

Where are they now?

Students are unable to identify and name all numerals 1-10.

Where to next?

Students automatically recognise numerals 1-10.

Outcomes

The following activities provide opportunities for students to demonstrate progress towards the following outcomes: A student

- ELFM 4: demonstrates one-to-one correspondence
- NES1.1 Counts to 30, and orders, reads and represents numbers in the range 0 to 20
- NES1.3 Groups, shares and counts collections of objects, describes using everyday language and records using informal methods
- PAES1.1 Recognises, describes, creates and continues repeating patterns and number patterns that increase or decrease
- WMES1.1 Asks questions that could be explored using mathematics in relation to Early Stage 1 content
- WMES1.4 Uses concrete materials and/or pictorial representations to support conclusions.

LFN reference

Numeral identification
Forward number word sequence

How?

Posting blocks

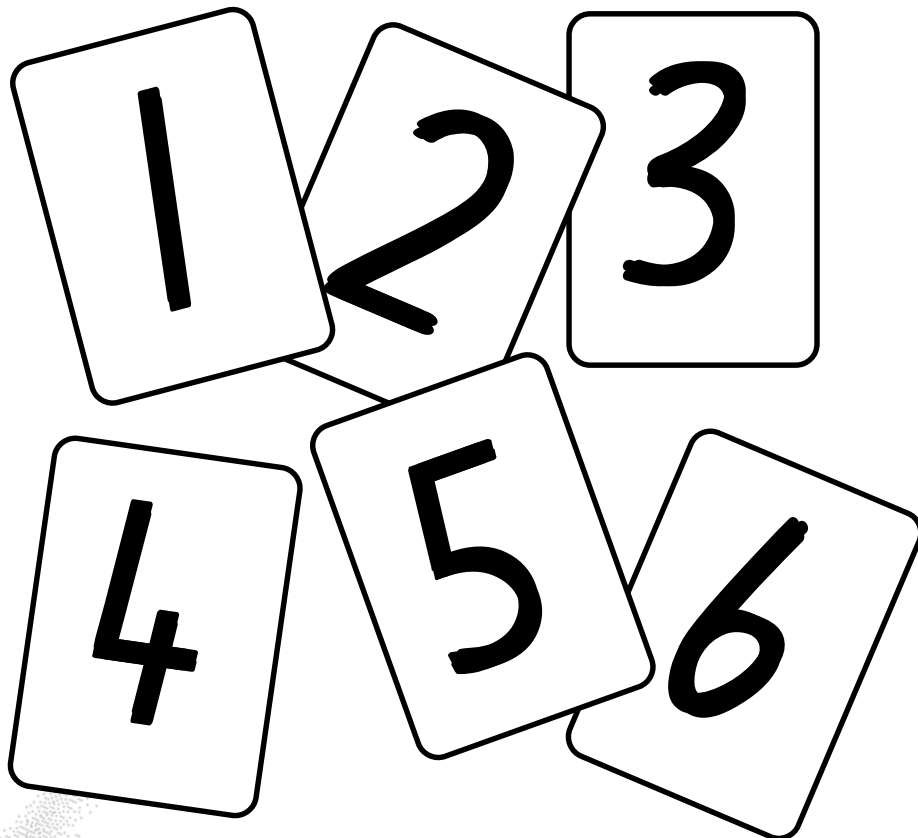


Label containers with numerals 1 to 5, one numeral for each container. Instruct students to drop the correct number of blocks into each container as indicated by the label on the outside. As the students become proficient in the range 1-5, extend the activity to numerals 1-10.

Take a numeral



Provide the students with a set of numeral cards for the numbers one to six (see BLM p.57). Arrange the numeral cards face up on the floor in front of the students. The students take turns to roll a standard die and select a corresponding numeral card. If the card has already been taken the student forfeits a turn. Play continues until all cards have been taken.



Make multiple copies of each card as they will be used for many of the suggested activities.

1

2

3

4

5

6