ZAP

Arrange students so that they are standing in a circle. Instruct students to count backwards from twenty down to zero. Each student calls out one number in the sequence. When the number sequence reaches zero, the student who should say "zero" calls out "zap!" and sits down. Continue the activity with the students commencing the backward count from twenty again. This process continues until one student remains standing.

Variations

• The students count from one in a forward number word sequence to twenty. When the number sequence reaches twenty, the student who should say "twenty" calls out "zap!"

• Students who are out remains in the circle and continue to say "zap!" whenever it is their turn. The following student continues the count from the number after the number that would have been said instead of "zap".

NS

NUMBER CARD ORDER

Distribute the numeral cards to the students.

Ask the students to sequence themselves (without speaking) from highest to lowest.

OR

Hand out numeral cards in the range 1–30 to the students.

Instruct the students to organise themselves (without speaking) into two rows, one of sequenced odd numbers and the other sequenced even numbers.

The first row completed correctly is the winner.

NS

BUCKET COUNT (on and back)

Drop a small collection of blocks one by one, into a bucket. Ask students to count aloud as each block is added to the container. After dropping the blocks, show the students the contents of the bucket. Then hold the bucket above the eye level of the students. Ask the students to state how many blocks would be in the bucket if one more block was added. Repeat the question, changing the number of blocks to be added to two and three blocks. (put unifix cubes onto fingers so they can see them and use to track the count-on process) Encourage the students to count on from the number of blocks already in the bucket to find the total.

Variation
Ask the students to pretend there are a nominated number of blocks in the bucket. Drop additional blocks into the bucket. Students count on to find the total sum of the blocks in the bucket.

Variation 2 – Count back
When there are unifix cubes in the container – take 1 out and ask "how many?" Repeat taking a different number of cubes out and watch student actions. (fingers , subvocalizing). Ask students to share their working out to check strategies.   A&S

BLOCKS ON BOWLS

Place a container, such as an empty ice-cream container, between a pair of students.
Turn the container upside down and place five Unifix blocks on top.
Instruct students to look away while their partner takes away some, or all, of the blocks from the top of the container and hides them under the container.
The first student turns back to see how many blocks are left on top of the container.
Using this information, the student determines how many blocks were placed under the container.
The student may then lift the container to confirm the answer.

As students become competent with five blocks, ten and then twenty blocks could be used.

A&S

ADD TWO DICE

Construct a set of numeral cards in the range of two to twelve. Place them face up on a table, or on the floor.

Taking turns, the students are to roll two dice and find the total. Encourage the students to count on from the larger number rolled.

After adding the two dice the student takes a numeral card corresponding to the total. The game continues until all the cards have been taken.

If a player rolls a number that has already been taken, the player's turn is forfeited.

Variation –
9 or 12 sided dice and extend the range of numbers, three dice and with numeral cards for
three to eighteen.

DOUBLES

Instruct the students to use two hands to demonstrate double numbers from 1 to 5. For example, "Show me double four. How many altogether?"

In this example the students would raise four fingers on each hand and call out the answer. Students may bring their hands down to count and confirm the total.

Doubles plus one

This activity is played in a similar way to *Doubles*. Instruct the students to raise their fingers for a nominated double combination and then add one more finger to find the total. Alternatively, play *Doubles minus one*.

For this activity students raise their fingers to represent a nominated double and then subtract one finger to find the total.

DOT CARD PATERNS

Construct dot patterns for numbers one to nine, with two copies of card 5. Place the cards face down on a table between pairs of students.

The students take turns to turn over two cards and add the two cards together.

If the total is "ten" the student keeps the two cards. If the cards do not equal "ten" they are returned to the table.

Encourage students to count on from the larger number.

Variations
• Use numeral cards instead of dot pattern cards.
• Use five numeral cards and five dot pattern cards.
• Use ten frame cards.
• Extend the total to 15 or 20.   A&S

FRIENDS OF TEN

Construct two sets of numeral cards in the range of one to ten. For this activity it is necessary to attach string or shoelaces to the numeral cards so they can be worn around the students' necks.

It is also more manageable if each set of cards is a different colour. Distribute one set of numeral cards to ten students.

These students leave the room or turn away from the remaining students.

Distribute the other set of numeral cards to the remaining students.

Ask the students in the first group to return to the class (or turn around) and find a partner who is wearing a card which, when added to their own card, will equal ten.

A&S

RING THAT BELL

Provide the students with a supply of counters.

Ring a bell a number of times, for example, four times. Instruct the students to place the corresponding number of counters on their desk. Hold up a symbol card for addition or subtraction and then ring the bell again, for example twice.

Have the students respond by observing the symbol card and adding or subtracting the correct number of counters. Students then state the total number of counters.

Encourage the students to discuss their actions and how they arrived at their answers.

Variation

This may be used as a small-group or partner activity, with students rolling a die instead of ringing a bell.

A&S

BUILD A TOWER

Organise the students into pairs or the class into 2 teams.

Provide each student/group with ten Unifix blocks as well as an additional pile of blocks, such as twenty.

Prepare "direction cards" showing either addition or subtraction tasks, for example: + 3.

