Early number begins with connecting: a numeral with a collection to a word.

5
five
Children need to create a visual image of numbers.

A good example of showing how to create a visual image of a number and being able to partition it, is through the use of a bead string.

• Beadstrings also help in creating these visual images, so that children don’t need to count by one’s.

TUG OF WAR GAME: (beadstring and 1-6 dice).

A bead string can easily be made with a shoelace and 20 beads. 10 of each colour.

Place the bead string between the two players. Divide the beads into their colours so they’re up each end. Player 1 rolls the dice and takes that many beads from their partners end (with the aim being to win, by having all the beads up your end). The 1st player states how many beads they have, eventually by looking and not counting. Player two has their go. Continue on until one player has all the beads up their end.

EXTENSION: Each player states how many beads they need to get to 20 (to win) after they have their go.

Counting

• A lot of children come to school and can count, but don’t actually realise that these numbers relate to a collection of things. A lot of counting is rote learning. This is evident when asked: “Start at 14 and count.”
  “What’s one more than 11?”
  “What’s five more than 25?”.

• The ability to be able to assign one number with one object continually, (one to one correspondence) is an important part of counting collections. Children need to experience moving objects to count them.

• We are all involved in everyday experiences where we need to count accurately, e.g. setting the table, counting book bags. We need to emphasise that counting needs to be exact, not just a guess.

GAME: make a 1-10 numberline

1-10 NUMBERLINE (pack of cards A-10)

Place the pack of A-10 cards between 2 players. The aim is to make a line of 1-10 with the numbers in order. First player turns over a card and places it somewhere in front of them that makes sense for the creation of the number line. Player 2 has their go. Play continues with players placing their cards in order, and remembering to leave spaces to place cards. If a player already has a number they miss a go. First player to get 1-10 is the winner. For example:

1 2 3 5 7 10

MORE ACTIVITIES WITH A PACK OF CARDS AND /OR DICE.

Did you know the opposite sides of a 1-6 dice always add to 7?? Roll a dice. What number can you see? What number must be on the bottom??

Before and after game: Deal 5 cards to each player. Turn the top card over.
1st player puts out a card that comes before or after the seen number. If not, pick up a card from pile. First player to get rid of cards is the winner.

**4 square grid:**
Select four numbers between 2 & 12 and write them on a 4 square grid. Roll two dice and add totals. If you have the total, cross it off.

<table>
<thead>
<tr>
<th>11</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

10 counters each. Each player places one counter in front of themselves. Deal 2 cards to each player and add the totals. Highest total takes both counters.

Draw 2 strips numbered 2-12 (one for each player). Roll 2 dice and add them together. Cross off the number on your strip. After 5, 6, 7???, go each, the person with the most numbers crossed off is the winner.

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

**Numbers up.** Pack of cards A-9. Deal 1/2 cards to each player. Make a number. Person with highest number collects all cards. Most cards wins.