

Number After is 1 More, Number Before is 1 Fewer.

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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.

NUMBER AFTER IS 1 MORE, NUMBER BEFORE IS 1 FEWER

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, COUNTERS, PENCIL, PAPER

WHAT COULD WE DO?

Children:

- place out a counter, record 1
- add 1 counter, record 2
- add 1 counter, record 3
- add 1 counter, record 4
- explain counting forwards is adding 1 each time
- explain the number after is 1 more

- place out 5 counters, record 1, 2, 3, 4, 5
- take away 1 counter, cross out 5
- take away 1 counter, cross out 4
- take away 1 counter, cross out 3
- explain counting backwards is taking away 1 each time
- explain the number before is 1 less (fewer)

WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

Children:

- ask questions about counting forwards is adding one each time, counting backwards is taking away one each time, for example,
 - When we count forwards by ones, how many are we adding each time?
 - How could we describe the number after?

- When we count backwards by ones, how many are we taking each time?
- How could we describe the number before?

NUMBER AFTER IS 1 MORE, NUMBER BEFORE IS 1 FEWER

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.

WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

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

- ▶ 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?
- ▶ We've investigated what happens when we count forwards by ones.
- ▶ And we found we were adding 1 each time.

Display 1 counter.

Record the numeral 1.

A child adds 1 counter.

Children explain that they now have 2 counters.

Record the numeral 2.

Point to the numeral 2.

A child adds 1 counter.

Children explain that they now have 3 counters.

Record the numeral 3.

Point to the numeral 3.

Point to the numbers 1 2 3.

▶ **When we added 1 counter, did we get one more counter? Let's investigate!**

▶ Let's start with 1 counter.

▶ Do we have 1?

▶ Let's add 1 counter.

▶ How many counters do we have now?

▶ Do we have 2 counters now?

▶ Do we have 2?

▶ Is 2, one more than 1?

▶ Is 2 the number after 1?

▶ When we added 1 counter, did we get 1 more?

▶ When we added 1 counter, did we get the number after?

▶ Let's add 1 counter.

▶ How many counters do we have now?

▶ Do we have 3 counters now?

▶ Is 3 one more than 2?

▶ Is 3 the number after 2?

▶ When we added 1 counter, did we get 1 more?

▶ When we added 1 counter, did we get the number after?

▶ Let's look at our numbers.

▶ Are we counting forwards?

A child adds 1 counter.

Record the numeral 4.

Children explain that they now have 4 counters.

- ▶ When we count forwards, do we get 1 more each time?
- ▶ When we count forwards, do we get the number after each time?
- ▶ If we add 1 counter, will we have 1 more?
- ▶ If we add 1 counter, will we have the number after?

- ▶ Let's add 1 counter.
- ▶ How many counters do we have now?
- ▶ Do we have 4 counters?
- ▶ Do we have 1 more counter?
- ▶ Is 4, one more than 3?
- ▶ Do we have the number after?
- ▶ Is 4 the number after 3?

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

Display 5 counters.

Display the numerals, with 5 circled, for example, 1 2 3 4 5

A child takes away 1 counter.

Children explain that they now have 4 counters.

Circle the numeral 4, for example, 1 2 3 4 5

Point to the numeral 4.

A child takes away 1 counter.

Children explain that they now have 3 counters.

▶ **Today we're going to investigate counting backwards by ones.**

- ▶ What do you already know about counting backwards by ones?
- ▶ Talk to a friend about counting backwards by ones.
- ▶ Is anybody ready to share what they are thinking about counting backwards by ones?

- ▶ We've investigated what happens when we count backwards by ones.
- ▶ And we found we were taking away 1 each time.

- ▶ When we took away 1 counter, did we get one fewer counter? Let's investigate!
- ▶ Let's start with 5 counters.
- ▶ Do we have 5?
- ▶ Let's take away 1 counter.
- ▶ How many counters do we have now?
- ▶ Do we have 4 counters now?
- ▶ Do we have 4?
- ▶ Is 4, one fewer than 5?
- ▶ Is 4 the number before 5?
- ▶ When we took away 1 counter, did we get 1 fewer?
- ▶ When we took away 1 counter, did we get the number before?

- ▶ Let's take away 1 counter.
- ▶ How many counters do we have now?
- ▶ Do we have 3 counters now?

Circle the numeral 3, for example, 1 2 (3) (4) (5)

Point to the numeral 3.

Point to the numbers 1 2 (3) (4) (5)

A child takes away 1 counter.

Circle the numeral 2, for example, 1 (2) (3) (4) (5)

Children explain that they now have 2 counters.

- ▶ Is 3 one fewer than 4?
- ▶ Is 3 the number before 4?
- ▶ When we took away 1 counter, did we get 1 fewer?
- ▶ When we took away 1 counter, did we get the number before?
- ▶ Let's look at our numbers.
- ▶ Are we counting backwards?
- ▶ When we count backwards, do we get 1 fewer each time?
- ▶ When we count backwards, do we get the number before each time?
- ▶ If we take away 1 counter, will we have 1 fewer?
- ▶ If we take away 1 counter, will we have the number before?
- ▶ Let's take away 1 counter.
- ▶ How many counters do we have now?
- ▶ Do we have 2 counters?
- ▶ Do we have 1 fewer counter?
- ▶ Is 2, one fewer than 3?
- ▶ Do we have the number before?
- ▶ Is 2 the number before 3?

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

0	1	2	3
4	5	6	7
8	9	10	