



# Family-Led Learning Numeracy Materials



# **Family-Led Learning Numeracy Materials**

**(November 2021)**

## HOW TO USE YOUR NUMERACY BOOKLET

In this booklet are 50 simple number activities. These are for children to do with their family or friends. They will help children learn about numbers from 1 to 20.

You will need some simple things like sticks and stones to do the activities. You can find these around your home.

You can repeat the activities until the child fully understands. You should do the activities in the right order. If your child finds an activity too easy, then move on.

In the back of the booklet there are some items which you will need:

- Number cards 1-20 (2 sets). You will need to cut these pages to make separate cards?
- Frames with ten empty spaces on them (2 sets)
- A *Snakes and Ladders* game board.

These will be used for different activities. You will need to take care of them.

The activities should be fun. Your child will enjoy the activities more and will learn more if you:

- Are relaxed when doing these activities, don't rush!
- Speak nicely with your child, don't shout or get angry!
- Always praise the child, even if the child is incorrect, support them and praise them for trying.

1.

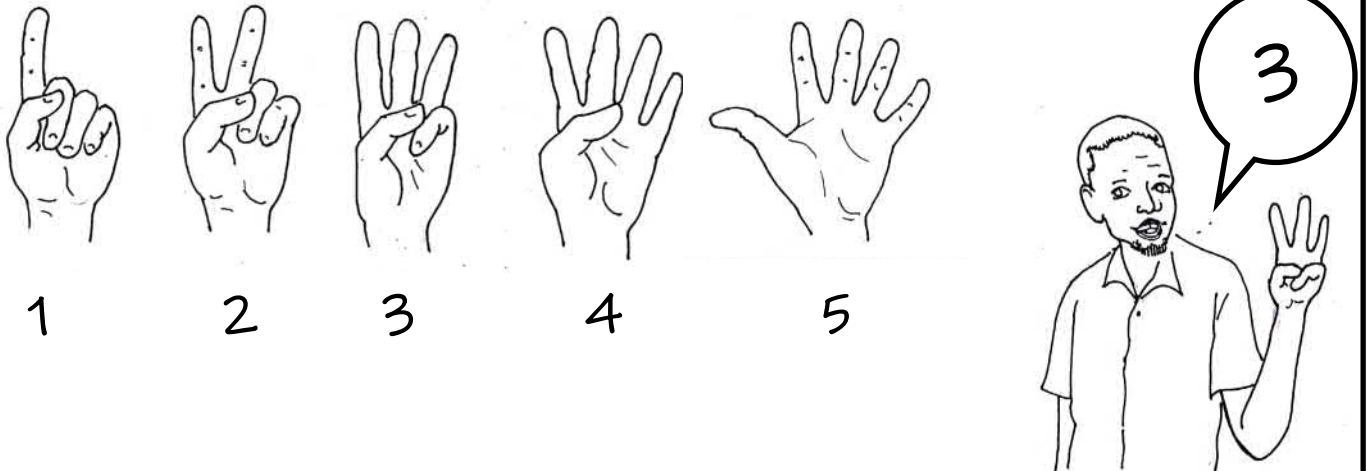
# Finger Counting



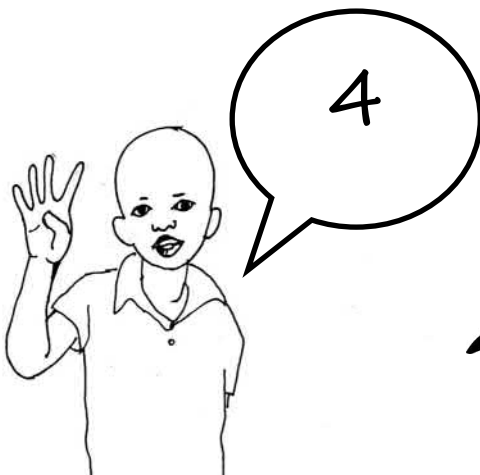
## What You Need:

1. Loud voice, clean hands
2. Ready to count

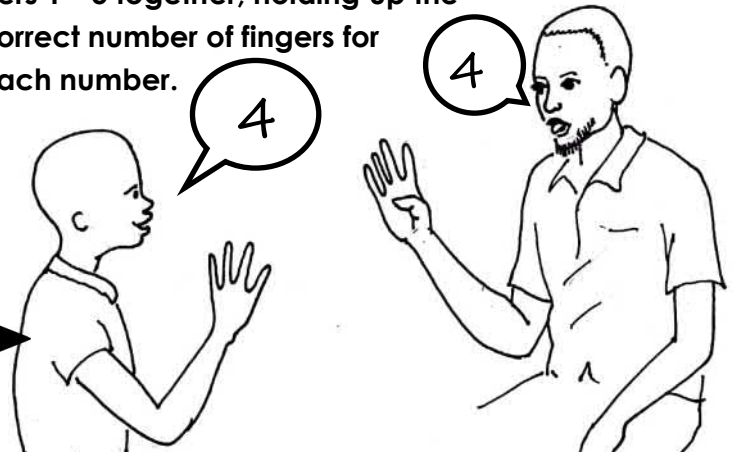
### 1. Adult demonstrates how to count aloud up to 5 showing fingers



### 2. The child is also counting, copying the adult

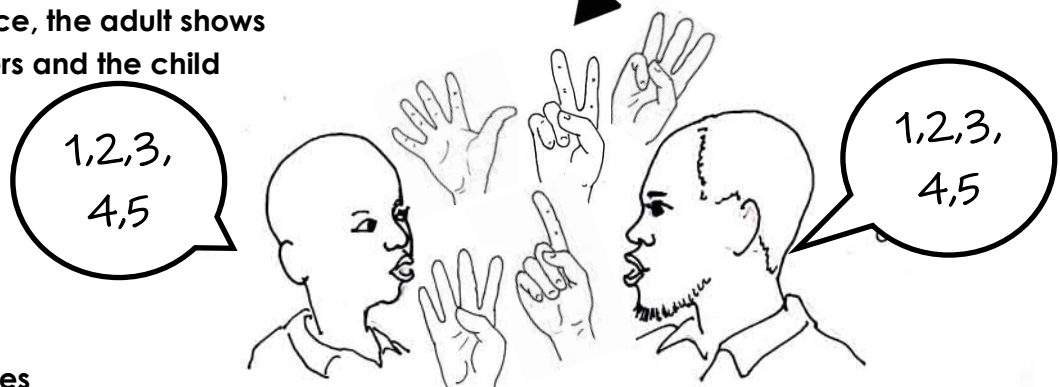


### 3. Now, adult and child count the numbers 1—5 together, holding up the correct number of fingers for each number.



### 4. Now, after practice, the adult shows the number of fingers and the child says the number.

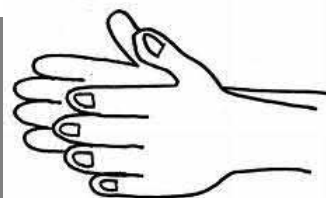
The ORDER of the numbers can be changed as the child becomes confident.





