

Number Line Routines

Foxy's Hopping Song:

T e a c h e r: "You've done wonderful counting today. Foxy wants you to hop and sing along with him. Everyone stand up and make sure you're not standing too close to anyone. What number is our arrow pointing to?"

Students: Four.

T e a c h e r: We're going to sing,

"If you're happy and you know it hop 4 times." Be sure to count as you hop so you only hop 4 times. Ready? Sing.

Song sung to the traditional tune:

If you're happy and you know it hop [4] times. (Students hop [4] times, counting as they hop.)

If you're happy and you know it hop [4] times! (Students hop [4] times, counting as they hop.)

If you're happy and you know it, then you and Foxy show it. If you're happy and you know it hop [4] times. (Students hop [4] times, counting as they hop.)

Repeat the song with other numbers if time and interest allow.

Hop and Stop (Sept) (Oct with teen #'s)

Prior to this activity, place the Numerals to Ten Display Cards 1-9 face-down in your standard pocket chart. Cover all numbers on the Number Line pocket chart 1-10. You will also need your Foxy pointer and arrow clip. Explain to the class that they will be hopping with Foxy, the fox, some more today as they practice identifying numbers and counting. Place the arrow marker on one of the first five pockets. Choose a student helper to lift the card and ask students to name the revealed number. Review Hap's Hopping Song and invite students to hop the number of times shown on the card indicated by the arrow marker. Tell the class that they are going to play a game called Hop & Stop, and then explain the directions.

- First, you choose a student helper to turn over one of the numeral cards in the standard pocket chart.
- Next students identify the number and hop in place the number of times shown on the card as Hap hops forward across the pockets on the Number Line pocket chart.
- Students count as they hop, stopping when they reach the number shown on the card.
- The teacher places the arrow clip on the pocket Hap stops upon.
- Then a student helper lifts the card to see if the numbers are a match.⁶Choose a student helper to turn over one of the cards in the standard pocket chart and ask students to identify the number.

Counting Forward and Backward within Nineteen (Oct)

Ask students to pair-share what they notice about the Number Line pocket chart and call on a few students to share their observations with the class. If students do not mention the teens number family by name, be sure to do so and review how each member of this family has two digits, the first always a 1. Invite students to choral count forward to 19 starting from 5, 8, and 10 as you point to the numbers. Next, invite students to choral count backward from 19 to 10 as you point to the numbers. When you repeat this activity later in the month, try some of these variations.

- Slide up every other blue or red card (2, 4, 6 to 18). Invite students to name the remaining hidden numbers before you open each of the cards to reveal them by asking what number would come after 2, after 4, after 6, and so on.

Hide and Seek with Foxy (Oct.)

Start the game with slides 1-15 down and 16-20 up. Hide Foxy behind one of the slides. Ask students "Who has ever played Hide and Seek?" Make sure that all students understand how to play. Review what number begins the number line and what number comes before 16. Ask children to find Foxy by naming a number that they think he is hiding behind. Have them come up and lift the slide. Encourage

them to use before and after and to restate the number. Repeat. Later in the month use with hints, greater than, less than.

What's Behind the Red Door (Sept & Nov)

Reveal numbers 1-9. Number 10 should remain hidden under the red card. Have students count forward from 1 to 9 as you point to each number. Ask students to whisper to a partner what number they think is behind the red door. Call on a couple of students to share their thinking with the class. Invite a student helper to pull up the red card to reveal the number 10. Similar procedure in Nov is followed when 10 and 20 are hidden behind the red doors.

Numbers Before & After (Nov)

Prior to the activity, set number line up as shown on the teacher card. Ask students what they notice about the number line. Discuss the meaning of the word "after" and give an example. What number comes after 5? Tell students that they are going to play a game where you will say the name of a number shown on the Number Line, and they will find the number that comes after this number on one of the cards in the pocket chart. Point to a number and say it. Have students think of the number that comes after. Lift the card on the pocket chart to check. Once all the numbers after are found, play again, but this time looking for the number that comes before the number you say. End by choral counting forward and backward from 1 to 19 while you point to the revealed numbers on the number line.

Jump High, Count Low (Nov)

Students are going to be counting backwards for this routine. Students jump and raise their hands high above their heads and say the number they are starting on for their backward count. They gradually lower their hands as they count backward, and touch the floor on their stop number. Can use your number line to pick start and stop numbers too. Start with all the cards down. Choose a student to open any two cards that are not next to each other. With students' help, determine the higher (or larger number) as the start number and the lower (or smaller) stop number.

As you play, ask students to think about where their hands would be for various numbers. Ex. If we count backward from 20 to 1, about what number will I say at my shoulders? What number will I say at my waist? What number will I say when I touch the floor?

Count Around the Circle (Dec)

Cards 11-29 are revealed on the number line. The class sits in a circle on the rug and will count forward from 11 to 29 taking turns saying one number at a time in the counting sequence. The first student will say 11, the next student 12, and so on. At some point in the count the teacher says STOP. When you stop the count, the student who said the last number will find that number on the number line and hide the number behind its blue or red card. The count will begin again from that number. Continue playing hiding more and more numbers.

What Numbers are Missing (Dec)

*See photo on teacher card on how to set up the number line prior to this activity. Ask students what they notice. Explain that the students' jobs is to get all of the missing numbers back in the right places. Point to an empty pocket and ask students to look carefully at the missing numbers to find the number that goes in the missing pocket. Use vocabulary before, after and in between to find the missing number. Find the missing number and place it in its correct spot. Continue until all numbers are back in their spot. End by counting forward 11-29 and backward 29-11.

