

September: Basic Numbers

## **September Numeracy: Basic Number Sense**

### **Reading Numbers, Understanding Numbers, Counting, Place Value, Place Inequity**

#### **Materials include:**

1. General explanation of how to use materials appropriately
2. Terms for curriculum for all levels
3. Goals for each level
4. Suggested Schedule for numeracy\*
5. Content for teacher's "mini-lesson" per level
6. Worksheets per level
7. Instructions for class activity per level

#### **1. General Explanation:**

This numeracy curriculum is intended to be free-standing. It does not build on itself throughout the year. Rather, it is more or less matched to the literacy themed-content. August's numeracy curriculum aligns with the month's theme only in that it is also a "welcome back to school introduction and review." Depending on the needs of your class, you may choose to continue this discipline of number review throughout the year to regularly increase students' skills or reintroduce it to your class if there is a particular need such as an influx of new students.

There are four different levels of numeracy instruction (L1-L4). I suggest mini-lessons for the beginning of each numeracy "time" to create a whole-class experience. Choose from the four levels to target these lessons to the most students possible in your class. The numeracy levels may or may not align with class levels. The worksheets are intended for individual use after the mini-lessons and therefore can be matched to students' needs. You may have a class doing the same worksheet because they all are at the same level. You may have four different levels throughout your class. Be diligent to correctly meet the needs of your students.

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## **2. Terms for Curriculum for All Levels**

### **Basic Numeracy Schedule:**

The schedule is designed as a four week unit. The teacher is responsible for configuring schedule to the current month and year. Reviews, computer slots, and worksheet days are merely a suggestion. Adjust accordingly to meet the needs of your class.

There is computer time suggested in the numeracy schedule for each week. It is the teacher's responsibility to find appropriate websites to practice the current skills being emphasized throughout the month.

### **Terms:**

*mini-lesson*: (ml) : Provided lesson plans for a short introduction to the material.

*worksheet*: (ws): Provided material for students; 3 per month.

*10 minute review*: Teacher picks a regular time every class for ten minutes of numeracy review. It is meant to be a quick practice of numeracy, primarily focused on receptive and expressive language. Teacher/student reads numbers or problems. Students transcribe. Class checks together.

The beginning of class or the end of class can be effective times. The teacher can have students turn to a clean notebook page, use their "math" notebook, or can have pre-cut papers ready to hand out.

*Teacher reads*: T reads and the class transcribes numbers

*Student reads*: S reads and the class transcribes (gives students practice speaking)

*Checking Review Work*: Students check their work. This can be a simple or creative process depending on time availability. Written answers are necessary in checking since the focus of the review is receptive/expressive language. This is also a time for practice with pronunciation or memorization of numbers/concept.

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**Level 1**

**L1 Goals:** Be able to recognize, write, and read aloud 1-20. Be able to compare value inequity 1-20.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	10 min review: T reads: 2,4,6,8, 10; check and count in order	Computer	10 min review: T reads: 1,3,5,7,9; check and count in order	ml 1, ws1	10 min review: T reads 1-10; check and count in order
Week 2	10 min review: T reads 12, 15, 18, 20; check and count in order	Computer	10 min review: T reads 11, 13, 14, 16, 17, 19; check and count in order	ml 2; ws 2	10 min review: T reads 2, 5, 8, 10, 13, 16, 18, 20; check and count in order
Week 3	10 min review: T reads 1, 4, 11, 17, 20, 2, 8, 19; check and count in order	Computer	10 min review: S reads 3, 13, 6, 14, 20, 10; check and count in order	ml 3; ws 3	10 min review: S reads 15, 5, 19, 7, 11, 13, 6; check and count in order
Week 4	10 min review: S reads 18, 5, 2, 12, 14, 20, 1, 7; check and count in order	Computer	10 min review: S reads 6, 16, 14, 4, 13, 11, 20, 0; check and count in order	ml 4: class race	10 min review: T reads 2 and 12 circle bigger number 5 and 7 circle bigger number 19 and 5 circle 15 and 16 circle; check and count in order

