

THE NUMBER CREW 2 PROGRAMME TWO 'TILING WITH STYLE'

Year Term

Lesson Plan 1

LEARNING OBJECTIVE

to be able to count, read and write numbers up to 100

RESOURCES

number line /square up to 100

arrow cards including 100s

paper for each child

marker pen

coloured counters

0-9 cards

A4 0-100 squares

coloured pencils

A3 size 0- 99 squares (you could enlarge one of the squares from this site)

number word cards 0-100

VOCABULARY

number names up to 100

numeral

digit

count

match

ORAL/MENTAL SESSION (WHOLE CLASS)

- Chant the count together as a class up to 10. Now count from 11-20. Ask the children what sounds different about THESE numbers (look for the 'teen' comments). Count from 20-30. Discuss the fact that '21' tells you which number comes first, but '15' sounds as if the 5 comes first. Compare other examples.
- Ask the class to face away from the number line / square. Say random numbers aloud and ask the children to say how that would be written.

MAIN ACTIVITIES WHOLE CLASS

Watch Programme 2 of 'The Number Crew 2' – 'Tiling with Style'. Pause the programme when Bradley asks WHY there are 101! (A very useful discussion, as children make LOTS of errors when counting on or back by including the first number in the 'jumps'). Using arrow cards demonstrate the combination of numbers which make up the 2-digit numbers, for example 40 and 5 – ask 'What does that say?' then demonstrate writing the number word and symbol.

Ask the children to spot patterns in the number square, where numbers are reversed. For example indicate 51 and ask them to find another number which uses the same digits, but is said differently. Record the two numbers as you go.

Ask the children to close their eyes whilst you say a number. They should picture it, say it and then write it, holding it up for you to see (and spot errors!). Repeat for practice.

GROUP TASKS

- A. Working with the whole group, using a 0-100 number line, ask the children to find a number (which you say) each and to put their coloured counter on it. Once this is familiar, practise asking the children to find 'thirty and six', 'ten and one' etc. As a challenge, ask them to find a number 'one more than 40' or 'count 2 back from 56' and so on using counters to mark the places.
- B. Using 0-9 cards and A4 size 0-99 grids, ask the children to play in pairs. The first player shuffles the cards, laying them face down and turning the first two over. They then shade the number on the grid, replacing the cards. Player two reshuffles the cards and does the same. Play could continue until one player has shaded four adjacent numbers.
- C. Use two large (A3) number grids. Ask the group to cut one into strips of 10 and leave the other whole. Work the group in two halves. Ask them which is quicker to use when locating numbers, e.g. 27, 48 etc. Discuss why. Give the children a selection of number word cards, holding them up at random and asking for the first person to locate the number on either the line or square.

PLENARY (WHOLE CLASS)

Discuss the '100' numbers and how they sound, for example when we say 'One hundred and two' it sounds as if it should read 1002. Show how the numbers are written. Explain how the numbers are 'squashed' together using the arrow cards. Practise with lots of bigger numbers, 'One hundred and fifty nine' etc. Explore!