

## 2.5 Number: Introducing the number track

In this lesson, students are introduced to the number track. Students explore the relative position of numbers through movement and pictures.

### Step 1 Preparing the lesson

You will need:

- *ORIGO Big Book: Hip Hop Hippos*
- 10 large tagboard or carpet squares labeled with the numerals 1 to 10

Each student will need:

- Student Journal 2.5

### Step 2 Starting the lesson

Ask five students to come to the front, and stand in a row across the room facing away from the class. Say, *Just like we count forward by ones, we can also count backward by ones.* Start at one end of the row and walk along as the students count off and turn around. Say, *There are five in this row. Now let's count back from five.* Touch each student's shoulder when it is their turn to count. Then start at five and count back again with the whole class. Repeat twice, with five different students each time.

### Step 3 Teaching the lesson

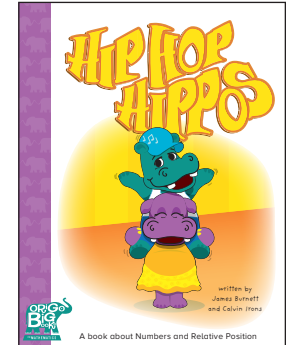
Show the students the cover of *Hip Hop Hippos*. Ask, *What animal is this?* Read the title, then ask, *What do you think this story will tell us?* Read the story and have a student point to the hippo on the number track on each page, and use their finger to hop the actions to the new number.

Have the students place the large numeral cards in order to make a number track. Read the story again and have two students act out the hopping of the hippos. Repeat with different students. (SMP4)

Direct the students to sit where they can see the number track. Ask a student to stand on number 3. Say, *Turn to face all the numbers that come after 3. Now turn to face all the numbers that come before 3.* Repeat with a different student on 5, and then another student on 2. Have the other students point toward the direction of before, or after. Encourage pairs of students to discuss the before and after situations as they are presented. (SMP3)

Read the instructions at the top of Student Journal 2.5 (white bee) with the students. Refer to Question 2 to clarify that a section of a number track is shown in each example. They might imagine that a number track has been cut into pieces. Make sure they understand what to do, then have them work independently to complete the task. (Note: Some students will know the number that is missing, but be unable to write it. Provide these students with a set of numeral cards from *The Number Case*).

Hip Hop Hippos



#### ELL

Read the book a second time, slowly and clearly, for students to understand the text. Then allow time for students to discuss the words *before*, *just before*, *after*, and *just after* with fluent English-speaking students before continuing the activity.

### Major clusters

Know number names and the count sequence.  
 Count to tell the number of objects.

Student Journal 2.5, p. 37

Number: Introducing the number track

2.5

**1.** Trace over the gray numerals. Then write the numbers that are missing on each number track.

a. 

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

b. 

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

c. 

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**2.** Look at each **part** of the number track. Then write the numbers that are missing.

a. 

3	4	5	6	7
---	---	---	---	---

b. 

2	3	4	5	6
---	---	---	---	---

c. 

5	6	7	8	9
---	---	---	---	---

d. 

4	5	6	7	8
---	---	---	---	---

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## Step 4 Reflecting on the work

Have the students share their answers to Student Journal 2.5, and describe how they found the missing numbers. Look for students who were able to count on or back from a given number instead of counting from 1 for each example. (**SMP7**)

Write the word **after** on the board. Read the word. Then ask different students to read the word and describe what it means. Some students might talk about events or numbers. Repeat for the word **before**. Encourage saying and listening for the words *after* and *before*.

## Maintaining concepts and skills

### Practice book

This lesson provides one page of ongoing practice that revisits content from the previous module.

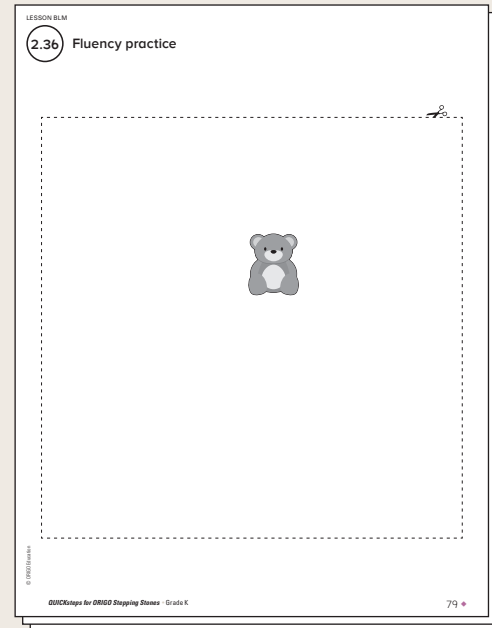
Practice book 2.5, p. 27



### Fluency practice

Make flash cards from Blackline Masters 2.36–2.45. For each card, ask the students to count the objects.

Blackline Masters 2.36–2.45



## Differentiation

### Extra help

You will need:

- *ORIGO Big Book: Hip Hop Hippos*
- large number track from the whole-class lesson

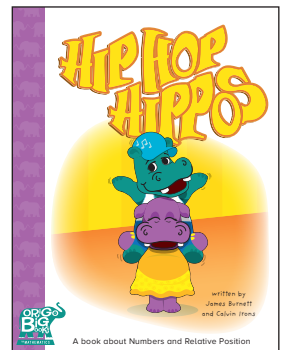
Read the storybook aloud. Have the students act out the story by having them *walk* their fingers to Harry's and Holly's numbers.

Ask a student to stand on the number 2 on the large number track. Then say, *Turn to face the numbers that come after 2. Now turn to face the numbers that come before 2.* Continue for each number in order from 3 to 8. This repeated turning helps to internalize the idea of where to look for numbers *after* and *before*.

