

FIRST GRADE

MATH



NUMBER SENSE

**KEEP SCROLLING TO
TAKE A LOOK INSIDE
THIS RESOURCE!**

Why?

Lucky to Learn MATH

This is the hands-on, standards-aligned, collaborative, and engaging math resource you've been looking for!

This resource can be used as a supplement to any math program, or as a complete curriculum.

Includes: teaching slides, lesson plans, math chats, mini lessons, collaborations, worksheets, assessments, exit tickets, anchor charts, and more!

Is your current math curriculum dull and lifeless?

These units are engaging! They include themed lessons to pique student interest, while also ensuring they master the math standards.

1

2

3

Wanting your students to love math?

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

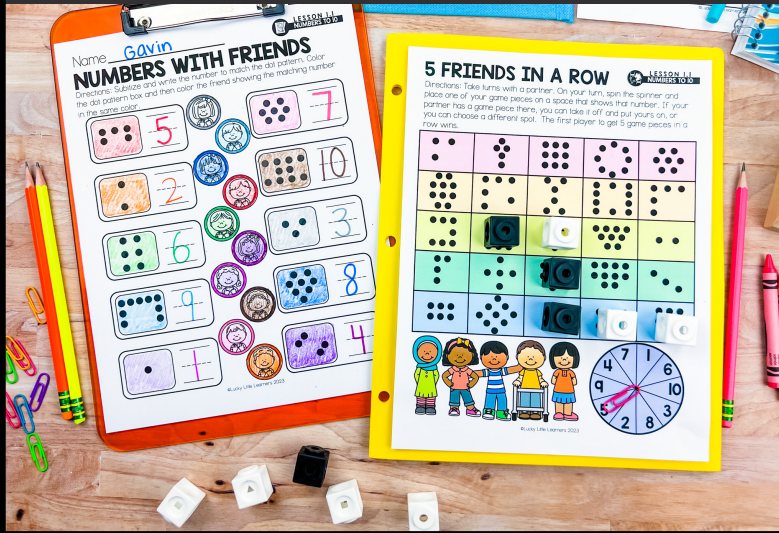
Looking for resources that are easy to prep?

The activities are low-prep or no-prep! The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.

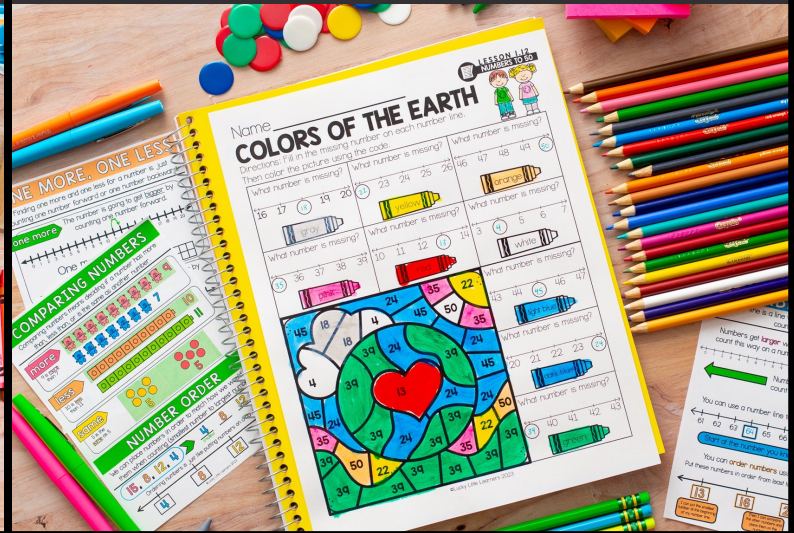


PERFECT FOR...