Have the students take turns to draw a "direction card" and follow the instruction by adding or subtracting the correct number of blocks to their tower. The winner is the first to make a tower of twenty blocks.

Ask the students to explain their strategies for solving the problems to their partners.

A&S

THE PRICE IS RIGHT

Display a vertical numeral strip to the students.

Ask one student to think of a number on the numeral strip.

The remainder of the class take turns to guess the number.

After each guess, allow the student to point to the nominated number on the number line.

The student then states if the guess is higher or lower than the number being thought of.

Encourage the students to use the responses from previous guesses when making the next guess.

NS

TRACKS

Display any 2 digit number on the 100 chart and some arrows. These arrows indicate if the student is to:

⬆ count back by ten from the number

⬇ count on by ten

➡ add on one

⬅ take away one.

The students locate the starting number on the hundred chart and follows the directional arrows to determine the number they would finish on.
For example, if the starting number is 24 and the directional arrows were ⬇ ⬇ ➡ then the finishing number would be 45.

Variations
Have the students complete the activity on a blank hundred chart.
Use a numbered 1–100 chart and a blank die marked with directional arrows. Both students place a counter on number 45 and take turns to roll the die and move their counter accordingly. The winner is the first to reach 1 or 100.
Use and to represent –11 and +11.

NS

BUZZ GAME

Organise the students in a circle.
Have the students begin counting by ones, each taking turns to call out the next number in the sequence.
Each time students arrive at a number which is a multiple of five they call out "buzz" instead of the number.
A student who makes an error in counting sits down.

HANDS UP

Ask a student to come to the front of the class and hold up ten fingers.
Then ask the student to demonstrate a number such as "43" using fingers.
Ask the class to check the number of fingers by counting groups of tens and then adding the ones.
Then ask the class to check the number again, this time by counting from the "ones" first and then counting on by "tens". In the example of "make 43" the counting sequence would be 10, 20, 30, 40, 41, 42, 43 and then 3, 13, 23, 33, 43. Repeat with various other numbers. When the class is confident in representing numbers in this way, expand the activity to representing two numbers and adding them together.

DIZZY DOTS

Present the students with various large arrays arranged in rows of five or ten.

A 10 x 10 array is included in the BLM section of DENS 2.
This can be used to create different array patterns, e.g. 5 x 10.

Ask the students to think of a way to count the dots quickly and easily to determine the total.

The hundred-chart could be used to assist students with counting.

M&PV

BUCKET COUNT ON : 10s and 100s

Drop a small collection of large disks or blocks (all of one colour) into a bucket or container one at a time.

Tell the students that the colour of the discs, say red, represents a unit of ten. Ask the students to count aloud by tens as each disc is added. Choose a different coloured disc and tell the students that this colour, say blue, represents units of 100. Drop the discs into the bucket one at a time.

Ask the students to continue counting by adding on 100 to the total as each disc is dropped.

After adding in this fashion, return to adding discs representing "tens" to the total. Discs of another colour could be used to represent units of "one" and if appropriate, use discs to represent units of "1000".

A&S

ADD TWENTY

Using the numeral cards 1–20, randomly select a card and show it to the students.

Ask the students how many more to make 20?

A&S

BACK TO ORDER

Place the numeral cards from 1–30 face down on the floor, in random order, in three rows of ten.

Tell the students these are the numbers 1–30, but they are not in correct sequence.

Ask a student to select a card and turn it face up. Have the student read the numeral and then place it where it should go in the correct sequence. The next student is handed the card that has been replaced and finds its correct location. Encourage the students to count up or down by tens and forwards and backwards by ones.

Alternatively, ask the students to sequence the cards from highest to lowest.

NS

MISSING 100's

Prepare a large blank hundred chart. Write some numbers in the chart as clues.

Write other numbers in the range 0-100 on sticky notes.

Ask individual students to post the notes onto the correct square in the hundred chart.

Discuss quick ways of determining where the number belongs.

NS

CONSRTUCT 100

Provide each student with one or two different numeral cards in the range 1–100.

Ask the class to construct a hundred chart on the floor made from the individual numeral cards.

Discuss where to place each card when some of the numerals are missing.

Determine the missing numbers.

NS

NINE PILES

Remove the "picture" and "ten" cards from a deck of playing cards. For this activity ensure the students know that the "Ace" is equivalent to "one". Deal out the cards face up into nine piles. The students take turns to locate two cards that total to ten.
If able to find two cards equalling ten, the student removes and keeps the cards, revealing two new cards. The activity continues until a player is unable to pair-up two cards that total ten.

Variations

For this activity tell the students that the "Ace" is now equivalent to "eleven" for this activity and have them locate and remove cards that total twenty. This may be two or more cards at one turn.   A&S

TARGET TWENTY

Roll 4 dice on the IWB. In pairs or two teams students calculate using the 4 numbers to reach the target of 20 or as close to the total as possible.

Addition, subtraction, multiplication or division in any order or combination can be used.

Each dice needs to be used and only used once.

Variation – for a simple version students just add and /or subtract to find the closest to 20 to win.