Number Paths

Supports Bridges Kindergarten, Unit 4, Module 1, Session 2 & Session 3

Overview

This Tech-Enhanced Activity is based upon learning in Sessions 2 and 3. The work supports the concept of counting on a number path from 0 to 10 and reading, locating and ordering the numbers.

Preview this content with a short video.

	Students will:	Asynchronous Assets	Synchronous Assets
Part 1	Drag missing numbers back in order on a number path to develop an understanding of *before* and *after*.	Hap's Hidden Numbers [Slides]	
Part 2	Order numbers (1–5 and 6–10) before being introduced to and playing the Scrambled Numbers Work Place.	Scrambled Numbers [Slides]	
Part 3	Reflect on the game, consider strategies to support ordering numbers, and play Scrambled Numbers Work Place again.	More Scrambled Numbers [Slides]	

Some tech skills your students will need:

- Drag and drop elements
- Use the play button to play videos
- Follow a link
- Play a digital Work Place

Content notes:

1. Part 1 of this activity is based on the work of X-Ray Vision Problems & Investigations from Session 2. It includes a choral counting warmup and adapts the context to include a familiar character, Hap the Grasshopper, whom students help identify covered numbers on the number path, as well as what comes before and after a given number.
2. Part 2 aligns with Session 3 Work Places steps 2–4 and then introduces Work Place 4A Scrambled Numbers One to Ten. Part 3 includes original content that has students analyze sample game play before playing Scrambled Numbers One to Ten again.

Part 1: Hap's Hidden Numbers

Students drag missing numbers back in order on a number path to develop an understanding of before *and* after.

You will need your copy of:

Google Slides: Hap's Hidden Numbers (asynchronous learning)

- English: preview | copy
- Spanish: preview | copy

1. Distribute the Google Slides to students via Google Classroom, email, or another preferred method and ***make a copy for each student***.
2. Students self-pace through the slides.
3. Students count from 1 to 10 on the number path, identify the hidden number on the number path, and identify the number right before or after 5 and 6. This work prepares students to play Scrambled Numbers Work Place in Part 2.
4. Before Part 2, review student work on the second to last slide to see if students accurately placed the numbers 1–5 on the number path to gauge readiness for Part 2.

Part 2: Scrambled Numbers

Students order numbers (1–5 and 6–10) prior to being introduced to and playing Scrambled Numbers Work Place.

You will need your copy of:

Google Slides: Scrambled Numbers (asynchronous or synchronous learning)

- English: preview | copy
- Spanish: preview | copy

1. Preview the slides and choose your delivery method.
2. Distribute the Google Slides to students via Google Classroom, email, or another preferred method and ***make a copy for each student***.

If delivering asynchronously	**If delivering synchronously**

• Students self-pace through the slides, ordering the numbers 1–5 and 6–10.
• They are introduced to the directions for Scrambled Numbers Work Place and navigate to the digital Work Place to play.
• Review students' completed work in the slides to determine if additional support is needed ordering numbers 1–10. If so, refer to the WP Guide: Assessment & Differentiation chart for suggestions.
	• Start a Zoom or Google Meet session.
	• Open the slides and share your screen. Students do not yet need to open their copy.
	• Use the first slide to reintroduce the context of Hap's scrambled numbers. Then, navigate directly to the Digital Work Place (linked on the last slide) to introduce students to the Scrambled Numbers game.
	• Demonstrate the Digital Work Place navigation, and model the game as directed in the Session 3 Teaching Guide. Questions to consider to advance students' thinking include:
	  ○ *What number comes after __?*
	  ○ *What number comes before __?*
	  ○ *What other strategies helped you decide where to place a number?*
	• When students understand gameplay, invite them to open their copy of the slides and navigate to the link on the last slide to play.
	  ○ Alternatively, invite students to use physical number cards (1–10) to play, if available.
	• See WP Guide: Assessment & Differentiation chart for game variations.

Part 3: More Scrambled Numbers

Students reflect on the game, consider strategies to support ordering numbers, and play the Scrambled Numbers Work Place again.

You will need your copy of:

Google Slides: More Scrambled Numbers (asynchronous or synchronous learning)

- English: preview | copy
- Spanish: preview | copy

- Distribute the Google Slides to students via Google Classroom, email, or another preferred method and ***make a copy for each student***.

If delivering asynchronously	**If delivering synchronously**

• Students self-pace through the slides. They reflect about the game, consider strategies for Scrambled Numbers Work Place and play again.
• Review student work to identify students who might benefit from additional support or Work Place variations.
	• Start a Zoom or Google Meet session.
	• Open the slides and share your screen. Students do not yet need to open their copy.
	• Facilitate a discussion using the "Help a friend" slide. Questions to consider to advance students' thinking include:
	  ○ *What can we think about to help us?*
	  ○ *What other numbers would be helpful to think about to help us place 9?*
	  ○ *What other strategies helped you determine where to place a number?*
	• Use the remaining slides to discuss number placement. Focus discussion on "before" and "after."
	• Invite students to open their copy of the slides and navigate to the link on the last slide to play again.
	  ○ If appropriate, suggest ideas for Work Place variations prior to students playing.
	  ○ Alternatively, invite students to use physical number cards (1–10) to play, if available.