

Where are they now?

Students find the total of a given number of groups by counting by ones.

Where to next?

Students model equal-sized groups and count groups of items to find the totals, using skip counting as a strategy.

Outcomes

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

- NS1.3 Uses a range of mental strategies and concrete materials for multiplication and division
- PAS1.1 Creates, represents and continues a variety of number patterns, supplies missing elements in a pattern and builds number relationships
- WMS1.4 Supports conclusions by explaining or demonstrating how answers were obtained.

LFN reference

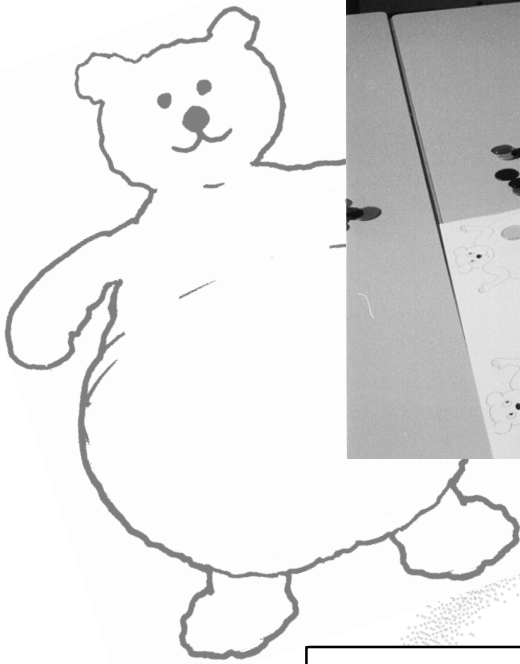
Early multiplication and division

How?

Teddy tummies



Provide pairs of students with a base board of three teddies (see BLM) 30 counters and a stencil displaying the numerals 1 to 30, which they can write on. Ask the students to place the counters, one at a time, onto each of the teddy tummies. As the students place a counter onto a teddy, ask them to mark the next numeral on the chart with a cross. When the students are able to form equal groups, on each of the teddies, have them circle the next number on the number chart instead of marking it with a cross.



Why?

The strategies students use to solve multiplication and division problems will be dependent upon their knowledge of counting sequences of multiples.

Teddy tummies

