



# Counting activities and ordering numbers

## Part 1: keeping track of counting

### Teacher notes

#### Number cards



Present the numbers 0 to 10 (and later beyond) on a strip of paper or on individual cards (marked 0 to 10 and placed in order).

Students put their fingers on the written symbols as they say the number words.

Gradually increase the number sequence (0–20).



#### How many beats?

Ask students to count aloud the number of claps you make, the number of beats on a drum or taps on a triangle, etc.



#### How many movements?

Ask students to count aloud as they perform actions, for example, clapping three times, hopping four times, skipping five times, nodding six times.



#### How many stairs?



Support students to coordinate walking up or down stairs while reciting the verbal sequence.

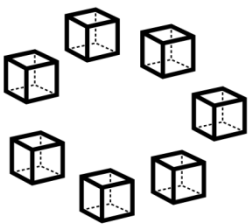


If some students think the number of stairs appears to change depending on whether the students count faster or slower than they step, model walking up stairs while reciting the verbal sequence in coordination.

## Part 2: variations on counting

### Teacher notes

There is more to counting than just counting objects arranged in a row. Students need to develop good strategies for keeping track of objects they have counted in many situations. This is an important skill that can be discussed and practised in class.



### Counting objects in a circle

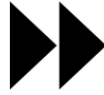
Ask students, *How do you remember where you started?* (For example, 'I keep a finger of my left hand on the starting object and point at the other objects in one-to-one correspondence with my right hand.')



### Counting a pile of objects

Ask students, *How do you remember which ones you have counted?*

(For example, 'I move them across to the other side of the table one by one.')



### Counting moving objects

Ask students, *How do you know which ones you have counted?*

It is important for students to recognise that this will be difficult. When a student recognises this will be difficult for them, they are demonstrating metacognition.

## Part 3: number names and numerals to 20

**Teacher notes:** Practise writing, reading, naming and ordering numbers using number cards to 10, and later 20.

### Create number cards

Students create their own set of number cards to use in the activities below. This is an authentic context to study the correct formation and practise writing numerals from 0 to 12. Once the activities are mastered using numbers to 12, add in the numbers 13 to 20.

### A number line

1. Make a line by putting the cards in order from 0 to 12, and later 0 to 20.
2. Choose a number from 0 to 10 as the starting point.
3. Point to and say each number from the chosen starting point right up to 12 (or 20). Pay particular attention to the teen numbers which can be tricky to say! For example, 14 is said 'fourteen' (not forty).
4. Choose a different starting number from 0 to 10 and repeat.

### What's missing?

1. Make a line by putting the cards in order from 0 to 12, and later 0 to 20.
2. Look away while the teacher or a partner turns one card face down.
3. Turn back to the cards and see if you can work out which card is missing. Check your answer by turning over the card.

### Before and after

1. Take the cards 1 to 12 or 1 to 20 (remove zero from the deck). Shuffle them and place them face down.
2. Choose a card and say the number on the card.
3. Then say the number that comes before and the number that comes after the number on the card.
4. Put that card aside and repeat steps 2 and 3 after choosing another card.