

COUNT OFF

Students roll a ten-sided (decahedron) or a twelve-sided die. Have the students start counting from the number rolled, adding ten to the count each time, up to a designated number in the tens, hundreds, or thousands. Then students also count backward by tens.

If dice are not available, a selected student could choose a number on a hundreds chart and the class could count from that number by tens, both forward and then backward. Pointing to the written numerals on the hundreds chart as the class is counting, would help some students with numeral identification.

Differentiation/Variations Depending on student need, die could be made with small or large numbers written on them. Students could then count by tens, hundreds, or thousands, from the number that is rolled. For emergent learners, the dots on the die could be matched with cards containing written numerals for practice in numeral identification.

HANG IT ON THE LINE / SANDWICH BOARDS

Hang it on the Line—Hang clothesline across whiteboard/classroom. Ask students to hang numeral cards in the correct order on the clothesline. Depending on the ability level of the students, display some of the numeral cards on the line and ask the students to place the missing cards correctly.

Sandwich boards—Attach string to large numeral cards to be hung around students' necks. Give each student a card. Students move around the room to music. When the music stops, students arrange themselves into a line in a correct forward/backward number sequence.

Differentiation/Variations

- Variations: K-2 —numeral cards between 1-109; build number line forward and backward
- 3rd-4th—three- and four-digit numeral cards, fractions, decimals, multiples, etc; build number line forward and backward
- 5th-6th—five-digit numeral cards, multiples, ratios, proportions, etc

SECRET NUMBER

Think of a "secret number" and provide the students with clues for guessing the "secret number". Include simple and complex clues.

For example: " The secret number is two more than three." " The secret number is more than twelve but less than nineteen." " The secret number is an odd number between 10 and 20."

HUMAN NUMBER LINE

Children are randomly given a numeral card (lining up to enter classroom, lesson break) and are asked to line up in sequence 1-20, 20-1, evens and odds. Leave out a number and ask children to find the missing number/numbers.

TEN FRAME TRAIN

Ten frames are handed out to students and they put them in order in a line from 1-10 or 1-20 or 20-30 etc

HAND OUTS

Count aloud as classroom equipment is given out or collected.

CALENDAR COUNT

Using one week on a calendar as a visual aid, pose such problems as:

"Count the number of breakfasts or total meals a person would eat in one week."

"Count the number of days already spent at school this week and the number of days left until the weekend."

CIRCLE COUNTING

Organise the students into a circle with all of the students facing into the centre. Lead the group in oral counting chants, for example, counting by 2s, 5s, 10s or odds and evens. Ask a student to nominate a body action which the group can perform with each count.