

Warm-Up

Read Numbers

Skill

Reading numbers

Objective(s)

Students will read 1- and 2-digit numbers.

Materials

Number cards (0-50; T)

Directions

Hold up the number cards for 0 to 50, 1 at a time, and tell students to say each number quickly (within 3 to 5 seconds). Prompt both choral and individual responses. If a student answers incorrectly, say the correct number and ask the same student to repeat it. Use the following language:

What number?

The number is _____. What number?

Continue until time runs out.

Number Cards

0-99

33

Instruction

Lesson 1: Find the Neighbors

Skill

Ordering and Comparing Numbers

Objective(s)

- Students will identify numbers, 0-20.
- Students will identify the numbers that come before, after, and next to another number on a number path.

Vocabulary

- **After:** Following or behind (always the larger of 2 numbers).
- **Before:** In front of, ahead (always the smaller of 2 numbers).
- **Next to:** Nearest in place or position to something else (both before and after).
- **Number path:** A line of squares with numbers to count.

Materials

- Number cards (0-20; T)
- Number path (T & S)
- Wipe board (T)
- Dry-erase marker (T)
- Teacher & Student Master, pp. 1-3

Circle the Neighbor

Unit 1, Lesson 1
DCI • Day 1
Guided Practice

1 Next to 6
0 1 2 3 4 5 6 7 8 9 10

2 After 7
0 1 2 3 4 5 6 7 8 9 10

3 Before 2
0 1 2 3 4 5 6 7 8 9 10

4 Before 3
0 1 2 3 4 5 6 7 8 9 10

5 Before 4
0 1 2 3 4 5 6 7 8 9 10

Circle the Neighbor

Unit 1, Lesson 1
DCI • Day 1
Independent Practice

1 Before 8
0 1 2 3 4 5 6 7 8 9 10

2 Next to 5
0 1 2 3 4 5 6 7 8 9 10

3 After 1
0 1 2 3 4 5 6 7 8 9 10

4 Next to 14
10 11 12 13 14 15 16 17 18 19 20

5 Before 11
10 11 12 13 14 15 16 17 18 19 20



Preview/Engage Prior Knowledge

Today, we will use a number path to find neighbors. A number path is a line of squares with numbers in them that you can count. Where else do we see a path or a line of numbers? (Classroom, calendar)

Yes, a calendar has numbers that you count each day.

We will use the number path to find neighbors that come before, after, and next to a number.



Interactive Modeling

Before

After

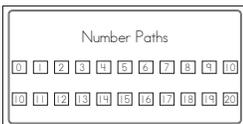
Next to

1. Prompt both choral and individual responses. Correct errors and use individual responses to check for understanding.
2. Write the following vocabulary terms on a wipe board: “before,” “after,” and “next to.”
3. Give each student a number path.

We will learn some new math vocabulary to help us find numbers on the number path.

This word is “before.” “Before” means “in front of or ahead.” What does “before” mean? (In front of or ahead)

Think about your day. What did you do before you came to school? (Eat breakfast, make bed, etc.)

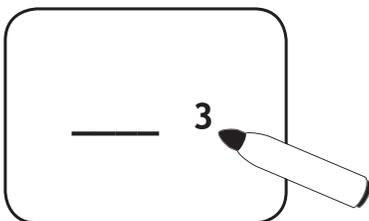


4. Write a 3 with a blank before, like this: ___ 3.

Find the number 3 on the number path. What number comes before 3? Circle it. What number? (2) Erase your number path.