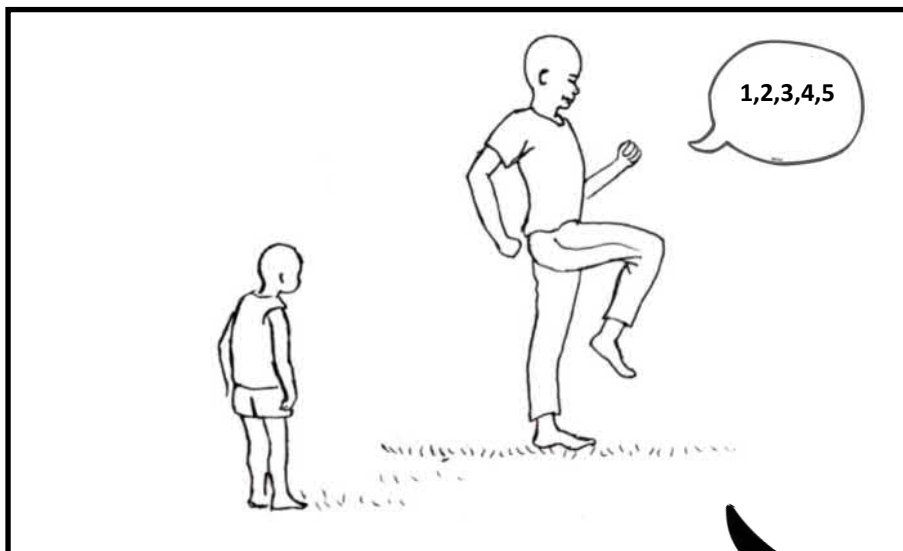
2.

## March on the Spot to 5



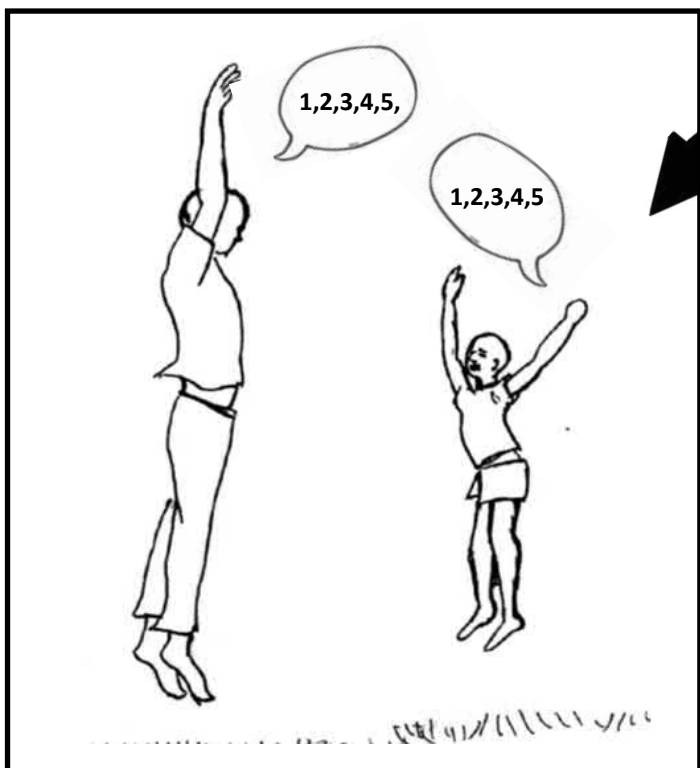
**What You Need:**

**Nothing!**



1. Adult must demonstrate marching while counting up to 5 while the child watches and listens.

2. Adult watches and listens while the child marches. Adult corrects any errors made by the child in their counting and shows them again.



3. Adult and child together jump to 5 counting each jump.

Adult and child find other ways to count to 5 e.g. hop, skip etc.

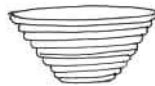
3.

## Counting 1 to 5



**What You Need:**

**A basket**



**5 sticks**

2.

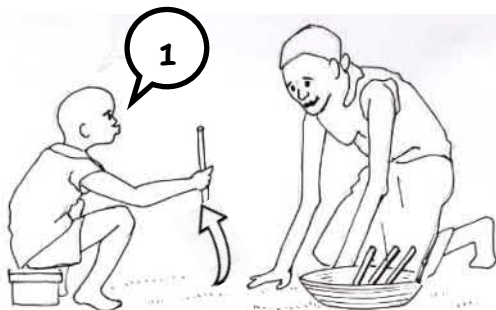
**1. Adult shows  
5 sticks to the  
child**



**2. Put one  
stick on the  
ground  
and say '1'**



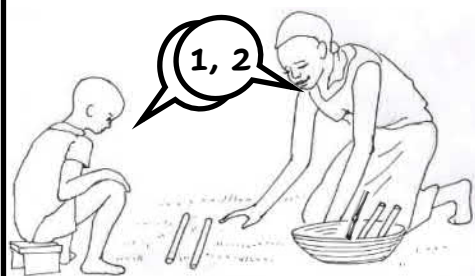
**3. The child PICKS UP the stick  
and  
says  
'1'**



