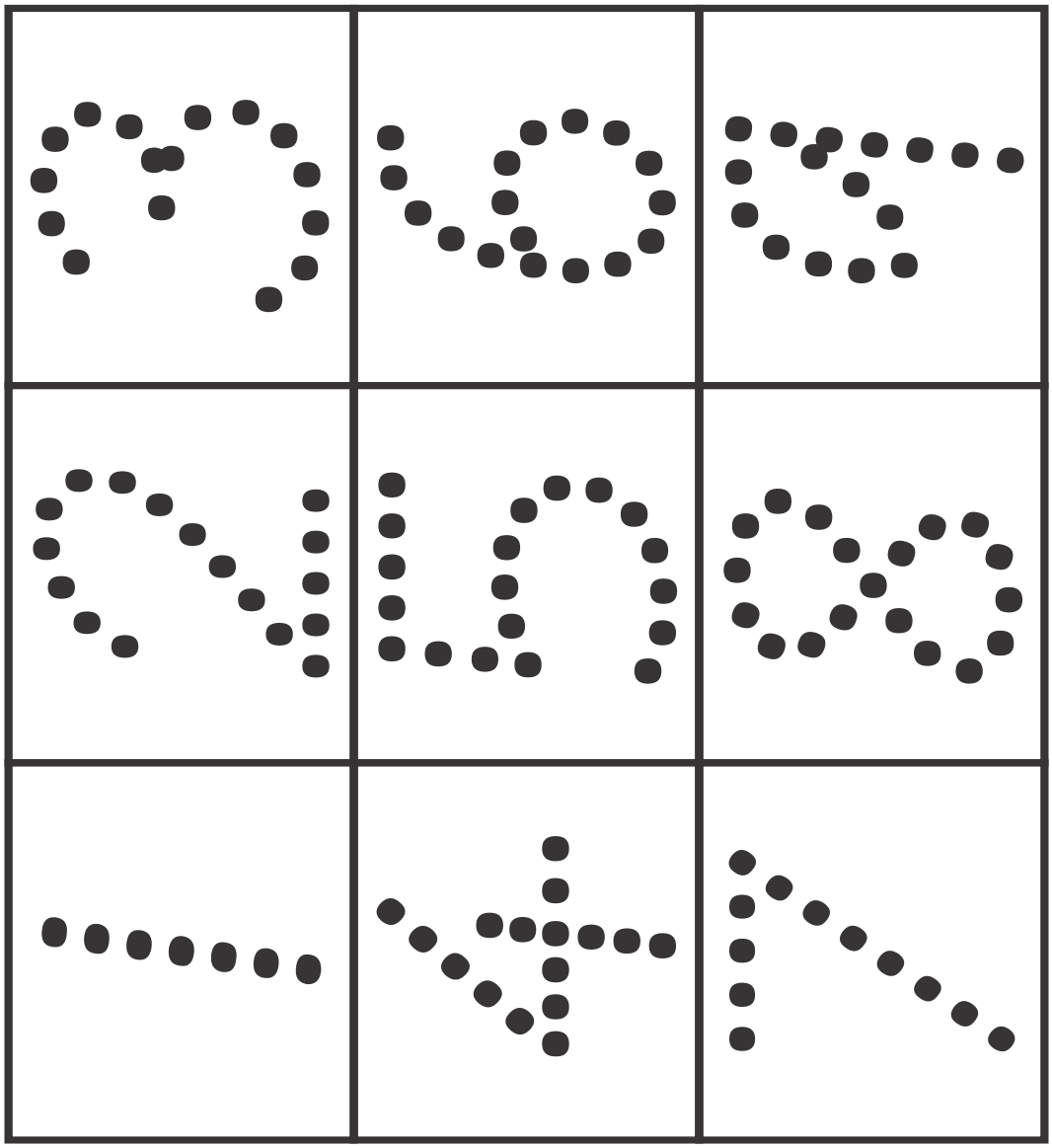
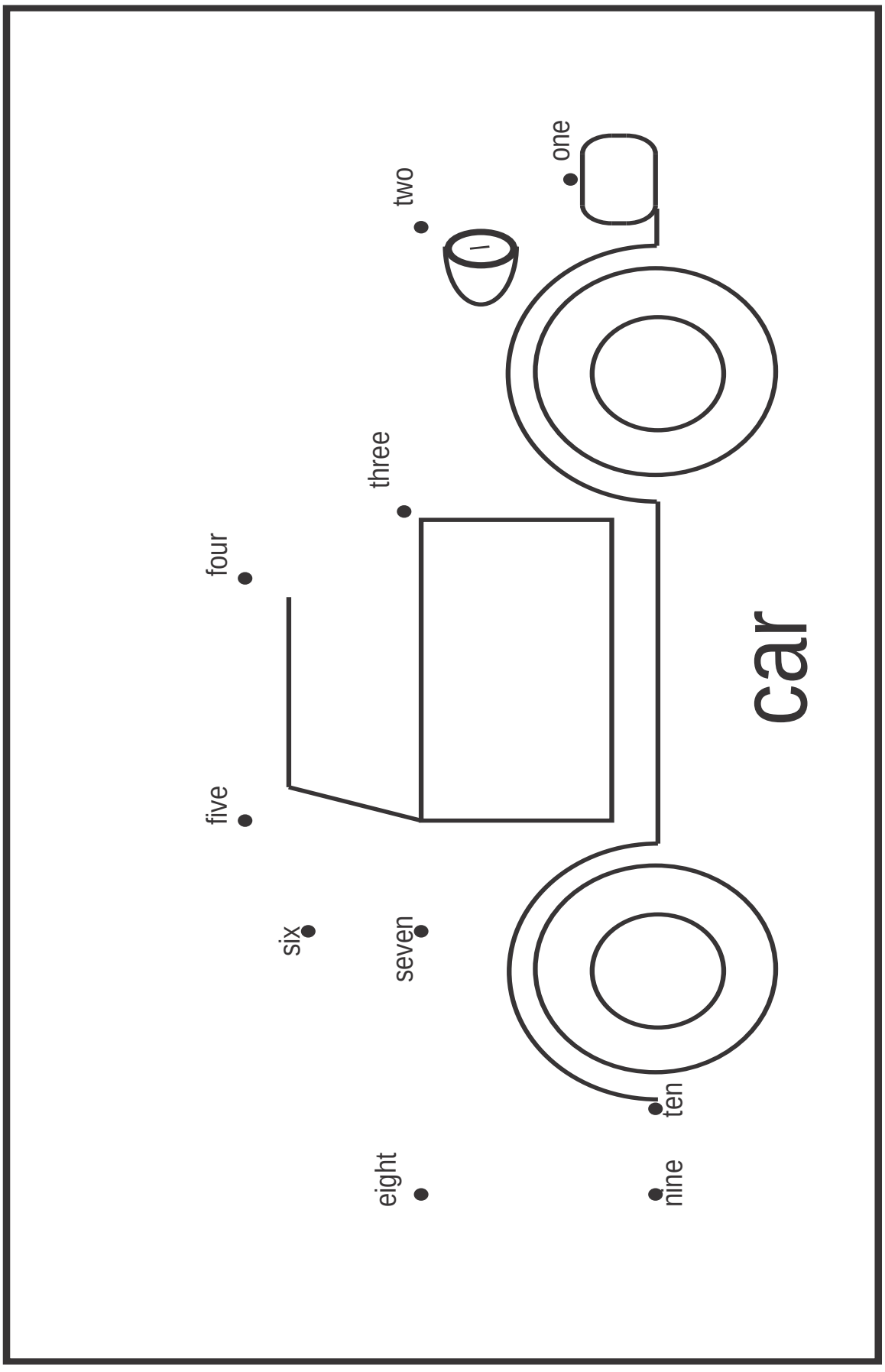
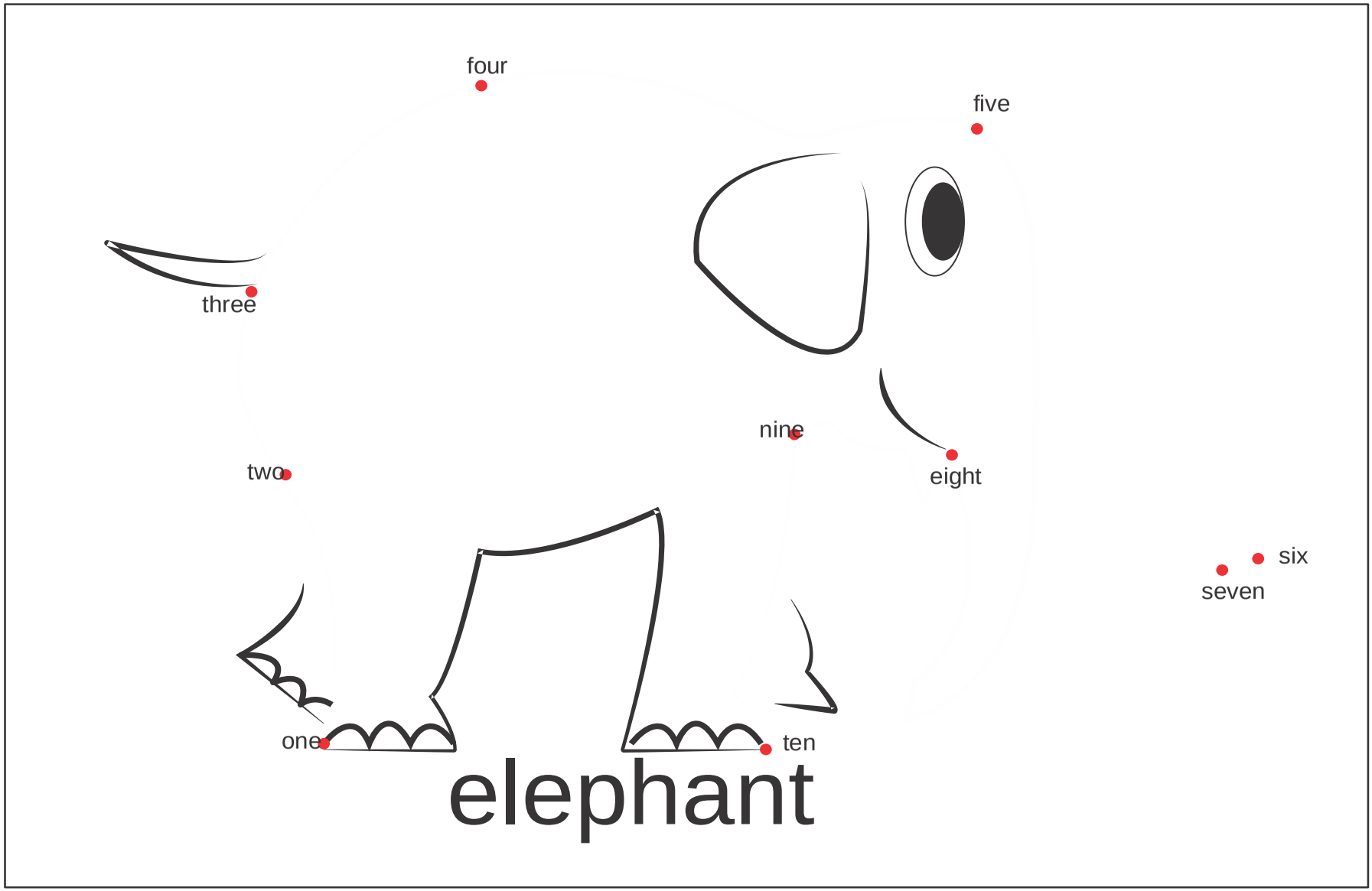
SECTION 8