Math block



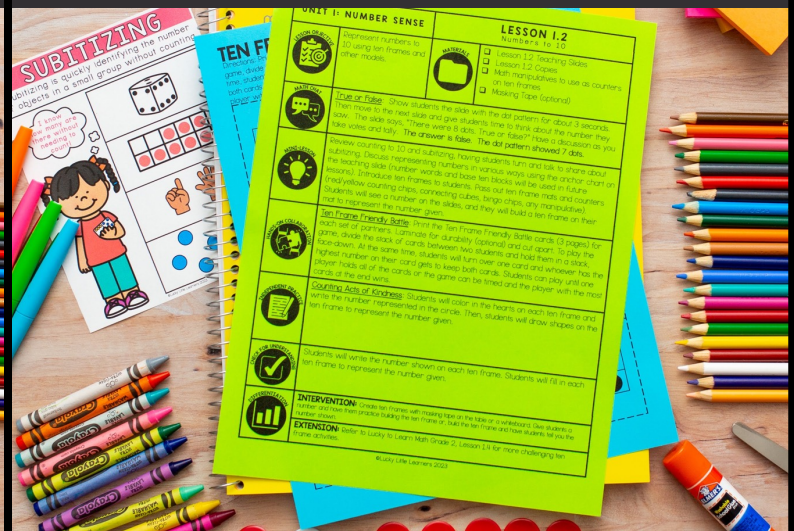
Supplemental practice



Hands-on learning



Easy lesson planning



Number talks



Themed units



UNIT MATERIALS



Anchor Charts

Binder covers

COUNTING STRATEGIES
We can use strategies to help us count a group of objects.

TOUCH EACH OBJECT AND COUNT
1 2 3 4 5 6 7 8 9 10

LINE UP THE OBJECTS AND COUNT
1 2 3 4 5 6 7 8

MOVE THE OBJECTS AS YOU COUNT
1 2 3 4 5 6

COUNT OUT LOUD SLOWLY
1..2..3..4

CROSS OUT THE OBJECTS AND COUNT
1 2 3 4 5 6

COUNTING STRATEGIES
We can use strategies to help us count a group of objects.

TOUCH EACH OBJECT AND COUNT
1 2 3 4 5 6 7 8 9 10

LINE UP THE OBJECTS AND COUNT
1 2 3 4 5 6 7 8

MOVE THE OBJECTS AS YOU COUNT
1 2 3 4 5 6

COUNT OUT LOUD SLOWLY
1..2..3..4..5

CROSS OUT THE OBJECTS AND COUNT
1 2 3 4 5 6

Lucky to Learn
MATH
UNIT 1
NUMBER SENSE
COUNTING AND CONNECTING AS FRIENDS AND CITIZENS

Lucky to Learn
MATH
UNIT 1
NUMBER SENSE
COUNTING AND CONNECTING AS FRIENDS AND CITIZENS

Unit Assessments

Collaborative Games

Name _____
Date _____
NUMBER SENSE ASSESSMENT

Write the ordinal number to show the underlined dog's place in the line.

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
What place am I in? _____ place

Count the dots and write the number. Write the number that the ten frames represent.

Fill in the missing numbers on the number line.

← 95 97 100 →

Write the numbers that would come next when counting.

48 _____

Name _____
NUMBER SENSE ASSESSMENT

Color the box with the bigger number. Write the number word for the bigger number.

14 12 27 29 30 28

Write the numbers in order from smallest to largest.

Write the numbers to show one more and one less than the given number. Fill in the empty ten frames to represent the number shown.

one less 110 one more

Fill in the missing numbers.

51	53	56	57	60
62	64		68	69
72	75	78	80	
81	83	86	88	

17

5 FRIENDS IN A ROW

Directions: Take turns with a partner. On your turn, spin the spinner and place one of your game pieces on a space that shows that number. Your partner has a game piece there, you can take it off and put yours on a different spot. The first player to get 5 game pieces in a row wins.

WORKING TOGETHER WITH NUMBERS

Teacher Directions: Print the cards (2 pages) in color or black/white. Cut apart and tape around the room. Students will walk the room with a friend and count the objects on each card. They will find the item on their worksheet that goes with the object on the card and write the matching number word beside it.

Count the bones. Count the paint palette. Count the remote controls. Count the gas pumps. Count the toothbrushes. Count the bowling balls.

Craftivities

Independent Work

SOLUTION SUPERHERO

Directions: Color and cut out the superhero. Glue the hands to the top of "I can count to 120!" strip.