### Extra challenge

Have the students write four numerals of their choice down the center of a sheet of paper, and at the top, write the column heading *before* on the left side and *after* on the right side. Then have the students write the number before and after each number they wrote.

Hip Hop Hippos



## Small group activities

### 1. Describing before and after numbers

You will need:

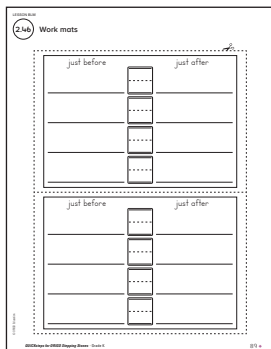
- collection of gift cards that show a numeral or number name, and matching picture for 1 to 9

Each student will need:

- 1 work mat from Blackline Master 2.46
- 1 set of the gift cards

Each student selects four cards and writes the numerals represented on those cards in the boxes on their work mat. They then draw or write a description of the cards that show the number **just before** and **just after** each of the numbers in the boxes.

Blackline Master 2.46



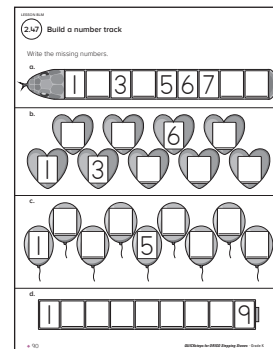
### 2. Using a 1 to 10 number track

Each student will need:

- 1 number track (1–10) from *The Number Case*
- 1 copy of Blackline Master 2.47

Distribute the resources. Each student completes the blackline master, using their number track to help.

Blackline Master 2.47



## Enrichment

### Working on a vertical number track

Each pair of students will need:

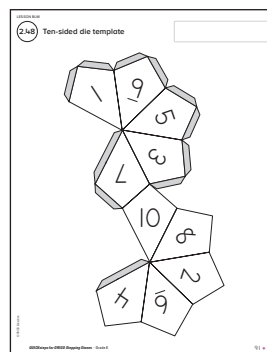
- 1 10-sided die showing the numbers 1–10 (or use Blackline Master 2.48)

Each student will need:

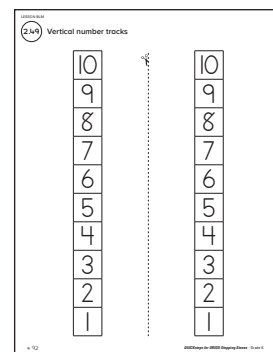
- 1 number track from Blackline Master 2.49
- 10 counters

Organize the students into pairs and distribute the resources. Explain to the students that they take turns to roll the cube and place a counter on the number rolled on their number track. If the number is already covered, they miss a turn. The winner is the first student to place a counter on all the numbers 1 to 10 on their track.

Blackline Master 2.48



Blackline Master 2.49



1. Trace over the gray numerals. Then write the numbers that are missing on each number track.

a. 

1	2	3	4			7	8		10
---	---	---	---	--	--	---	---	--	----

b. 

1	2	3		5	6				10
---	---	---	--	---	---	--	--	--	----

c. 

	2		4	5	6		8		10
--	---	--	---	---	---	--	---	--	----

2. Look at each **part** of the number track. Then write the numbers that are missing.

a. 

3		5		7
---	--	---	--	---

b. 

2	3			6
---	---	--	--	---

c. 

	6	7	8	
--	---	---	---	--

d. 

4	5		7	
---	---	--	---	--

1. Traza sobre los numerales grises. Luego escribe los numerales que faltan en cada cinta numerada.

a. 

1	2	3	4			7	8		10
---	---	---	---	--	--	---	---	--	----

b. 

1	2	3		5	6				10
---	---	---	--	---	---	--	--	--	----

c. 

	2		4	5	6		8		10
--	---	--	---	---	---	--	---	--	----

2. Observa cada **parte** de la cinta numerada. Luego escribe los numerales que faltan.

a. 

3		5		7
---	--	---	--	---

b. 

2	3			6
---	---	--	--	---

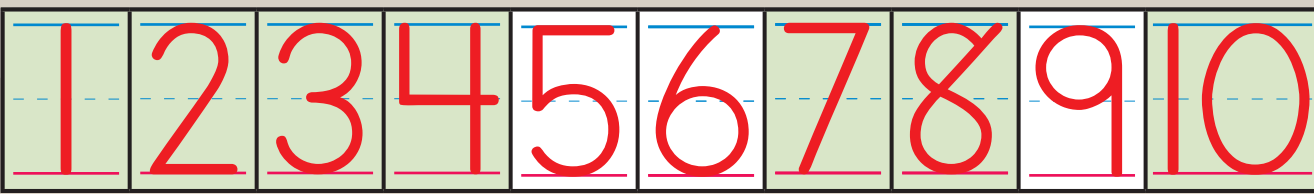
c. 

