

Numbers Before and After.

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Differentiate and Assess

Not every student will be ready to investigate this concept at this Level and so we will need to differentiate to ensure every student is learning at their leading edge. Select the Differentiate button on this screen.

Integrate

Every mathematical concept is integrally related to other mathematical concepts. Teaching and learning related concepts simultaneously develops deep relational understanding. Select the Integrate button on this screen.

Intervene

Some students may not yet be ready to investigate this concept at any Level, and so we will need to provide some intervention. Select the Intervention button on this screen.

NUMBERS BEFORE AND AFTER.

EXPLICIT TEACHING PLAN OVERVIEW PAGE

THIS PAGE IS A SUMMARY OF THE EXPLICIT TEACHING PLAN, INCLUDING STRATEGIC QUESTIONS, AND DESCRIBING THE SEQUENCE WHICH WILL OCCUR OVER MULTIPLE LESSONS.

RESOURCES:NUMBER CARDS,PENCIL, PAPER

WHAT COULD WE DO?

Children:

- identify the number before a number
- identify the number after a number
- place numbers in order and turn one number over
- identify a number by the number before it
- identify a number by the number after it

WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

Children:

- ask questions about number before and after, for example:
 - What number comes after ...?
 - What number comes before ...?
 - What is the number before ...?
 - What is the number after ...?
 - What number did I turn over?

NUMBERS BEFORE AND AFTER.

EXPLICIT TEACHING PLAN

FULL EXPLICIT TEACHING PLAN, EMBEDDING DEEP RELATIONAL UNDERSTANDING, METALANGUAGE, AND QUESTIONS THAT MAY BE USED OVER MULTIPLE LESSONS.

WHAT COULD WE DO?

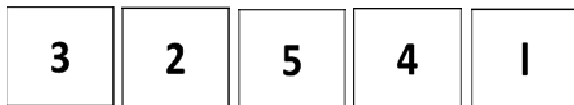
Children think about, talk and listen to a friend about, then have the opportunity to share what they already know.

As children count to 10, record the numbers on the board, for example, 1 2 3 4
5 6 7 8 9 10

As children count backwards, point to each number

Children count backwards as often as they count forwards to develop equal capacity at both.

Display some [numeral cards](#) in random order, for example,



WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

- ▶ Today we're going to investigate numbers.
- ▶ What do you already know about numbers?
- ▶ Talk to a friend about numbers.
- ▶ Is anybody ready to share what they are thinking about numbers?

- ▶ Let's count forwards from one to ten – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- ▶ Let's count backwards from ten – 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0.
- ▶ When we count, what do we say?
- ▶ Do we say numbers when we count?
- ▶ When we count forwards and backwards, do we say the same numbers?

- ▶ What are these symbols I've recorded here?
- ▶ Are these symbols, numbers?
- ▶ Do we use numbers to count things?
- ▶ What numbers can you see here?
- ▶ Can you see 3? Can you see 2? Can you see 5? Can you see 4? Can you see 1?

Children identify the number we say first when we count forwards.

Children identify number 1 when hearing its name.

Children describe number 1.

Place number 1 first.

Children identify the number 2 when seeing its numeral.

Children describe number 2.

Place number 2 after the number 1.

Children identify the number we say after number 2 when we count forwards.

Children identify number 3 when hearing its name.

Children describe number 3.

Place number 3 after number 2.

Children identify the number 4 when seeing its numeral.

Children describe number 4.

Place number 4 after the number 3.

▶ When we count forwards, which number will we say first?

▶ Will we say number 1 first?

▶ Which number is number 1?

▶ How do you know?

▶ How could you describe number 1?

▶ Let's place number 1 first.

▶ What number is this?

▶ How do you know?

▶ How could you describe number 2?

▶ When we count forwards, do we say 2 after we say 1?

▶ Let's place number 2 after number 1.

▶ When we count forwards, which number will we say after we say 2?

▶ Will we say number 3 after we say 2?

▶ Which number is number 3?

▶ How do you know?

▶ How could you describe number 3?

▶ Let's place number 3 after number 2.

▶ What number is this?

▶ How do you know?

▶ How could you describe number 4?

▶ When we count forwards, do we say 4 after we say 3?

▶ Let's place number 4 after number 3.

Children identify the number we say after number 4 when we count forwards.

Children identify number 5 when hearing its name.

Children describe number 5.

Place number 5 after number 4.

Children read the numbers in order forwards and backwards.

Point to number 2.

Children identify that 3 comes after 2.

Point to number 2.

Children identify that 1 comes before 2.

Point to number 4.

Children identify that the number 4 comes after is 3.

Point to number 4.

Children identify that the number 4 comes before is 5.

- ▶ When we count forwards, which number will we say after we say 4?
- ▶ Will we say number 5 after we say 4?
- ▶ Which number is number 5?
- ▶ How do you know?
- ▶ How could you describe number 5?
- ▶ Let's place number 5 after number 4.

- ▶ Let's read these numbers forwards 1, 2, 3, 4, 5
- ▶ Let's read the numbers backwards 5, 4, 3, 2, 1

- ▶ What number comes after 2?
- ▶ Does 3 come after 2?

- ▶ What number comes before 2?
- ▶ Does 1 come before 2?

- ▶ What number does 4 come after?
- ▶ Does 4 come after 3?

- ▶ What number does 4 come before?
- ▶ Does 4 come before 5?

Turn over one numeral card, for example, 2

Point to the number before the turned-over card.

Point to the number after the turned-over card.

Turn the card over again.

- ▶ **I am going to turn over a card and you're going to try to work out which number I turned over by looking at the number before and the number after.**
- ▶ Look away!
- ▶ Look back!

- ▶ How could we work out what number I turned over?
- ▶ Could we look at the number before our number?
- ▶ What is the number before our number?
- ▶ Is the number before our number, 1?
- ▶ Could we look at the number after our number?
- ▶ What is the number after our number?
- ▶ Is the number after our number, 3?
- ▶ What number comes after 1 and before 3?
- ▶ Did I turn over 2? Let's check!

Numerals 0 – 10 (print, cut out and distribute to each child) ([back](#))

0	1	2	3
4	5	6	7
8	9	10	