LESSON PLAN by Dorey Bungitak

Lesson: Number Line Snacks                         Length: 30 minutes

Age or Grade Intended: Kindergarten

Academic Standard(s):
K.1.3 Know that larger numbers describe sets with more objects in them than sets described by smaller numbers.

Performance Objective:
The student will be able to correctly identify the numbers on the number lines and verbally state to the teacher whether there are more or less of the objects that have been placed on the number lines, in comparison to one another.

Advanced Preparation by Teacher:
Photocopy two number lines for each student ranging from 1-10 on a sheet of paper. Photocopy two number lines 1-5 for those that may have trouble with this activity. Bring in boxes of Cheerios and cheddar fish crackers. 4-5 bowls for snacks.

Procedure:
Introduction/Motivation: Inform students that they are allowed 20 snack pieces today, 10 of each-cheerios and cheddar fish.
Step-by-Step Plan: Call students back by tables or desk clusters to wash hands if sink is available in classroom. If no sink is available, go to bathroom as class and wash hands. Have students take one piece of snack at a time and place it on his/her number line starting at 1. Place 10 of each snack on the two number lines, 10 on each. Once the students are finished placing their snacks on the number lines, make sure they have the right amount of snacks. Ask them how they know they have the correct number of pieces and if they are all on the number 20. Ask the students whether the two number lines are equal to one another. Have them eat three pieces of one of the snacks and then ask them which group has more and how many are remaining in the lesser group. Continue doing this activity with a variety of numbers from each group until there are not anymore snack pieces remaining.
Closure: As a class, talk about the activity. What does equal to, less, or more than mean?
Assessment: Each student will successfully circle groups with less objects on a worksheet.

Adaptations/Enrichment:
For those that the number line may confuse, allow the students to pull the snacks out of a pile rather than being placed on the number line. This will prevent confusion from the numbers on the line. Allow the student to work with a partner or teacher’s assistant.
Provide the student with a lesser amount of pieces of snack to work with, still providing them with the 20 pieces. Set aside additional pieces and work with a smaller amount at different times. Make a number line 1-5 rather than 1-10 and allow them to work with smaller numbers, still being able to see the difference in more, less or equal to.

**Self-Reflection:**
Was it successful?
What could I have done to make it more successful?
Are there other activities I could do that would help certain children having trouble with this concept?