

Number Strips

Purpose

Students will compare whole numbers up to 10 and arrange them in numerical order.

Materials

For the teacher: set of magnetic numerals

For each student: tag board squares numbered 1 through 10, animal crackers (enough to glue onto each number card to correspond to that number), small paper bag, copy of Black Line Master (BLM) *Number Strips*

Activity

A. Introduction

1. Explain to students that they will be gluing animal crackers to each numeral card.
2. Tell them they need to match the number of crackers with the number on the card.
3. Do one card together (e.g., four crackers on the 4 card).

B. Group Activity

1. Working in pairs, have students review the one-to-one correspondence of each number and its animal cracker(s).
2. Have students arrange their cards in numerical order by comparing the number of animal crackers on each card.
3. Have students practice mixing the cards and putting them back in numerical order.
4. Have students put the cards in their paper bags, draw out three (number of cards can vary), and put the cards in numerical order (e.g., 2, 5, 8).

C. Follow-up Activity


1. Have students practice putting magnetic numerals in numerical order.
2. Use different numbers of randomly chosen numerals to practice numerical order.
3. Have students complete the BLM *Number Strips*.



connecting across the curriculum

English/ Language Arts

In small groups, have students make up number riddles and read them aloud to other group members. For example: "My number has three letters and comes between one and four. What is my number?"



MEETING INDIVIDUAL NEEDS


Students having trouble comparing whole numbers up to 10 should continue to use their animal cracker cards while practicing this skill. Students who have mastered this skill easily should be encouraged to compare larger numbers.


Standards Links 1.1.1, 1.1.4

Questions for Review

Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

 Can you put these cards in order?

 How do you decide which numeral represents the [*largest or smallest*] number?

Name: _____

NUMBER STRIPS

Directions: Fill in the missing numbers:

Write the number BEFORE:

A. _____ 4

B. _____ 7

C. _____ 2

D. _____ 6

Write the number AFTER:

E. 8 _____

F. 7 _____

G. 4 _____

H. 9 _____

Write the number BETWEEN:

I. 1 _____ 3

J. 5 _____ 7

K. 8 _____ 10

L. 2 _____ 4

NUMBER STRIPS

Teacher Directions

Provide students with a copy of the BLM *Number Strips*. Review the instructions to each section with the students. Have students work individually to complete the BLM.

Answer Key

- A. 3
- B. 6
- C. 1
- D. 5
- E. 9
- F. 8
- G. 5
- H. 10
- I. 2
- J. 6
- K. 9
- L. 3