GLUE HERE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120

GLUE HERE

Name _____
WE WORK TOGETHER LIKE PEANUT BUTTER AND JELLY

Directions: Color the picture using the code!

1 or 2 (yellow) 3 or 4 (blue) 5 or 6 (green) 7 (orange) 8 (pink) 9 (red) 10 (grey)

NUMBER WORDS TO 20

Directions: Find each number word and write the number below.

ELEVEN	TWELVE	THIRTEEN	FOURTEEN	FIFTEEN
SIXTEEN	SEVENTEEN	EIGHTEEN	NINETEEN	TWENTY

F M O I N B T W E L V E
I F O U R T E E N S A P
T L U D S E V E N T E E N
F T U J V C E T B H S J W
E Z A Q U M R F D I T E
E N I N E T E E N X W L
N T W R U L O P G T E E
D C H J P E R A D E N V
G E I G H T E E N E T E
T H I R T E E N M N Y N

NUMBER SENSE

UNIT OVERVIEW

WEEK ONE

NUMBER SENSE TO 10

- Subitizing to 10
- Number identification to 10 and writing numbers
- Ten frames and representing quantities to 10
- Ordinal numbers
- Number order to 10
- Writing number words
- 1-to-1 correspondence
- Counting forward from any number to 10
- One more/one less to 10

CC:
1.NBT.1
K.CC.1
K.CC.2
K.CC.3
K.CC.4
K.CC.5

TEKS:
1.2a
1.5a
K.2abdf
K.5

WEEK TWO

NUMBER SENSE TO 20

- Subitizing to 20
- Number identification to 20 and writing numbers
- Twenty frames and representing quantities to 20
- Number order to 20
- Writing number words
- Counting forward from any number to 20
- One more/one less to 20

CC:
1.NBT.1
K.CC.1
K.CC.2
K.CC.3
K.CC.4
K.CC.5
K.NBT.1

TEKS:
1.2a
1.5a
K.2abdf
K.5

WEEK THREE

NUMBER SENSE TO 50

- Counting on a chart to 50
- Number lines to 50
- Missing Numbers
- Number order to 50
- Writing number words to 50
- Representing numbers to 50
- Counting forward from any number to 50
- One more/one less to 50

CC:
1.NBT.1
1.NBT.2
K.CC.1
K.CC.2
K.CC.4
K.CC.5

TEKS:
1.2a
1.2c
1.2f
1.5a
K.5

WEEK FOUR

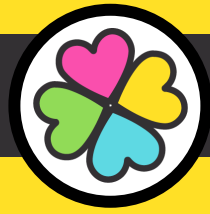
NUMBER SENSE TO 120

- Counting on a chart to 120
- Number lines to 120
- Missing Numbers
- Number order to 120
- Writing number words to 120
- Comparing quantities to 120
- Counting forward from any number to 120
- One more/one less to 120

