



Total Time: 5 minutes
Instructional Time: 3 minutes
Independent Practice: 2 minutes

Unit 11
Booster Lesson 9
NS



Day 3

Number Sequences:

Who Has the Number?

Objective: Students will find the missing number.
Vocabulary: Missing number, number line

- Materials:**
- Teacher Master p. 22
 - Student Booklet p. 14
 - Wipe board (T)
 - Number cards (500-1000;T)

Independent Practice				
<small>Student Independent Practice (IP) Number Sequences Directions: Write the missing number in the blank.</small>				
20				
914	915	___	917	___
815	816	___	___	819
701	___	703	___	705
655	___	___	658	659
___	909	910	___	912
___	776	777	778	___
___	___	907	908	909
___	551	___	553	554
918	___	___	921	___
___	809	___	811	812

Preview

Instructional Time: 3 minutes

(allow the majority of time for Guided Practice)

*We will play the game **Who Has the Number**.*

Modeling (My Turn)

1. Write a number sequence with a number missing. Example: 914 __ 916 __ Pick a card from the pile of number cards. Example 815

We have a number sequence, and I want to see if I have one of the missing numbers.

My number is 815. (Show number card)

Who has the number? I don't.

What are the missing numbers? 914, 915, 916, 917. The missing numbers are 915 and 917. (Write 915 and 917 in the blanks on the wipe board)

2. Erase the first sequence and write another number sequence with numbers missing. Be sure that this sequence's missing number is the number card that you are holding. Example: __ 813 814 __

My number is 815.

Who has the number? I do! I give a thumbs up and hold up my card to show that I have the missing number. (Give a thumbs up and show the group the number card)

What are the missing numbers? Count back to find the first missing number 814, 813, 812. The first missing number is 812. (Write 812 in the blank on the wipe board)

What's the second missing number? Count up. 812, 813, 814, 815. The second missing number is 815 (Write 815 in the second blank on the wipe board)

Guided Practice (Our Turn)

3. Randomly hand each student number cards (3-4). Have students read their numbers out loud.

We will play Who Has the Number together.

Look at your card and give a Thumbs Up if you have the missing number.

4. Play the game by writing missing number sequences with 2 numbers and 2 blanks on the wipe board and having students give a Thumbs Up if they have one of the numbers. For each sequence, whether or not a student has a missing number, find the missing number as a group and write them in the blanks on the wipe board. Have students read the numbers. The teacher can collect and re-distribute cards throughout the game so students have the opportunity to read different numbers.

ERROR CORRECTION: If students have problems reading their number, model how to say each number. If students have problems counting up or back to find the missing number, model counting up and back.

Independent Practice/Progress Monitoring (Your Turn)

Time: 2 minutes

1. Give students Independent Practice sheet.

Look at each sequence and write the missing numbers that go in the blanks.

2. Give students 1.5 minutes to quickly write the missing number that goes in the blank.
3. Go through problems with students telling them the correct answers for 30 seconds. They should put a ✓ if correct or correct errors.
4. Record data as # correct/ total possible.