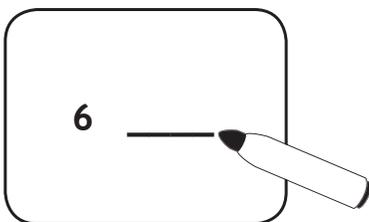
The next vocabulary word is “after.” “After” means “following or behind.” What does “after” mean? (Following or behind)

Think about the school day. What do you do after math? (Reading, lunch, specials)



5. Write the number 6 and then a blank, like this: 6 ___.

Find the number 6 on the number path. What number comes after 6? Circle it. What number? (7)



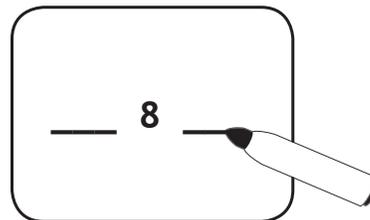
What number comes before 6? (5) Erase your number path.

The last vocabulary term is “next to.” “Next to” means “the nearest in place or position to something else.” What does “next to” mean? (Nearest in place or position)

Both the numbers before and after are next to another number. Look at our class. [Rachel] is next to [Anna] and [John]. (Use the names of students in your class. Ask for other examples of “next to.”)

6. Write an 8 with blanks before and after, like this: ___ 8 ___.

Find the number 8 on your number path. What numbers are next to 8? Circle them. What numbers? (7 and 9)



7. Write a 12 and a blank after, like this: 12 ___.

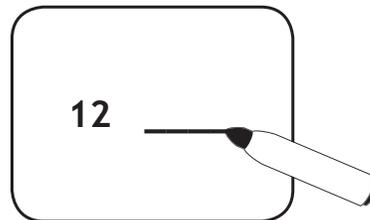
What number? (12) What number is missing: before, after, or next to? (After)

Can I write “11” in the space? (No) Why? (It is the number before)

What number comes after 12? (13)

What number comes before? (11)

What numbers are next to 12? (11 and 13)



Guided Practice

1. Have students select number cards (0-20) and find them on the number path. Have students circle the numbers that are before, after, or next to the identified number. Use the following language:

What number? Find it on the number path.

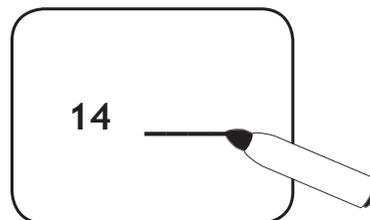
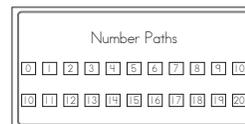
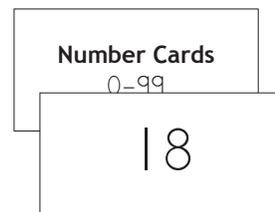
Circle the number before. What number? Erase your path.

Circle the number after. What number? Erase your path.

Circle the numbers next to [number]. What numbers? Erase your path.

2. Circle the number 16 on your number path. Write the number 14 and a blank after it (14 ___) on the wipe board.

Read the wipe board. What number is missing? (The number after 14) Look at my number path. What number is circled? (16)



Is 16 the number after 14? (No) Why? (15 is after)

3. Provide additional nonexamples, using the language in the previous step.
4. Support students as you complete the Guided Practice sheet with them. Explain the blanks and arrows on the sheet. Use the following language:

What number?

Do we need to find the number that comes before, the number that comes after, or the numbers that are next to? The arrows show the numbers to find.

(Tell students to circle the number or numbers that are before, after, or next to.)

Error Correction Scaffolds

- If a student has difficulty identifying numbers, have the student use 1 color of marker to shade the box on the number path for the initial number and a different colored marker to shade the box for the before, after, or next-to numbers.
- If a student struggles with writing numbers, have the student copy a teacher sample.



Independent Practice



1. Have students complete as many problems on the Independent Practice sheet as possible in 1 minute.

Look at each number and the arrows with it. Circle the number in the number path that comes before or after, or the 2 numbers that are next to the number.

2. Go over the answers and have students correct their work as they grade their own sheets. Have students write how many correct at the top of the page.

Daily Check-Up



Record on the Daily Check-Up sheet the number (x/5) of Independent Practice sheet problems each student correctly completed.