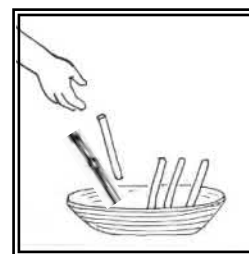
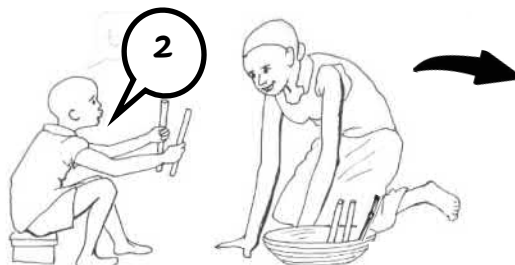
**4. ....and puts it back in the basket.**



**5. Now, put 2 sticks on the ground.  
Together you count '1, 2'.**



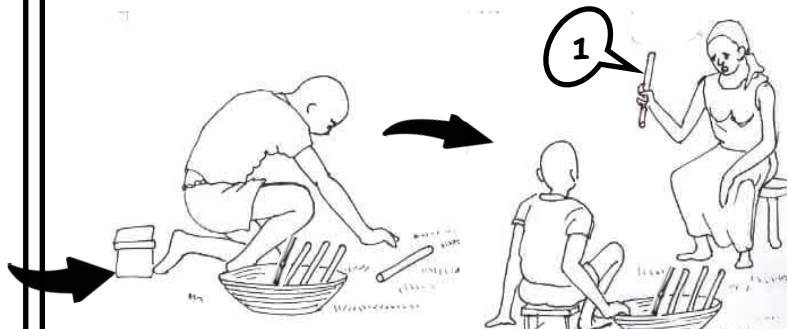
**6. The child holds the 2 sticks, says '2', and puts them  
back in the basket**



**7. REPEAT until  
you have  
reached 5  
sticks**



**8. Now, let the child be the teacher of the adult.**



4.

## Clapping and counting to 5



### What You Need:

1. loud voice, clean hands
2. Ready to count

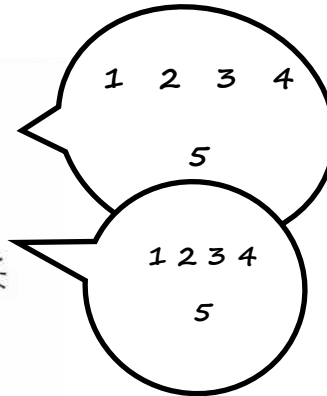
### 1. Demonstration:

Adult counts loudly while counting 1-5..... not too fast.....not too slow.

Let the child hear and remember the rhythm of 10 claps



### 2. Now, stand with the child. Hold their hands.



CLAP with them, counting to 5 with them

### 3. Now the adult and child FACE each other.

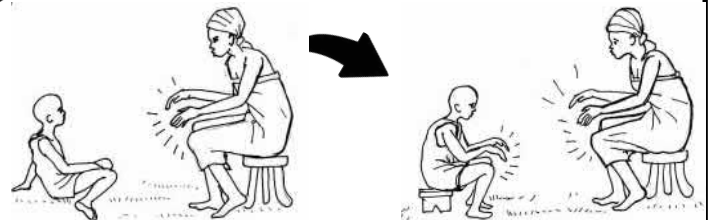
A. the adult claps ON the child's hands

B. The Child claps ON the adult's hands, COUNTING 1-5

PRACTICE PRACTICE PRACTICE



### 4. Demonstrate clapping on the KNEES while counting up to 5.....then the child can copy, and count with the ADULT



### 5. Remind child of counting using their fingers. Keep practising with them.



1 2 3 4

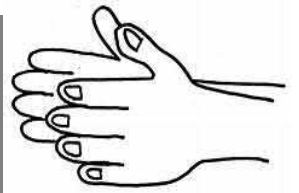
### 6. Find many opportunities to count up to 5 objects.

They can be the same or different.

Let the child collect them for counting

5.

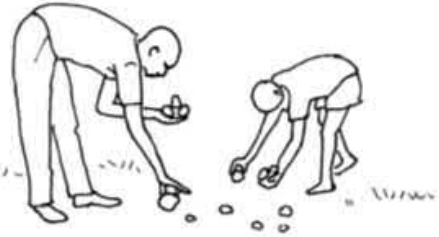
## Count the Steps to 5



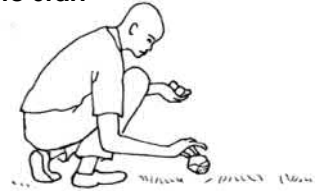
What You Need:



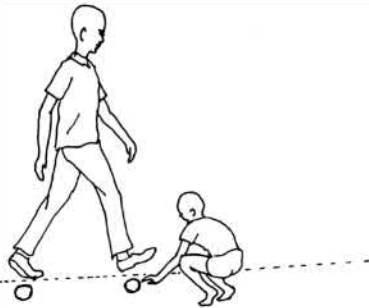
1. Collect 5 stones



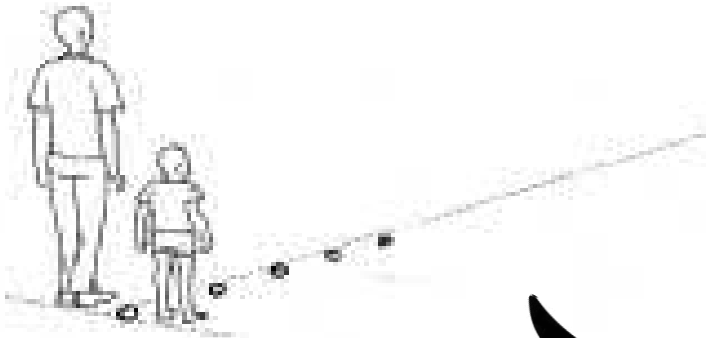
2. The adult places a stone to mark the start



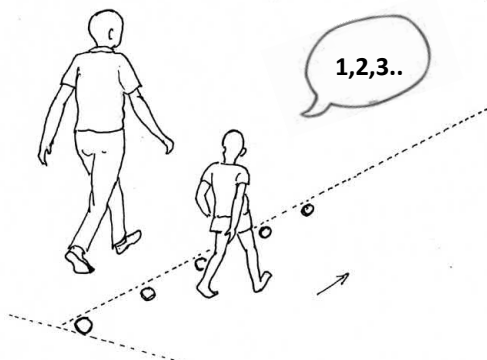
3. The child places the stones in a line as the adult takes large steps



4. The child and adult go to the start



5. The child counts the steps as the adult moves along the line.



6. The child and adult return to the start. The adult gives the child a number and the child moves along the line counting the steps. This is repeated.

