

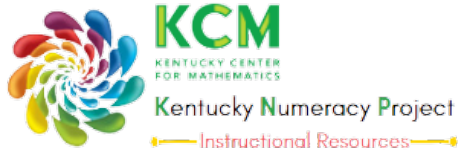
# Lesson Plan for KNP Activity

## Nb 1101.2: What's Before?, 1-10

<b>Teacher Planning Notes:</b>	
<b>Task Group Number:</b> 1101	<b>Task Group Name:</b> What's Before?
<b>Strand:</b> Backward Counting	<b>Activity Level and Color:</b> 2 Yellow
<b>KNP Activity Link with access to Printables and Student Instructions:</b> <a href="/knp/activity.php?id=1101.2&amp;prefix=Nb">/knp/activity.php?id=1101.2&amp;prefix=Nb</a>	
<b>Numeracy Target:</b> Emerging backward counting from any number within 10 <a href="#">Numeracy Targets Chart</a>	
<b>Fluency Benchmark:</b> KY.1.OA.6 Fluently add and subtract within 10.	
<b>Kentucky Academic Standard(s):</b> <a href="#">KY.K.CC.2</a> , <a href="#">KY.K.CC.7</a>	
<b>Student-Friendly Learning Target:</b> I am learning to recognize and read the numerals 1-10 and count back from 10 to 1.	
<b>Suggested Student Grouping(s):</b> Small group	
<b>Materials:</b> consecutive numeral cards within the range 1-10 (not necessarily starting at 1); enough so each student will have 2 cards	
<b>Activity Description:</b> Deal all the cards to the two to five players so each player will have 2 cards within the range 1-10 (player one may have 7, 4, 2 and player two may have 1, 3, 8, etc.). Each player studies the cards in his/her hand and lays down the largest numeral card. The teacher checks each player's decision. Looking at the cards on the table, the group decides which card is the largest. The largest card on the table stays, while the other cards are returned to the players' hands from which they came. Play now continues as the students place the remaining numeral cards in a backward sequence, one by one, on top of the numeral card showing, until all of the cards are played. The player with the last card in the sequence is the winner.	
<b>Teacher Notes:</b> The website link is a place to find printable numeral cards. Note students who are having difficulty with quantity and numeral identification. For support with knowing the number word before, have a strip of written numerals in sequence (could be a numeral track). Also, have counters available to aid students in determining the largest quantity.	

**Evidence of Learning (Diagnostic Assessment of Progress):** Say a number in the range of one to ten. Have the child count backward from that number.

**KNP ID #Nb 1101.2**



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