

### Where are they now?

Students are able to solve addition problems up to ten or beyond, but they count from one to do so.

### Where to next?

Students automatically recall addition number facts to ten.

### Outcomes

This activity provides opportunities for students to demonstrate progress towards the following outcomes: A student

- NS1.2 Uses a range of mental strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers
- WMS1.2 Uses objects, diagrams, imagery and technology to explore mathematical problems
- WMS1.3 Describes mathematical situations and methods using everyday language and some mathematical language, actions, materials, diagrams and symbols.

### LFN reference

Figurative counting  
Finger patterns

---

## How?

### Rabbits ears



Instruct the students to make two fists and rest them on their heads, so that their hands are out of their direct line of sight. Ask the students to raise a given number of fingers on each hand and to add them together. Students may bring their hands down to confirm the answer.

### 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.

## Why?

Students use finger patterns to support their early understanding of numbers. Understanding that numbers are made up of other numbers allows students to move to strategies which don't involve counting by one. Using doubles and near doubles is a common early use of number facts.