Numbers to 120

Unit 1 Overview: 10 lessons

Students start where Kindergarten left off and go further: they count on and back from any number, count past 100 to 120, read and write numbers on the 120 chart and on number lines, and count big groups by making tens. The chart and the number line come back all year, so this unit is worth the time. The last three lessons (skip counting, number words and ordinal numbers) are for the states that teach them in 1st grade.

THE UNIT, DAY BY DAY

Day 1	**Pre-Check**	What students already know, before the first lesson.
Day 2	**1.1** Count on from any number	I can count on from any number.
Day 3	**1.2** Count back from any number	I can count back from any number.
Day 4	**1.3** Count past 100 to 120	I can count past 100.
Day 5	**1.4** Numbers on the 120 chart	I can read and write numbers on the 120 chart.
Day 6	**1.5** Before, after and between	I can find the number before, after or between.
Day 7	**1.6** Count big groups by tens	I can count big groups by tens.
Day 8	**1.7** Numbers on a number line	I can find numbers on a number line.
Day 9	**1.8** Skip count by 2s, 5s and 10s ★	I can skip count by 2s, 5s and 10s.
Day 10	**1.9** Number words to 20 ★	I can read and write number words.
Day 11	**1.10** Ordinal numbers to tenth ★	I can use 1st, 2nd, 3rd and more.
Day 12	**Unit Review**	The review, to go over together.
Day 13	**Unit Test**	Form A; Form B (other numbers) is for a retest.

★ Taught in 1st grade in some states. Skip these lessons if yours teaches them in another grade; animalmath.com/standards shows your state's list.

GET READY FOR THE UNIT

- A hundreds chart and a 120 chart for each student, in a sheet protector to write on with a dry erase marker
- Number cards 1 to 120 in a bag, and a class number line on the wall or floor
- Ten frames and about 120 small things to count (beans, cubes, paper clips) for each pair
- Sticky notes, whiteboards and dry erase markers

HOW EACH LESSON GOES

1. Warm up (5 min)
2. Teach (10 min)
3. Try it together (10 min)
4. Practice (15 min)
5. Exit ticket (5 min): a quick check on the lesson.

Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. "Sheet 3" is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

PRINTABLE **Pre-Check**: Day 1, with a key

PRINTABLE **Unit Review**: the day before the test

EXIT TICKET **Exit Tickets**: one a lesson, four to a page

PRINTABLE **Unit Test**: Forms A and B, with keys

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Numbers to 120

Lesson 1.1: Count on from any number

GOAL Students count on by ones from any number up to 100, starting at that number instead of at 1, and keep going when the count reaches a new ten (38, 39, 40).

I can count on from any number.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Count together from 1 to 30 while you point to each number on the hundreds chart. Stop on a number and have the class whisper the next three.
2. **Teach** (10 min) Pull a card, say 37. Put a finger on 37 and count on: 38, 39, 40, 41. Stop at 39 and ask what comes next. Show that after 9 ones the count moves to the next row: a new ten.

   Say: "I don't go back to 1. I start at 37 and keep going."
3. **Try it together** (10 min) Pull more cards. Students cover the start number with a sticky note, say it, then count on five numbers with a partner. Choose one that crosses a ten (58) and one that ends at 100 (96).
4. **Practice** (15 min) Print a Skip Counting maker sheet that counts by 1s from any number to 100: students fill in the boxes. Then they fill in the missing numbers on sheet 1 of Fill in the Hundreds Chart.
5. **Exit ticket** (5 min) Students do **Exit Ticket 1.1** and circle a face beside the "I can" line. Look at 49 and 99: what comes next shows who keeps counting across a ten.

Need help? Count on from numbers under 20 with cubes in a line, adding one cube for each number said.

Ready for more? The count up patterns on sheet 1 of Number Patterns, Count Up: some skip count, so students find the pattern first.

GET READY

- A hundreds chart for each pair
- Number cards 1 to 99 in a bag
- A sticky note for each student

WORDS TO USE

count on: start at a number you have and keep counting

next: the number that comes right after

ten number: 10, 20, 30 and so on; each one starts a new row of the chart

ASK

- Where do you start? Why not at 1?
- What comes after 69? How do you know?
- What is the last number in this row? What comes next?

WATCH FOR

Starts again at 1. Have them put a finger on the start number and say it in a whisper, then count on out loud.