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### **Level 1: Mini lesson 1**

#### **Plan:**

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

#### **Materials Needed:**

Counting cards 1-10 –laminated if possible

Scissors

Tape

Glue sticks

#### **Mini-lesson Content:**

1. Let's Count to 10 together
  - Using the counting cards, tape one number up at a time in order on the board and say the name of the number together.
  - When finished, go back and count again faster as a class.
2. Put the Numbers in Order
  - Hand out a number to each student and have the students come up to the board and put the numbers in order.
  - Count/Correct together as a class
3. Students Order and Count
  - Give each student a number (different than before). Have them stand in a line and order themselves correctly.
  - Then each student must say his or her own number.
  - Repeat if time.

Name \_\_\_\_\_

**Count to 10**



**Write the numbers.**

1				



**Glue the numbers.**




**Cut the numbers.**

---

1	2	3	4	5
6	7	8	9	10

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### Level 1: Mini lesson 2

#### **Plan:**

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

#### **Materials Needed:**

Counting cards 11-20 (provided) –laminated if possible

Scissors

Tape

Glue sticks

#### **Mini-lesson Content:**

1. Let's Count from 11-20 together
  - Using the counting cards, tape one number up at a time in order on the board and say the name of the number together.
  - When finished, go back and count again as a class faster.
2. Put the Numbers in Order
  - Hand out a number to each student and have the students come up to the board and put the numbers in order.
  - Count/Correct together as a class
3. Students Order and Count
  - Give each student a number (different than before). Have them stand in a line and order themselves correctly.
  - Then each student must say his or her own number.
  - Add 1-10 if time.

Name \_\_\_\_\_

**Count from 11 to 20**



**Write the numbers.**

11				



**Glue the numbers.**




**Cut the numbers.**

---

11	12	13	14	15
16	17	18	19	20

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### Level 1: Mini lesson 3

**Plan:**

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

**Materials Needed:**

Counting cards 1-10 AND and extra 1,2, 0 –laminated if possible

Tape

**Mini-lesson Content:**

1. Making Numbers

- Pass out numbers 0-10 and have students tape in order on board. Count together.
- Tape extra 1 and 2. Model how you can take 1 and add a 1 and make 11.

2. Students Make Numbers

- Call for volunteers to come up to the board and make numbers you say using the cards (ex: 17= 1 and 7 cards 20=2 and 0; )

3. Circle the Bigger Number

- Call for 2 volunteers to come up to the board: 4 and 11. One student finds the 4 card, the other makes 11.
- Which is bigger? Give the student next to 4, 4 of something (paperclips; Give the student next to 11, 11 of something)
- Ask again: Which number is bigger? (try using the word “more” if students seem to understand) Circle that number on the board.
- Repeat again with 5 and 13, 1 and 6.
- \*Make sure not to model a repeating number like 6 and 16 since you won't have two 6s available.

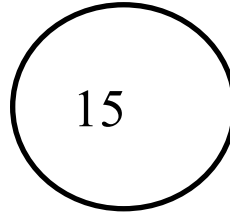


Name \_\_\_\_\_

**Circle the Big Number**

1.

5



2.

18

2

3.

13

17

4.

18

9

5.

10

20

6.

14

15

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### **Level 1: Culminating Group Activity**

**Plan:**

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)\*

\*This is the culmination activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept. In this case, the class might count together in creative ways.

**Materials Needed:**

2 white board markers

Space by the board for class to line up

**Activity Goal:** Students will be required to show their cumulative numeracy skills from the lesson: They will have to listen to and write two numbers (1-20). Then they will have to circle the “big” number.

They are demonstrating a grasp of receptive and expressive numeracy recognition, ability to write the numbers, and a beginning concept of value inequity.

**Activity Description:** Students will form two lines. Each line is a team. Students will go to the board two at a time (one from each line) for the numeracy race. The teacher will read 2 numbers. Students must listen and write down the numbers. Then they must choose the “big” number and circle it. The person who completes the task successfully first wins a point for the team. Teams may or may not help depending on the level of difficulty they need. Teacher can make up as many combinations of 1-20 as needed.