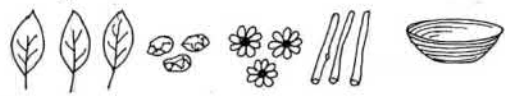
6.

## Count the line



### What You Need:

1. a variety of objects around the home
2. Collect them in a basket



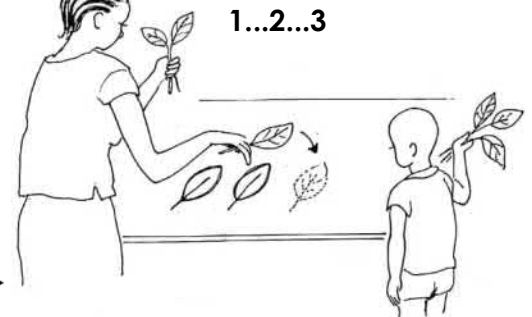
1. Adult and child collect these things around the house. Put them in a basket



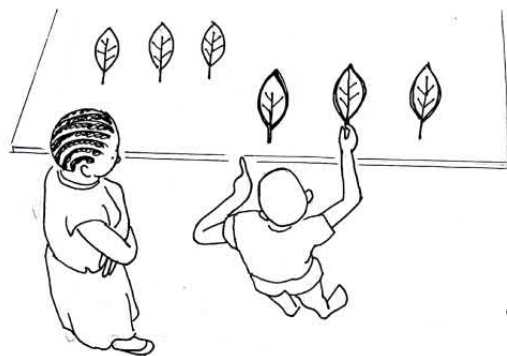
2. Now, the adult demonstrates HOW to place the leaves in a line:

1 leaf.....2 leaf....3 leaf.

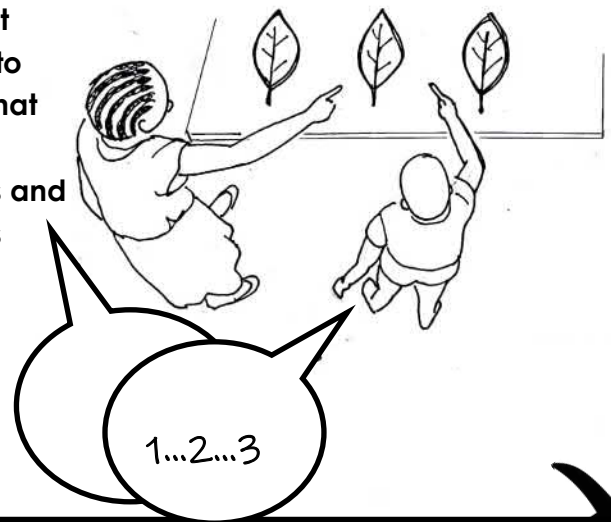
Adult and child together POINT and count the numbers.....



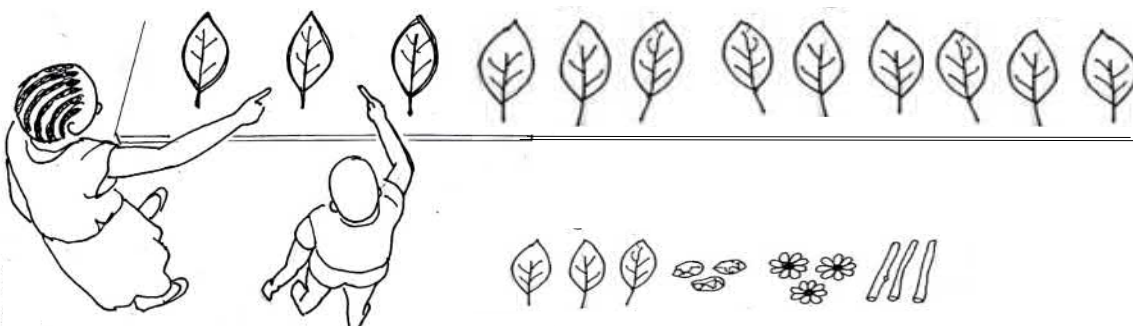
3. The Adult observes as the child copies the line of 3 leaves. The child COUNTS 1...2...3



4. Now adult and child count together...to indicate that 1=1 leaf, 2=2 leaves and 3=3 leaves



5. For older children, the same exercise can be done with numbers 1-10 and numbers 1-20





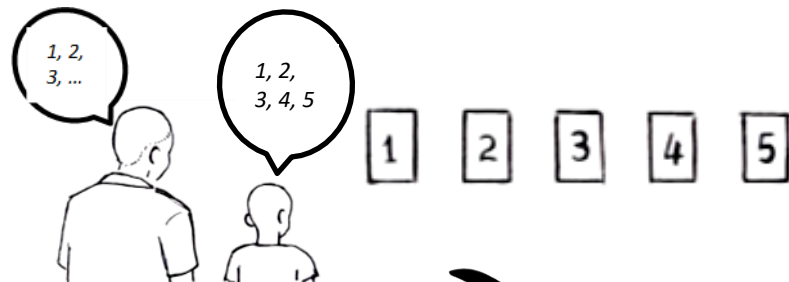
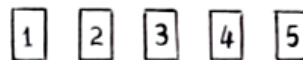
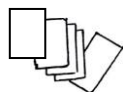
# 7.

## Number jump to 5



### What You Need:

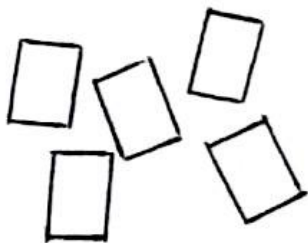
1. Two sets of number cards



1. Place one set of cards on the ground in a long line.

Adult and child read the numbers together.