MATHEMATICS

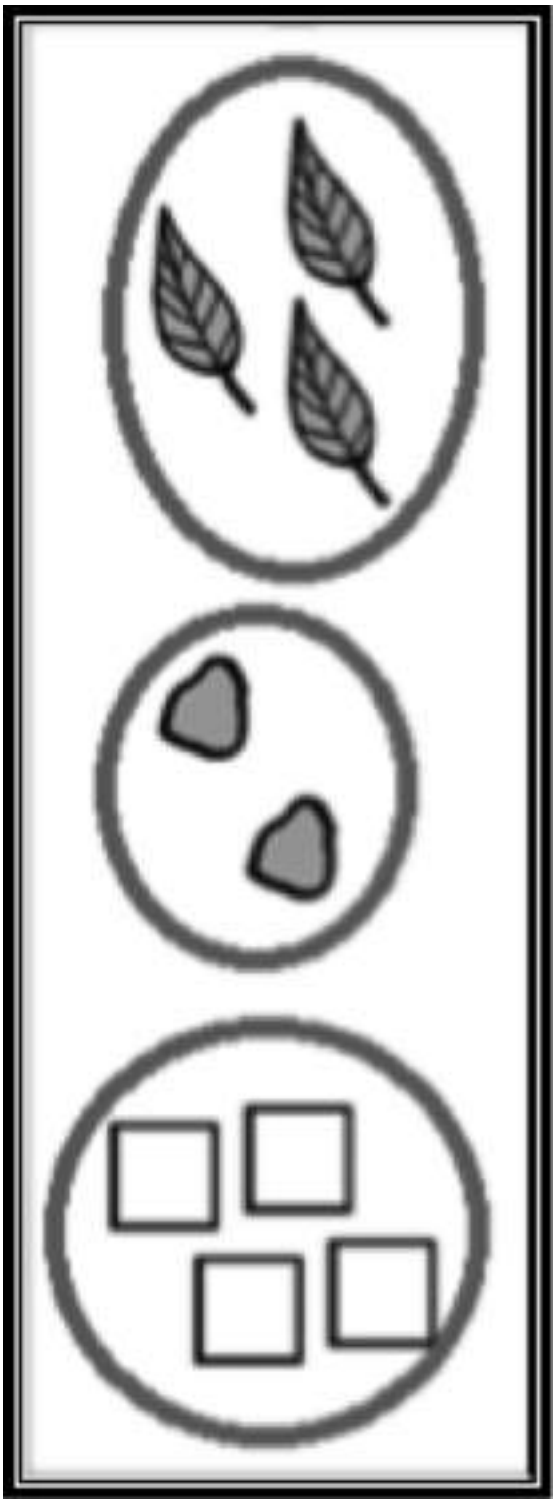
NUMBERS



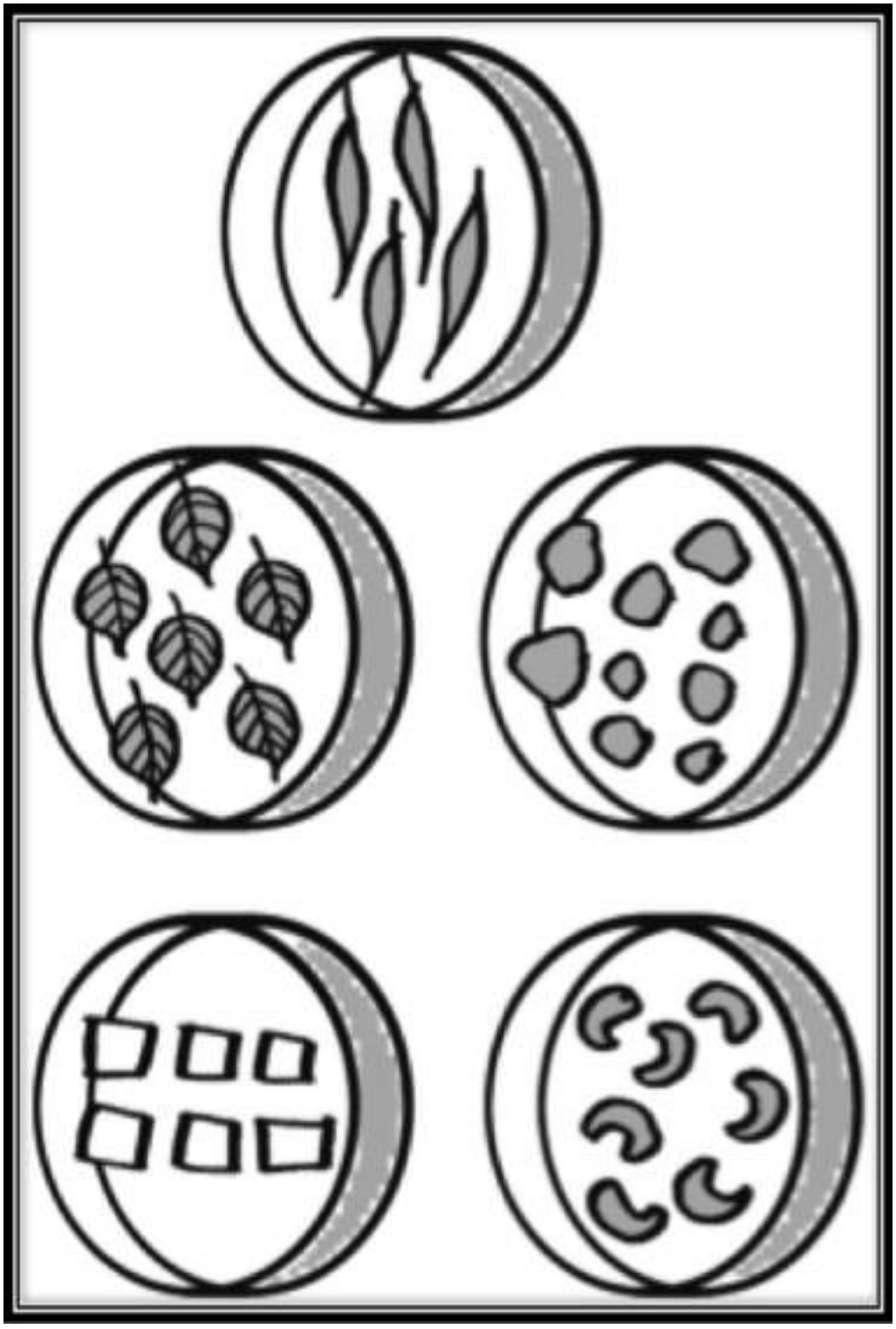

car
one
two
three
four
five
six
seven
eight
nine
ten


four
five
three
nine
eight
two
six
seven
one
ten
elephant

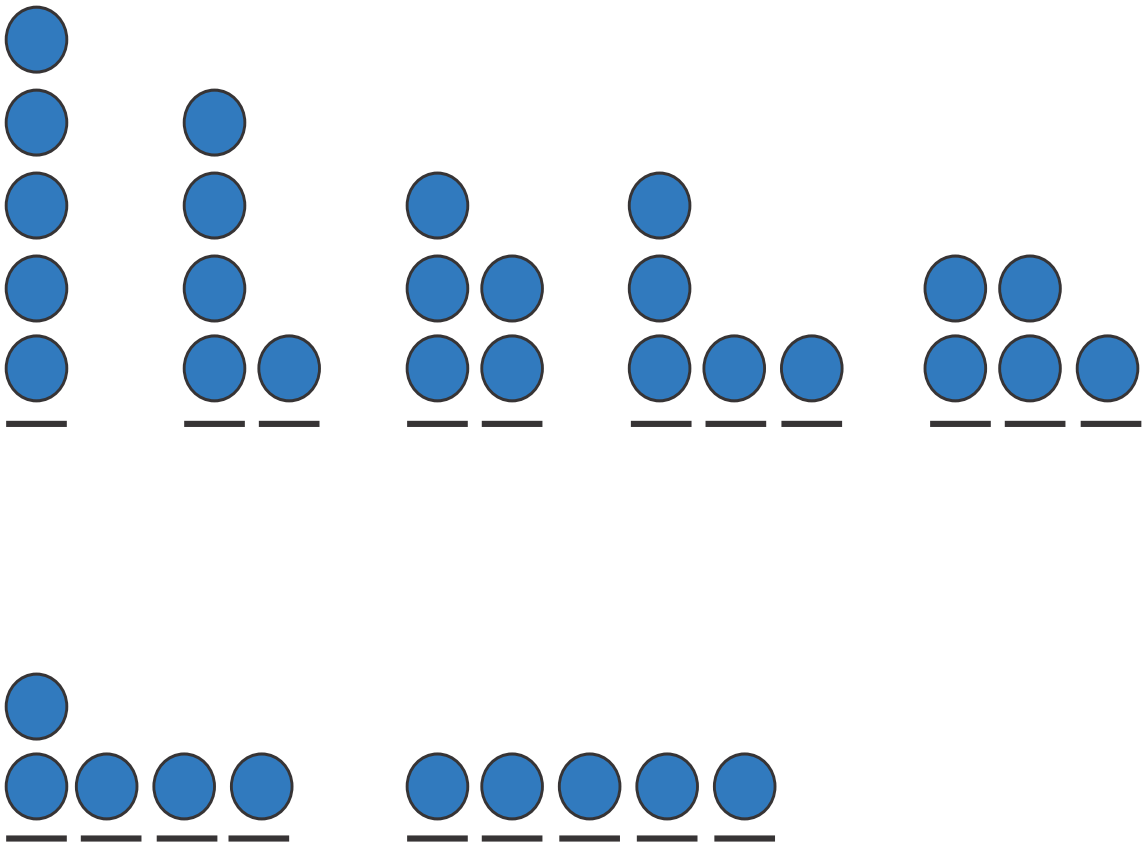
COUNTING GROUPS



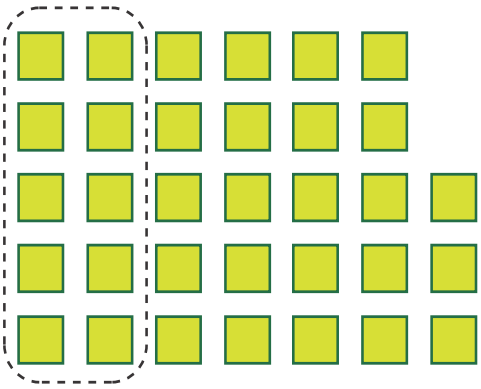
COMPARE COUNTING GROUPS



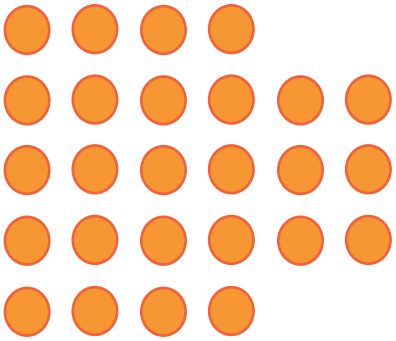
WAYS TO GROUP FIVE



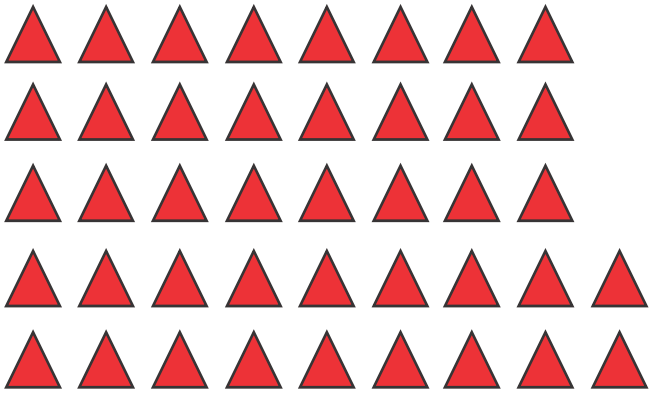
GROUPING NUMBERS INTO SETS OF 10



tens	ones

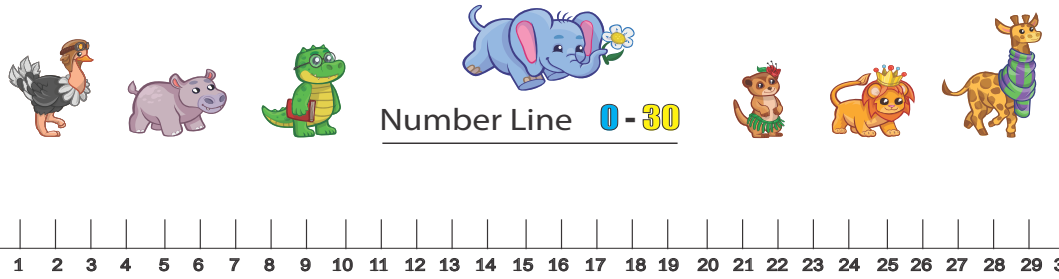


tens	ones



tens	ones

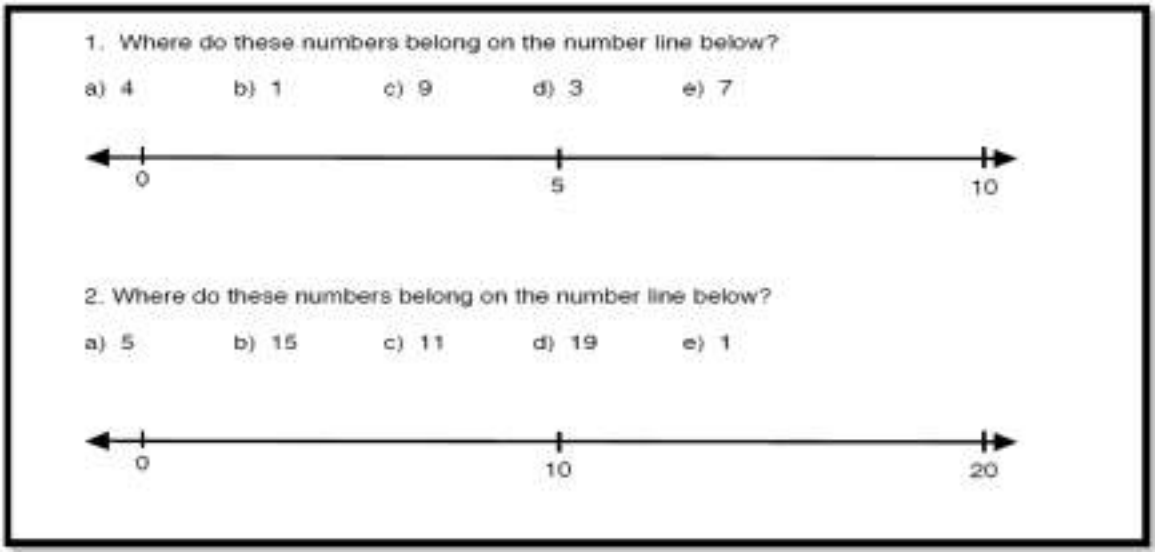
NUMBER LINE 0 TO 30



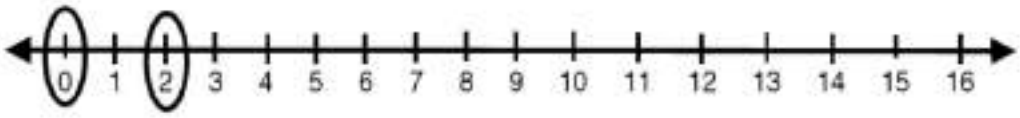
UNDERSTANDING HOW TO TEACH THE NUMBER LINE

The number line models the natural ways in which we think about all number relationships and number operations. Young children naturally recognize marks on a number line as pictures of the mental images that they have in their heads when they learn to count. The number line supports informal thinking strategies of learners. It is a tool that can be used both to model mathematical contexts, but also to represent methods, thinking, progressions and solutions.

