

## 6. Extending and Applying Counting Skills

Can count from a non-zero starting point by any single digit number, and can apply counting skills in practical tasks.

### a. Jigsaw Numbers (Worksheet 14)

Materials: Activity card

Group size: Whole class or small group



Cut the hundreds chart along the bold lines. Each student is given a piece on which they must complete the missing digits. Students then combine their pieces to reproduce the hundreds chart.

### b. Counting Patterns (Worksheet 15)

Materials: Set of 9 worksheets per group

Group size: Small group

Students colour the numbers in a counting pattern eg. 2s on the hundreds chart. Discuss the pattern that is made. Repeat for 3s, 4s, 5s, etc to 10s. Use a different colour for each pattern.

Extension: Using overhead projector, teacher to show a blank hundreds chart with a pattern shown using transparent counters. Students name counting pattern from pattern of counters, without the use of the numerals.

### c. Hangman (Worksheet 16)

Materials: Worksheet per student, red die, blue die

Group size: Pairs

Students roll the two dice and add the digits. They record this total in the appropriate square on the worksheet. If the score has been rolled before (ie Red4 + Blue3 is different to Red3 + Blue4) the student misses a turn and begins to play hangman. The object of the game is to complete the table before reaching "hangman".

### d. Times Ten You Win

Materials: Pack of playing cards with picture cards removed

Group size: Pairs

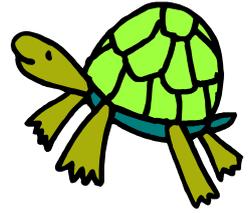
Place all of the cards face down in the centre. Students take turns in turning over a card and adding this onto the running total. If this total is a multiple of ten, the player keeps all of the cards. The winner is the player with the greatest number of cards.

# Sine

## e. Whose Legs? (Worksheet 17)

*Materials:* Activity Card per group, set of numeral cards

*Group size:* Pairs or small group



Students familiarise themselves with the animals depicted on the activity card, paying particular attention to the number of legs each has. i.e. duck – 2 legs, turtle – 4 legs, ladybird – 6 legs, octopus – 8 legs. Students take turns to draw a numeral card from the pile, which states a given number of legs. Students determine a combination of the animals shown, that would have this number of legs.

eg. 14 legs could be– 7 ducks; 2 ladybirds and a duck; 1 octopus, 1 turtle and 1 duck.

Students compare answers and check for accuracy. The openness of this task allows for much discussion and for differentiation of expected outcomes.