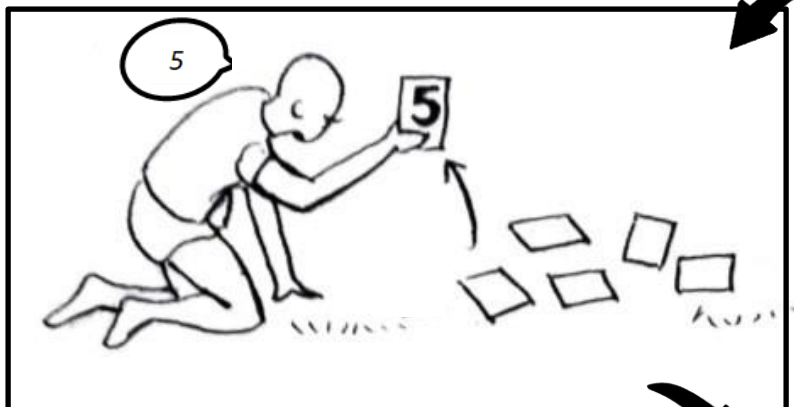
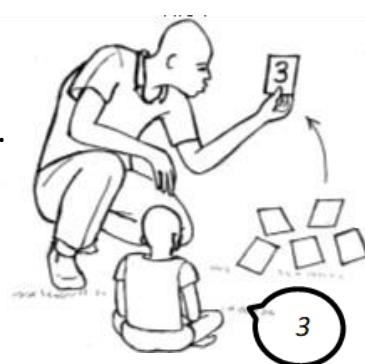
2. Put the second set of cards face down on the ground.



3. Adult demonstrates

by selecting a card.

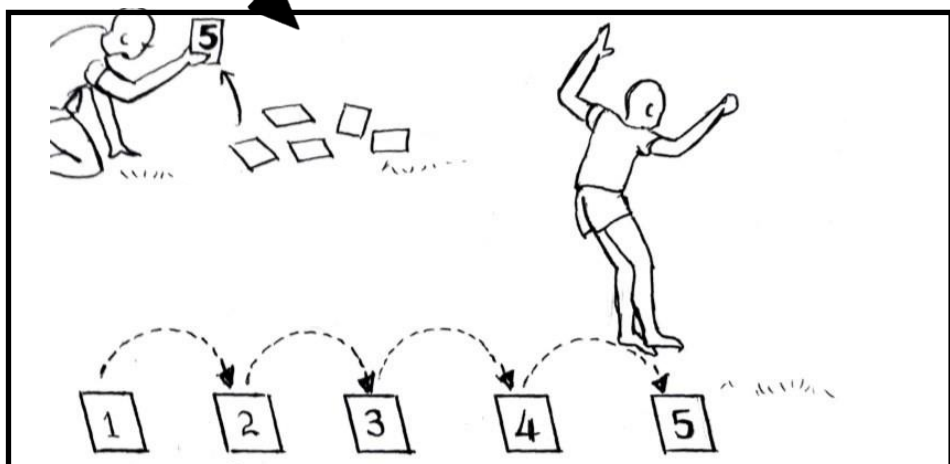
The child must say the number.



4. The child selects a card and says the number.

5. The child must jump the same number of steps on the number line.

The child selects another card and repeats.



8.

## More or less?



**What You Need:**

This worksheet

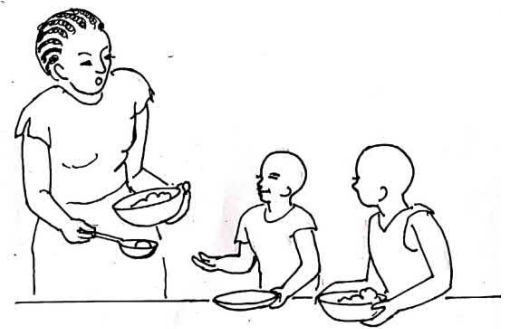
Use meal times to introduce these ideas of more and less

1. When feeding a young child, or a baby, use the word 'more'.

'Shall I add more?'



2. 'Shall I add more?'



3. Serving food at home.

Ask a child to help to serve food at mealtimes.

ONE spoon at a time.

Ask the question, 'Who needs more?'

Then emphasise the ACTION and word MORE when adding more. USE HANDS to indicate MORE



4. When an adult is serving food.

Compare what is on the plates. Ask the questions,

'Which plate has more?'

Which plate has less?'

Uncle should have

more; which

plate shall

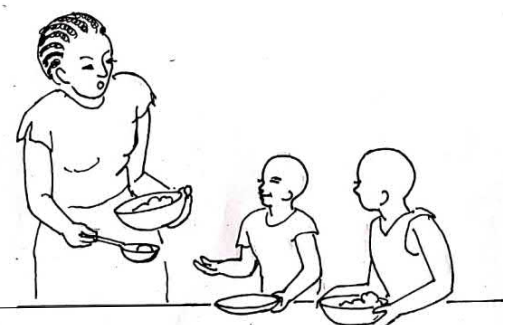
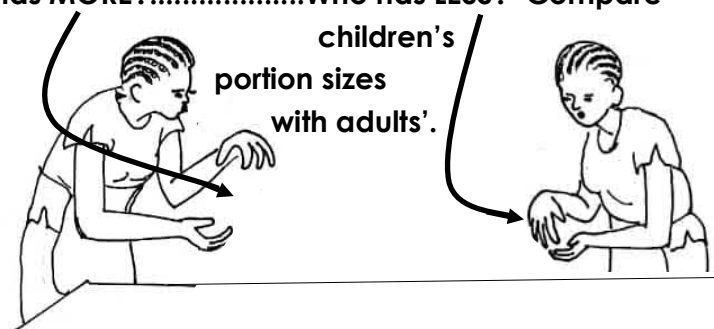
we give

to him?'



5. When serving food to older children, ask the question, 'Who has MORE?.....Who has LESS?' Compare

children's  
portion sizes  
with adults'.