Says 310 or 300 after 39 or 99. Point to the chart: after 9 ones comes the next ten. Say the ten numbers together, 10, 20, 30, 40.

Skips or says a number twice. Count with a finger on each number of the chart.

ON ANIMAL MATH

- MAKER — **Skip Counting**: Skip Count By 1s, Range 10 to 100, Starting Number Any Number
- PRINTABLE — **Fill in the Hundreds Chart**: sheets 1-2
- PRINTABLE — **Number Patterns - Count Up (Simple)**: sheet 1, for early finishers
- TOOL — **Hundreds Chart**: click a number to color the start
- QUIZ — **Numbers to 120 Quiz**: the To 100 level
- EXIT TICKET — **1st Grade Numbers to 120 Exit Tickets**: Exit Ticket 1.1

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Numbers to 120

Lesson 1.2: Count back from any number

GOAL Students count back by ones from any number up to 100 and name the number just before, even when the count goes back a ten (61, 60, 59).

I can count back from any number.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Count back from 20 to 0 together like a rocket launch, then from 50 to 40.
2. **Teach** (10 min) Pull a card, say 72. Put a counter on 72 and count back: 71, 70, 69, 68. Stop at 70 and ask what comes before it. Show that 69 is at the end of the row above.

   > **Say:** "Counting back, each number is one less. Before 70 comes 69."
3. **Try it together** (10 min) Partners take turns: one pulls a card, the other counts back five numbers while the partner moves the counter on the chart. Include cards that cross a ten (41) and the card 100.
4. **Practice** (15 min) Students do sheets 3 and 5 of Number Patterns, Count Down: the rows that count back by ones first, then the rows that skip, finding the pattern before they write.
5. **Exit ticket** (5 min) Students do **Exit Ticket 1.2** and circle a face beside the "I can" line. Look at the number before 40 and before 100: 39 and 99 are the ones most often missed.

Need help? Count back from 10 or 20 on a number line on the desk, moving a counter one hop at a time.

Ready for more? Count back from 120 past 100 (101, 100, 99), or count back by tens from any number.

GET READY

- A hundreds chart for each pair
- Number cards 1 to 100 in a bag
- A counter for each student

WORDS TO USE

count back: say the numbers going down, one less each time

before: the number that comes just before; it is one less

one less: the number you get when you take one away

ASK

- What number comes just before 60?
- When you count back, do the numbers get bigger or smaller?
- Where on the chart do you go after 51?

WATCH FOR

Counts up instead of back. Use a number line: hop to the left and say "one less" with every hop.

Says 60, 50 instead of 60, 59. They jumped a ten. On the chart, 59 ends the row above 60.

Loses the start number. Have them say the start number first, then count back on their fingers.

ON ANIMAL MATH

- PRINTABLE — **Number Patterns - Count Down**: sheets 3 and 5
- MAKER — **Number Patterns**: Pattern Type Counting Down, Difficulty Simple
- TOOL — **Number Line**
- QUIZ — **Numbers to 120 Quiz**: the To 100 level
- EXIT TICKET — **1st Grade Numbers to 120 Exit Tickets**: Exit Ticket 1.2

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Numbers to 120

Lesson 1.3: Count past 100 to 120

GOAL Students count on past 100 to 120 and read and write 101 to 120, seeing that these numbers follow the same pattern as 1 to 20.

I can count past 100.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Count on together from 90 to 100 and clap on 100. Ask: what comes after 100?
2. **Teach** (10 min) Show the 120 chart. Read the row 101 to 110 aloud, then the row 1 to 10, and compare: the same ones, with a 10 in front. Write 101 and 110 on the board, and show the common mistake 1001 crossed out.

   Say: "One hundred one is 100 and 1 more. We write it 1, 0, 1."
3. **Try it together** (10 min) Count as a class from 95 to 120, then from a card between 98 and 112. Students write each number on whiteboards as they say it, and hold them up at 100, 110 and 120.
4. **Practice** (15 min) Students fill in the 120 chart on sheet 1 of Counting to 120, then count on and back past 100 on sheet 2.
5. **Exit ticket** (5 min) Students do **Exit Ticket 1.3** and circle a face beside the "I can" line. Look at the number after 109: 110 shows who sees the pattern.

Need help? Point to each number on the 120 chart while counting, from 98 to 105 at first.