CC:
1.NBT.1
K.CC.1
K.CC.2
K.CC.4
K.CC.5

TEKS:
1.2a
1.2c
1.2d
1.2e
1.2f
1.5a
K.5

LESSON PLANS



Clear lesson objective

Teaching slides included for each part of the lesson

List of materials

Math chat (number talk) in each lesson

Skill-focused mini lesson









Collaborative hands-on tasks

Independent practice

Quick assessments

Materials have matching icons for routine & easy organization

Differentiation ideas

UNIT 1: NUMBER SENSE		LESSON 1.2 Numbers to 10	
 LESSON OBJECTIVE	Represent numbers to 10 using ten frames and other models.	 MATERIALS	<input type="checkbox"/> Lesson 1.2 Teaching Slides <input type="checkbox"/> Lesson 1.2 Copies <input type="checkbox"/> Math manipulatives to use as counters on ten frames <input type="checkbox"/> Masking Tape (optional)
 MATH CHAT	<u>True or False:</u> Show students the slide with the dot pattern for about 3 seconds. Then move to the next slide and give students time to think about the number they saw. The slide says, "There were 8 dots. True or false?" Have a discussion as you take votes and tally. The answer is false. The dot pattern showed 7 dots.		
 MINI-LESSON	Review counting to 10 and subitizing, having students turn to a partner and subitize. Discuss representing numbers in various ways on the teaching slide (number words and base ten blocks, word cards, etc.). Introduce ten frames to students. Pass out ten frames (red/yellow counting chips, connecting cubes, bingo chips, any manipulative). Students will see a number on the slides, and they will build a ten frame on their mat to represent the number given.		
 COLLABORATION	<u>Ten Frame Friendly Battle:</u> Print the Ten Frame Friendly Battle cards (3 pages) for each set of partners. Laminate for durability (optional) and cut apart. To play the game, divide the stack of cards between two students and hold them in a stack, face down. At the same time, students will turn over one card and whoever has the highest number on their card gets to keep both cards. Students can play until one player holds all of the cards or the game can be timed and the player with the most cards at the end wins.		
 INDEPENDENT PRACTICE	<u>Counting Acts of Kindness:</u> Students will color in the hearts on each ten frame and write the number represented in the circle. Then, students will draw shapes on the ten frame to represent the number given.		
 CHECK FOR UNDERSTANDING	Students will write the number shown on each ten frame. Students will fill in each ten frame to represent the number given.		
 DIFFERENTIATION	<p>INTERVENTION: Create ten frames with masking tape on the table or a whiteboard. Give students a number and have them practice building the ten frame or, build the ten frame and have students tell you the number shown.</p> <p>EXTENSION: Refer to Lucky to Learn Math Grade 2, Lesson 1.4 for more challenging ten frames.</p>		

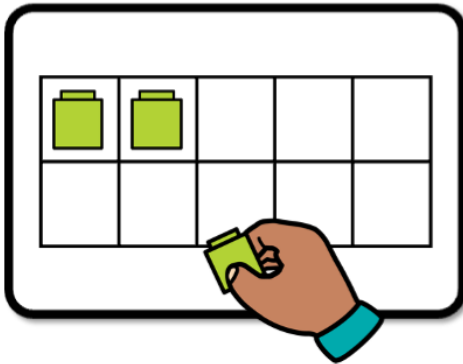


1.2 MINI-LESSON

LET'S LEARN!

We are going to practice building ten frames!

You will need a ten-frame mat and counters to fill your ten frames!



- I will show you a number on the board (represented in different ways).
- You will build the number on your ten-frame mat!

NEXT



I WILL BE ABLE TO...

Represent numbers to 10 using ten frames and other models.



NEXT

Guides students through each lesson with an easy-to-follow, attractive, kid-friendly format & theme

MINI LESSONS

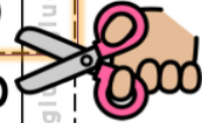


I.13 MINI-LESSON

LET'S REVIEW!

STEP TWO: Cut out each **row** going across. Start cutting at 0 and move across to 10, making a strip of paper.

0	1	2	3	4	5	6	7	8	9	10	glue
11	12	13	14	15	16	17	18	19	20	glue	glue
21	22	23	24	25	26	27	28	29	30	glue	glue
31	32	33	34	35	36	37	38	39	40	glue	glue
41	42	43	44	45	46	47	48	49	50	glue	glue



Leave the
glue tab on

NUMBER LINE TO 50

LESSON I.12
NUMBERS TO 50

Directions: Cut around the border of the 50 chart. Next, cut out each row going across. Connect the rows by gluing them together using the glue tab.

0	1	2	3	4
---	---	---	---	---

0	1	2	3	4	5	6	7	8	9	10	glue
11	12	13	14	15	16	17	18	19	20	glue	glue
21	22	23	24	25	26	27	28	29	30	glue	glue
31	32	33	34	35	36	37	38	39	40	glue	glue
41	42	43	44	45	46	47	48	49	50	glue	glue

NUMBER LINE TO 50

LESSON I.12
NUMBERS TO 50

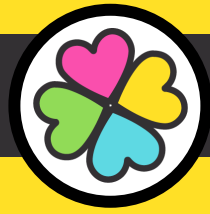
Directions: Cut around the border of the 50 chart. Next, cut out each row going across. Connect the rows by gluing them together using the glue tab.