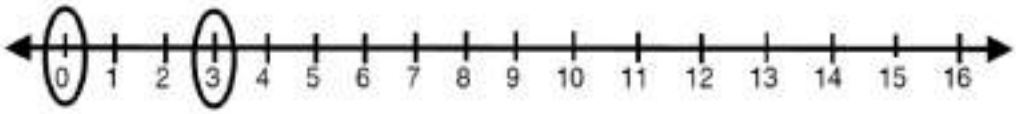
While many number line activities can be done in a book by individual learners or small groups, it can be extremely effective to model number line concepts with a "life sized" number line right down the classroom. A rope across the room, clothes pegs and large number cards can be used; or use chart paper and a marker pen. The number line is in contrast to blocks or counters which have a "set-representation" orientation.



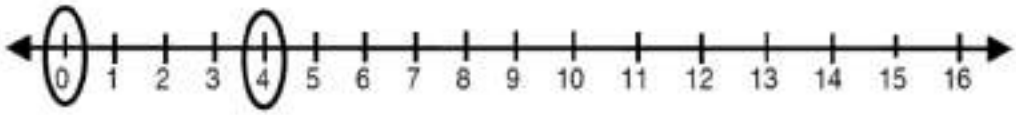
1. Can you count by 2's? Starting at zero, put a circle around every second number.



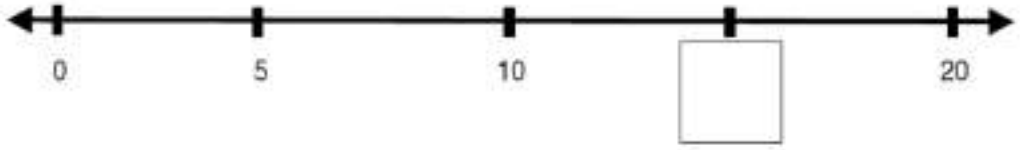
2. Can you count by 3's? Starting at zero, put a circle around every third number.



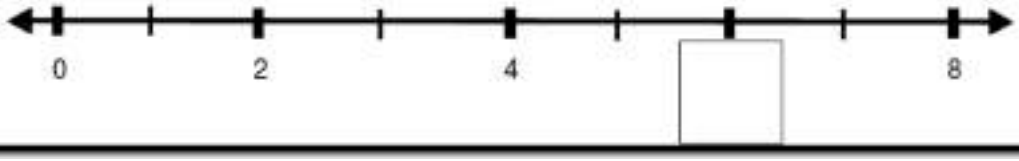
3. Can you count by 4's? Starting at zero, put a circle around every fourth number.



4. What number goes in the box?

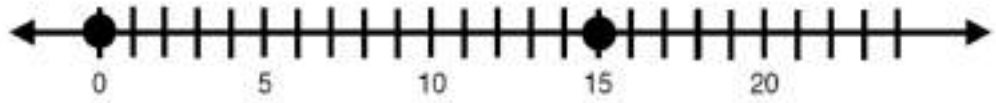


5. What number goes in the box?



How far is it between the dots shown on the number lines? Use Skip Jumps to help find the answer.

1.



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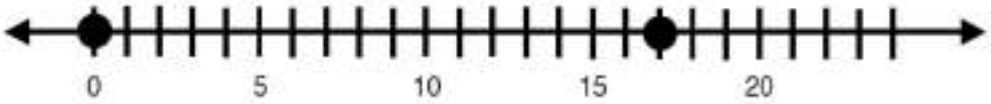
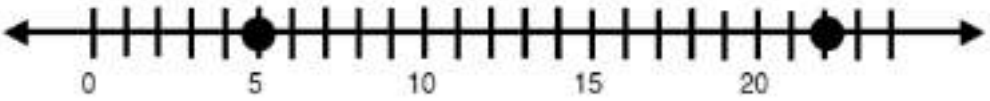
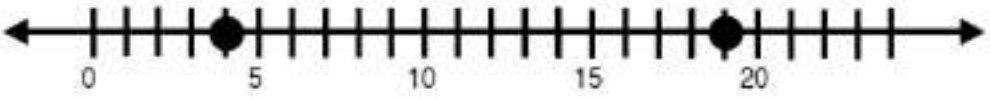


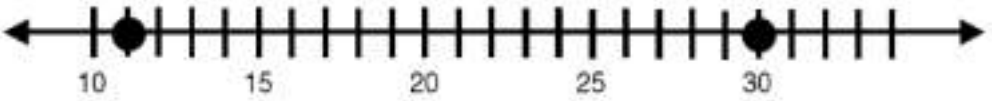
3.



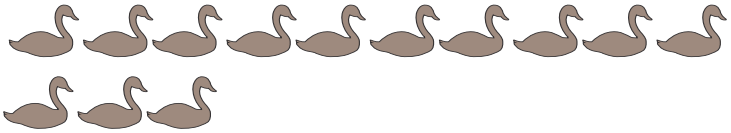
4.



5.



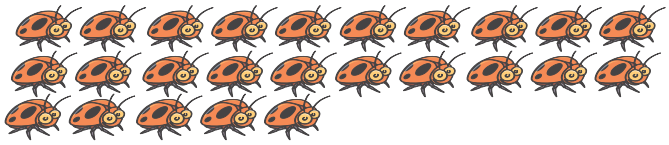
WAYS OF COUNTING

1) 

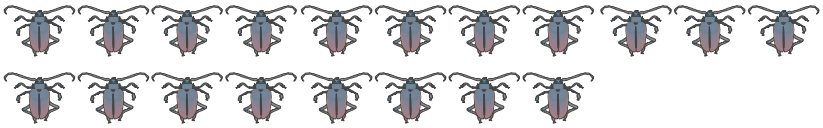
How many?

2) 

How many?

3) 

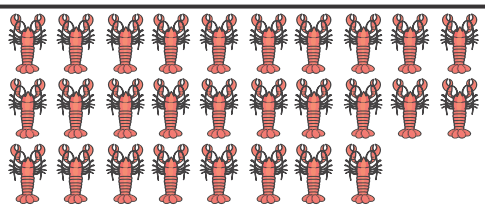
How many?

4) 

How many?

5) 

How many?

6) 

How many?

7) 

How many?

