

Lesson Plan for KNP Activity

Ni 1108.4: Sequence numbers to 1,000

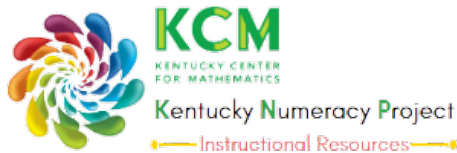
Teacher Planning Notes:	
Task Group Number: 1108	Task Group Name: Matching Numbers
Strand: Numeral Identification	Activity Level and Color: 4 Green
KNP Activity Link with access to Printables and Student Instructions: /knp/activity.php?id=1108.4&prefix=Ni	
Numeracy Target: Identify numerals 0 to 1,000 Numeracy Targets Chart	
Fluency Benchmark: KY.3.NBT.2 Fluently add and subtract within 1000.	
Kentucky Academic Standard(s): KY.2.NBT.3	
Student-Friendly Learning Target: I am learning to read and put into order numerals in the range 1-1000.	
Suggested Student Grouping(s): individual / group / whole class	
Materials: a consecutive group of numeral cards spanning 1 to 3 decade families. (i.e. 340-369 or 835-844) in the range of 1 to 1,000.	
Activity Description: Scatter the cards on table. Each student will pick a card and read the number aloud. Students work together to sequence cards then read the sequence forward and backward. With cards still in order, turn 1 to 3 cards face down. Students should again say the sequence forward and/or backward. Continue turning over 1-3 cards with students saying the sequence until most or all of the cards are face down.	

Teacher Notes:

If possible, have students create a set of 30 consecutive numeral cards from a chosen number between 1-1000. The set of cards can either start or end at the chosen number. Numeral cards can be created by hand or online using the Sen Teacher website at <http://www.senteacher.org/> If using the website, click on "print maths" link, then click on "Number cards." To create a consecutive set of cards, enter a starting number (such as 340) and set the step number to 1. To increase complexity in the activity, use a step number such as 13, 23 or 47 to create a set of non-consecutive cards for students to order. You may wish to use fewer cards at first. If desired, have students sort cards into century families first and then sort cards within each century family. If cards are close enough together, ask students to count (forward or backward) from one card to the card after or before it. Similar activities can be done with regular skip counting sequences. The cards can be created by using a step number such as 2, 5 or 10.

Evidence of Learning (Diagnostic Assessment of Progress):

Show three numeral cards in the 1 to 1,000 range (such as 602, 254 and 852) and ask the student to read and sequence the numerals.

KNP ID #Ni 1108.4

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