0	1	2	3	4	5	6	7	8	9	10	glue
11	12	13	14	15	16	17	18	19	20	glue	glue
21	22	23	24	25	26	27	28	29	30	glue	glue
31	32	33	34	35	36	37	38	39	40	glue	glue
41	42	43	44	45	46	47	48	49	50	glue	glue

Provides
instruction &
scaffolded
practice with
the skill.



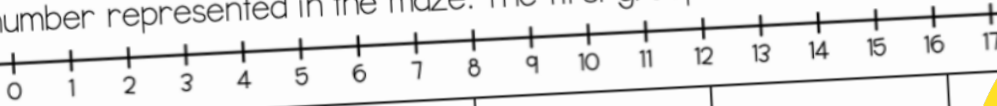
COLLABORATION



RULE FOLLOWER RACE

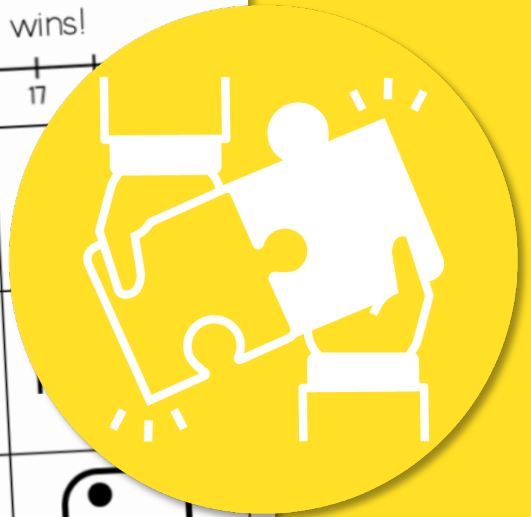
LESSON 1.9
NUMBERS TO 20

Directions: Count from 1-20 with a partner using the number line. Color in each number represented in the maze. The first group to reach the end wins!



START 		three	
nine			
	four		
		thirteen	
		sixteen	
five			eight
	fifteen		
			END twenty

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Hands-on activities for students to practice the skill in fun ways with partners and groups

INDEPENDENT WORK




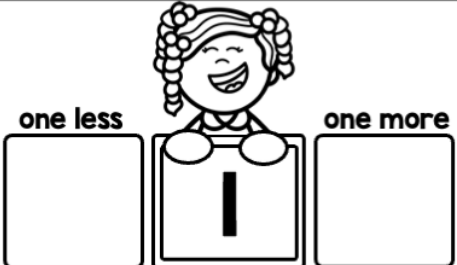
Name _____


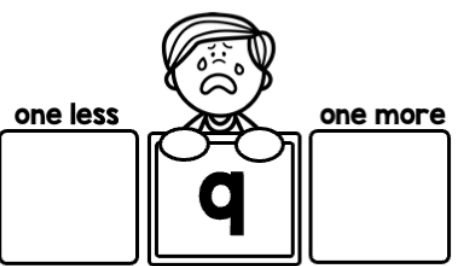


LESSON 1.5
NUMBERS TO 10

COUNTING ON EMOTIONS

Directions: Write numbers for one more and one less. Then, color the emotion shown.

	
Color the Emotion: sad happy mad	Color the Emotion: sad happy mad

	
Color the Emotion: sad happy mad	Color the Emotion: sad happy mad

Directions: Fill in the numbers to count forward to ten.

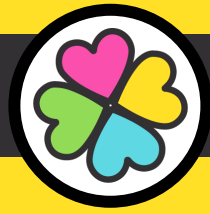
 3							
 6							

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Worksheets that align with the lesson theme provide opportunities for student independence and mastery.



CHECK UNDERSTANDING



LESSON 1.5
NUMBERS TO 10

Name _____

CHECK FOR UNDERSTANDING

Draw dots in the box to show one more.

Fill in the missing numbers.

one less 3 one more

Draw dots in the box to show one less.

Fill in the missing numbers.

one less 8 one more

LESSON 1.5
NUMBERS TO 50

Name _____

CHECK FOR UNDERSTANDING

Directions: Follow the directions in each box to show one more and one less or count forward on the number track.