# 9.

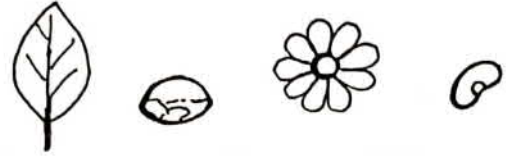
## Recognising numbers in a group



### What You Need:

A quantity of leaves, flowers, stones, beans

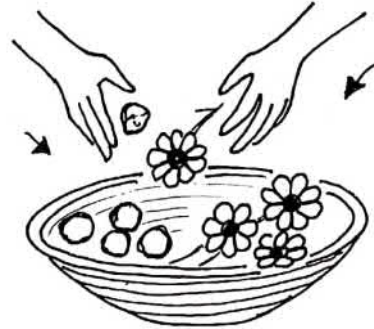
e.g. 10 of each



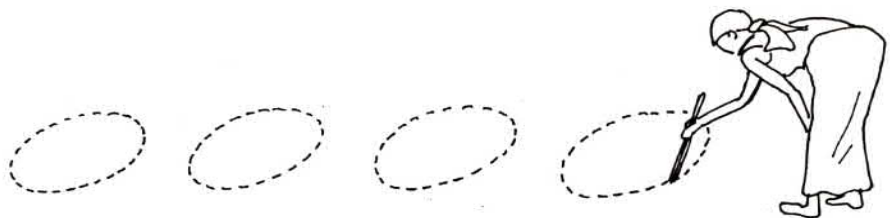
1. Collect many leaves, stones, flowers and beans



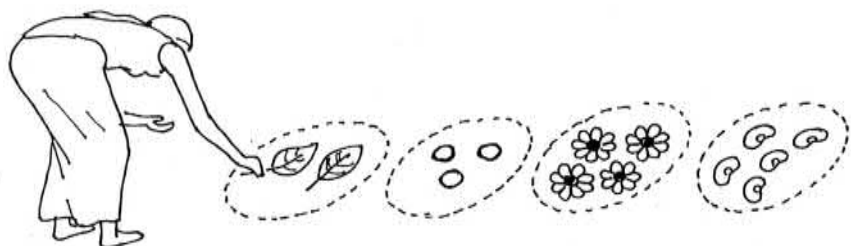
2.



3. Draw 4 circles on the ground with a stick



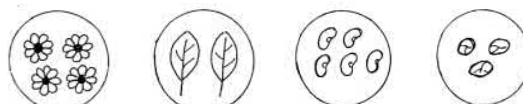
4. Put the items in groups inside the circles.



5. The adult should randomly point to the different circles asking the child to tell them the number in the circle WITHOUT counting.

6. Change the order as point again. Can the child say how many WITHOUT counting?

Repeat many times





# 10.

## Trust Your Counting to 5



### What You Need:

1. Basket



2. Sticks/stones/beans/bottle tops

1. Adult sits with the child.



2. Adult puts 5 of the items randomly on the ground, any how. **DO NOT COUNT THEM**



3. Together, they organise the scattered items in a **ROW (line)**



4. Now, together they **POINT**, and **COUNT** the number of items



5. Adult asks, 'How many are



6. As the child is looking, the adult collects together the 6 items and makes a circle.



Ask the child to say how many are there **NOW**.

7.



**REPEAT** with different numbers of items from the basket, 2, 2, 3, 4 or 5 items. The child will

realise that the number does not change if you reorganise the items

11.

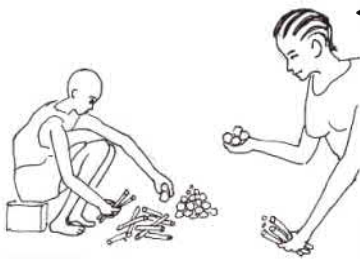
# Comparing Quantities Using Words



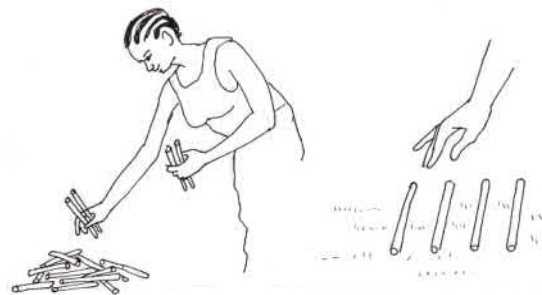
What You Need:



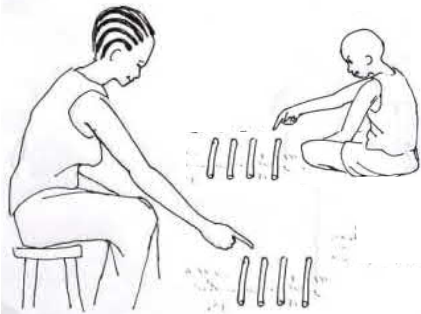
1. Child and adult collect small stones and sticks



2. Adult takes 4 sticks and puts them in a row



3. Adult and child point to the sticks and slowly count 1, 2, 3, 4

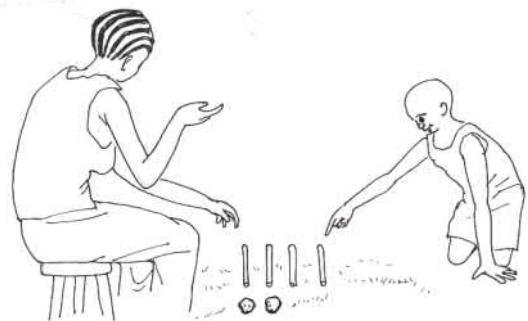


5. Now, Adult puts 2 STONES under the sticks.

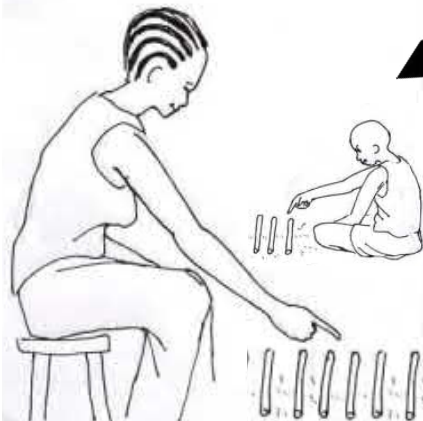
Ask..... 'Which has more?

The STONES or the STICKS?

Or are they the same?'



6. Repeat the activity, using different quantities of sticks and stones



7. Tidy up. Well Done!!!!



12.