Ready for more? Count back from 120 to 90, or fill in a blank row 111 to 120 with no chart to look at.

GET READY

- A 120 chart for each student
- The Hundreds Chart tool set to 1 to 120, on the board
- Whiteboards and markers

WORDS TO USE

one hundred: ten tens, written 100

one hundred one: the number after 100, written 101: 1 hundred, 0 tens and 1 one

ASK

- How is 104 like 4?
- What comes after 109? How do you know?
- Which row of the chart starts with 101?

WATCH FOR

Writes 1001 for 101, or 10011 for 111. Find the number on the 120 chart and copy it, then say it as 100 and 1 more.

Says 200 or 1010 after 109. Read the row 1 to 10: after 9 comes 10, so after 109 comes 110.

ON ANIMAL MATH

PRINTABLE **Counting to 120**: sheets 1–2

MAKER **Skip Counting**: Skip Count By 1s, Range 70 to 120, Starting Number Any Number

TOOL **Hundreds Chart**: Chart 1 to 120

QUIZ **Numbers to 120 Quiz**: the To 120 level

EXIT TICKET **1st Grade Numbers to 120 Exit Tickets**: Exit Ticket 1.3

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Numbers to 120

Lesson 1.4: Numbers on the 120 chart

GOAL Students find, read and write numbers on the 120 chart using its pattern: across a row each number is one more, down a column each number is ten more.

I can read and write numbers on the 120 chart.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Play I Spy on the chart: "I spy a number with 3 tens and 5 ones." Students point to it and read it.
2. **Teach** (10 min) Show that each number in a column ends in the same digit, and that the tens grow by one each row down. Cover a number with a sticky note and work out what is under it from its neighbors: left is one less, right one more, above ten less, below ten more.

   > **Say:** "Across, one more each time. Down, ten more each time."
3. **Try it together** (10 min) Hand out a chart piece with one number written in the middle. Students fill in the numbers around it, then check them on the full chart.
4. **Practice** (15 min) Students fill in the chart puzzles on sheet 3 of Counting to 120 and find numbers on sheet 5. A maker sheet of the 120 chart with blanks gives more practice.
5. **Exit ticket** (5 min) Students do **Exit Ticket 1.4** and circle a face beside the "I can" line. On the chart piece, check the number below the middle one: ten more is the one most often wrong.

Need help? Fill in one row or one column at a time, with a full chart above it to look at.

Ready for more? Fill in a chart piece where only a corner number is given, then make a puzzle piece for a partner.

GET READY

- A 120 chart for each student
- Small sticky notes
- Pieces cut from a spare chart (a plus shape around one number)

WORDS TO USE

row: numbers going across

column: numbers going up and down

digit: one of the numerals in a number, like the 4 and the 7 in 47

ASK

- What number is just below 57? How do you know without counting?
- What is the same about every number in this column?

WATCH FOR

Writes 58 under 57. They counted on. Run a finger down the column: the ones digit stays, the tens grow by one.

Writes 75 for 57. Say it in tens and ones, 5 tens and 7 ones, and write the tens first.

ON ANIMAL MATH

- PRINTABLE — **Counting to 120**: sheets 3 and 5
- PRINTABLE — **Hundreds Chart - Fill in Blanks**: any sheet, for practice to 100
- MAKER — **Hundreds Chart**: Mode Fill in the Blank, Chart Size 1 to 120, Blank Percentage ~30%
- TOOL — **Hundreds Chart**: Click a Number To: See 10 More and 10 Less
- QUIZ — **Numbers to 120 Quiz**: the To 120 level
- EXIT TICKET — **1st Grade Numbers to 120 Exit Tickets**: Exit Ticket 1.4

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Numbers to 120

Lesson 1.5: Before, after and between

GOAL Students name the number just before and just after a number to 120, and the number between two numbers, including across a ten.

I can find the number before, after or between.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Three students stand in front holding 46, 47 and 48. Turn 47 face down: which number is between?
2. **Teach** (10 min) Draw three boxes and write 59 in the middle. Use the number line to fill in the number before (58) and after (60). Then write 79 and 81 with an empty box between them and fill it.

   > **Say:** "Before means one less. After means one more. Between is the number in the middle."

