

Lesson Plan for KNP Activity

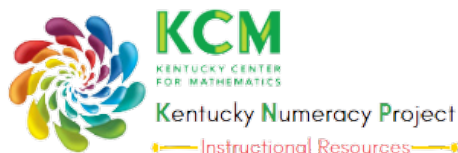
Nf 1112.5: Number After Race (within 100)

Teacher Planning Notes:	
Task Group Number: 1112	Task Group Name: Number After Race
Strand: Forward Counting	Activity Level and Color: 5 Blue
KNP Activity Link with access to Printables and Student Instructions: /knp/activity.php?id=1112.5&prefix=Nf	
Numeracy Target: Facile forward counting from any number within 100 Numeracy Targets Chart	
Fluency Benchmark: KY.2.NBT.5 Fluently add and subtract within 100.	
Kentucky Academic Standard(s): KY.K.CC.2	
Student-Friendly Learning Target: I am learning to say the number after the numbers 39, 49, 59, 69, 79, 89.	
Suggested Student Grouping(s): pairs/small group	
Materials: Number After Race (within 100) Game Board, number cube with sides labeled {39, 49, 59, 69, 79, 89}, Game tokens	
Activity Description: The game board is a pathway where each space contains one of the following numbers {40, 50, 60, 70, 80, 90}. The winner square contains all 6 numbers. During game play, on a student's turn the student will roll a cube to generate one of the following numbers {39, 49, 59, 69, 79, 89}. The student will determine the number after and move his or her token to the next space containing that number. The first student to reach the "winner" space wins the game. For example, if a students rolls a 59, the student will move to the next space on the path containing a 60.	

Teacher Notes: This activity was revised August 2013. It was originally titled "Coverall." This activity targets "crossing the decuple", a common hurdle for kids when counting within 100. However, if a student is struggling in other places within the counting sequence, the blank gameboard can be used to create a customized game. For students who are making frequent errors, it may be helpful to have the student sort numeral cards into "decade families", then sequence the decade families in order. When crossing the decade, some students find it very helpful to think about the act of "crossing" from one decade family to the next. Work with sequencing decade families is supportive for this kind of thinking. Another supportive setting is a numeral roll (especially one with the decade families in alternating colors). The student can find the number he or she rolled and identify the number after. The color coding encourages the student to see that transition from one decade family to the next. See activity Nf 1113.5 for more information about numeral rolls.

Evidence of Learning (Diagnostic Assessment of Progress): Ask student to say the number after 79 (or another number in range 30 to 100).

KNP ID #Nf 1112.5



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