

# Recognise Numerals.

## Table of Contents

Teaching Plan Overview and Summary.....	<a href="#">page 2</a>
Recognise numerals when hearing its name .....	<a href="#">page 3</a>
Recognise numerals when seeing its symbol .....	<a href="#">page 4</a>

## Differentiate and Assess

Not every student will be ready to investigate this concept at this Level and so we will need to differentiate to ensure every student is learning at their leading edge. Select the Differentiate button on this screen.

## Integrate

Every mathematical concept is integrally related to other mathematical concepts. Teaching and learning related concepts simultaneously develops deep relational understanding. Select the Integrate button on this screen.

## Intervene

Some students may not yet be ready to investigate this concept at any Level, and so we will need to provide some intervention. Select the Intervention button on this screen.

# RECOGNISE NUMERALS.

## EXPLICIT TEACHING PLAN OVERVIEW PAGE

THIS PAGE IS A SUMMARY OF THE EXPLICIT TEACHING PLAN, INCLUDING STRATEGIC QUESTIONS, AND DESCRIBING THE SEQUENCE WHICH WILL OCCUR OVER MULTIPLE LESSONS.

RESOURCES: NUMBER CARDS, PENCIL, PAPER

WHAT COULD WE DO?

Children:

- have numbers within the range that they are ready to investigate
- hear a numeral's name and identify it
- point to a numeral and say its name

WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

Children:

- ask questions about recognising a numeral when its name is spoken and a number when seeing its numeral, for example,
  - ▶ What number is this?
  - ▶ Which number is 5?
  - ▶ This is number ...

# RECOGNISE NUMERALS.

## EXPLICIT TEACHING PLAN

FULL EXPLICIT TEACHING PLAN, EMBEDDING DEEP RELATIONAL UNDERSTANDING, METALANGUAGE, AND QUESTIONS THAT MAY BE USED OVER MULTIPLE LESSONS.

### WHAT COULD WE DO?

Children think about, talk and listen to a friend about, then have the opportunity to share what they already know.

As children count to 10, record the numbers on the board, for example, 1 2 3 4  
5 6 7 8 9 10

As children count backwards, point to each number

*Children count backwards as often as they count forwards to develop equal capacity at both.*

Display the numeral cards 1 to 5, in random order, [for example](#),

Children select the numeral 1.

Children describe the numeral 1 to a friend.

### WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

- ▶ Today we're going to investigate numbers.
- ▶ What do you already know about numbers?
- ▶ Talk to a friend about numbers.
- ▶ Is anybody ready to share what they are thinking about numbers?
  
- ▶ Let's count forwards from one to ten – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- ▶ Let's count backwards from ten – 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0
- ▶ When we count, what do we say?
- ▶ Do we say numbers when we count?
- ▶ When we count forwards and backwards, do we say the same numbers?
- ▶ What are these symbols I've recorded here?
- ▶ Are these symbols, numbers?
  
- ▶ Let's investigate these numbers
- ▶ Which number is number 1?
- ▶ How do you know?
- ▶ What does 1 look like?

Children select the numeral 3.

Children describe the numeral 3 to a friend.

Children select the numeral 2.

Children describe the numeral 2 to a friend.

**Continue with other numerals.**

Display the numeral cards 1 to 5, in random order, [for example](#),

Point to the numeral 1.

Children describe the numeral 1 to a friend.

Point to the numeral 3.

Children describe the numeral 3 to a friend.

▶ Which number is number 3?

▶ How do you know?

▶ What does 3 look like?

▶ Which number is number 2?

▶ How do you know?

▶ What does 2 look like?

▶ Describe number 2 to a friend.

▶ Let's investigate these numbers

▶ What number is this?

▶ How do you know?

▶ What does 1 look like?

▶ Describe number 1 to a friend.

▶ What number is this?

▶ How do you know?

▶ What does 3 look like?

▶ Describe number 3 to a friend

Point to the numeral 2.

Children describe the numeral 2 to a friend.

**Continue with other numerals.**

- ▶ What number is this?
- ▶ How do you know?
- ▶ What does 2 look like?
- ▶ Describe number 2 to a friend.

0	1	2	3
4	5	6	7
8	9	10	