

1.NBT Where Do I Go?

Alignments to Content Standards: 1.NBT.A.1 1.NBT.B.3

Task

Materials

- Set of cards from 1-100, these can be purchased or created using a black marker and index cards

Setup

Sort the 1-100 cards into sequential groups based on the number of students in your classroom, for example if you have 25 students you might sort them into 1-25, 26-50, 51-75, 76-100. Gather students in the meeting area.

Actions

This activity is designed to be a short, repeatable activity to build student flexibility with the number sequence. Begin by randomly giving each student in the classroom one card from one of the sets you have made. Challenge the students to get themselves into order as quickly as they can. Once they are in order have the students read the cards beginning with the student with the smallest number to the largest. Repeat with a different set of cards as time allows. Vary the activity by changing the order of the sets for example sequence 75-100 and then 26-50 or by changing the sequence in the sets, for example 10-34, 35-59 etc.

IM Commentary

It is important to focus on a variety of sequencing tasks to build student flexibility with numeral order, and this task and its variants can help provide that variety.

- For an independent activity that is appropriate as a follow-up to this whole-group activity, separate a deck of 0-100 cards into families, 0-9, 10-9, 20-29, 30-39 etc. Shuffle the cards within each of these families and ask students to put them in order.
- For a small group, pairs or as independent activity, students can take a deck and sequence it, read it forward and backward, and even turn the cards face down and then name the numbers before turning the cards back over to check.
- Decks can also be separated to cross from one family to another and the activity repeated, for example 5-14, 15-24, 25-34, 35-44 etc, as well as, a randomly sorted set of cards to create non-sequential decks.

[Edit this solution](#)

Solution

Randomly mixed numbers will be sequenced appropriately.



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