

CONSTRUCTING TASK: Fill in the Line 0 to 9

Approximately 1 Day repeated as a station (Adapted from Race to Trace from www.K-5mathteachingresources.com)

STANDARDS FOR MATHEMATICAL CONTENT

MCC.K.CC.1. Count to 100 by ones and by tens.

MCC.K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

MCC.K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

MCC.K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.

- a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- c) Understand that each successive number name refers to a quantity that is one larger.

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

BACKGROUND KNOWLEDGE

Students need practice writing numerals. Fill in the Line 0-9 allows students and opportunity for repeated practice.

ESSENTIAL QUESTIONS

- How can we use counting in our everyday life?
- What is a numeral?
- Why would we need to be able to read number words?
- How can we record what we count?

MATERIALS

- ten sided die or 0-9 spinner
- game board for each student
- pencil

GROUPING

Whole group and partner task

TASK DESCRIPTION, DEVELOPMENT, AND DISCUSSION

The object of the game is to be the first person to trace a complete line 0-9. To play the game, player 1 will roll the die and trace the number the die lands on. He/she may choose any row to trace the number. Next, Player 2 will roll the die and trace the number the die lands on. He/she may choose any row to trace the number. If a number has already been traced in all rows then the player loses that turn. The first player to trace all the numbers in one row wins!

FORMATIVE ASSESSMENT QUESTIONS

- How many numbers do you need to win?
- What numbers do you need to win?
- Who is closer to winning? How do you know?
- What number do you have the most of? Least of?

DIFFERENTIATION


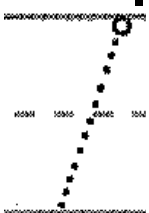


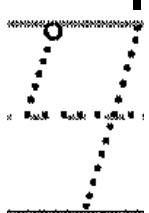
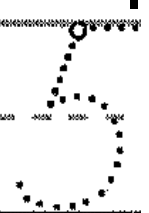
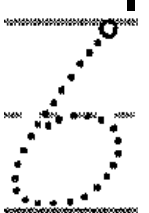


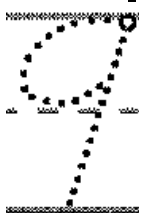

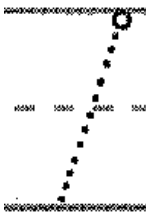

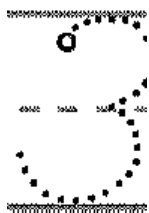

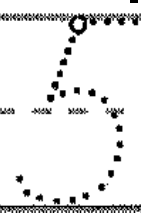

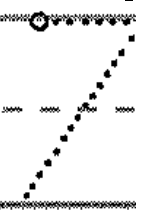












Extension

- Have students play Fill in the Line without the recording sheets. Have them record the numerals in their math journal. Spatial recognition will be critical as students need to leave space for the unwritten numerals.
- Using a ten sided dice or spinner, students could record the numeral that is one less or 1 more than what was rolled. (Example: if a 3 was rolled, the student would record 2 or 4 depending on the rule)

Intervention

- Correctly writing digits/numbers is an ongoing process that requires ongoing practice throughout the year.
- Students can practice writing numerals in the sand, with finger paint, or with a dry erase marker on the desk.

Fill the Line 0 to 9!

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_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Provide a paper clip or transparent spinner to use with the templates below. Place a pencil point inside one end of the paper clip and hold with one hand. Use the other hand to flick the paperclip and it will spin. Students will need to have practice with this prior to this activity. Great fine motor skill developer!

0-9 Spinner