3. **Try it together** (10 min) Play Who Am I? "I am after 39 and before 41." Students write the number on whiteboards and hold them up. Mix in ones that cross a ten.
4. **Practice** (15 min) Students do sheets 1 to 3 of Before, After and Between to 50, then sheets of the pack to 100 when they are ready.
5. **Exit ticket** (5 min) Students do **Exit Ticket 1.5** and circle a face beside the "I can" line. Watch who circles 69 as the number after 59: they changed the tens instead of the ones.

Need help? Use numbers within 20 on a number line on the desk, with a finger on the number to step one hop.

Ready for more? Before, after and between to 120, or the numbers between two numbers that are 3 apart (two answers).

GET READY

- Number cards 1 to 120
- A hundreds chart for each student
- The class number line

WORDS TO USE

before: one less; on a number line, to the left

after: one more; on a number line, to the right

between: in the middle of two numbers

ASK

- What is one more than 69? One less than 70?
- Is the number before always smaller? How do you know?

WATCH FOR

Mixes up before and after. Point on the number line: before is to the left, after is to the right.

Writes 410 or 40 after 49. Show it on the chart: after 49 the count starts the next row, 50.

Writes the number 2 or 10 more. Count it on the number line out loud: just the next hop.

ON ANIMAL MATH

PRINTABLE **Before, After & Between to 50**: sheets 1-3

PRINTABLE **Before, After & Between to 100**: sheets 1-2

MAKER **Before, After & Between**: Mode Mixed, Number Range Within 100

TOOL **Number Line**

QUIZ **Numbers to 120 Quiz**: the To 100 level

EXIT TICKET **1st Grade Numbers to 120 Exit Tickets**: Exit Ticket 1.5

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Numbers to 120

Lesson 1.6: Count big groups by tens

GOAL Students estimate how many are in a big group, then count it by making groups of ten and counting the tens, then the ones left over, up to 120.

I can count big groups by tens.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Show the jar. Each student writes an estimate, then holds it up: too few, about right or too many?
2. **Teach** (10 min) Count the jar into ten frames: 10, 20, 30, 40, 50, then count on the ones, 51, 52, 53. Talk about why this is faster than counting by ones and why it is easier to check.

   > **Say:** "Ten, twenty, thirty, forty, fifty. Then I count on the ones: fifty-one, fifty-two, fifty-three."

3. **Try it together** (10 min) Pairs open a bag, estimate, then count it into ten frames. They write the total and how many tens and ones it was, and compare it with their estimate.
4. **Practice** (15 min) Students do sheets 1, 2 and 4 of Estimating How Many (sheet 4 circles groups of ten), then count big groups on sheet 4 of Counting to 120.
5. **Exit ticket** (5 min) Students do **Exit Ticket 1.6** and circle a face beside the "I can" line. Watch how they count: tens first by tens, then the ones.

Need help? Count up to 40 things into ten frames that are already on the desk.

Ready for more? Count a bag of more than 100 and write the number, or compare two bags: which has more, and how do you know?

GET READY

- A bag of 40 to 120 small things for each pair (beans, cubes, paper clips)
- Ten frames or cups to hold groups of ten
- A clear jar of about 50 things

WORDS TO USE

estimate: a careful guess of how many

group of ten: ten things put together, to count them faster

left over: the ones that are not in a group of ten

ASK

- How many full tens do you have? How many ones are left over?
- Was your estimate close? Too many or too few?
- Why is counting by tens faster?

WATCH FOR

Counts three tens as 1, 2, 3. Have them touch each full ten frame and say 10, 20, 30.

Goes back to 1 for the ones: 30, 1, 2, 3. Say the last ten again, then count on: 30, 31, 32.

Makes groups that are not ten. Check each group in a ten frame: a full frame is ten.

ON ANIMAL MATH

PRINTABLE **Estimating How Many**: sheets 1, 2 and 4

PRINTABLE **Counting to 120**: sheet 4

TOOL **Ten Frames**: add frames with + 10-Frame

TOOL **Base Ten Blocks**

EXIT TICKET **1st Grade Numbers to 120 Exit Tickets**: Exit Ticket 1.6

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Numbers to 120

Lesson 1.7: Numbers on a number line

GOAL Students find and write numbers to 120 on a number line, using the marks, which are one apart, and the numbers already written.

I can find numbers on a number line.