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**Level 2**

**L2 Goals:** Be able to recognize, write, and read aloud 0-50. Be able to compare value inequity 1-50.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	10 min review: T reads: 3,1,4,6,2,7,9,5,8,10 Check and count in order	10 min review: T reads: 11, 13, 16, 18, 20, 12, 14, 15, 19, 17 Check and count in order	computer	ml 1, ws1	10 min review: T reads 10 numbers from 1-20 Check and count in order
Week 2	10 min review: T reads 20-30 mixed up; check and count in order	10 min review: T reads 30-40 mixed up; check and count in order	computer	ml 2; ws 2	10 min review: T reads 10 numbers 20-40; check and count in order
Week 3	10 min review: T reads 40-50 mixed up; check and count in order	10 min review: S reads 40-50 mixed up; check and count in order	computer	ml 3; ws 3	10 min review: S reads 10 numbers 30-50 mixed up; check and count in order
Week 4	10 min review: S reads 10 numbers 1-50 mixed up; check and count in order	10 min review: S reads 2 numbers—students write and circle bigger number 12 and 20 33 and 31 24 and 42 26 and 16 50 and 40	computer	ml 4: class race	10 min review: S reads 2 numbers—students write and circle bigger number 11 and 7 22 and 32 48 and 18 6 and 9 49 and 47

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**Level 2: Mini lesson 1**

**Plan:**

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

**Materials Needed:**

Counting cards 1-20 (provided) –laminated if possible

Scissors

Tape

Glue sticks

**Mini-lesson Content:**

1. Let's Count to 20 together
  - Using the counting cards, tape one number up at a time in order on the board and say the name of the number together.
  - When finished, go back and count again faster as a class.
2. Put the Numbers in Order
  - Hand out a number(s) to each student and have the students come up to the board and put the numbers in order.
  - Count/Correct together as a class
3. Students Order and Count
  - Give each student a number (different than before). Have them stand in a line and order themselves correctly. \*Will probably need to do this in groupings. Tape on board and then continue with next grouping.
  - Then each student must say his or her own number.

Name \_\_\_\_\_

**Count to 20**



**Write the numbers.**

<u>1</u>	_____	_____	_____	_____
_____	_____	<u>8</u>	_____	_____
<u>11</u>	_____	_____	_____	_____
_____	_____	_____	_____	_____



**Glue the numbers.**




**Cut the numbers.** -----

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

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**Level 2: Mini lesson 2**

**Plan:**

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

**Materials Needed:**

White board marker

**Mini-lesson Content:**

1. Let's Count to from 20-50 together
  - Write the numbers on the board in an easy-to-read way and count together.
  - When finished, go back and count again as a class faster. Ask students to count individually.
2. Write the missing numbers
  - Erase 10 numbers from your written number line.
  - Have volunteers come up and write in the missing numbers.
3. Write more missing numbers.
  - Erase most of the numbers.
  - Have volunteers come up and write in missing numbers.
  - Look at patterns of numbers on the board. Ask for observations.
  - Count together again if time.

Name \_\_\_\_\_

**Count from 21-50**

21				
			29	
		33		
	37			
41				
		48		

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### Level 2: Mini lesson 3

**Plan:**

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

**Materials Needed:**

White board marker

**Mini-lesson Content:**

1. Review 1-50
  - Write (or have students come up and write) and count together 1-50.
2. Students Write Numbers
  - Call for volunteers to come up to the board and write two numbers you say (6 and 10—with space between)
3. Circle the Bigger Number.
  - Which is bigger? Give the student next to 6, 6 of something (paperclips; Give the student next to 10, 10 of something)
  - Ask again: Which number is bigger? (try using the word “more” if students seem to understand) Circle that number on the board.
  - Repeat again with 5 and 13, 1 and 6. (Count out things if needed. If students understand use bigger numbers.)