Crazy Mixed-Up Numbers (Dec, March & April)

Prior to the Number Line activity, randomly mixed-up numbers on the number line (leave the first 3 numbers in the correct order) Reveal the numbers and ask students what they notice. Start counting and have students say STOP when they get to one that is not in the correct place. Have student/students correct it, find the right # and put it in the correct spot. Keep going until all of the errors are corrected and the numbers are back in their correct spots.

Name that Number (Jan, March & April)

January is teaching interval counting (spaces between each number). You will start with all slides up and begin with 0-20. Die will be a six-sided die numbered 4-9. Roll the die, starting at 0. Explicitly count together saying the number as you land. Rename the number as you land. Do this a couple of times.

March (**Name my Number**) you will play with numbers 1-30 and play rolling the dice and jumping Foxy forward on the number line.

April (**Name my Number**) you will play with number 30-50

Name That Number: Begin with slides down, 0-20. Use 0-5 die. Counting from zero and then counting on. Roll die, count together, have student come up and reveal the number. Have someone roll the die again and count together. "I wonder what number I am on?" or "When I count on from ex. 3, what number would that be?" Have a student come up touch, model, and reveal. Keep going but do not go past 16.

Greater Than and Less Than (Jan & March)

This activity is comparing numbers. You will need a pocket chart with number cards 0-10 and greater than and less than symbols and you will begin with all slides down on your number line. *New way to teach greater than/less than symbol at

Greater Than and Less Than: On your number line lift two slides to begin comparing numbers. Have student get the same number cards from the pocket chart and move below. Create a sentence using the symbol. "What will I say about these numbers?" "Which one is greater than? Or Which one is less than?" Then model and bring down the correct symbol and using the correct language while pointing to the symbol. Do this several times using the number line and pocket chart. Each time reading the number sentence, teaching a symbolic recording of the activity.

Where is Foxy? Or Hide and Seek with Foxy (Jan & March)

On your number line all slides down. Hide "Foxy" behind one of the slides. You will need two clip-on foxes (clothespin foxes).

Where is Foxy? Begin with clipping on the two foxes and tell students that Foxy is somewhere between 0-20. As students guess what number, you will reveal a number, and begin to slowly move the two fox clips closer together to squeeze to find where foxy is. As the numbers are guessed you will use the vocab less than and greater than. **You may want to play keeping slides up of numbers guessed for a few times. It can be too tricky to put the slides down after each guess. After they have played a few times with the slides up, tell them to use the red doors as reference points.

*March number line use 10-30.

Capture My Number (Feb & March)

February is a lot of work with teen numbers, both composing and decomposing 11-19. Using 10 frame cards, and double ten frame cards with black and red dots. Start with all slides up.

Capture the Numbers: Mix your ten frame cards, face down, have students draw cards. Have students explain how they figured out the count. Have them model using hand motion (circling the 10 dots with their hand and then counting on by pointing at the ones.) Have them come up and "capture" the number by covering it on the number line.

March- play with February 11th-30th calendar marker pieces

Divide the class into two teams. Each team will take turns drawing a card from the top of the stack of calendar marker pieces. The team will identify the number of dots on the card to capture the number. When a number is captured, the team will lower the blue or red slide over the number on the Number Line.

Numbers with Partners (Feb)

On a white board, write team 1, team 2 for you to record. Put students into 2 teams. Each team will need a plain white board. You will be using your double-ten frame cards for this activity.

Numbers with Partners: Give each team a double ten frame card. Have them count and write the number on their white board. They come and capture that number and you record it on your white board. At the end, the teams read through the numbers they have recorded. There is no winner or loser.

Ten and Some More (Feb)

Students work with a partner. You will use all your ten frame and double ten frame cards.

Ten and Some More: Students will draw a card. If their card is one ten frames, they will lean their bodies apart and show on their fingers how many they see. If they draw a double ten frame card with a teen number, one partner becomes the teen number holding up ten fingers and the other partner is the ones holding up their fingers that shows the remaining number (ones). They will lean together stating the teen number while holding up their fingers.

Roll and Count on. (Feb)

All slides except 10 are down. Die with numbers 4-9, white board for you to record. This is a roll and count on from 10 activity.

Roll and Count on: Roll die (ex.6), using Foxy on a ruler, starting at 10, count on 11, 12, 13, 14, 15, 16. Pull up slide. "Were we right?" On white board write and record the equation that shows what Foxy did... $10 + 6 = 16$. Restate that is what Foxy just hopped. Repeat.

Building a Number Line (with links) (May & June)

Hopping on a number line by 10's using interval counting. Use links that have been used for one link in your daily counts. For the second step, create a number line that is 12 feet long, 0-100, on the floor with tape, (painters' tape or highlighter tape). Marking each 10 with a strip of tape, verify that your 10 links will fit in that space. You will be verifying their counts using this number line.

Days in School Number Line: Confirm with students how many links are in each grouping (10). Line students up at the front of the room as you pass out the chains to students. Students count by 10's as you put your hand on their head and move

along the line. Second step of the activity: With the number line that is 12 feet long with Painter's tape on your floor, have students lay down their strand of links, counting by 10's.

Hopping by 10's (May & June)

Using two dice and the number line you created on the floor, students will add and hop by 10's. Roll dice, add together, and the sum will be how many groups of 10 you will hop. Remind students that we don't say the count until we land on each marker.

Number Line Races: (June)

You can do this same jumping activity using two stuffed animals and a 1-4 spinner to race. Reminding students to count by 10's. The winner needs to land or go pass 100. This is fun to do outside too.