

## Lesson plan

# « Lace your numbers »

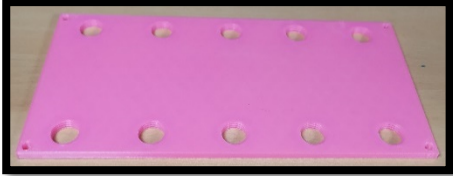

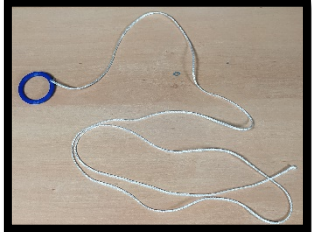
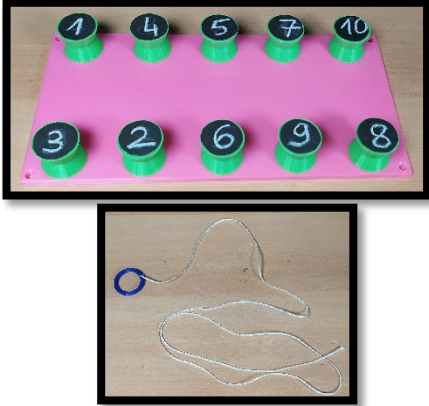

<b>Short description of the activity</b>	Appropriation and memorization of the number rhyme
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<b>Level of difficulty</b>	Level 2										
<b>Duration of the activity</b>	8 minutes										
<b>Number of participants</b>	Individual										
<b>Inventory of the hands-on exhibit</b>	<ul style="list-style-type: none"> <li>- 1 rectangular support with holes (3D printing)</li> <li>- 10 support numbers with screws (3D printing)</li> <li>- 1 ring (3D printing)</li> <li>- 1 string attached to the ring</li>   <li>- a digital tape on paper (optional)</li> </ul> <table border="1" style="margin-left: 40px; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10		

<b>Skills required of children</b>	<ul style="list-style-type: none"> <li>- Know the numerical sequence</li> <li>- Number recognition</li> <li>- Develop motor skills to stretch the string</li> </ul>
<b>Skills worked on</b>	<ul style="list-style-type: none"> <li>- Memorization of the number rhyme</li> <li>- Number identification</li> </ul>

## Instruction and description of the activity, step by step

<b>Instruction</b>	Connect numbers from lowest to highest
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<b>Step by step</b>	<b>Description</b>	<b>Illustration</b>
<b>Step 1</b>	<p><u>Making the material :</u></p> <ul style="list-style-type: none"> <li>➤ duration :</li> <li>1 rectangular support with holes : 6h</li> <li>10 support numbers with screws : 4h</li> <li>1 ring : 20 min</li> </ul> <p><u>Material preparation :</u></p> <ul style="list-style-type: none"> <li>➤ prepare the rectangular support with holes with blank screwed number pads.</li> <li>➤ write the chosen numbers on the pads.</li> <li>➤ prepare the string with ring.</li> </ul>	<p>1 rectangular support with 10 threaded holes, which can be nested (if printing multiple media)</p>  <p>10 numbers plots with screw</p>  <p>String with ring</p>  
<b>Step 2</b>	<p><u>Conduct the activity :</u></p> <ul style="list-style-type: none"> <li>- Ask the child if they recognise the numbers.</li> <li>- Ask the child to read the numbers.</li> </ul>	

<p><b>Step 3</b></p>	<ul style="list-style-type: none"> <li>- Ask the child to place the ring around the first number in the number sequence.</li> </ul>	
<p><b>Step 4</b></p>	<ul style="list-style-type: none"> <li>- Ask the child, to use the string, to connect the numbers in ascending order of the number sequence.</li> </ul>	
<p><b>Step 5</b></p>	<ul style="list-style-type: none"> <li>- When finished, the child recites the number rhyme following the path of the string.</li> </ul>	
<p><b>Solution</b></p>	<ul style="list-style-type: none"> <li>- The child has drawn with the string the path of the numerical sequence</li> </ul>	

**To go further**

**For level 1 :**

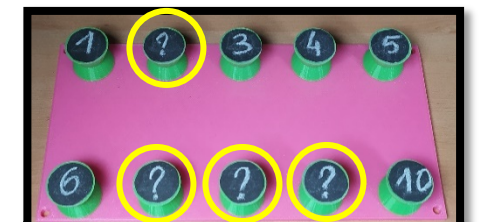
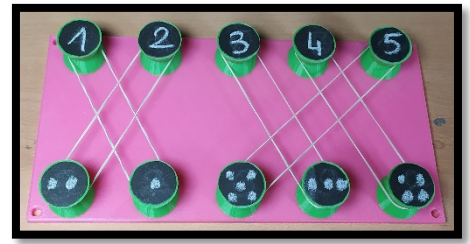
- Connect the number designation and the number constellation with a rubber band.

**For level 1 and 2 :**

- For example, numerical sequence in ascending order from 39.
- For example, numerical sequence in descending order starting at 27.
- numerical sequence with intruders.

Write the missing numbers in the number sequence.

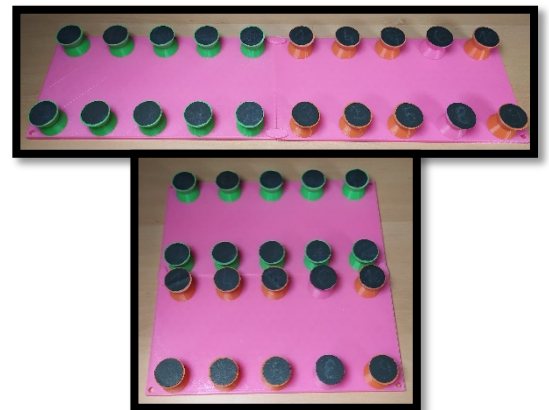
- Count in 2s, count in 5s, count in 10s



**For level 2 :**

- Connect odd numbers in ascending order (with or without an intruder)

**It's possible to increase the number of rectangular plates and to work with 20 or more numbers plots.**



**Resources**

**Book : Calcul mental**

Edition : RETZ

Collection : Apprendre à comprendre

Author : Christian Henaff, Céline Hénaff, Sandrine

Peyronie, Karine Sarre, Pascal Vilatte

Support : Ouvrage bi-média