\* When you correct their work together as a class, you can make it easier by only have students say the “big” number. You can make it more difficult by introducing a pre-real reading of the number sentence: “5 and 15. 15 is more.”

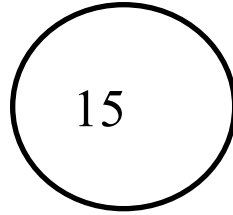


Name \_\_\_\_\_

**Circle the Big Number**

1.

5



15

2.

28

12

3.

13

47

4.

18

9

5.

10

50

6.

13

31

7.

14

15

8.

34

43

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### **Level 2: Culminating Group Activity**

**Plan:**

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)\*

\*This is the culmination activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept. In this case, the class might count together in creative ways.

**Materials Needed:**

2 white board markers

Space by the board for class to line up

**Activity Goal:** Students will be required to show their cumulative numeracy skills from the lesson: They will have to listen to and write two numbers (1-50). Then they will have to circle the “big” number.

They are demonstrating a grasp of receptive and expressive numeracy recognition, ability to write the numbers, and a beginning concept of value inequity.

**Activity Description:** Students will form two lines. Each line is a team. Students will go to the board two at a time (one from each line) for the numeracy race. The teacher will read 2 numbers. Students must listen and write down the numbers. Then they must choose the “big” number and circle it. The person who completes the task successfully first wins a point for the team. Teams may or may not help depending on the level of difficulty they need. Teacher can make up as many combinations of 1-50 as needed.

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**Level 3**

**L3 Goals:** Be able to recognize, write, and read aloud 1-100. Be able to compare value inequity 1-100.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	computer	10 min review: T reads: 3,1,4,6,2,7,9,5,8,10 Check and count in order	10 min review: T reads: 11, 13, 16, 18, 20, 12, 14, 15, 19, 17 Check and count in order	ml 1, ws 1	10 min review: T reads 10 numbers from 1-20 Check and count in order
Week 2	computer	10 min review: T reads 20-40 mixed up; check and count in order	10 min review: T reads 40-60 mixed up; check and count in order	ml 2; ws 2	10 min review: T reads 10 numbers 1-60; check and count in order
Week 3	Computer	10 min review: T reads 60-80 mixed up; check and count in order	10 min review: S reads 80-100 mixed up; check and count in order	ml 3; ws 3	10 min review: S reads 10 numbers 1-100 mixed up; check and count in order (in pairs, groups, class, etc)
Week 4	computer	10 min review: S reads 2 numbers—students write and put in <> or = 12 and 20 33 and 51 24 and 42 49 and 14 28 and 17 40 and 40	10 min review: S reads 2 numbers—students write and put in <> or = 51 and 15 84 and 68 53 and 72 69 and 86 94 and 96	ml 4: class race	10 min review: S reads 2 numbers—students write and put in <> or = 11 and 7 22 and 32 48 and 78 66 and 96 38 and 47

**Level 3: Mini lesson 1**

**Plan:**

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

**Materials Needed:**

White board marker

**Mini-lesson Content:**

1. Count to 100 together –emphasizing 10s
  - As a class, count to 100 by 10s. Write them on the board (10, 20, 30, etc.)  
Use a reference point when counting.
  - Count to 20 as a class to establish rhythm. Then call on individual students or pairs to continue counting another 10 until 100.
2. Order by 10s (If needed)
  - If students need more practice, give each student a number card (10-100 by 10s) and have them order themselves and say the number. Look for the pattern.
3. Look at the patterns
  - Have volunteers come up to board to fill in number chart 1-30.
  - Look at the patterns in numbers, so students can learn to self-check their own work.



**Level 3: Mini lesson 2**

**Plan:**

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

**Materials Needed:**

White board marker

25 pennies

2 dimes

1 nickel

**Mini-lesson Content:**

1. Place Value Introduction

- Write “25” on the board. Draw a line between the 2 and 5. Ask students how much the two means in pennies? 2?
- Show them it means 2 groups of 10 and count out two groups of ten. Ask them another way they could show a group of ten with money (dimes).
- Ask them how much the 5 means? 5? 50? Count out 5 pennies. Ask them another way they could show one group of 5 (nickel).
- Label under the 2 as “tens” and under the 5 as “ones”. Then ask what you would do if you added a 1 in front? How do you read that? Label under the 1 “hundreds.”

