3 minutes

Level 2
Unit 1 • Day 1

Warm-Up

Read Numbers

Skill

Reading numbers

Objective(s)

Students will read 1- and 2-digit numbers.

Materials

Number cards (0–100; T)

Directions

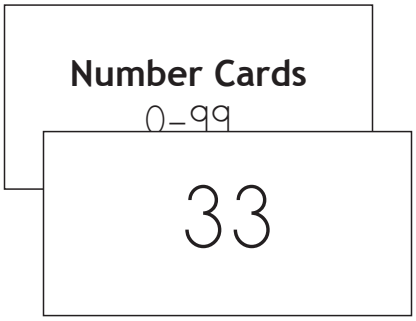
Display number cards 1 at a time, and tell students to say each number quickly (within 3 to 5 seconds). Prompt choral and individual responses and ask the following:

What number?

If students need scaffolding to read the number, ask the following:

The number is ____. What number?

Continue until time runs out.



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10 minutes

Level 2
Unit 1 • Day 1

Instruction

Lesson 1: Find the Number "Before"

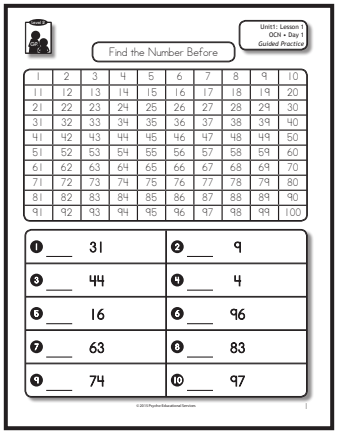
Skill	Objective(s)
Ordering and Comparing Numbers	• Students will identify and say numbers 0–100. • Students will identify numbers that come before another number on a hundreds chart. • Students will write 1- and 2-digit numbers.

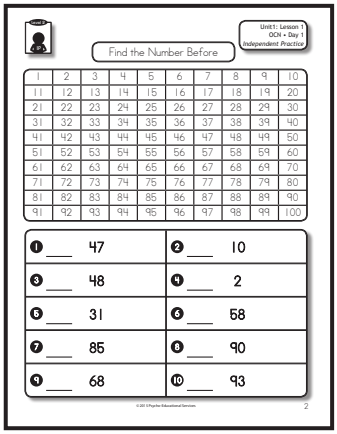
Vocabulary

- **Before:** In front of, ahead (the least number in value).
- **Less than:** Of smaller quantity.
- **Next to:** Nearest in place or position to something else (the numbers both before and after).

Materials

- Number cards (0–100; T)
- Hundreds chart (T & S)
- Wipe board (T & S)
- Dry-erase marker (T & S)
- Teacher & Student Master, pp. 1–2





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8 minutes

Preview/Engage Prior Knowledge

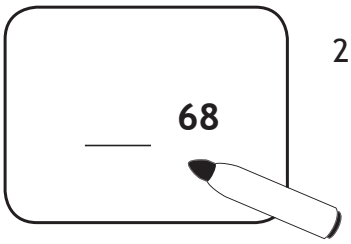
Today, we will use a hundreds chart to find numbers that come before.

"Before" means "in front of," like "before I came to school I brushed my teeth." What do you do before lunch?

When we count, the number that is before is always less. "Less" means "smaller in amount." 10 is less than 100. Name a number less than 20.

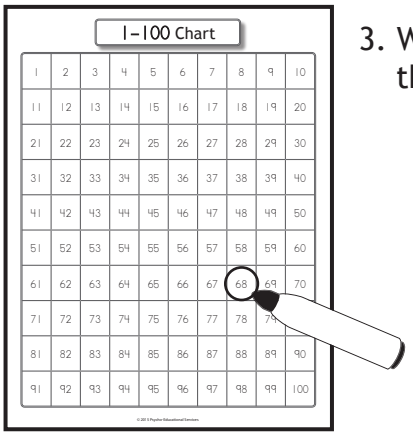
Interactive Modeling

1. Prompt both choral and individual responses. Correct errors and use individual responses to check for understanding.



2. Give each student a hundreds chart (either in a plastic sleeve or laminated) and a wipe board.

This is a hundreds chart. A hundreds chart shows the numbers 0 to 100. We can use a hundreds chart to find numbers, to see patterns, and to help us solve problems.



3. Write a blank and then the number 68 on the wipe board, like this: ___ 68.

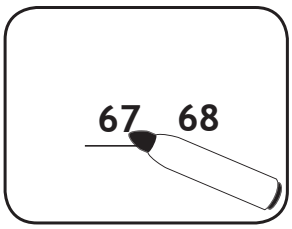
Make your wipe board match mine. What number? *(68)*

There is a blank before 68; we need to find the missing number. Where is the missing number? *(Before)*

Find the number 68 on the hundreds chart and circle it. What number comes before 68? *(67)*

Write it. So, 67 is before 68 and less than 68.

Erase your hundreds chart.



4. Write a blank and then the number 86, like this: ___ 86.

Make your wipe board match mine. What number? *(86)*

Do we need to find the number before 86 or after 86? *(Before)*
How do you know? *(Missing space is not after 86)*

Find the number 86 on the hundreds chart and circle it. What number comes before 86? *(85)*

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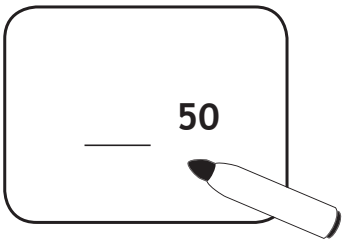
Write it. How else can we describe 85? *(It is before 86, or it is less than 86)*

Any number before 86 is less than 86. Name 2 more numbers that are less than 86.

