

INTERVENTION

Recognising Numerals

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

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Progress Sheet [page 4](#)



Recognising Numerals (Early Counting and Grouping 3)

RESOURCES:
Number cards

As an Intervention, for example, for children who are not yet able to count, recognise and write teen numbers, and children whose understanding of the counting concepts is not at grade Level (for example, children with a learning difficulty or a child new to English, **this could be implemented while the rest of the children are investigating differentiated Levels of the class concept or a related concept.**

RECOGNISE NUMERALS

Implementation: Daily in maths investigation time

TEACHER INSTRUCTIONS – for CHILD INSTRUCTIONS, see next page

Recognise numerals (for example, to at least 10, then 20, or for older children / new arrivals to at least 110, then 1110 - focusing on bridging place values, etc) – INTERVENTION

- a. First identify what numerals the child is able to recognise accurately, independently and consistently when seeing its numeral by showing the child numerals out of order, for example, 1, then 3, then 2, then 4 etc.
- b. Record the sequence of numerals that the child can recognise on card in **blue**. If the child recognises 1, 2 3 and 5, but not 4, include only 1, 2, 3 and 4 initially.
- c. Place the numerals printed in **blue** on card into a small snap lock bag.
- d. When other children are investigating the class concept give the child the bag with their numeral range.
- e. They put the numerals in order. Then read each numeral.
- f. They scramble the numerals, then select a numeral one at a time and say its name.
- g. As the child demonstrates their capacity to recognise numerals, add 1 more numeral to their range.
- h. Continue to increase the child's range as they demonstrate their capacity to recognise numerals, up to the expected grade Level.
- i. After a couple of times, the child will learn that when they are given their **blue** numbers, this is their investigation.

Recognise Numerals

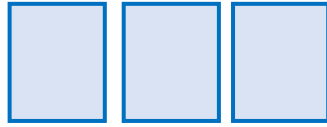
Place your numerals in order



Point to each numeral and say its name.



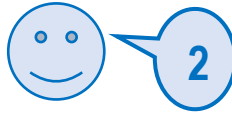
Turn the numerals over



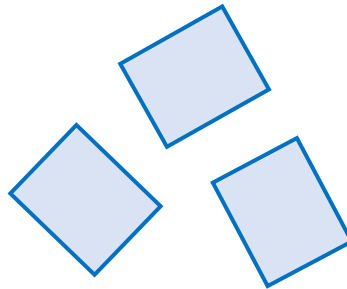
Turn over 1 numeral



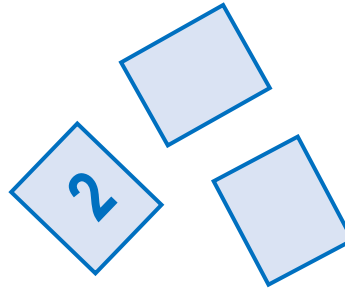
Say its name



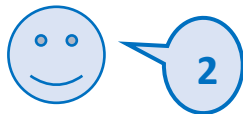
Place the numerals face down all over the table



Turn over 1 card



Say its name



Progress Sheet

Child's Details (Name and Intervention Concept):
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Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
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Date									
Number size Investigated									
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