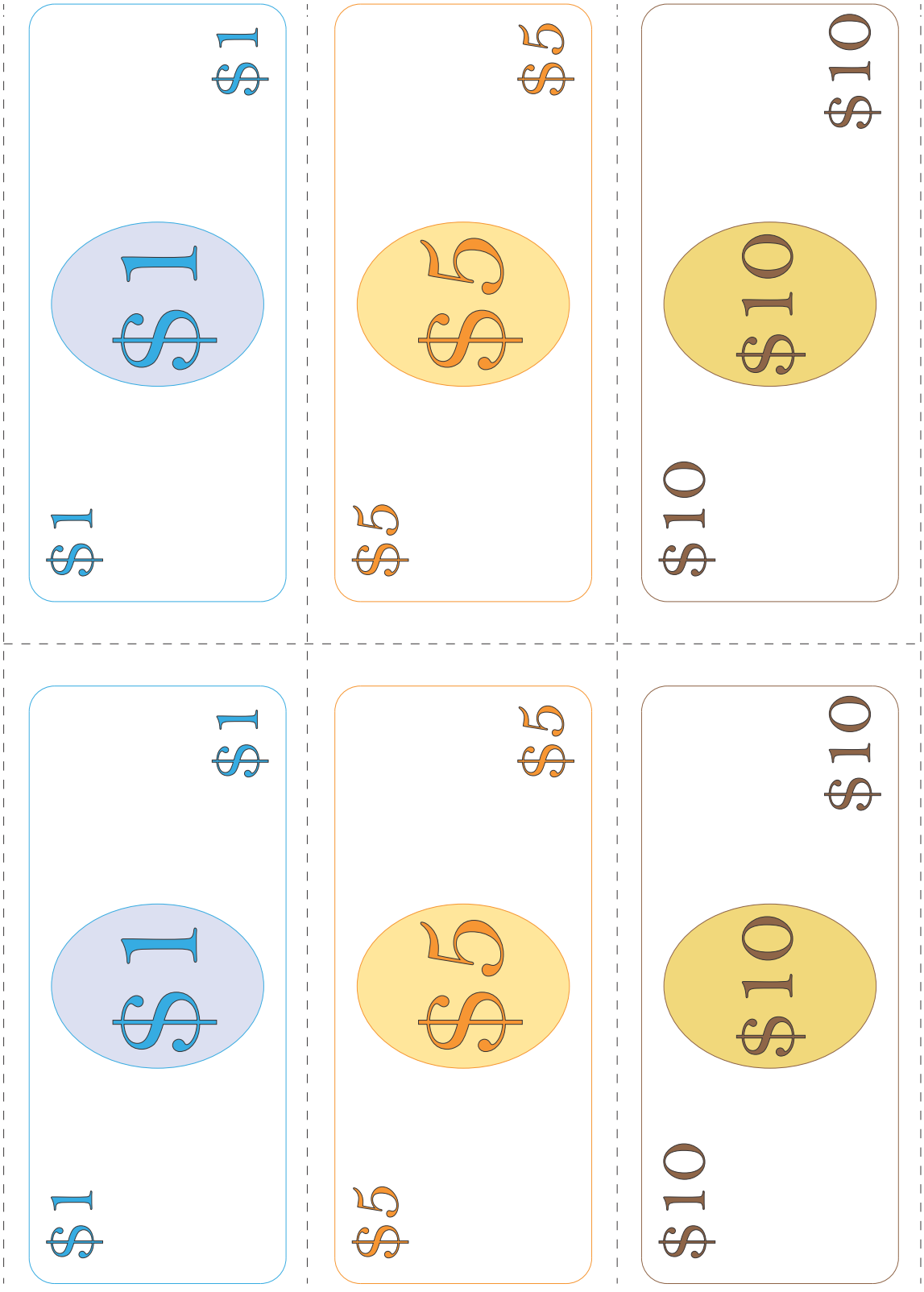
NUMBER MAT

A number mat is used for maths activities. It is made from calico or carpet or cardboard (about one yard by one yard) and is marked with 16 squares. In the squares the numerals 0 to 9 are written.

See TG2, section 3 Mathematics for games for the Number Mat.