## Ordering Numbers 1-5

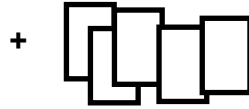


**What You Need:**

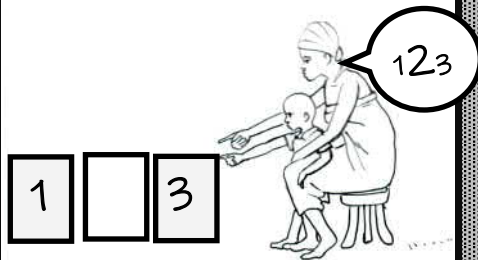
1. Number cards 1-5



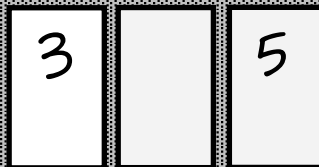
2. A few blank cards



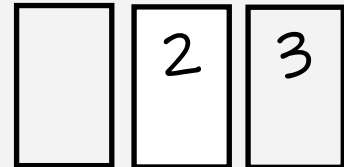
1. What is the missing number?



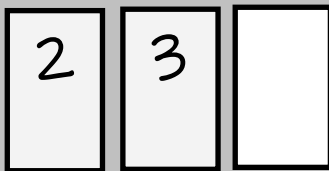
2.



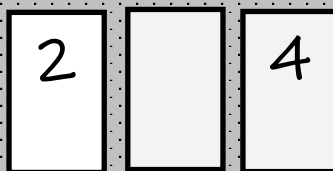
3.



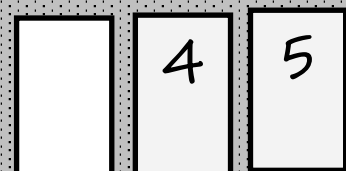
4.



5.



6.



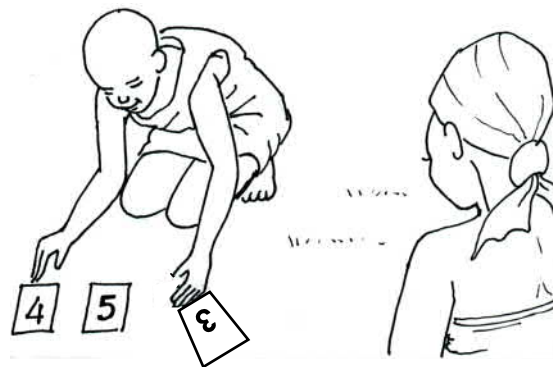
7. Adult puts the number cards in a line.

They can remove any 3 consecutive numbers from the line.



8. Now the child ORDERS the 3 numbers, and can place them back in the line of numbers.

Is this correct?

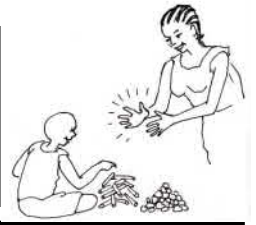


9. Older children can ORDER numbers up to 10. The 10 numbers can be:

- A. in jumbled order
- B. with individual numbers missing
- C. with sequences of numbers missing

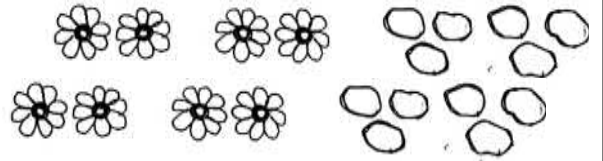
13.

## Making Sets of 2 and 3



**What you need:**

**A collection of flowers and stones**



**1. Adult and child together collect flowers and stones and place them in a basket.**



**2. carefully put them in a basket...do not spoil the flowers**



**3. Now, the adult SHOWS the child:**

**2 flowers together in 1 hand**

**and**

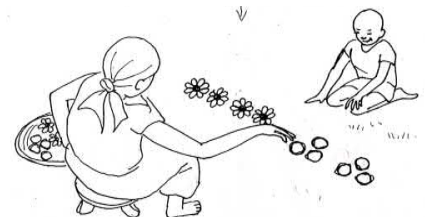
**3 stones together in the other hand**



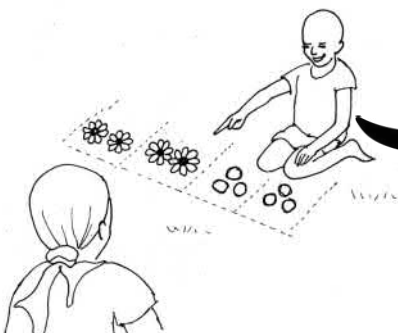
**4. Now, the adult puts the flowers and stones in a line:**

**A. 2 sets of 2 FLOWERS**

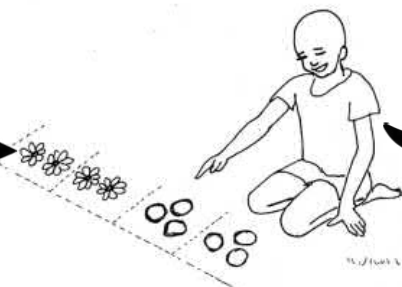
**B. 2 sets of 3 STONES**



**5. Ask the child to POINT to a set of 2 flowers**



**6. Ask the child to POINT to a set of 3 STONES**



**7. Now ask the child to make**

- \* sets of 2 flowers or stones**
- \* sets of 3 flowers or stones**
- \* sets of 4 flowers or stones**



**8. EXTENSION: Now make different sets of ONLY FLOWERS or ONLY STONES: ask the child to identify sets of different numbers**



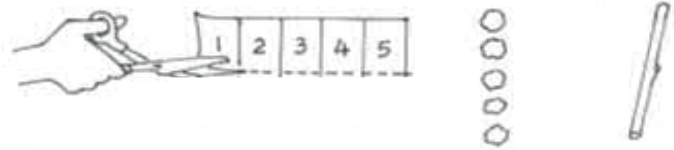
14.

