





Topic: Number and place value

Connecting numerals to quantities

Lesson concepts

-  **Number** — Names and symbols
-  **Number** — Subitising
-  **Number** — Counting
-  **Number** — Quantity

Today students will:

- ▶ match numerals to quantities.

Resources

Digital

eBook — The crowd went wild
Learning object — Counting (1)

Sheets

Sheet — Number chart
Sheet — Numbers 0 to 9 (cut out)

Find and prepare

range of materials to represent numbers to 10
(for example: plastic animals, buttons)
printed materials such as magazines,
advertising catalogues, signs or books

Key terms

count, visualise, subitise, how many, quantity, total, arrange, number, numerals, match, sequence, order

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

Introduce the lesson

Say to students

‘ Today, we are going to learn about numerals and match numerals to quantities. First, we are going to practise identifying how many objects there are in groups without counting. ’

Spend a short time subitising collections to five (using Activity 1, 2 or 3 from Lesson 18).

Identify numerals to ten



Show students the **Sheet** — [Number chart](#) and explain that numerals are the digits used to record a quantity or number.

Read the chart with students, explaining that there are no images beside the zero because zero means none; there is one image beside the numeral one, two images beside the numeral two and so on.



Provide students with the cards to 9, cut from the **Sheet** — [Numbers 0 to 9](#).

Ask students to:

- spread the numeral cards on the floor in any order (at least one step apart)
- identify each numeral as they step on it
- collect the cards
- place the numerals (in the correct order) in a ‘track’ or circle
- check the order by stepping on them in order and saying the number names.

Ask students to close their eyes while you remove one card and hide it.

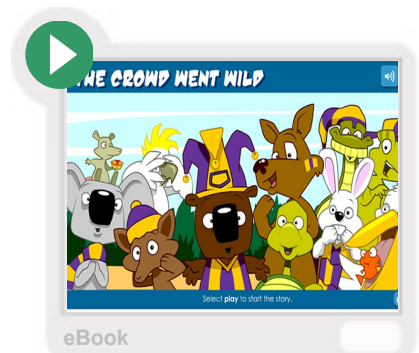
Ask students to identify the missing card.

Replace the missing card once the students have identified the number.

Repeat this activity removing more than one card.

Provide students with opportunities to identify numerals to 10 such as:

- cutting out numbers in junk mail and pasting them on a display
- photographing or copying numerals from signage in the community
- chanting counting sequences and arranging the numerals
- sharing familiar texts with numerals such as the story **eBook** — **The crowd went wild**.



How to write numerals

Demonstrate how to form numerals.



Note

It is advisable to show and allow students to practise the correct formation of 1 to 2 numerals per day as a part of your daily warm-up routine for Maths lessons.

Focus questions

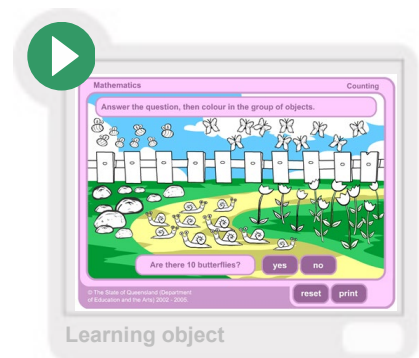
Q: How do you remember what the numeral 4 looks like?

Q: How could you check?

Ask students to:

- identify numerals in the printed materials
- use materials to create a collection of that many objects
- repeat for other numerals 0 to 9.

View the **Learning object — Counting (1)** and discuss the connection between the numeral and the quantity.



Focus questions

Q: How do you know how many (butterflies) are in the picture?

Q: Which part of the question is the numeral?

Q: What would you write to say how many (butterflies) are in this picture?