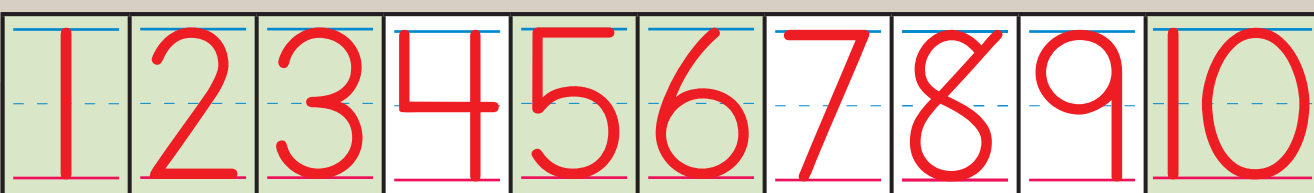
	6	7	8	
--	---	---	---	--

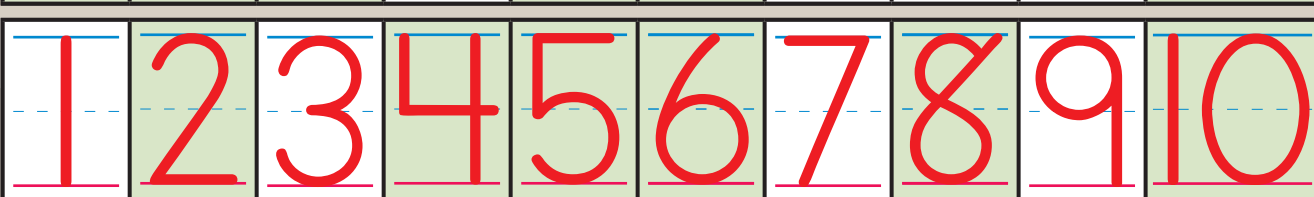
d. 

4	5		7	
---	---	--	---	--

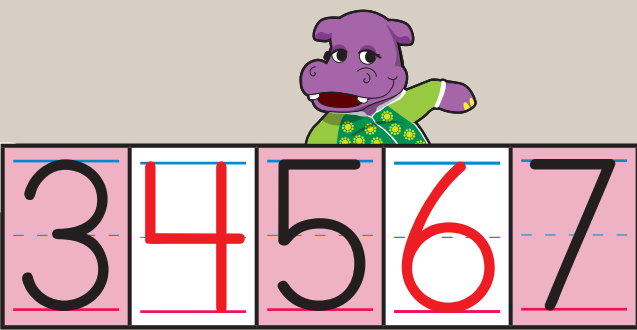
1. Trace over the gray numerals. Then write the numbers that are missing on each number track.

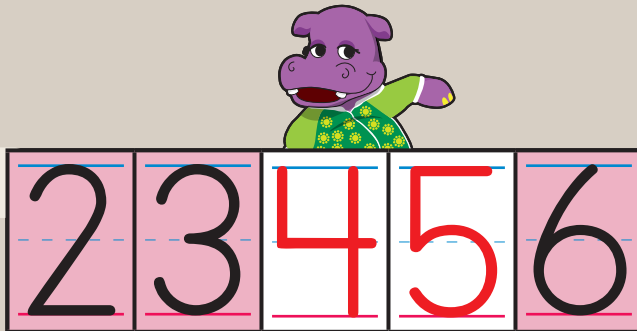
a. 

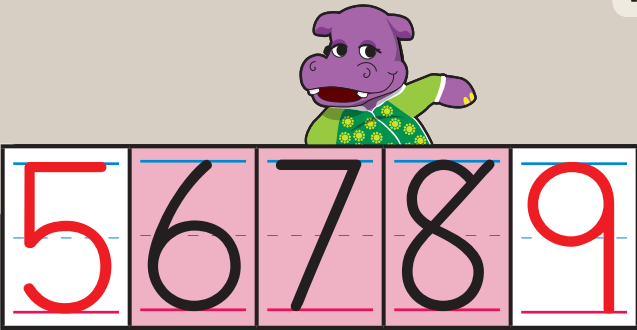
b. 

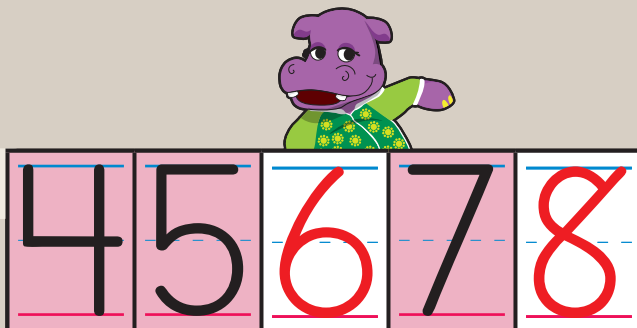
c. 

2. Look at each **part** of the number track. Then write the numbers that are missing.

a. 

b. 

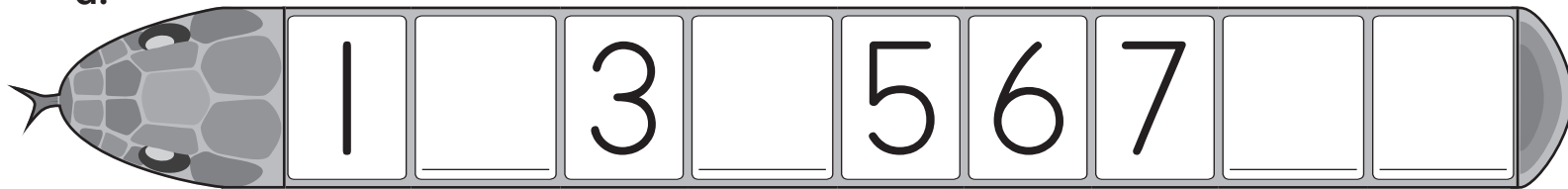
c. 

d. 