2. Read numbers together.

- Practice reading the numbers correctly. Erase and change out numbers one at a time and practice as a group and individually.

Name \_\_\_\_\_

**Reading and Writing Numbers**  
**Partner A**

Read numbers to Partner B.

- |       |       |       |       |        |
|-------|-------|-------|-------|--------|
| 1. 34 | 2. 62 | 3. 14 | 4. 95 | 5. 78  |
| 6. 11 | 7. 30 | 8. 13 | 9. 60 | 10. 54 |

Listen to Partner B and write numbers.

- |           |           |           |
|-----------|-----------|-----------|
| 11. _____ | 12. _____ | 13. _____ |
| 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ | 19. _____ |
| 20. _____ |           |           |

Check together.

Name \_\_\_\_\_

**Reading and Writing Numbers**  
**Partner B**

Listen to Partner A and write numbers.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_

10. \_\_\_\_\_

Read numbers to Partner A.

11. 47      12. 26      13. 9      14. 90      15. 82

16. 51      17. 60      18. 12      19. 38      20. 74

Check together.



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### **Level 3: Mini lesson 3**

#### **Plan:**

5 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

15 minutes for review (class, groups, pairs)

#### **Materials Needed:**

White board marker

#### **Mini-lesson Content:**

##### 1. Comparing Value Introduction

- Give students a very simple introduction using  $<$   $>$  and  $=$ .
- Write two numbers on the board. Explain the symbol “opens” on the larger number. If they are the same, then they put and  $=$  sign between the numbers.
- Practice with 4 or 5 number pairs and ask, “Which number is **more?**”

#### **Mini-lesson Review:**

##### 1. Reading the number sentence

- After students have finished the worksheet, introduce the terms “more than,” “less than” and “equal to.”
- $<$  less than (looks like an “L”)
- $>$  more than
- $=$  equal to

##### 2. Read through worksheet (or ask for volunteers) using these terms to check.

Name \_\_\_\_\_

**Comparing Numbers**

1. 45

54

7. 31

83

2. 67

88

8. 11

7

3. 25

19

9. 43

43

4. 97

79

10. 13

12

5. 43

49

11. 06

60

6. 25

19

12. 58

28

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Write the meanings:

< \_\_\_\_\_

> \_\_\_\_\_

= \_\_\_\_\_

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### **Level 3: Culminating Group Activity**

**Plan:**

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)\*

\*This is the culmination activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept. In this case, the class might count or read number sentences together in creative ways.

**Materials Needed:**

2 white board markers

Space by the board for class to line up

**Activity Goal:** Students will be required to show their cumulative numeracy skills from the lesson: They will have to listen to and write two numbers (1-100). Then they will have to write in the  $>$  (more than),  $<$  (less than) or  $=$  (equal to) signs.

They are demonstrating a grasp of receptive and expressive numeracy recognition, ability to write the numbers, and a concept of value inequity.

**Activity Description:** Students will form two lines. Each line is a team. Students will go to the board two at a time (one from each line) for the numeracy race. The teacher will read 2 numbers. Students must listen and write down the numbers. Then they will have to write in the  $>$  (more than),  $<$  (less than) or  $=$  (equal to) signs. The person who finishes first has the chance to read his or her sentence first. If the student reads correctly, his or her team gets the point. If not, the other team has a chance. The person who completes the task successfully first wins a point for the team. Teams may or may not help depending on the level of difficulty they need. Teacher can make up as many combinations of 1-100 as needed.