About 45 minutes

THE LESSON

1. **Warm up** (5 min) Students take turns on a floor number line: "Stand on 7. Hop 3 more. Where are you?"
2. **Teach** (10 min) Draw a number line from 60 to 70 with only 60 and 70 written. Fill in the marks by counting on. Then draw one from 96 to 104 with only 100 written, and fill in both ways.

   > **Say:** "Each mark is one more than the mark before it. I count on from the number I know."

3. **Try it together** (10 min) Hand out the sticky notes 40 to 50 in a jumble. Students stick them on the board number line in order and tell how they knew where theirs goes.
4. **Practice** (15 min) Students warm up with sheets 1 and 2 of Number Line, Missing Numbers to 20, then do a maker sheet of numbers to 100.
5. **Exit ticket** (5 min) Students do **Exit Ticket 1.7** and circle a face beside the "I can" line. The second number line crosses 100: look for 100 and 101 written the right way.

Need help? Use number lines to 20 with most numbers written and only a few missing.

Ready for more? Number lines with only the first and last numbers written, or lines that count by tens from 0 to 120.

GET READY

- A floor or board number line with marks
- Sticky notes with the numbers 40 to 50
- Whiteboards and markers

WORDS TO USE

number line: a line with the numbers in order, the same space apart

mark: a short line on the number line that stands for one number

ASK

- What number goes on this mark? How do you know?
- Which is closer to 70, 62 or 68?

WATCH FOR

Counts the first number again on the next mark. Point to the number they know, then count one for each mark they move to.

Writes the numbers out of order past a ten. Say them aloud while writing: 68, 69, 70.

ON ANIMAL MATH

- PRINTABLE — **Number Line - Missing Numbers to 20**: sheets 1-2
- PRINTABLE — **Number Line Paper: Blank and Labeled Number Lines**: sheet 4 (0 to 100 by tens)
- MAKER — **Number Line**: Mode Place the Number, Number Range 1-100
- TOOL — **Number Line**
- QUIZ — **Numbers to 120 Quiz**: the To 120 level
- EXIT TICKET — **1st Grade Numbers to 120 Exit Tickets**: Exit Ticket 1.7

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Numbers to 120

Lesson 1.8: Skip count by 2s, 5s and 10s

GOAL Students skip count by 2s, 5s and 10s, and use skip counting to count pairs, fives and tens faster than by ones.

I can skip count by 2s, 5s and 10s.

About 45 minutes

★ Taught in 1st grade in some states

THE LESSON

1. **Warm up** (5 min) Count the class's eyes by 2s, then the fingers on raised hands by 5s.
2. **Teach** (10 min) On the hundreds chart, color the 10s (one column), then the 5s (two columns), then the 2s (every other number). Talk about the patterns: 10s end in 0, 5s end in 5 or 0, 2s end in 0, 2, 4, 6 or 8.

   Say: "When I skip count by 5s, I say every fifth number: 5, 10, 15, 20."
3. **Try it together** (10 min) Count pictures of socks by 2s, hands by 5s and full ten frames by 10s on the board. Ask which way is fastest for each.
4. **Practice** (15 min) Students do sheets 1 and 2 of one skip counting pack (2s, 5s or 10s) each day, and count groups of pictures on sheets 1 to 3 of Fall Skip Counting.
5. **Exit ticket** (5 min) Students do **Exit Ticket 1.8** and circle a face beside the "I can" line.

Need help? Start with 10s, then 5s with hands, then 2s on a number line with the hops drawn.

Ready for more? Skip count by 10s from a number that is not a ten (7, 17, 27), or by 2s from an odd number.

GET READY

- A hundreds chart for each student and crayons in three colors
- Pictures of pairs (socks, shoes) and hands
- Ten frames or cube trains of ten

WORDS TO USE

skip count: count by jumping over numbers, like 2, 4, 6

pattern: something that repeats; the ones digits repeat when you skip count

ASK

- What do you notice when you count by 5s?
- Is it faster to count 30 socks by 1s or by 2s? Why?

WATCH FOR

Counts by ones between the jumps. Whisper the numbers between and say the skip numbers out loud.

Switches from 5s to 10s. Color the 5s on the chart and point while counting.

Gets lost past 50 counting by 5s. Use the pattern of the ones digits: 5, then 0, then 5.