Fill in the missing numbers. one less 34 one more	Fill in the number track with the next 3 numbers by counting forward. 46 <input type="text"/> <input type="text"/> <input type="text"/>
Fill in the missing numbers. one less 29 one more	Fill in the number track with the next 3 numbers by counting forward. 19 <input type="text"/> <input type="text"/> <input type="text"/>

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Half-page exit tickets are an easy check for understanding. This shows you an immediate picture of how students are doing. No more huge stacks of grading to sort through!

EXAMPLE MATERIALS



UNIT 1: NUMBER SENSE	LESSON 1.10 Numbers to 20
<p>Count forward from any number to 20 and determine one more and one less.</p>	<p>Lesson 1.10 Teaching Slides Lesson 1.10 Copies Dry-erase pockets & supplies Connecting Cubes Spinners</p>
<p>Math is Fun: Show the Math Chat teaching slide to students. They will answer the question "Who has more?" as they see two kids with different amounts of coins. Once students have been given plenty of silent thinking time, discuss as a group. Answer: Sam has more coins.</p>	
<p>Review representing numbers and number words together. Have students turn and talk about ways they see numbers represented outside of school. Play I Have, Who Has, Numbers to 20 to review subtracting. Let's review our subtracting skills by representing numbers to 20. Draw out 22 cards (some students may have more than one card or you can have students share cards if there are not enough). The game starts with the card that says "Start". The student reads their card "I have START, who has 16?". The student that has the card that shows 16 represented reads their card. Play continues until someone reads "FINISH" on their card. Allow students a moment to look at your card and figure out their number before they begin! Introduce one more/one less with numbers to 20 with students. Introduce strategies for finding one more/one less using number lines, counting, twenty frames or dice. Have students practice finding one more and one less than a given number and counting forward on a number track. Students will be solving the problems on the teaching slides and writing answers on a page in dry-erase pockets. They will also discuss different chores they can do to help around the house.</p>	
<p>Spin Bedroom Bump: This is a game students will play with partners. Each player needs 20 connecting cubes of their own color and each set of players needs 1 spinner, a set of number cards, and 1 game board. Players will take turns choosing a number card and spinning the spinner. They can place a cube on a number that is either one more or one less than the number they chose. The spinner will tell them to solve one more or one less. If the opponent has a cube on that space, they can "bump" it off. If they have a cube of their own on the space, they can add a 2nd cube and freeze that space so that it can't be bumped. If they spin a 0, they can only put a cube on one more. If they spin a 20, they can only put a cube on one less. The first player to run out of cubes wins the game!</p>	
<p>Counting Chores Charts: Students will look at the number in each chore chart. They will write one more and one less for each number of chores. Then they will count forward on the number tracks at the bottom by writing the next numbers.</p>	
<p>Students will demonstrate their understanding of one more and one less than by filling in the blanks for one more and one less than the given number. Students will also demonstrate their understanding of counting forward by writing the next 3 numbers in the number tracks.</p>	
<p>INTERVENTION: Use connecting cubes and have students build any number from 1-20. Then, let students build another tower that is either one more or one less than the starting number. Practice as much as needed. This is a great visual representation of numbers!</p>	
<p>EXTENSION: Refer to Lucky to Learn Math Grade 2, Lesson 1.1 for more challenging counting activities.</p>	

I HAVE, WHO HAS: NUMBERS TO 20 GAME

LESSON 1.10 NUMBERS TO 20

Directions: Print out the 4 pages to play this game. All 22 cards are needed. For detailed instructions on how to play this game, see the corresponding lesson plan.

I HAVE, WHO HAS: NUMBER 16

I have...

Who has 16? I have...

Who has 4? I have...

Who has 12?

I HAVE, WHO HAS: NUMBER 16

I have... sixteen

Who has 0? I have...

Who has 14? I have... **one**

Who has 20? **twelve**

NUMBERS WITHIN 20

LESSON 1.10 NUMBERS TO 20

Directions: Use this page in a dry-erase pocket during the mini-lesson.

one less
NUMBER
one more

--	--	--

NUMBER TRACK

--	--	--	--

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one less
NUMBER
one more

--	--	--

NUMBER TRACK

--	--	--	--

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CLEAN BEDROOM BUMP

LESSON 1.10 NUMBERS TO 20

Directions: Follow the bump game directions on the corresponding lesson plan or teaching slides.

