

Name: Betty Kincannon

Grade Level/Subject: 1st Grade Math

Topic: Number-Line Squeeze

Objectives:

Students will be able to verbally define the terms *smaller* or *less* and *larger* or *more*.

Students will use the terms *smaller* or *less* and *larger* or *more* correctly as they compare numbers to each other.

Students will practice number recognition and naming.

Students will practice using the number line.

Objectives (P.A.S.S.):

Standard 2: Number Sense

2. Compare and Order Objects

a. Compare objects by size and quantity (e.g., more than, less than, equal to).

3. Read and write numerals to 100.

Materials: Class Number Line

Two fly swatters (never been used to kill flies)

Small pieces of paper

Pencil

Introduction:

Review the concept of a number line with the students (using a number line has been previously taught). Discuss the terms *smaller*, *less*, *larger*, and *more* and develop definitions for these terms through your discussion.

Instructional process:

1. Explain to the students that you are going to play a game to practice using *smaller*, *less*, *larger*, and *more* correctly.
2. Demonstrate how the game is played.
3. Choose a mystery number and write it on a slip of paper. I go behind my students so they cannot see me write the number or write down a number before I begin the lesson. When the students are choosing the number, I stand so the other students cannot see what is being written. We write down the number so it cannot be changed or forgotten.
4. Call out two numbers such that the mystery number is somewhere between the two numbers. (If you choose 5 you could say, "I am thinking of a number between 1 and 9")
5. Have two students hold the fly swatters so that the two numbers that were called out are covered on the class number line.
6. Choose a student to make a guess and say if your number is less than or more than the guessed number and move the fly swatter to the guessed number. (If a student guesses 7, you would say, "No, my number is smaller (or less than) 7" and the child who is covering 9 with the fly swatter would cover 7)
7. Choose another child to guess and move the fly swatter.
8. Children continue to guess. Eventually, the mystery number will be "squeezed" between the two fly swatters. The child who guesses the mystery number becomes the next one to choose a mystery number.
9. Continue to play the game in this manner.

Closure:

Review briefly the targeted terms of the day.

Assessment:

Informally assess the students by observing if the students are able to use the targeted terms correctly as they play the game.

Modifications:

Advanced students can use higher numbers and special needs students can use lower numbers.

Reflection:

My students enjoyed playing this game but many still had trouble using the terms correctly. I plan to review these terms and play this game some more through-out the year. When I review the terms I will use concrete items and have the students manipulate them. Then we will make verbal observations about what we are doing and incorporate these targeted terms in these discussions.