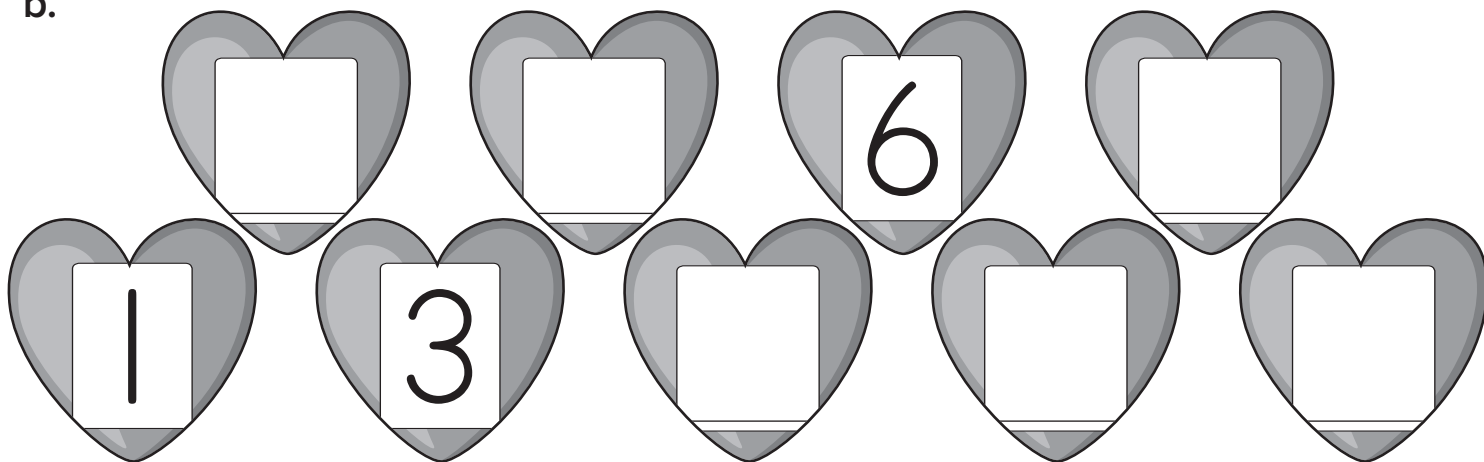
# 2.47 Build a number track

Write the missing numbers.

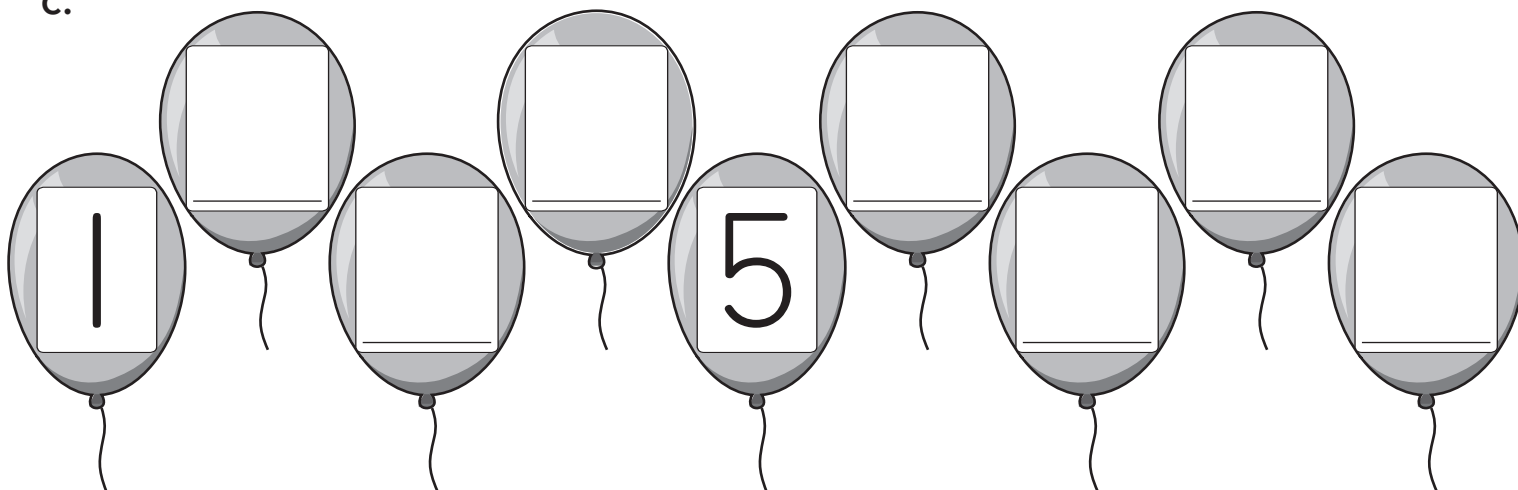
a.



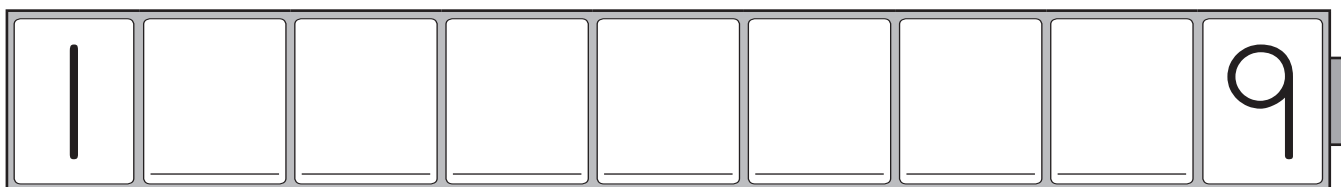
b.



c.



d.