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**Level 4**

**L4 Goals:** Be able to recognize, write, and read aloud 1-1000. Be able to compare value inequity 1-1000. Add 3 digit numbers together.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	10 min review: T reads: 3,1,4,6,2,7,9,5,8,10 Check and count in order	ml 1, ws1	10 min review: T reads: 10, 40, 100, 80, 20, 30, 70, 90, 50, 60 Check and count in order by 10s	computer	10 min review: T reads 15 numbers from 1-100 Check and count in order order (in pairs, groups, class, etc)
Week 2	10 min review: T reads 15 numbers from 1-100 Check and count in order order (in pairs, groups, class, etc)	ml 2; ws 2	10 min review: T reads 200, 400, 900, 800, 100, 1000, 600, 300, 700, 500 check and count in order by 100s	Computer	10 min review: T reads 15 numbers 1-1000; check
Week 3	10 min review: S reads 15 numbers 1-1000; check	ml 3; ws 3	10 min review: S reads 15 numbers 1-1000; check	Computer	10 min review: S reads 15 numbers 1-1000; check
Week 4	10 min review: S reads 2 numbers—students write and put in < > or = 112 and 220 303 and 501 244 and 842 649 and 714 208 and 107 404 and 404	ml 4: class race	10 min review: S reads 2 numbers—students write and put in < > or = 512 and 152 840 and 680 533 and 721 69 and 186 594 and 596	Computer	10 min review: S reads 2 numbers—students write and put in < > or = 110 and 107 202 and 302 418 and 178 266 and 926 308 and 407

## **Level 4: Mini lesson 1**

### **Plan:**

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

### **Materials Needed:**

White board marker

### **Mini-lesson Content:**

#### 1. Place Value Introduction

- Write “625” on the board. Tell students the goal for the day is to understand place value and to be able to correctly read numbers.
- Draw lines between the 6, 2, and 5. Ask what the 6 means. 6 chairs? 60 chairs? 600 chairs? Underneath the 6 write “hundreds,” and write out 100 6xs like an addition problem.
- Do the same with 2 and 5. Underneath 2 write “tens” and 10 2xs. Underneath 5 write “ones” and 1 5xs.
- Add all of the numbers together to get 625.

#### 2. Read numbers together.

- Practice reading the numbers correctly. Erase and change out numbers one at a time and practice as a group and individually. Emphasize correct reading (ex: six hundred twenty five). Do not add “and” between the hundreds place and the tens. The “and” will be used for decimals—and we want to avoid confusion later.
- \*If students are struggling with the numbers, go back to Level 3, Lesson 1.
- \*If reading the numbers is easy, call on individual students to read instead of the class. Emphasize the language of numeracy.

Name \_\_\_\_\_

**Reading and Writing Numbers**  
**Partner A**

Read numbers to Partner B.

1. 234

2. 162

3. 714

4. 695

5. 978

6. 101

7. 1000

8. 539

9. 608

10. 540

Listen to Partner B and write numbers.

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

Check together.

Name \_\_\_\_\_

**Reading and Writing Numbers**  
**Partner B**

Listen to Partner A and write numbers.

1. \_\_\_\_\_      2. \_\_\_\_\_      3. \_\_\_\_\_  
4. \_\_\_\_\_      5. \_\_\_\_\_      6. \_\_\_\_\_  
7. \_\_\_\_\_      8. \_\_\_\_\_      9. \_\_\_\_\_  
10. \_\_\_\_\_

Read numbers to Partner A.

11. 470      12. 216      13. 029      14. 905      15. 826  
16. 510      17. 606      18. 712      19. 138      20. 374

Check together.

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### **Level 4: Mini lesson 2**

#### **Plan:**

5 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

15 minutes for review (class, groups, pairs)

#### **Materials Needed:**

White board marker

#### **Mini-lesson Content:**

##### 1. Comparing Value Introduction

- Give students a very simple introduction using  $<$   $>$  and  $=$ .
- Write two numbers on the board. Explain the symbol “opens” on the larger number. If they are the same, then they put and  $=$  sign between the numbers.
- Practice with 405 or 504 number pairs and ask, “Which number is **more**?”
- Talk about where you start comparing—at hundreds place, not ones.

