



# Different Representations P.1.6

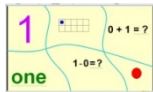
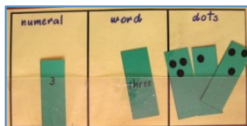
**Word Wall:** number names 0---20, count, count on, next, before, after, more, less, the same as, more than, less than, greater, smaller, add

## Introduction

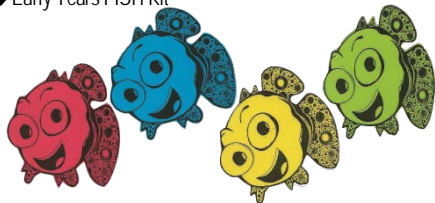
Students will understand numbers to 10, matching number names, numerals and collections.

## Resources

- ◆◆ Subitisation cards – numerals,
- ◆◆ words, dots and collections
- ◆◆ 'Show Me' frame
- ◆◆ Show me frame - digits, words



- ◆◆ Number puzzles
- ◆◆ Early Years FISH Kit



## Time / Classroom Organisation

This is a small group activity for 4 to 6 children. Allow approximately 15 minutes. When children can confidently match and name all the representations to 3 (digit, word, dots, collections), introduce each number from 4 to 10. Use matching representations as transition activities.

## Australian Curriculum

### Year level: Prep

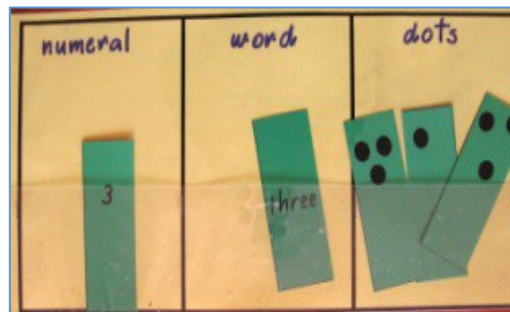
(ACMNA001) Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point

(ACMNA002) Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA289) Compare, order and make correspondences between collections, initially to 20, and explain reasoning



### Activity Process – Show Me

1. Write the labels: numeral; word; dots on the 'Show Me' frame.
  2. Give each student a 'Show Me' Frame
  3. Place a numeral from 1- 3 in the first window of the 'Show Me' frame.
  4. Students find the matching word and dots for the numeral.
  5. As students are ready introduce the numbers 4 – 10 to this activity.
  6. Include subitisation cards in the numeral word and dot picture sort.
- Source: E deVries & E Warren



### Activity Process – Snap

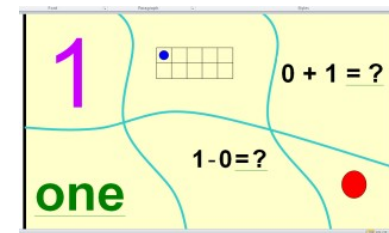
1. Introduce the activity with numbers 1 to 5 (Subitisation cards – words, dots and collections).
2. Shuffle the cards – and deal out even amounts to each student.
3. Each student plays a card and names the number.
4. When a card with the same amount is played, the player *snaps* the card and places these cards underneath their own pile of cards.
5. The student with the most cards at the end is the winner.
6. Gradually add the numbers 6 – 10 as students are confident with matching all representations of each number.



### Activity Process – Number Puzzles

1. Give students a number puzzle (cut into six pieces) for them to complete.
2. Ask students questions about the puzzles when complete. *What addition sum makes 2? What subtraction sum makes 2? How do we spell the number 2?*
3. When students become competent with completing one puzzle, mix up two puzzles and ask them to sort and complete the puzzles.

Source: E deVries & E Warren



Catholic Education  
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## Variations and Extensions

### 1. Set the Table

Resources: 10 Plastic Forks with the numerals 0 – 9, 10 Plastic Knives with the words 0 – 9, 10 Plastic Spoons with dots ranging from 0 – 9, 10 plastic plates with the numerals 0 – 9.

Discuss with students how to set the table. Using the numbered cutlery ask students to set the table by finding the matching numerals/dots/words for each place setting.



### 2. Matching Game

Resources: [Subitisation cards](#)

Give students 3 – 5 cards and place the rest of the pack in a pile in the centre of the table. Each player finds the matching cards in their hand and places them in a 'matching' pile by their side. Each player takes a turn drawing a card from the centre pile. If the card matches on in their hand it is placed in the player's 'matching' pile. The game is over when all the cards have been played. Players count how many doubles they have made.



### 3. Word Wall Vocabulary Game 'What am I asked to find'

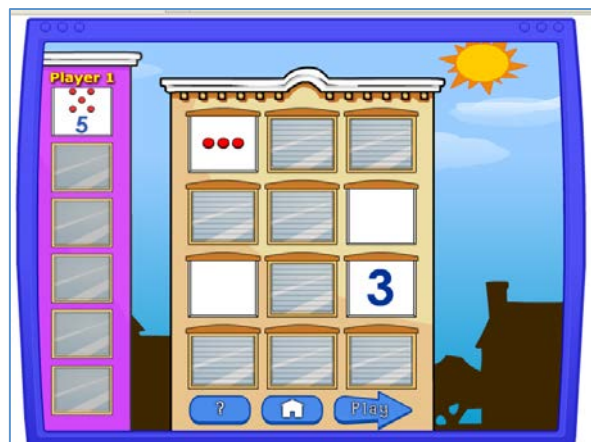
Resources: Displayed words

Give a clue, then ask students to find the word to go with your clue.



## Interactive Whiteboard Resources

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=73>



### Contexts for learning

#### Play:

Hopscotch

#### Investigation:

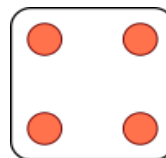
*Peg Cards:* Give students a card with a number on it. Students are to read the number and attach the same number of pegs to the cards.

#### Real life experience:

Daily Calendar work

#### Routines and Transitions:

*Subitising Cards:* Give one of the Subitisation cards to each student. Students find a partner with a matching card – and go to next activity with this partner.



## Assessment

### [Show Me frame](#)

Ask learner to find matching word, dot and collections cards for a given numeral and explain why their match is right.

Ask learner to show examples of word, dot and collection cards which are not right and explain why.

### Assessment Observation Checklist

- recognise numbers in a variety of contexts
- Use 10 as a reference
- make correspondences between collections

### Background Reading

Children need lots of opportunities to explore and use different representations of number including spoken word, written word, numerals, dots and collections. It is also important that learners understand what something is by understanding what it is not.

This activity also assists students to visualise combinations that make numbers to ten



### Links to other MAG's

[P.1.1 – Number recognition and counting](#)

[P.3.3 – Ordinal Number](#)

[1.1.1 – Numbers to 100 - 1](#)