

# COUNTING OF NUMBERS

## 1,000-2,000/1,000-5,000/1,000-10,000

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### Subject

Mathematics

### Prepared By

[Instructor Name]

### Grade Level

2

### Overview

This lesson plan covers teaching content for:

1. Revision of numbers up to 999
2. Counting of numbers 1000-2000 / 1000-5000 / 1000-10,000
3. Counting in groups of Hundreds, Tens and Units (H.T.U.)
4. Identification of odd and even numbers

### Objectives

By the end of this unit, students should be able to:

1. Count correctly the numbers 1000-2000 / 1000-5000 / 1000-10,000.
2. Count in groups of Hundreds, Tens and Units.
3. Count in other groups. For example, they should be able to count in twos, threes, fives, sevens etc.
4. Represent a number with objects and count the objects for verification.

### Teacher Guide

#### Day 1 / Lesson 1 – 30 mins

#### Revision of numbers up to 999.

1. The teacher conducts a general revision for the work of the previous session.
2. The teacher uses number charts of whole numbers **0, 1, 2** through **9** to represent number below **100** in tens and units.
3. The teacher then moves to represent below **1000** in hundreds, tens and units and stops at **1000**.
4. The teacher uses objects to count numbers such as clips, toys, etc.
5. The teacher uses number charts to show students the sequence of numbers. For example, **2** comes after **1**, **3** comes after **2** and so on.

### Guided Practice

#### Day 2 / Lesson 2 – 30 mins

#### Counting of numbers

1. The teacher begins by skip counting (or group counting) in groups.
2. For example, counting in 2s, 3s, 4s, 5s, 7s, 10s, 15s, etc.
3. The teacher compares skip counting to the traditional counting in 1s.
4. The teacher guides students understand that numbers refer to quantities.
5. For example, the number **4** may refer to: **4** apples, **4** balls, **4** giraffes etc.
6. The teacher guides students to count numbers backwards from any given number.
7. For example, the teacher can use the number charts to start with a number and begin to point backwards to other numbers.

### Materials Required

- Clips, Toys,
- Match sticks,
- Drinking straws,
- Bottlecaps,
- Abacus,
- Pebbles, Seeds,
- Number charts,
- Counting practice worksheet

### Additional Resources

- <https://youtu.be/wcxaDBbOR5U>
- <https://www.basic-math-explained.com/counting-numbers.html#.XJDtnihKjDc>
- <https://www.splashmath.com/counting-games-for2nd-graders>
- <https://www.ixl.com/math/grade-2>
- <https://www.math-only-math.com/Numbers.html>

### Additional Notes

5. Count backwards from any number.
6. Identify odd and even numbers.
7. Complete a number chart with missing number or values.
8. Solve basic word problems involving counting of numbers.

## Teacher Guide

### Day 3 / Lesson 3 – 30 mins

#### Identification of odd and even numbers

1. The teacher notes to students that even numbers end with **0, 2, 4, 6, or 8**.
2. The teacher also notes to the students that odd numbers end with **1, 3, 5, 7, or 9**.
3. The teacher tests the student with odd and even numbers to ensure understanding.  
For example,  
Is **23** odd or even?  
Is **16** odd or even? etc.

## Guided Practice

8. The teacher can also use items and begin to take away one item after the other.

### Introduction/Activity Starter

1. Illustrate the counting numbers with a number chart and with objects.
2. Begin to group objects and count them with students.

### Assessment Activity

1. Students should be able to use the number charts to

### Assessment Activity

1. Students should be able to identify odd and even numbers.

	Teacher Guide	Guided Practice
count and appreciate numbers well.		
2.Students should be able to count in groups. They should be able to skip count in 4s, 5s, 7s, etc.		
Summary		