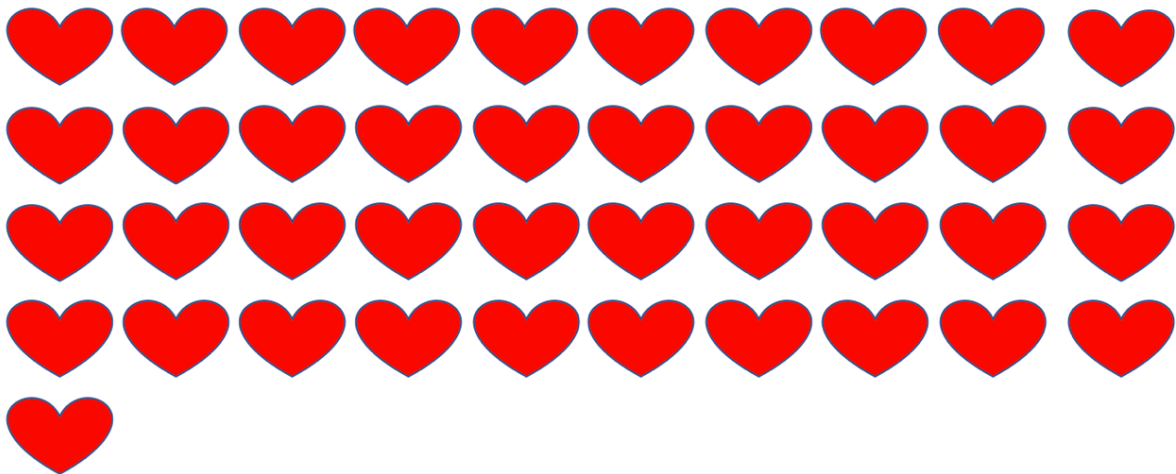




C.

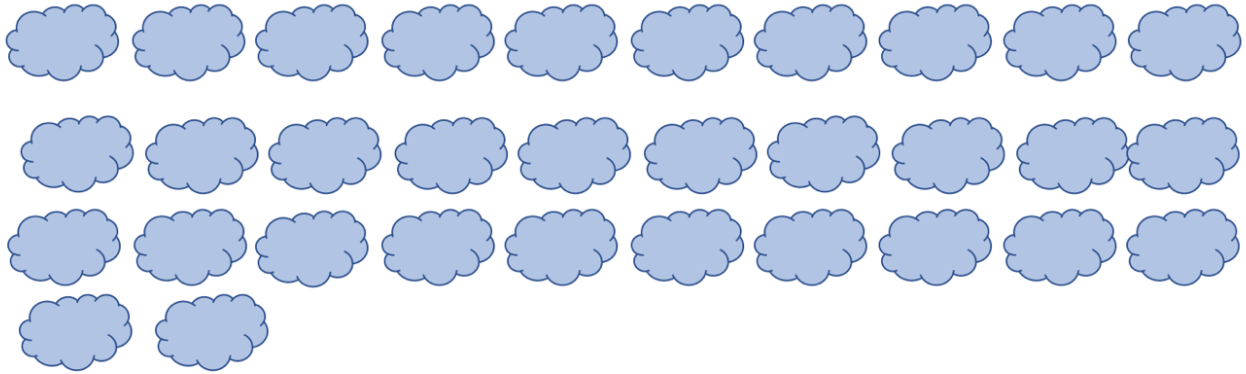


D.





E.



F.





Name: \_\_\_\_\_

**Count and Write Around the Room**

<b>A.</b>	<b>D.</b>
<b>B.</b>	<b>E.</b>
<b>C.</b>	<b>F.</b>



## Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus



### Break Up Your Day: Ball Toss Counting!



- Have students stand in a circle.
- You need a ball or small object to toss like a stuffed animal.
- Teacher stands in the middle of the circle.
- Students count by 1s starting from 1 to 120.
- As everyone counts together, the teacher tosses the ball to a student and the student tosses the ball back to the teacher.
- The teacher will only toss the ball to students who are actively counting and engaged. This will help students stay on task and count out-loud.
- To make it harder, the teacher can say “Stop!” at any number.
- Say a new number and the students have to count on from that number.
- If you stopped at 45, the teacher can say a new number like 54 and students have to pick up from there and say 55.



### Break Up Your Day: Body Stretches!



**10 minutes**

**FORMATION:** Standing at desks

- Have students begin the day with a series of simple activities lasting 30 seconds or more: jumping jacks, knee lifts, flap arms like a bird, hopping, scissors (feet apart then cross in front, feet apart then cross in back)...
  - Follow each activity with a basic stretching movement:
  - Reach for the sky runner’s stretch
  - Butterfly stretch (sit with bottom of feet together)
  - Knee to chest, rotate ankles, scratch your back
- Hold stretches for 10 - 30 seconds. Repeat a different simple activity followed by a new basic stretch as many times as desired.



### Break Up Your Day: Thumbs Up!



- Student is called on to state their favorite number from 1 to 20, use name cards or equity cards if available.
- Other students signify whether they see that number somewhere in the classroom. Tally their responses.
- The number with the most votes or Thumbs Up is the winner for the activity!