

# A Number Always Represents the Same Amount.

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### 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.



# A NUMBER ALWAYS REPRESENTS THE SAME AMOUNT.

## EXPLICIT TEACHING PLAN OVERVIEW PAGE

RESOURCES: PLAYING CARDS, COUNTERS, PENCILS, BOOKS, TOYS, PENCIL, PAPER

### WHAT COULD WE DO?

Children:

- count 5 pencils
- count 5 counters
- count 5 books
- count 5 toys
- identify that 5 always represents the same amount

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

Children:

- ask questions about a number always representing the same amount, for example,
  - ▶ How many pencils?
  - ▶ How many counters?
  - ▶ How many books?
  - ▶ How many toys?
  - ▶ Are there the same number of pencils, counters, books and toys?
  - ▶ Is 5 always the same amount?

**A NUMBER ALWAYS REPRESENTS THE SAME AMOUNT.**

**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 card 3](#)

Children describe the numeral 3 to one another.

A child gets 3 pencils.

Move and count the pencils, for example, 1, 2, 3.

Record the number 3, the pencils and the count, for example,

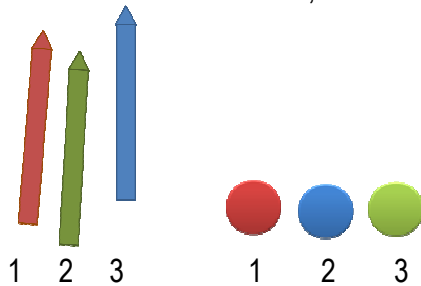
## WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

- ▶ 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?
- ▶ Do we use numbers to count things?
- ▶ What number is this?
- ▶ How do you know?
- ▶ How could you describe this number?
  
- ▶ Who could get 3 pencils?
- ▶ How could we count the pencils to check if there are 3?
- ▶ How could we record this?
- ▶ Could we record the number 3?
- ▶ Could we record the pencils?

1 2 3

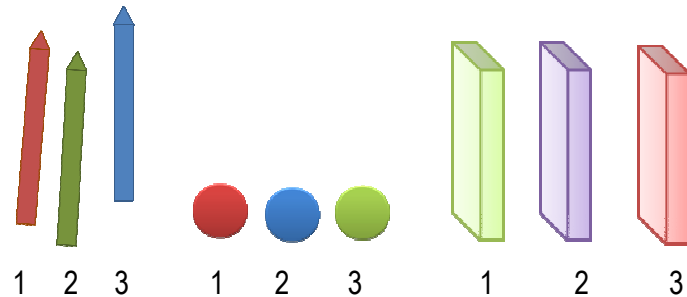
A child gets 3 counters.

Record the counters and the count, for example,



A child gets 3 books.

Record the books and the count, for example,



- ▶ Could we record the count?
  
- ▶ Who could get 3 counters?
- ▶ How could we count the counters to check if there are 3?
- ▶ How could we record this?
- ▶ Could we record the counters?
- ▶ Could we record the count?
  
- ▶ Who could get 3 books?
- ▶ How could we count the books to check if there are 3?
- ▶ How could we record this?
- ▶ Could we record the books?
- ▶ Could we record the count?
  
- ▶ How many pencils?
- ▶ Are there 3 pencils?
- ▶ How many counters?
- ▶ Are there 3 counters?
- ▶ How many books?

- ▶ Are there 3 books?
- ▶ Does the number 3 always mean the same number of things?
- ▶ Are 3 pencils the same amount as 3 counters and 3 books?

Numerals 0 – 10 (print, cut out and distribute to each child)

0	1	2	3
4	5	6	7
8	9	10	



14	16	17	18
19	15	13	12
11			

