

COUNTING OF NUMBERS 1-200/1-500/1-1000

6.12.2018

Subject

Mathematics

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Counting correctly from numbers 1-200/1-500/1-1000
2. Identification and reading of numbers 1-200/1-500/1-1000

Teacher Guide

Day 1/Lesson 1- 30Mins

1. Play the game **Squeeze**.
2. The object of this game is for the pupils to identify the mystery number, selected by the teacher by asking questions.
3. The teacher has two markers which initially are placed at either end of numbers 1 to 200 (in a 200 square chart.)
4. The pupils might ask "Is the number more than 30? If it is, the teacher moves the marker from 1 to 30, so the mystery number is now between 30 and 200.
5. The game continues until the mystery number is identified by being squeezed between the pegs.
6. Challenge the pupils to find the mystery number in less than ten questions (quite easy) or less than 5 questions (not too easy).

Guided Practice

• Day 1 Lesson 1- 15 mins

1. Guide the pupils to read the numbers 1 to 200 by rote from the 200-square chart.

• Day 2 Lesson 2- 15 Mins

1. Present story problems that require counting on.
2. For example, Kevin had 20 apples in his basket and then he picked some more. Let's start at 20 and count more apples.

Materials Required

- Large 200 Chart with some missing numbers
- Fruits, corks, shapes, pencils
- Number cards, 1 to 200, 1 to 500, 1 to 1000
- A variety of objects for counting and so
- Numerals and words matched with corresponding number of objects

Additional Resources

- <https://www.pinterest.com/pin/48913>
- <http://www.education.vic.gov.au/scho>
- <http://mathpickle.com/project/review->
- <https://intensiveintervention.org/sites/>
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Additional Notes

Teacher Guide

Information/Instruction

1. Extend the counting sequence, teach counting to 1,000, starting at any number.

Day 2 /Lesson 2 – 30Mins

1. Display a 200 chart with some numbers missing.
 2. Write the missing numbers between 1-200 on sticky notes and distribute to students to play the game “I Have, Who Has?”
 3. The teacher asks, “Who has the number that comes between 145 and 146?”
 4. The student with 146 says, “I have the number that comes between 145 and 147. It is 146.”
 5. The student attaches the number card to the hundreds chart.
 6. Then that student gives the next clue for another missing number.
 7. Continue until the hundreds chart is complete.
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Guided Practice

Day 2, Lesson 2 -15 Mins

1. Compare numbers.
 2. Show two sets of objects and ask: “Which set has more?” “Which set has less?”
 3. “Are the sets the same or equal?”
 4. Show two written numerals and ask: “Which is more?” “Which is less?” “Are the numbers the same or equal?”
 5. At first, choose numbers with a greater difference in magnitude (e.g., 50 and 59, 103 and 108).
 6. Then, choose numbers closer in magnitude (e.g., 83 and 85, 107 and 110).
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Assessment Activity

1. Observe and listen to pupils during the lesson.
 2. Pupils should be able to identify and count numbers 1 to 500 correctly.
 3. Pupils should be able to say which number is on the flashcard held by the teacher and to
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Assessment Activity

1. They should also be able to read forward and backwards from any number.
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	Teacher Guide	Guided Practice
raise the same number card.		
Summary		