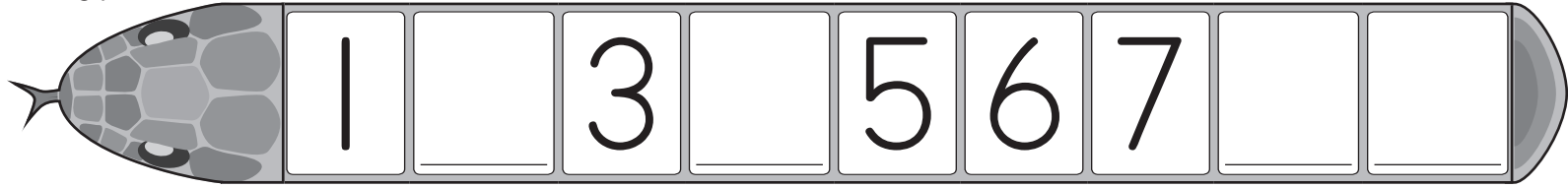


2.47

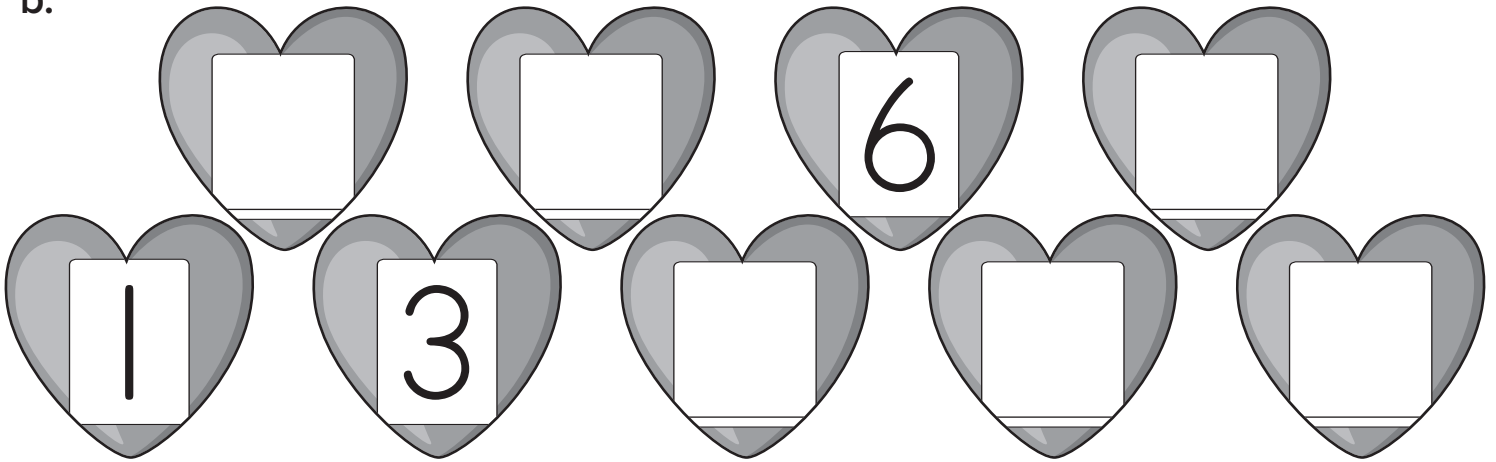
# Construye una cinta numerada

Escribe los números que faltan.

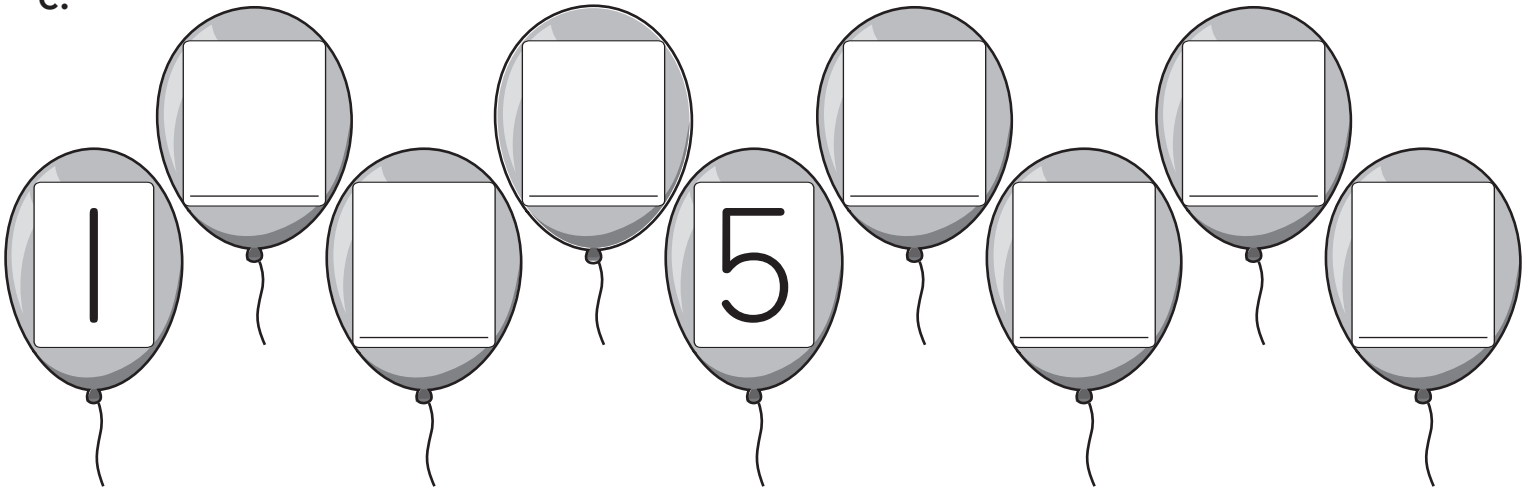
a.