5	8	9	3
2	7	5	0
0	1	4	6
7	9	2	8

PLAY MONEY

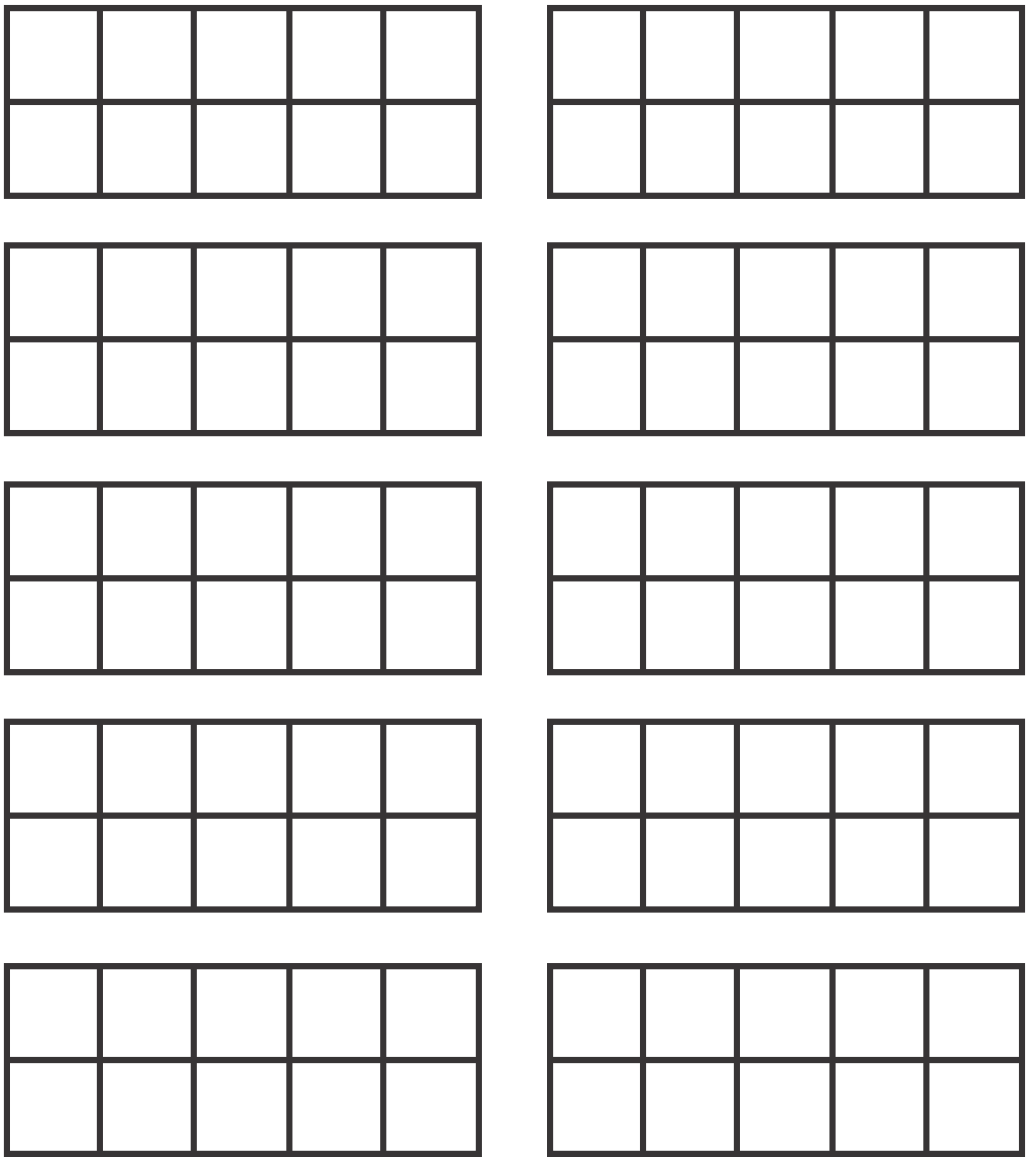


TEN FRAMES

See TG2 Section 3 Mathematics for more about Ten Frames

Name: _____

Ten Frames



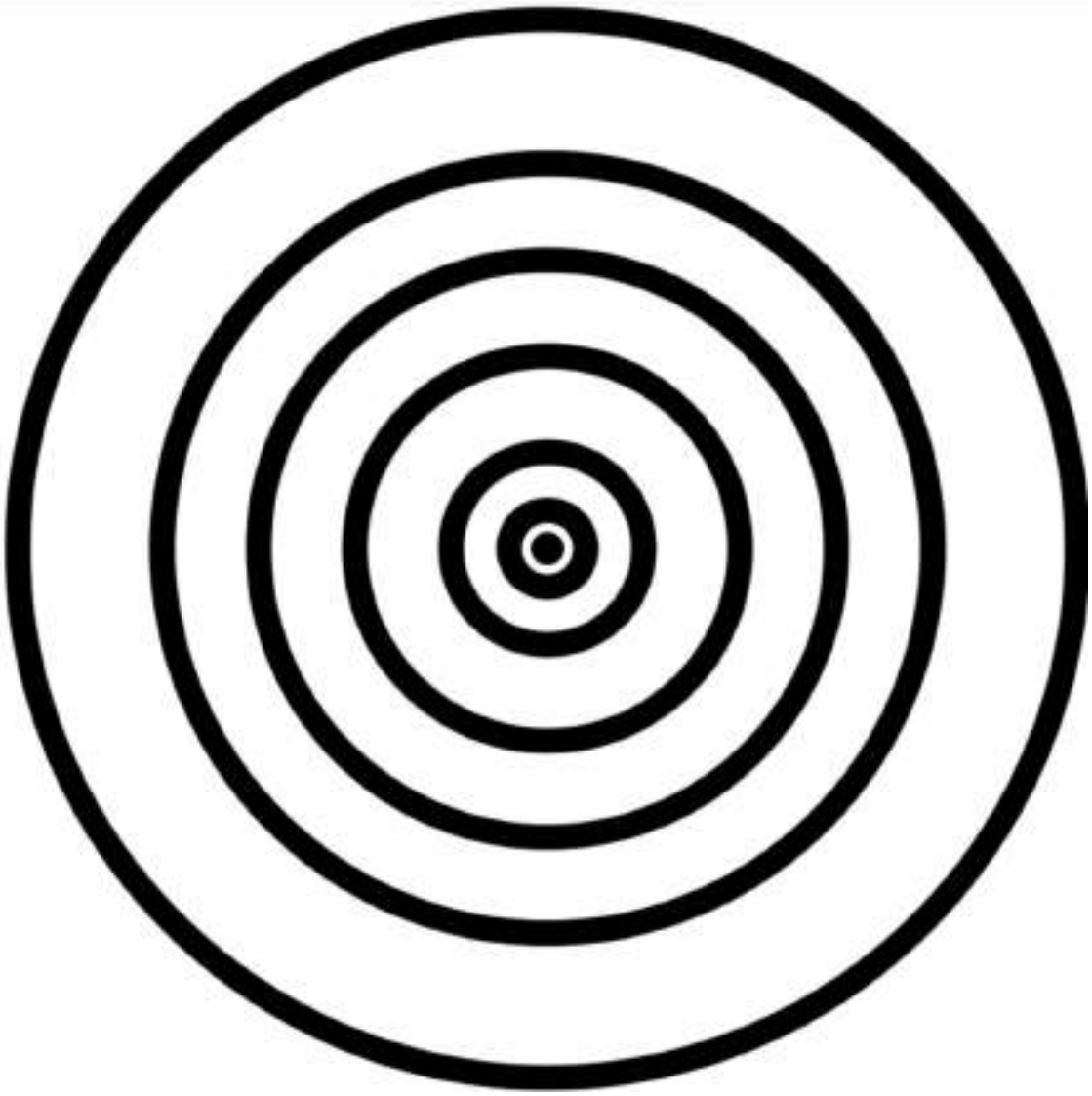
GROUPING AND COUNTING

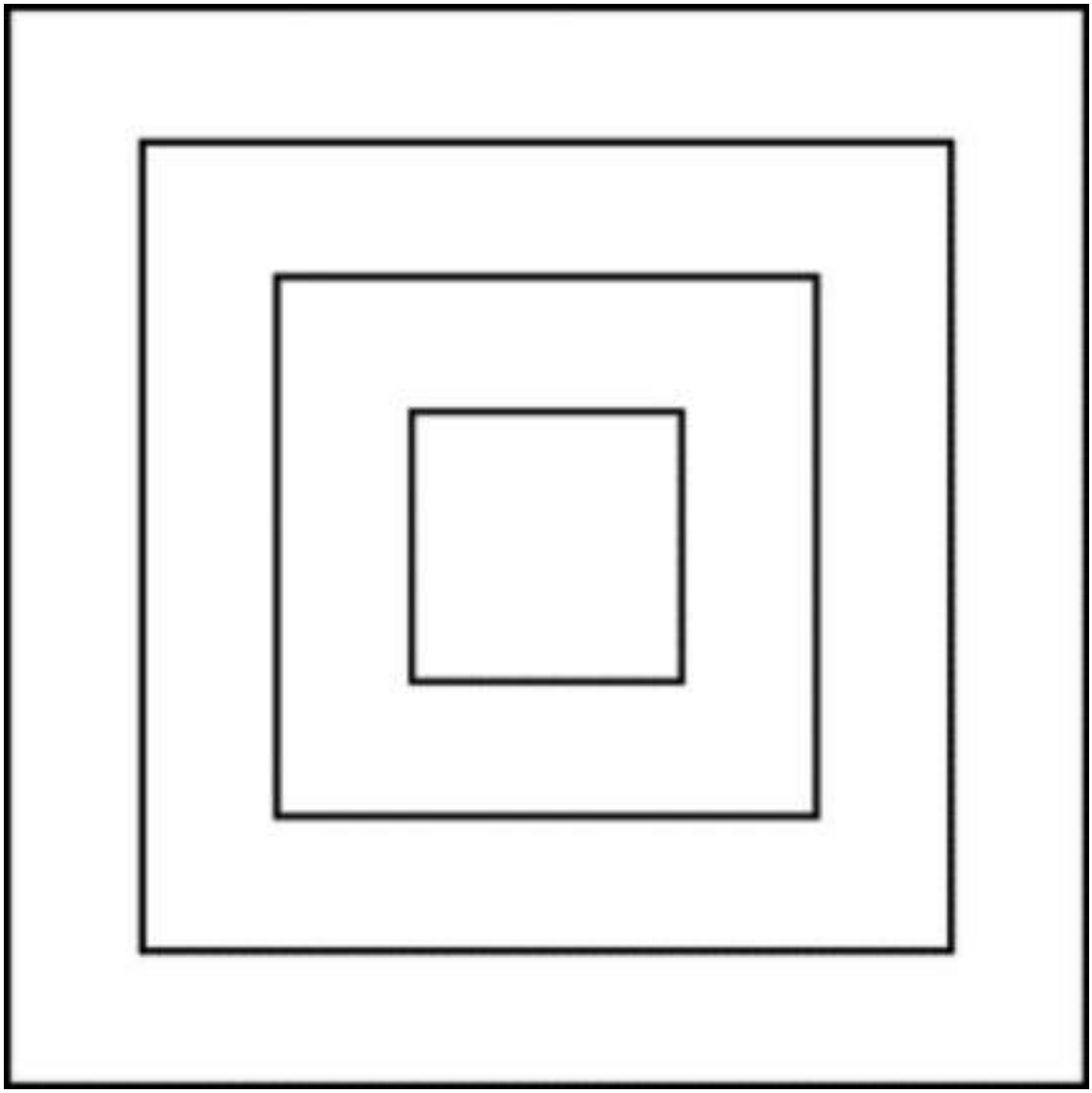
Make a big chart like this

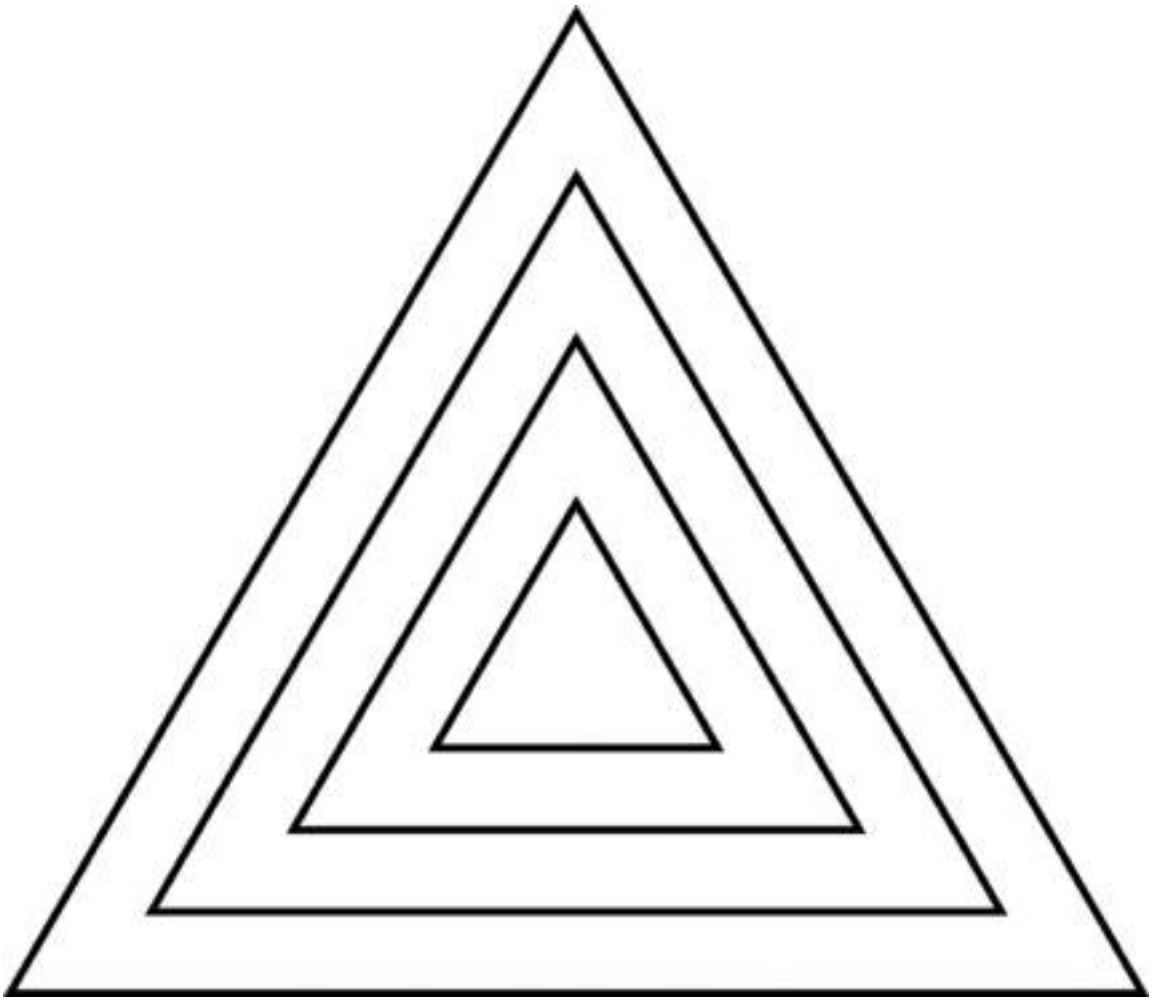
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