0	1	2	3	4	5
CHOOSE 1 CARD					
20					6
19					7
18	SPIN HERE				8
17					9
16	15	14	13	12	11

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COUNTING CHORE CHARTS

LESSON 1.10 NUMBERS TO 20

Directions: Look at the number in each child's chore chart. Write one more and one less for each number of chores. Then count forward on the number tracks.

one less		one more	one less		one more
<input type="text"/>	10	<input type="text"/>	<input type="text"/>	18	<input type="text"/>
one less		one more	one less		one more
<input type="text"/>	12	<input type="text"/>	<input type="text"/>	5	<input type="text"/>
one less		one more	one less		one more
<input type="text"/>	1	<input type="text"/>	<input type="text"/>	16	<input type="text"/>
<input type="text"/>	7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	14	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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CHECK FOR UNDERSTANDING

LESSON 1.10 NUMBERS TO 20

Directions: Follow the directions in each box to show one more and one less or count forward on the number track.

Fill in the missing numbers.

one less 13 one more

 13

Fill in the number track with the next 3 numbers by counting forward.

17

Fill in the missing numbers.

one less 9 one more

 9

Fill in the number track with the next 3 numbers by counting forward.

10

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Fill in the missing numbers.

one less 13 one more

 13

Fill in the number track with the next 3 numbers by counting forward.

17

Fill in the missing numbers.

one less 9 one more

 9

Fill in the number track with the next 3 numbers by counting forward.

10

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MATH CHAT EXPECTATIONS

- 1 BE RESPECTFUL**
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
- 2 THINKING TIME**
When a problem is shown, we won't shout out or talk about it yet. We will use silent thinking time to try and solve the problem on our own.
- 3 TRY YOUR BEST**
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn and grow!
- 4 STRATEGIES**
When you think of a way to solve the problem, give a thumbs-up at your chest. Keep thinking of new strategies and raise more fingers for more strategies.
- 5 LET'S CHAT!**
Once we have had plenty of silent thinking time, we will share our strategies with the class and justify our thinking. All answers are shared and talked about because we all learn from mistakes (even teachers!).

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MATH CHAT HAND SIGNALS

	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

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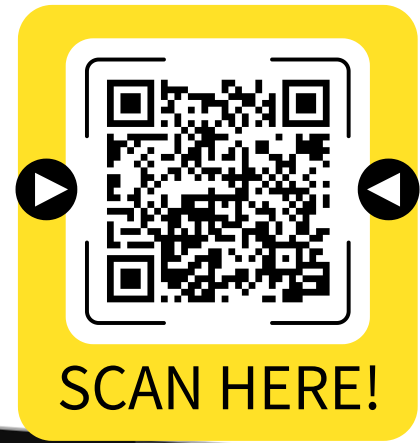
MATH CHAT CATEGORIES

MYSTERY NUMBER	Clues will be given and students have to figure out the number that is missing.
TRUE OR FALSE	Students will decide if the equation given is true or false.
WORD PROBLEM	Students will work out word problems.
THINK ABOUT IT	Students will solve thought-provoking math problems.
MATH IS FUN	Students will solve challenging math problems in a fun way!

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Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with **our weekly newsletter** created just for teachers like you.



RESEARCH DRIVEN MUST-HAVES

SEASONAL FUN

VIRAL FAVES

DECOR & MORE

IN THIS CLASSROOM
WE ARE KIND
WE ARE HELPFUL
WE ARE IMPORTANT
WE ARE
WE DON'T GIVE UP
WE CAN DO HARD THINGS
WE HAVE LOTS OF FUN

FREE

IN THE LOOP

- Community Idea: Conference Advice
- On The Blog: Growth Mindset Tips
- Featured Download: Goal Mountain
- Let's Get Social: [Bean Ghosts](#)
- Video Tip: [Growth Mindset Tips For Students](#)
- New & Hot In AA
- Sunday Funnies

Hey there and happy Sunday!

About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.