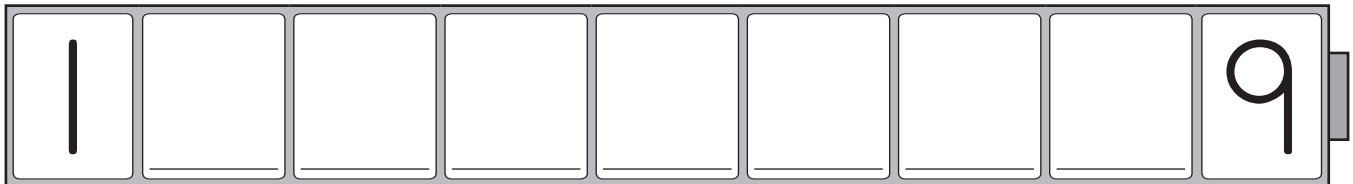
b.



c.



d.



2.46

Work mats



just before		just after

just before		just after

2.46

Tapete de trabajo

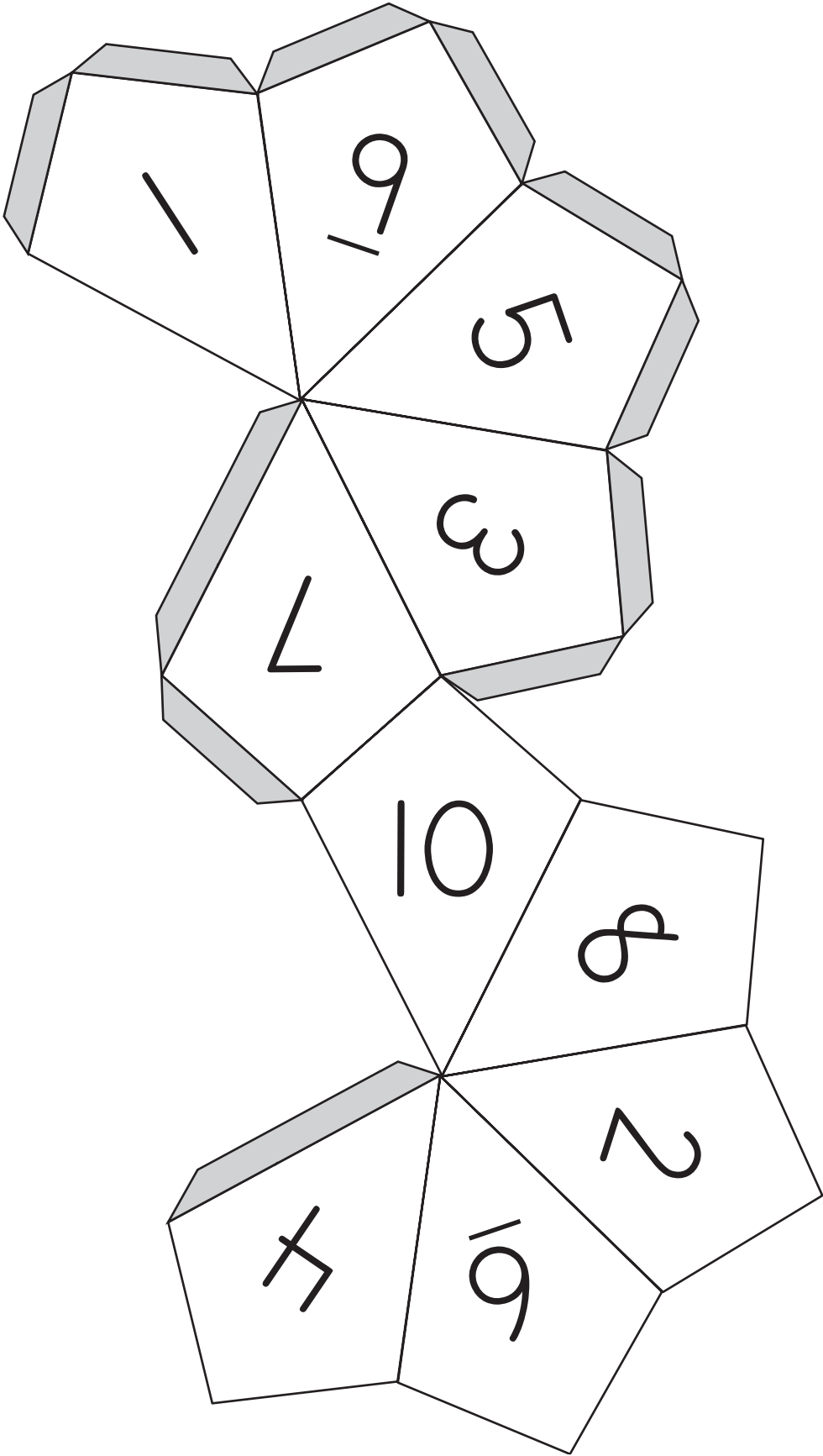


justo antes		justo después

justo antes		justo después