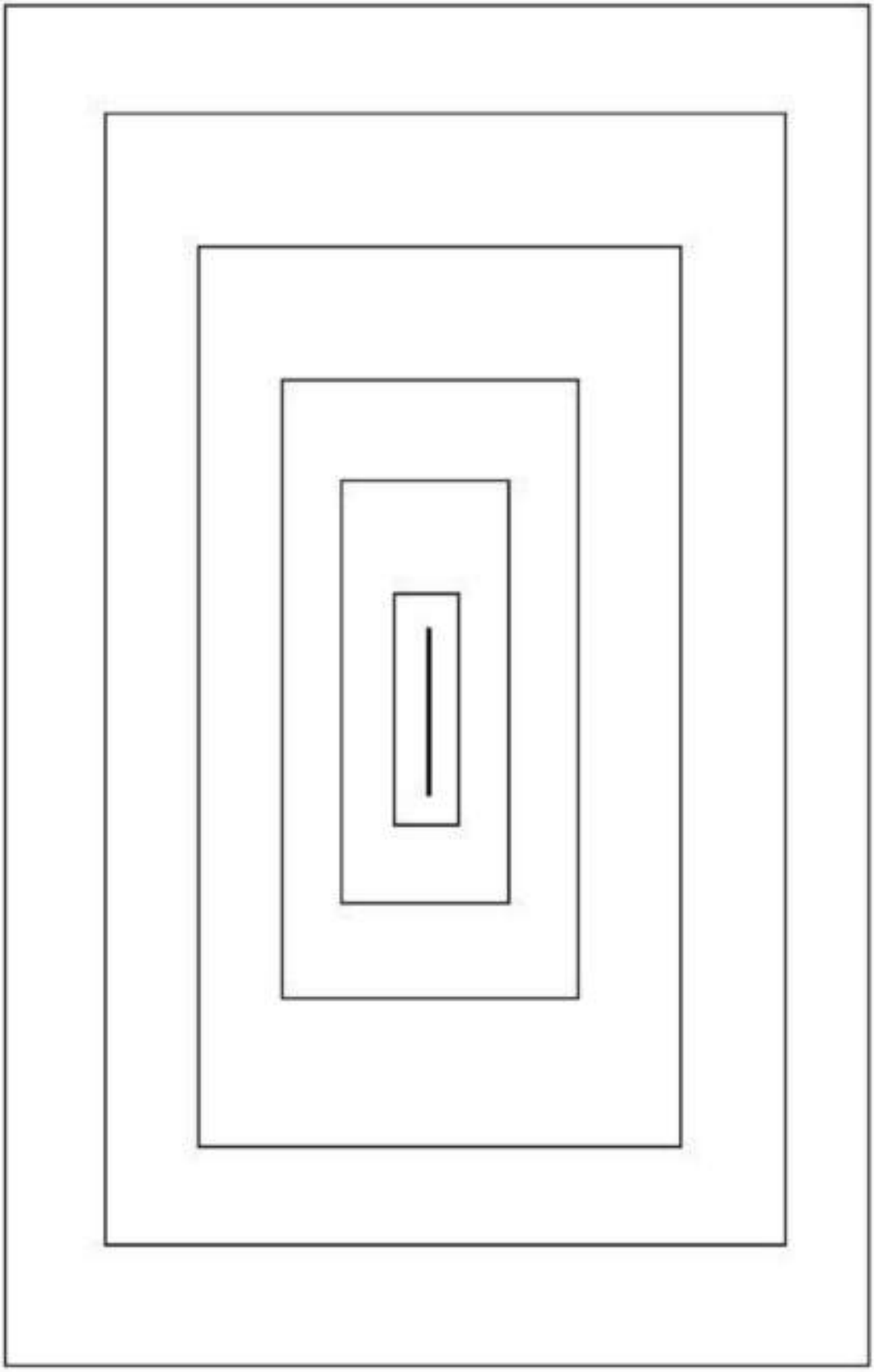
SHAPES – COMPARING SIZES

Get learner to copy these into their books. They can use maths language to describe them. e.g. bit smaller, smallest.



