

WRITE NUMERALS.

INVESTIGATIONS OVERVIEW PAGE

THIS PAGE IS A SUMMARY OF THE INVESTIGATIONS THAT STUDENTS MAY ENGAGE IN TO DEEPEN THEIR RELATIONAL UNDERSTANDING. INVESTIGATIONS WITH INSTRUCTIONS TO STUDENTS FOLLOW ON SUBSEQUENT PAGES.

- In pairs, children recognise numerals in 2 ways – when hearing its name, and when seeing its symbol. [Reflection: How can we recognise numbers?](#)
- In pairs, each child has a range of numeral cards according to their current level of understanding. For example, a child who recognises and can record only the number 1, has the numeral cards 1 and 2 only. A child who recognises and can record the numbers 1, 2, 3, and 4, has the numeral cards 1, 2, 3, 4 and 5. Children take in turns to select a numeral card and tell their friend what number it is, how they know, and describe the numeral to their friend. As the child demonstrates understanding of their current range of numbers, they 'level up' by being given the next number. [Reflection: How can we recognise numbers?](#)
- Each child has a range of numeral cards according to their current level of understanding. The teacher calls out numbers. If the child has that number, they turn the card over. The first child to have all of their numeral cards turned over calls out 'Bingo!' [Reflection: How can we recognise numbers?](#)
- Children complete dot-to-dot pictures (available on the Internet), using numbers that are within their current range. [Reflection: How can we recognise numbers?](#)

Numerals 0 – 10 (print, cut out and distribute to each child) ([back](#))

0	1	2	3
4	5	6	7
8	9	10	

Recognise Numerals

Have numeral cards that you recognise, plus the next numeral.

Select a numeral card.

Name the number.

Reflection: How can we recognise numbers?

Recognise Numerals

Sit with a friend.

Have numeral cards that you recognise, plus the next numeral.

Take turns to point to one of your friend's cards.

Ask them 'what number is this?'

Name one of your friend's numbers.

Ask your friend to point to that number.

Reflection: How can we recognise numbers?