ON ANIMAL MATH

- PRINTABLE **Skip Counting by 2s**: sheets 1-2
- PRINTABLE **Skip Counting by 5s**: sheets 1-2
- PRINTABLE **Skip Counting by 10s**: sheets 1-2
- PRINTABLE **Fall Skip Counting**: sheets 1-3
- MAKER **Skip Counting**: Skip Count By 2s, 5s or 10s, Starting Number Multiples
- TOOL **Hundreds Chart**: Skip Count Highlight
- EXIT TICKET **1st Grade Numbers to 120 Exit Tickets**: Exit Ticket 1.8

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Numbers to 120

Lesson 1.9: Number words to 20

GOAL Students read and write the number words zero to twenty and match each word to its number.

I can read and write number words.

About 45 minutes

★ Taught in 1st grade in some states

THE LESSON

1. **Warm up** (5 min) Count to 20 together while you point to each word on the word wall.
2. **Teach** (10 min) Sort the word cards into three piles: one to ten, eleven and twelve, and the teens. Show that sixteen is six and ten. Point out the teens that change their first part: thirteen and fifteen.

   Say: "Teen means and ten. Sixteen is six and ten, 16."
3. **Try it together** (10 min) Play a memory game in pairs: number cards and word cards face down, match a number to its word.
4. **Practice** (15 min) Students match and write words on sheets 1 and 2 of Number Words to 20, then read a word and color that many boxes on sheet 4.
5. **Exit ticket** (5 min) Students do **Exit Ticket 1.9** and circle a face beside the "I can" line.

Need help? Keep a word bank card on the desk, and work with zero to ten before the teens.

Ready for more? Write the words in order from twenty back to zero, or the words for 21 to 30.

GET READY

- Number cards and number word cards 0 to 20
- A number word wall or word bank card

WORDS TO USE

number word: a number written in letters, like seven

teen: the end of thirteen to nineteen; it means "and ten"

ASK

- Which word says 12? How do you know it is not twenty?
- What part of fourteen tells you the 4?

WATCH FOR

Mixes up twelve and twenty. Twenty has the 2 tens: say it with 20 cubes in two trains of ten.

Writes fiveteen or threeteen. Keep the five teens that change on a card: thirteen, fifteen.

Writes 61 for sixteen. Teen words say the ones first, but we write the 1 ten first.

ON ANIMAL MATH

PRINTABLE **Number Words to 20**: sheets 1, 2 and 4

EXIT TICKET **1st Grade Numbers to 120 Exit Tickets**: Exit Ticket 1.9

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Numbers to 120

Lesson 1.10: Ordinal numbers to tenth

GOAL Students use first through tenth to tell where something is in a line, and read the short forms 1st to 10th.

I can use 1st, 2nd, 3rd and more.

About 45 minutes

★ Taught in 1st grade in some states

THE LESSON

1. **Warm up** (5 min) Line up ten students. Ask who is first, who is last and who is next to the first.
2. **Teach** (10 min) Line up ten animals facing one way and label them 1st to 10th. Show the endings: st, nd, rd, then th. Turn the line around and show that the first animal is now last.

   > **Say:** "Third means number 3 in line. We count from the front."
3. **Try it together** (10 min) Call out "Stand up, sixth person" and "Put a sticker on the 4th animal." Students check each other.
4. **Practice** (15 min) Students do sheets 1 to 3 of Ordinal Numbers, Color to 10th.
5. **Exit ticket** (5 min) Students do **Exit Ticket 1.10** and circle a face beside the "I can" line.

Need help? Work with 1st to 5th first, with real things in a line.

Ready for more? Ordinals to 20th, or tell the position of each letter in their name.

GET READY

- Ten animal toys or pictures in a line
- Cards 1st to 10th
- Stickers or counters

WORDS TO USE

first: at the front of the line; written 1st

ordinal number: a number that tells the order, like third

last: at the end of the line

ASK

- Which animal is just in front of the fifth?
- If the line turns around, is the first animal still first?

WATCH FOR

Counts from the wrong end. Draw an arrow at the front of the line and start there.

Colors five animals for "5th". The fifth is one animal: count to it, then color only that one.

Says "twoth" or "threeth". Practice the three that change: first, second, third.

ON ANIMAL MATH

PRINTABLE **Ordinal Numbers - Color to 10th**: sheets 1-3

MAKER **Ordinal Numbers**: Mode Color the Position, Range 1st - 10th

EXIT TICKET **1st Grade Numbers to 120 Exit Tickets**: Exit Ticket 1.10

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