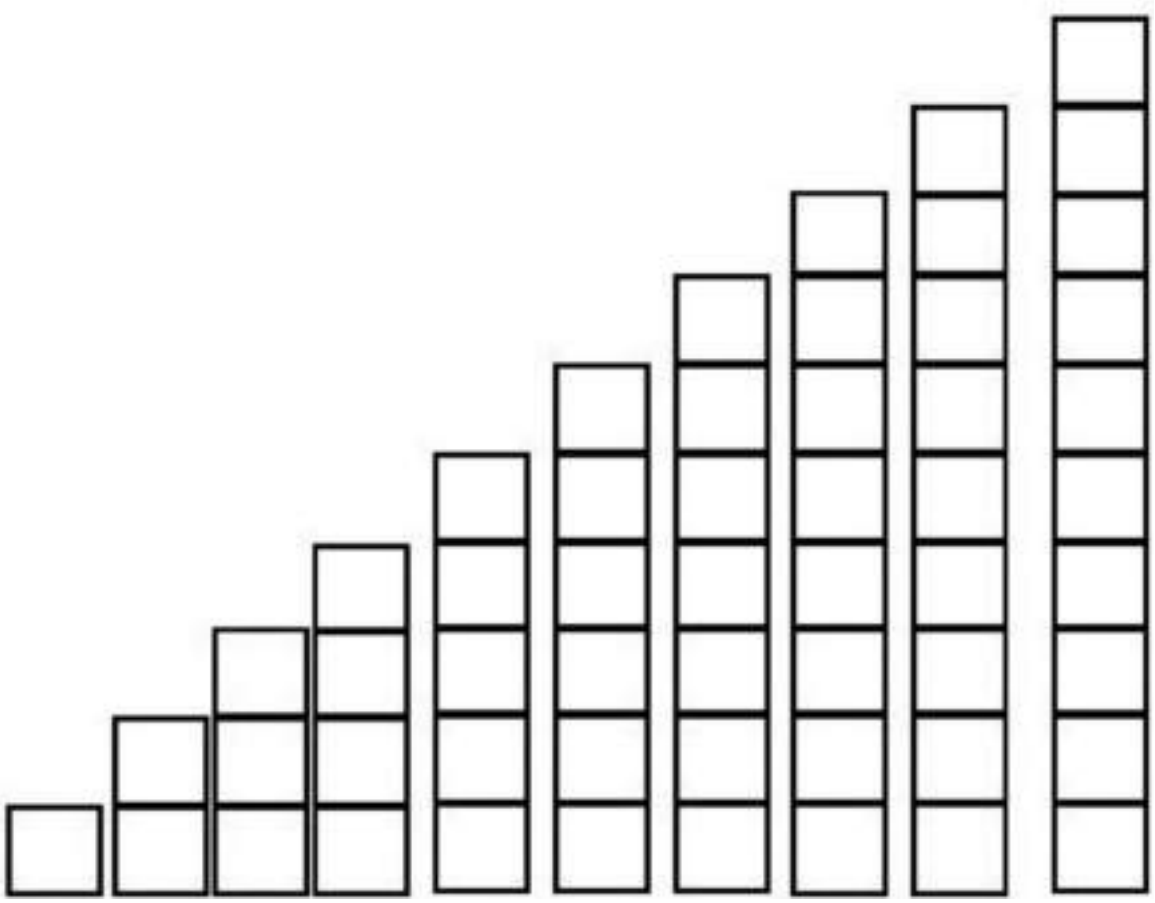




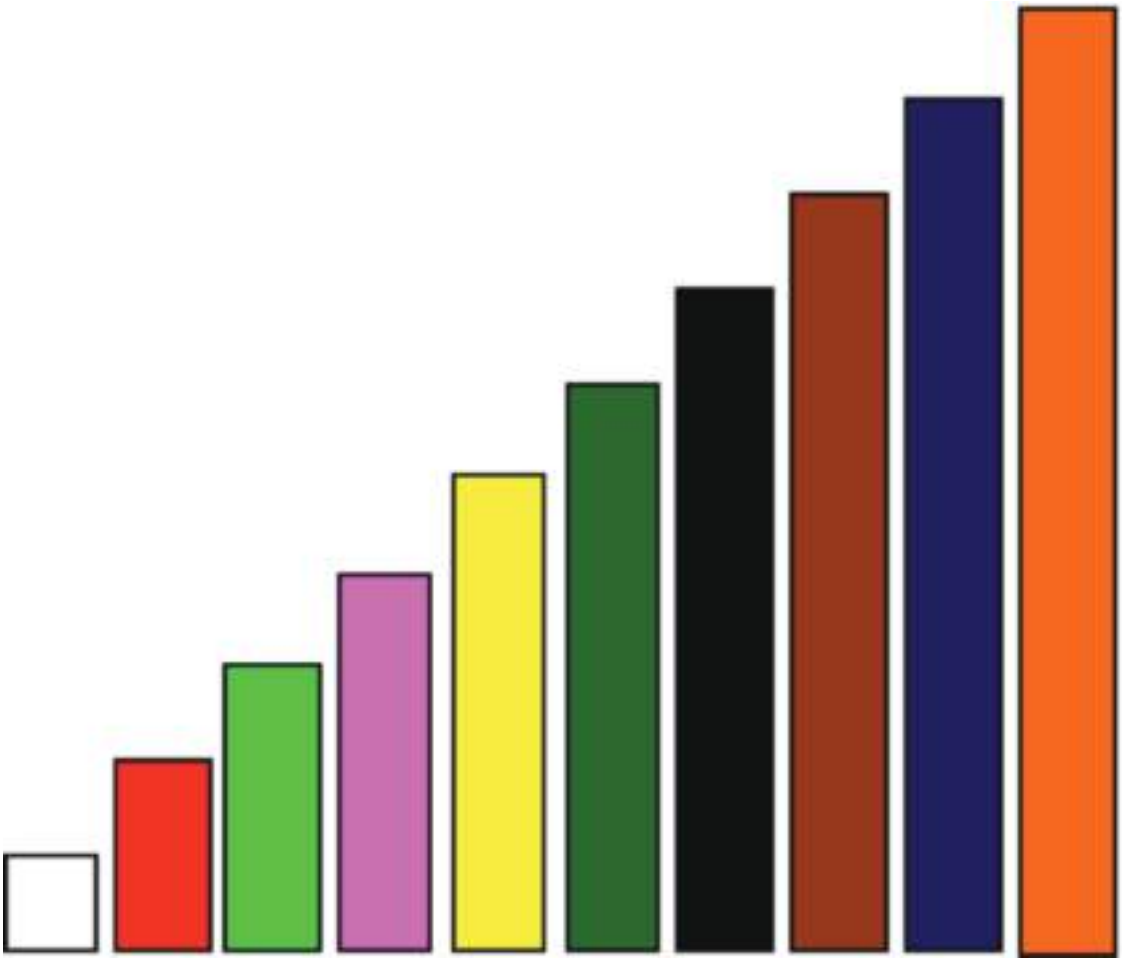


COUNTING BLOCKS

Make 1cm square blocks from wood or cardboard – from 1 square to 10 squares in a row. Make as many as possible and put them with the maths games.

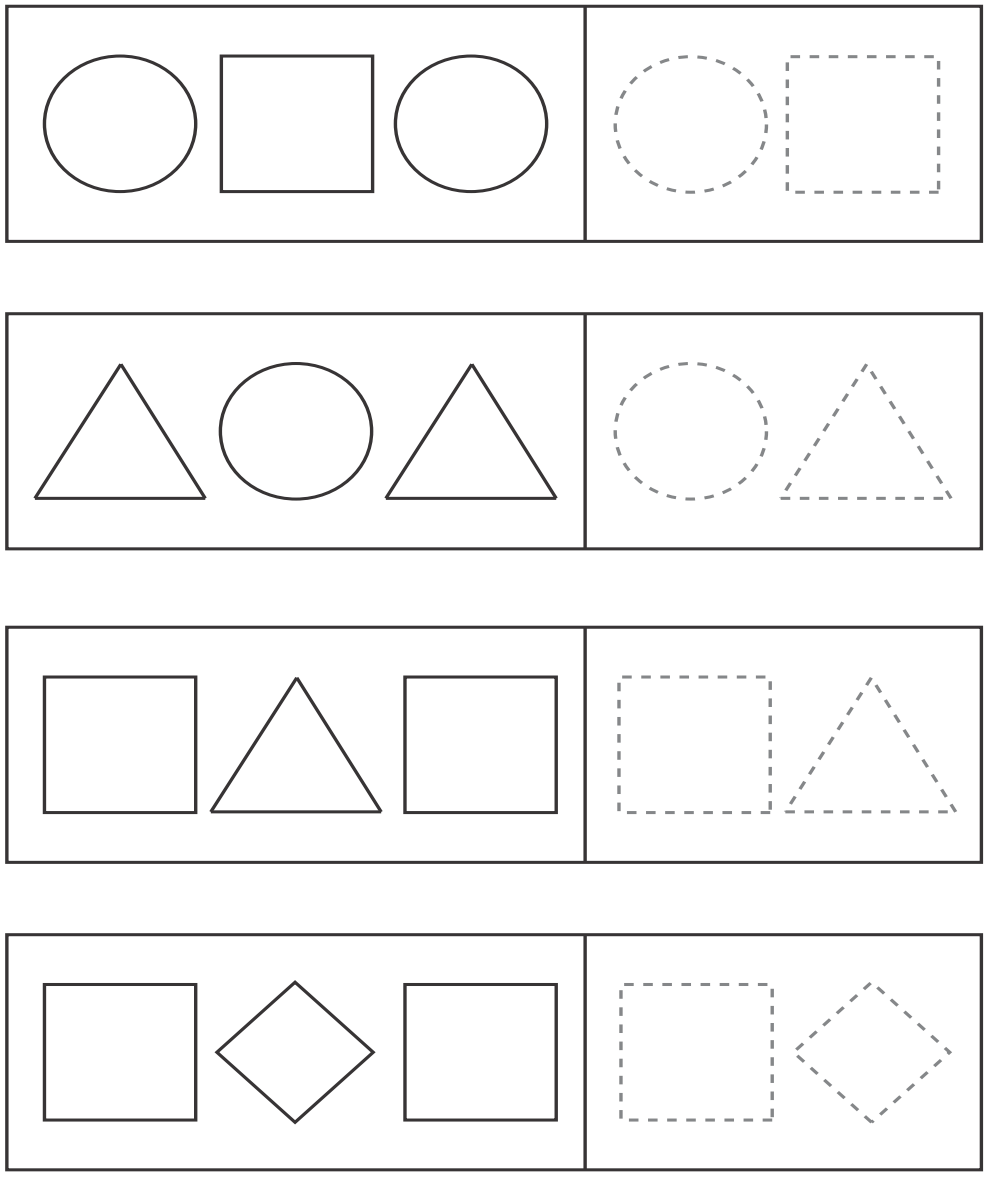


Make more 1cm square blocks from wood or cardboard – from 1 square to 10 squares in a row. Make as many as possible and put them with the maths games.

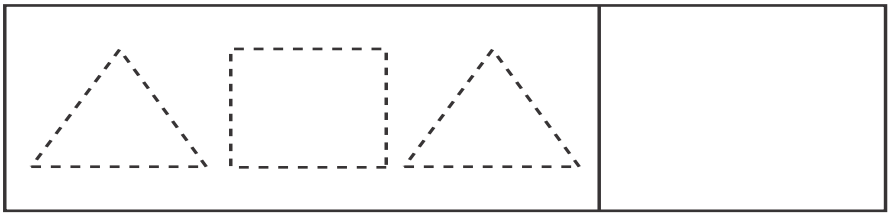


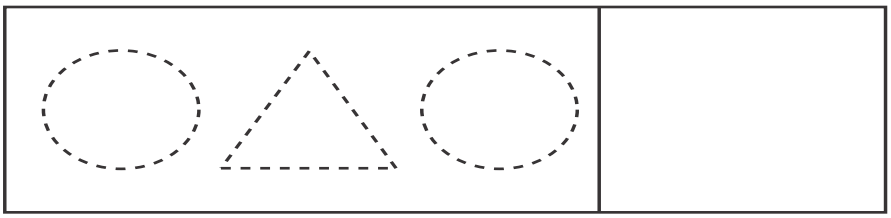
PATTERNS - EXTEND PATTERNS IN MATHS

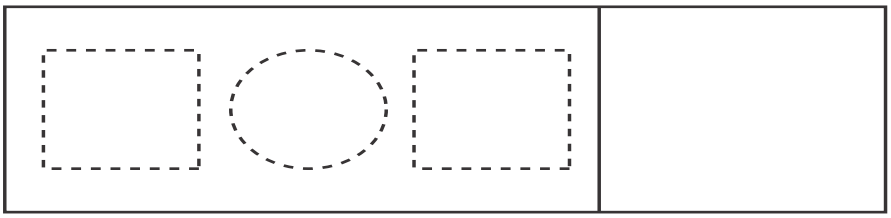
Identify the shape that comes next; trace and color it

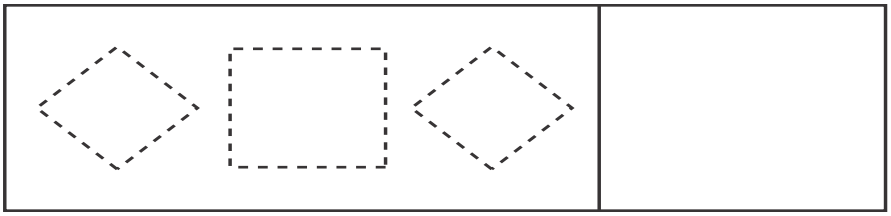


Trace the shapes. Look at each pattern and daw the sjhape that comes last.









SECTION 9

LANGUAGE AND LITERACY

READING AND WRITING: PRE-READING ACTIVITIES