

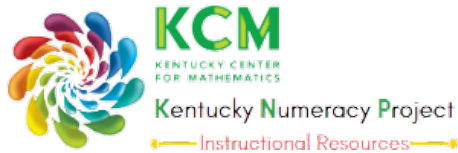
# Lesson Plan for KNP Activity Nb 1109.5: Teacher's Mistake

<b>Teacher Planning Notes:</b>	
<b>Task Group Number:</b> 1109	<b>Task Group Name:</b> Teacher's Mistake
<b>Strand:</b> Backward Counting	<b>Activity Level and Color:</b> 5 Blue
<b>KNP Activity Link with access to Printables and Student Instructions:</b> <a href="/knp/activity.php?id=1109.5&amp;prefix=Nb">/knp/activity.php?id=1109.5&amp;prefix=Nb</a>	
<b>Numeracy Target:</b> Facile backward counting from any number within 100 <a href="#">Numeracy Targets Chart</a>	
<b>Fluency Benchmark:</b> KY.2.NBT.5 Fluently add and subtract within 100.	
<b>Kentucky Academic Standard(s):</b> <a href="#">KY.K.CC.1</a>	
<b>Student-Friendly Learning Target:</b> I am learning to detect errors in counting, in the range of 100-30.	
<b>Suggested Student Grouping(s):</b> Various	
<b>Materials:</b> verbal	
<b>Activity Description:</b> Teacher says a backward counting sequence in the range of 100 -30 and omits one number. Students earn a point every time they accurately identify the omitted number from the counting sequence. The teacher earns a point anytime the students cannot identify the error.	
<b>Teacher Notes:</b> Teacher should vary the starting number in the sequence. Keep in mind that finding errors within a decade is easier than finding errors crossing a decade. Also, note that students may have difficulty with repeated digit numbers, such as "sixty-six."	

**Evidence of Learning (Diagnostic Assessment of Progress):**

Ask the student to let you know when you make a mistake. Say a backward sequence of numbers starting anywhere between 100 and 30, but leave one out. For example, say, "sixty-seven, sixty-six, sixty-five, sixty-three, sixty-two," and see if the student catches the error. Try different omissions in the same range of 100 to 30.

**KNP ID #Nb 1109.5**



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