2.48

Ten-sided die template



2.49

## Vertical number tracks

10
9
8
7
6
5
4
3
2
1



10
9
8
7
6
5
4
3
2
1

2.36

Fluency practice



2.37

Fluency practice



2.38

Fluency practice





2.39

Fluency practice



2.40

Fluency practice



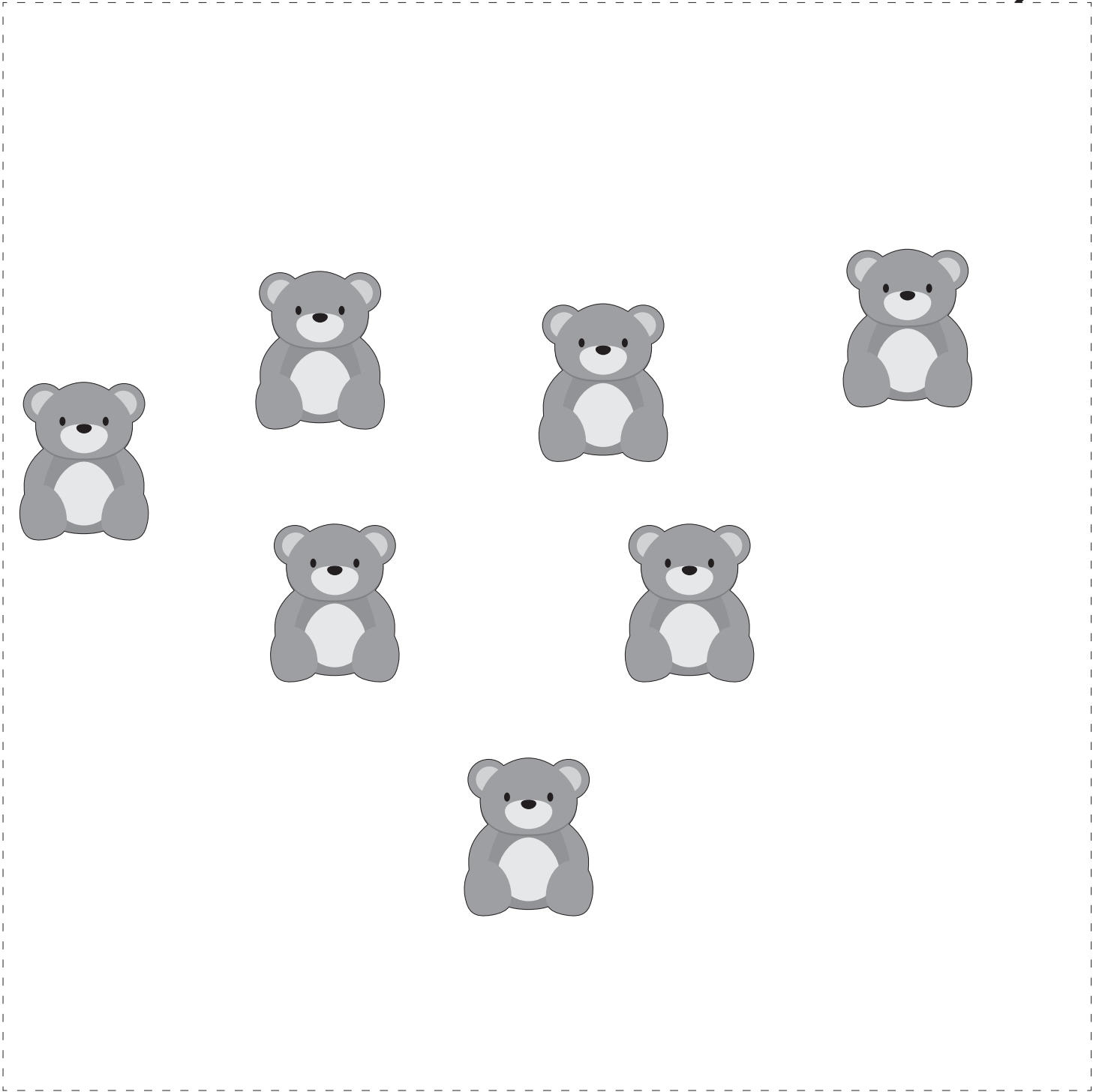
2.41

Fluency practice



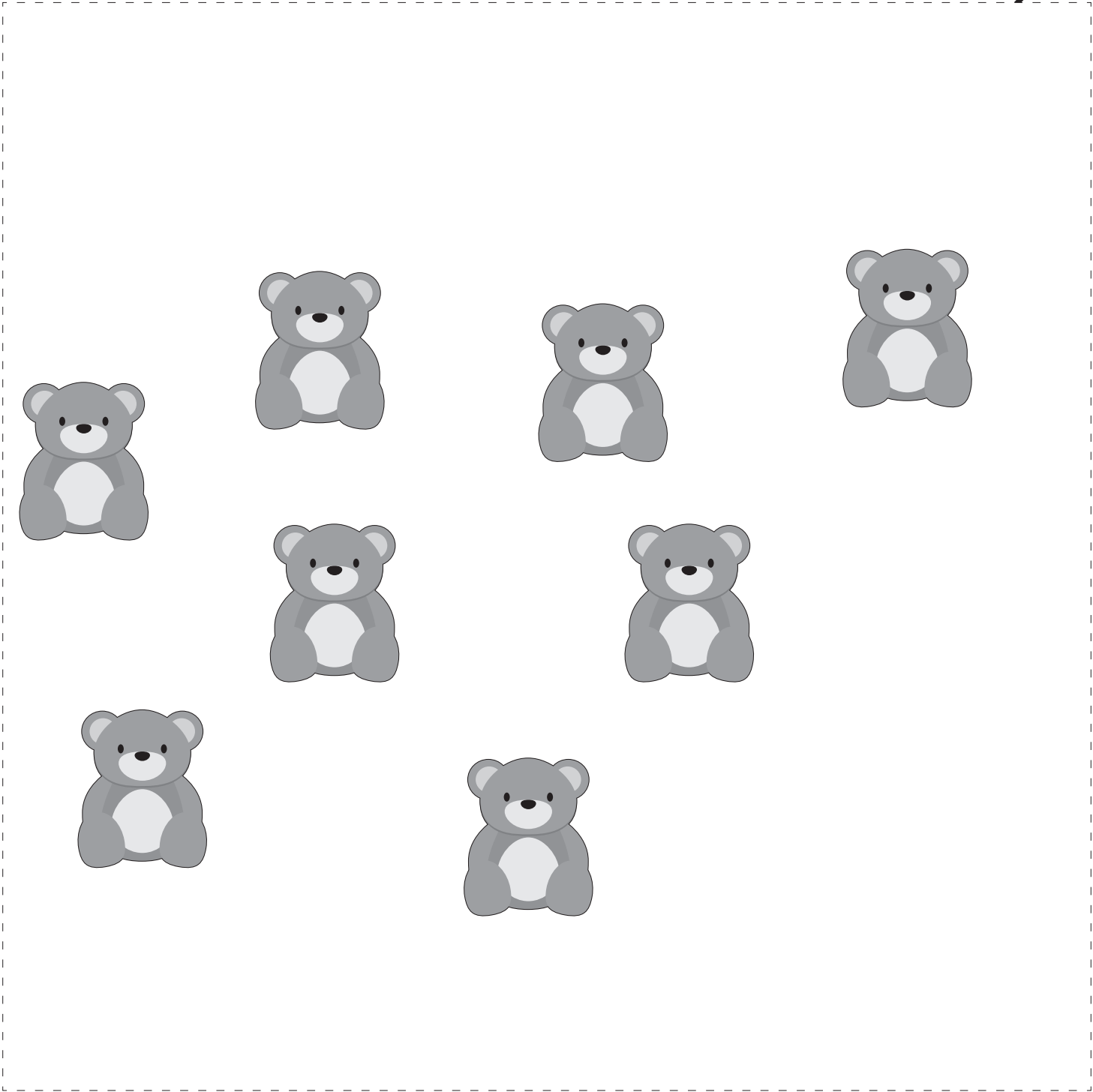
2.42

Fluency practice



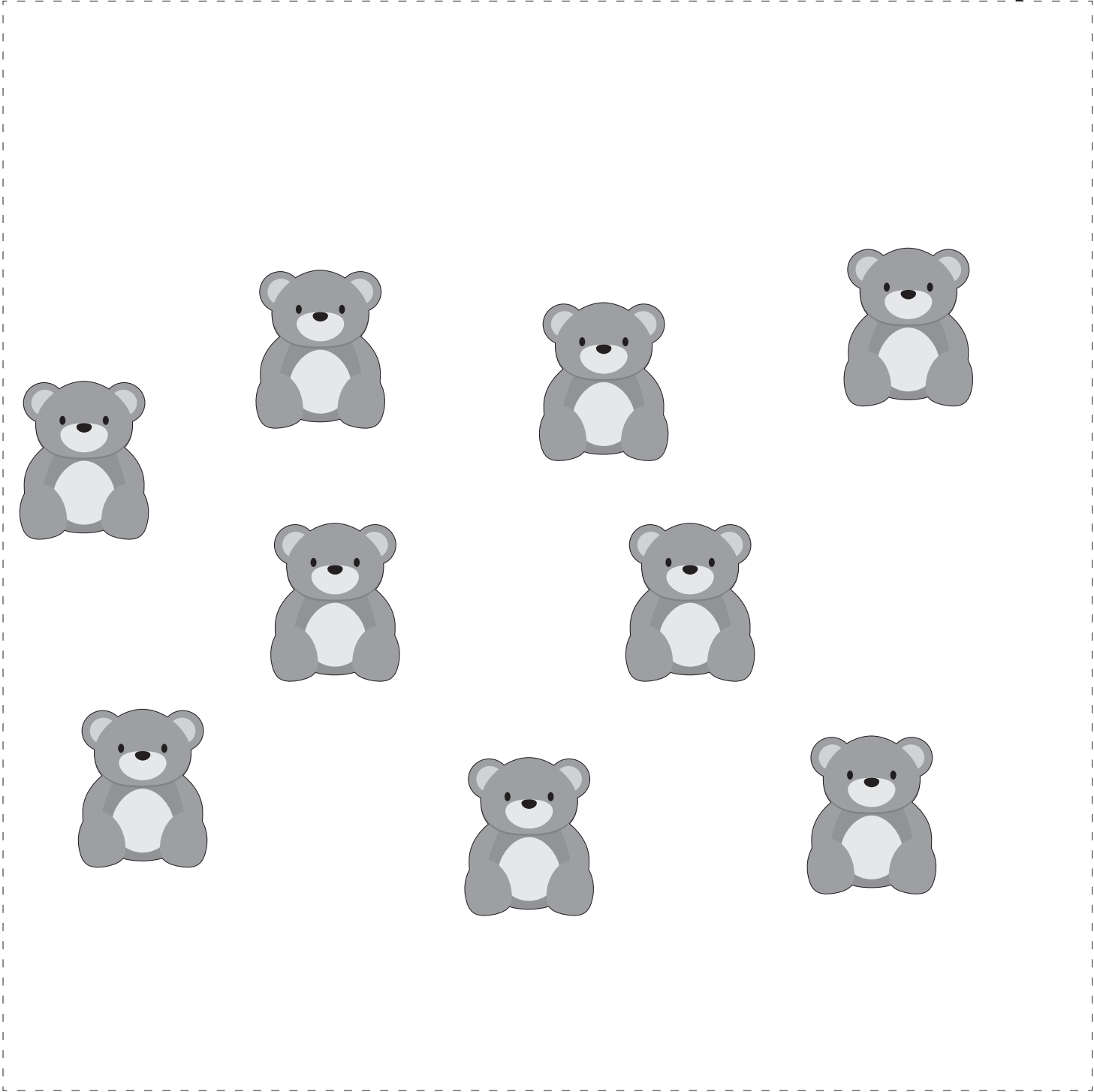
2.43

Fluency practice



2.44

Fluency practice



2.45

Fluency practice

