

Activity B.2: Counting and Sequencing Consecutive Numbers.

Learning Objectives:

- 1) Put consecutive numbers in sequence.
- 2) Understand meaning of addition & subtraction.
- 3) Practice counting and counting on.
- 4) Teach students to check their work and correct their errors.

Examples of Skills Accomplished:

- 1) Basic counting, sequencing, addition, and subtraction skills.

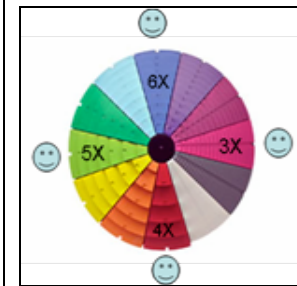
Setup:

- 1) Distribute staircases 3x, 4x, 5x, and 6x evenly around Zillio.
- 2) Assign learners to each staircase. You may wish to have the more skilled learners assigned to the 3x and 4x staircases which will allow them to practice with higher numbers.
- 3) You will need one foam card per player.

Maximum Number of Players for Small Group Activities: 4

Players Positions: Seated or standing

Grey foam logs: In



Activities:

- 1) Give each learner a foam card (any color).
- 2) Instruct each learner to count each step on his/her staircase and to put the tokens face up in sequence on the corresponding steps.
- 3) If you wish, you may have learners stop placing tokens when they reach the 10th step or allow them to continue until they reach the top of their respective staircase.
- 4) Have each learner turn the tokens over in place blank side up.
- 5) Proceed to pose a variety of problems to develop their counting, counting on, sequencing, addition, and subtraction skills. After students think they have solved each problem, ask them to turn over the token to see if they are correct. You may then have them leave the token number face up or blank side up to suit your purpose. Possible types of problems include:
 - a. Hold up three fingers and ask them to find the corresponding step.
 - b. Hold up a number and ask them to find the correct step.
 - c. Ask them to turn over the tokens on the fifth and seventh steps. Then ask them what number belongs in between.
 - d. Ask them to put their fingers on the fourth step and tell you what the number is on the step below it.
 - e. Include addition and subtraction problems and some word problems also.
- 6) If you wish allow them to take turns posing the problem.
- 7) When finished, students return the tokens to the correct place in the correct foam cards.

Partial view of consecutive tokens on steps

3X	4X	5X	6X
8	6		4
7			
	5	4	
6			3
	4		
5		3	
4	3		2
		2	
3	2		
2		1	1
	1		
1			

Observe and Assess:

- 1) Assess learners' ability to correctly solve the problems. Look for areas of confusion and address during instructional time.

Group Discussion:

- 1) What is the difference between counting and counting on?
- 2) What is the difference between counting on and addition?
- 3) How do you figure out what the missing number is?

Transition to Paper:

- 1) Assign the reproducible as either class work or homework.



Reproducible

Name: _____ Date: _____

a) $5 + 4 = 9$

b) $5 - 1 = 4$

c) 4, 5, 6, 7, 8

d) 6, 7, 8, 9, 10

e) $8 - 5 = 3$

f) $7 + 3 = 10$

g) $10 - 1 = 9$

h) $9 - 6 = 3$