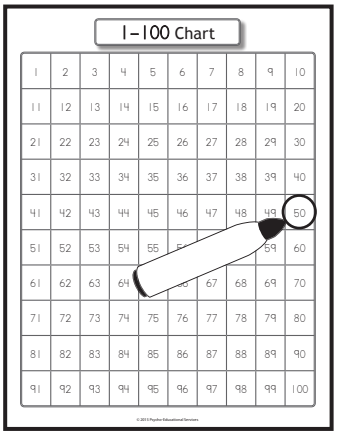
5. Write a blank before the number 50, like this: ___ 50.



Make your wipe board match mine. What number? *(50)*

What number do we need to find? *(The number before 50)*

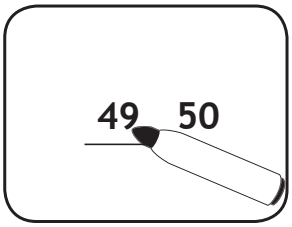
Find 50 on the hundreds chart and circle it. What number comes before 50? *(49)*



Write it. How can we describe 49? *(Less than 50, before 50)*

49 is less than 50 and is before 50.

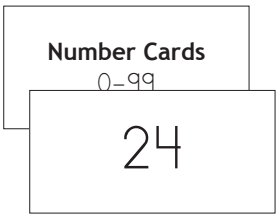
On your wipe board write down 2 numbers that come before and are less than 49. *(Allow students to share and check one another's numbers written)*



Erase your wipe board and hundreds chart.

Guided Practice

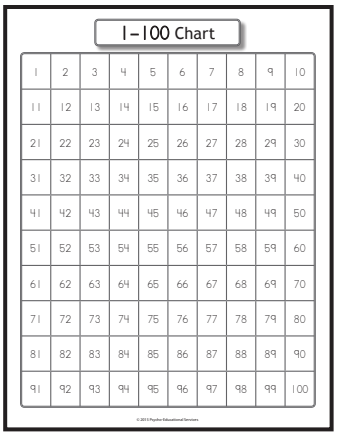
1. Have each student select a number card and find the corresponding number on the hundreds chart. Then, have students circle the number that is before the identified number. Students can work independently, or in pairs completing the activity at the same time. Allow students time to share the numbers circled in relation to the number card drawn. Use the following language:



What number? Find it on the hundreds chart.

Circle the number before [number]. What number?

What is another way to describe this number? *(It is less than)*



2. Circle the number 92 on the hundreds chart. Write the number 91 on the wipe board.

What number? *(91)* ***Look at my hundreds chart. What number did I circle?*** *(92)* ***Is this number before 91?*** *(No)* ***Is this number less than 91?*** *(No)* ***How do you know?*** *(Comes after 91; since it is not before, it is not less)*

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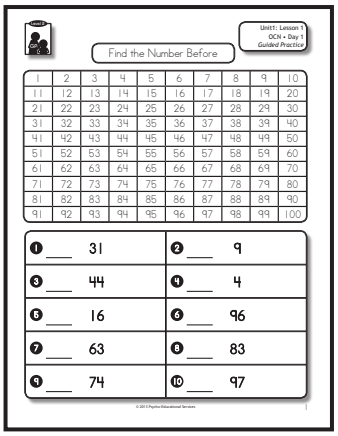
Unit 1: Lesson 1
OCN • Day 1
Guided Practice

Find the Number Before

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

❶ ___ 31	❷ ___ 9
❸ ___ 44	❹ ___ 4
❺ ___ 16	❻ ___ 96
❼ ___ 63	❽ ___ 83
❾ ___ 74	❿ ___ 97

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3. Provide additional nonexamples, using the language above.

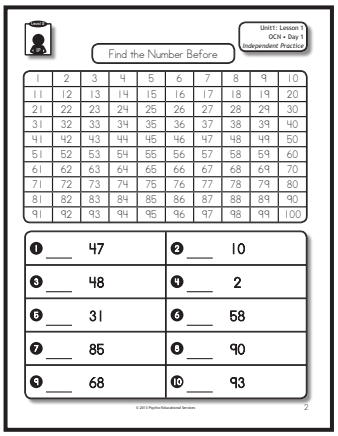
4. Support students as you complete the Guided Practice sheet together. Students can use the hundreds chart to help identify the number that comes before.

Error Correction Scaffolds

- If a student has difficulty naming the number before the identified number, have the student color the box on the Guided Practice sheet or hundreds chart with the identified number and then use a different color for the before number.
- If a student has difficulty writing numbers, have the student copy a teacher sample.

Independent Practice

2 minutes


Unit 1: Lesson 1
OCN • Day 1
Independent Practice

Find the Number Before

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

❶ ___ 47	❷ ___ 10
❸ ___ 48	❹ ___ 2
❺ ___ 31	❻ ___ 58
❼ ___ 85	❽ ___ 90
❾ ___ 68	❿ ___ 93

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1. Have students complete as many problems from the Independent Practice sheet as possible in 1 minute.

   Write the number that comes before. Use the hundreds chart as needed to help locate the less-than number, or the number before.

2. Go over the answers and have students correct their work as they grade their own sheets. Have students write how many correct at the top of the page.

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Daily Check-Up

Record on the Daily Check-Up sheet the number (x/10) of Independent Practice sheet problems each student correctly completed.

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