

THE NUMBER CREW 2 PROGRAMME 5 'ORDERING DRINKS'

Year Term

LESSON PLAN 2

LEARNING OBJECTIVE

To be able to understand and use the vocabulary of comparing and ordering numbers and placing them on a number line.

RESOURCES

0-99 square (large)
number line 0-100
book of 'cloakroom' tickets
'ten before' and 'ten after' cards (to cue children in class and group work)
0-100 digit cards
small opaque bag
laminated 0-100 square
pen
blank squares of card
tally cards (or a small set of specific ones)
0-100 word cards (or a set of chosen number word cards)

VOCABULARY

number names to 100
fewer than
less than
more
most
between
largest
biggest
smallest
least
first
last

ORAL/MENTAL SESSION (WHOLE CLASS)

- Focus the children's attention on the number line and, as a class, count on and back in 10s from given numbers for example 34 or 27. Discuss what happens to the 'tens' digit in each case. Look at these numbers on a hundred square to consolidate the idea.
- Choose a 'beginning and end' number and ask individuals to say a number that comes between for example 16 and 23, or 34 and 50. Practise this a few times then ask the children to do the same again, facing away from the square this time.
- Ask 'Which number is 2 more / greater than 19, 5 less / smaller than 22' and so on. Either face or look away from the square, depending on ability.

MAIN ACTIVITIES WHOLE CLASS

Watch a section of 'Ordering Drinks', Programme 5 of 'The Number Crew 2' – stop the tape as Baby Bunting escapes with the first 28 tickets. What can the children suggest to help Bradley?

Practise counting around the class from a given number. Before you reach the last child, can they predict which number they will have?

Play the 'Bingo' game as suggested in the Number Crew Teacher's Guide – shade 10 numbers at random on the large square and ask children to draw a number from the 0-100 cards, shuffled and face down. Blu-tack a card square to cover the shaded numbers as they come up.

GROUP TASKS

- A. Play a smaller version of the 'Bingo' game, on a 0-50 square. (This is a good opportunity to see if the children have an awareness of number position on the grid.) Each child should shade their own numbers!
- B. Show pairs of numbers to the group. Ask for a rapid response to one-word questions, such as 'smallest/largest/number in between/highest/lowest/less than etc.
- C. This group should be ready to incorporate and practise prior knowledge in this activity. Give the children a selection of 'tally' cards, number word cards and digit cards from either a consecutive or a random set of numbers. The set of 10-15 cards (one of each for each number) should be shuffled and then the group should sort, match and order them.

PLENARY (WHOLE CLASS)

Re-focus on the number square. Indicate a number and ask for rapid response to questions such as 'Give me a number higher than/ lower than/ less than/ between...'. Use number fans for the children to indicate their responses!