

## Lesson Plan: Ordering Numbers (5)

<b>Subject/Grade: Mathematics Grade 1/2 (5)</b>		<b>Lesson Title: Ordering Numbers (5)</b>	
<b>Teacher: Ms. Flunder</b>			
<b>Stage 1: Identify Desired Results</b>			
<b>Outcome(s)/Indicator(s):</b>			
<b>N1.3</b>			
Demonstrate an understanding of counting by:			
<ul style="list-style-type: none"><li>● indicating that the last number said identifies "how many"</li><li>● showing that any set has only one count using the counting on strategy</li><li>● using parts or equal groups to count sets.</li></ul>			
a) Answer the question, "How many are in the set?" using the last number counted in a set.			
<b>N1.8</b>			
Identify the number, up to 20, that is one more, two more, one less, and two less than a given number.			
a) Name the whole number that is one more, two more, one less or two less than a given whole number.			
<b>Key Understandings: ('I Can' statements)</b>		<b>Essential Questions:</b>	
I can count to 20.		What is one more than the given number?	
I can understand 1 more.		What is one less than the given number?	
I can understand 1 less.		What is two more than the given number?	
I can understand 2 more.		What is two less than the given number?	
		What are numbers 1-20?	
		Where do the numbers fall in the number line?	

I can understand 2 less.	
<p><b>Prerequisite Learning:</b>  Students will have previous knowledge about numbers 1-20 in recognizing numbers, representing numbers and counting numbers. Students will also have previous knowledge with one more/one less and two more/ two less with three numbers</p>	
<p><b>Instructional Strategies:</b>  Discussion Method  Listening and Viewing  Exercises</p>	
<p><b>Stage 2: Determine Evidence for Assessing Learning</b></p>	
<p>Students will be assessed during the teacher-led center; students will fill in a worksheet with five numbers based on their skill level, students should be able to answer all questions correctly with little help.</p>	
<p><b>Stage 3: Build Learning Plan</b></p>	

<p><b>Set (Engagement):</b></p> <p>Review numbers 1-20, with printing them on their whiteboards when a teacher calls the number out loud.</p>	<p><b>Length of Time:</b> 5 mins</p>	<p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>-Smartboard</li> <li>-string</li> <li>-Ipad</li> <li>-Pencil</li> <li>-Paper</li> </ul>
<p><b>Development:</b></p> <p>a group lesson students will use the Smartboard lesson; Students will be ordering numbers from least to greatest with five numbers from 1-20, and for grade two's numbers up to hundreds.</p>	<p><b>Time:</b> 15 mins</p>	<p><b>Possible Adaptations:</b></p> <ul style="list-style-type: none"> <li>-printed cards with numbers for number lines</li> <li>-Ipads with speech</li> </ul>
<p><b>Learning Closure:</b></p> <p>Guided reading: Students will be using their math writing journals; students will be given five numbers and will be ordering them from least to greatest.</p> <p>Play &amp; Exploration: Students will grab the bigger number on a paper with paper clips.</p> <p>Ipad: IXL</p> <p>Word Work/ Word Families- Ordering number worksheet</p>	<p><b>time:</b> 45 mins</p>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>-Fidget spinners</li> <li>-Walk around the room to check on students during closure.</li> <li>-No time limit for smartboard activities</li> </ul>
	<p><b>Management Strategies:</b></p> <ul style="list-style-type: none"> <li>Eyes on me</li> <li>Rules of the classroom</li> <li>Quiet bodies</li> <li>Calling students up who are losing focus</li> </ul> <p><b>Safety Considerations:</b></p> <ul style="list-style-type: none"> <li>Use hand sanitizer to limit contact between students and smartboard</li> </ul>	