#### **Mini-lesson Review:**

##### 1. Reading the number sentence

- After students have finished the worksheet, introduce the terms “more than,” “less than” and “equal to.”
- $<$  less than (looks like an “L”)
- $>$  more than
- $=$  equal to

##### 2. Students read to check.

- Have students read the number sentences aloud using these terms to check.
- You can also ask students what place value they know to start comparing the numbers. (The concept may be easy for some students, but the expression of the concept in English may be the challenge.)



Name \_\_\_\_\_

**Comparing Numbers**

1. 145

154

7. 631

783

2. 607

808

8. 511

557

3. 275

179

9. 843

843

4. 957

759

10. 130

120

5. 432

249

11. 906

960

6. 515

519

12. 578

728

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Write the meanings:

< \_\_\_\_\_

> \_\_\_\_\_

= \_\_\_\_\_

September: Basic Numbers

**Level 4: Mini lesson 3**

**Plan:**

10 minutes for mini lesson (teacher led instruction)

10 minutes for individual work (student only)

10 minutes for review (class, groups, pairs)

**Materials Needed:**

White board marker

**Mini-lesson Content:**

1. Addition review

- Write a 3 digit by 3 digit addition problem on the board vertically. Model solving it.
- Write another 3 digit by 3 digit addition problem on the board that requires carrying. Ask a student to come up to the board and explain how to solve it. (Just solving it is not enough—talking about it is the point).

2. Number Comparison Review

- Review the terms  $<$  (less than),  $>$  (more than), and  $=$  (equal to).
- Write “ $539 + 381$  \_\_\_\_\_  $354 + 576$ ” on the board.
- Have students figure it out and then call on a volunteer to 1.) Write the correct sign and 2.) Explain how he arrived at that answer.

Name \_\_\_\_\_

**Addition and Comparing Numbers**

1.  $145 + 377$  \_\_\_\_\_  $154 + 388$

2.  $607 + 194$  \_\_\_\_\_  $808 + 22$

3.  $275 + 599$  \_\_\_\_\_  $179 + 705$

4.  $957 + 014$  \_\_\_\_\_  $759 + 202$

5.  $432 + 45 + 201$  \_\_\_\_\_  $249 + 87 + 378$

6.  $515 + 418$  \_\_\_\_\_  $519 + 06 + 60 + 82 + 104 + 92$

7.  $78 + 766 + 45 + 2$  \_\_\_\_\_  $7 + 534 + 65 + 16 + 067$

September: Basic Numbers

#### **Level 4: Culminating Group Activity**

**Plan:**

10 minutes for warm up and directions (teacher led instruction)

10-15 minutes for race (student only)

5-10 minutes for review (class, groups, pairs)\*

\*This is the culmination activity, so review can focus on problem areas demonstrated in the activity or just a whole review of the concept. In this case, the class might count or read number sentences together in creative ways.

**Materials Needed:**

2 white board markers

Space by the board for class to line up

**Activity Goal:** Students will be required to show their cumulative numeracy skills from the lesson: They will have to listen to and write two numbers (1-1000). Then they will have to write in the  $>$  (more than),  $<$  (less than) or  $=$  (equal to) signs.

They are demonstrating a grasp of receptive and expressive numeracy recognition, ability to write the numbers, addition, and a concept of value inequity.

**Activity Description:** Students will form two lines. Each line is a team. Students will go to the board two at a time (one from each line) for the numeracy race. The teacher will read 2 addition problems side by side. Students must listen and write down the numbers (Ex.  $303 + 254$  \_\_\_\_  $499 + 17$ ) Then they will have to write in the  $>$  (more than),  $<$  (less than) or  $=$  (equal to) signs. The person who finishes first has the chance to read his or her sentence first. If the student reads correctly, his or her team gets the point. If not, the other team has a chance. The person who completes the task successfully first wins a point for the team. Teams may or may not help depending on the level of difficulty they need. Teacher can make up as many combinations adding up to 1-1000 as needed.

\*To make this more advanced, give subtraction problems or give bigger numbers that add up to over 1000.