






#### Topic: Number and place value

#### Ordering numerals and quantities

##### Lesson concepts

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

Today students will:

- ▶ order numerals and quantities.

#### Resources

##### Sheet

Sheet — Let's play! Fishing game: Numbers 1 to 10  
(cut out and made according to included instructions)

##### Find and prepare

variety of small sticks, twigs and leaves  
playdough or sand in boxes to represent gardens  
dice (numbered or dotted)  
up to 20 small objects such as seeds or counters  
paper bag  
scissors  
A4 paper  
coloured pencils and various art materials  
thick black marker  
paperclips  
magnetic fishing rod (attach a magnet to the end of string or fishing line)

#### Key terms

before, after, next,  
order, number,  
more, less, same,  
quantity, compare,  
count, label,  
sequence,  
describe,  
forwards,  
backwards,  
numerals

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

## Lesson

### Introduce the lesson

Explain that students will complete a series of activities to order quantities and numerals.

### Order collections by quantity

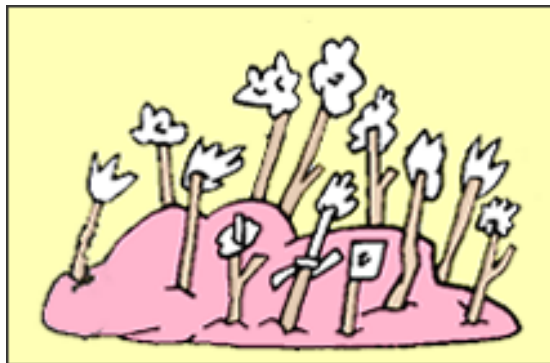
#### Note

It is recommended that the following learning experiences be completed over two lessons.

### Activity 1: Counting gardens

Provide students with playdough and a variety of small sticks (such as ice-cream sticks, tooth picks or environmental materials such as twigs and leaves) to create a pretend garden.

Make an arrangement of 'flowers' in a garden using wooden sticks and leaves.



Ask students to make another garden with:

- the same number of flowers
- more flowers
- less flowers.



## Focus questions

Q: *How many flowers will you have to put in your garden?*

Q: *How can you tell if you have more than this numeral says?*

Q: *How could you order these?*

### Activity 2: Dice toss

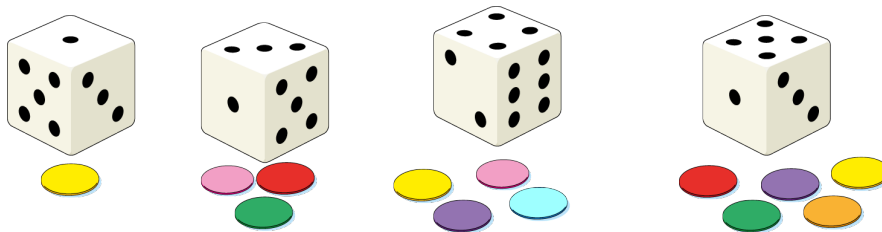
Provide students with a container of counters and a six-sided dice (numbered or dotted).

Ask students to:

- toss the dice
- identify the number rolled
- make a collection to match that number



- repeat the process twice
- compare the collections
- order the collections.



### Connect number sequences to collections

#### Activity 3: Grab a handful

Place an amount (no more than 20) of small objects, such as counters or seeds, in a paper bag.

Ask students to:

- place their hand in the bag and grab a handful
- guess how many they might have
- place them on the floor and have another guess
- count them
- label the quantity with the matching numeral on a piece of card.



Ask students to:

- repeat this with two other handfuls
- compare the collections
- identify if they have more, less or the same
- sequence the collections from largest to smallest.

Repeat the activity and extend the number of the collections.

### Focus questions

Q: *How many in this collection? How do you know?*

Q: *Which collection has more/less? How have you ordered these collections?*

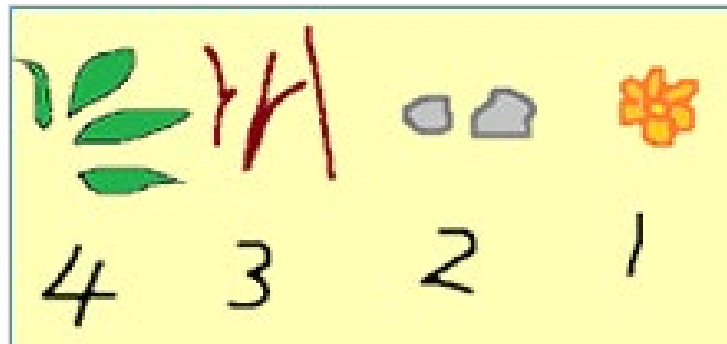
Q: *How could you check that they are in the correct order?*

### Activity 4: Garden hunt

Ask students to make collections of objects from outside their house (for example: small collections of leaves, twigs, petals, bark or seed pods).

Ask students to:

- arrange the objects into collections
- count each collection
- label each collection with the matching numeral
- compare the collections
- order collections in their groups.



#### Note

Students may order the collections from largest to smallest or smallest to largest, and start at quantities other than one.

### Activity 5: Fishing game

Follow the instructions to construct 'fish' and play the game by following the instructions on the **Sheet** — [Let's play! Fishing game: Numbers 1 to 10.](#)