# Matching objects to numbers



## What You Need:

1. number cards 1-5
2. 5 stones
3. A stick



1. Adult and child together count the stones one by one, placing them in a row



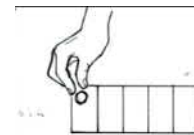
2. Now Adult puts the 1-5 NUMBER CARDS in order, under the 5 stones



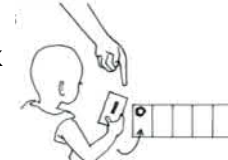
3. Adult draws a '5 number frame' in the sand with a stick



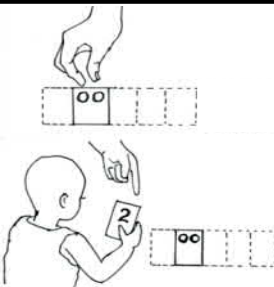
4. a. Adult puts 1 stone in the 1st place on the '10 frame'



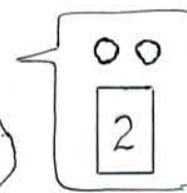
b. Together pick the matching number card **1**



5. Repeat with 2 stones, 3 stones and so on  
**REMEMBER!** Numbers always go left-right  
clap and praise the child for their matching

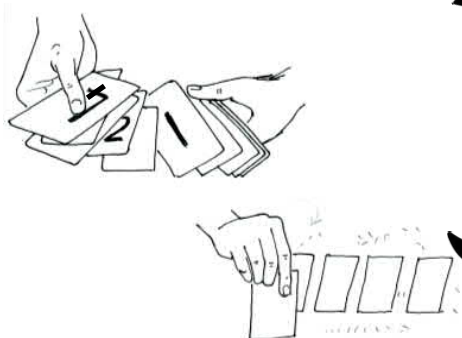


6.

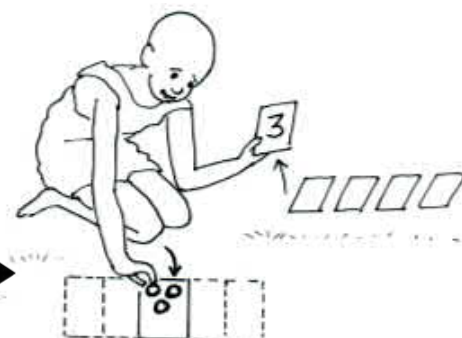


Dance and clap and praise the child for matching the stones and digits correctly

7. Now shuffle the cards and put them down randomly, **FACE-DOWN**



8. Now the child picks **ANY** card, and matches the **STONES & the NUMBER CARDS**



15.

## Sorting objects into groups to 5



**What you need:**

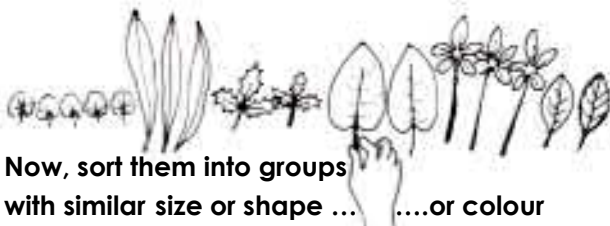
A basket

A stick

Some different shapes and sizes of leaves

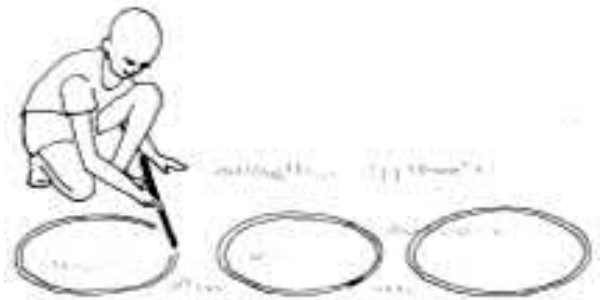


1. Collect many different leaves and put them in a basket. Do not bend or spoil them.



Now, sort them into groups with similar size or shape ... ....or colour

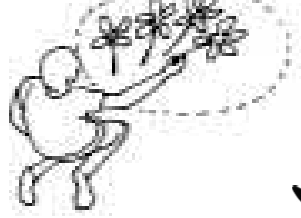
2. Now, take the stick and draw 3 big circles in the sand on the compound



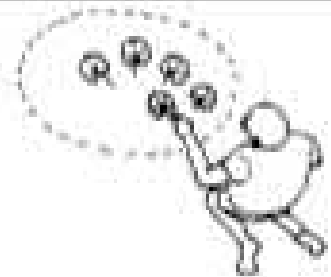
3. Now, begin to sort the leaves into groups; put each group in a different circle.



4. Does the group share the same size? Or shape? Or colour?

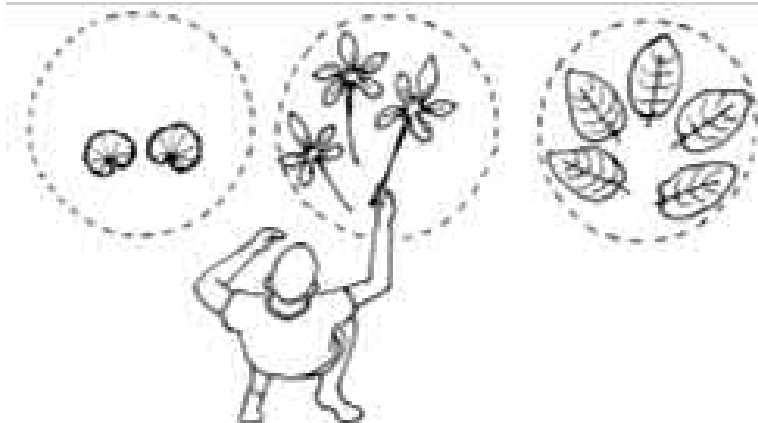


5. Do not put more than 5 objects in 1 circle.



6. WELL DONE! Now, talk about WHY you have made these groups. What is the SAME or SIMILAR in each

group?



7. This activity can be extended to make many kinds of group.

Eg. group by colour, by shape, by size, by edge, etc.

Also groups can be made of other things eg. sticks, feathers, rocks, tree bark, soil, etc.



16.

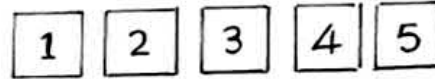
## Writing Numbers 1 to 5



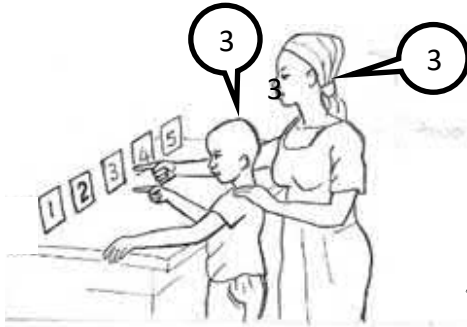
### What You Need:

1. 2 sticks for writing in sand

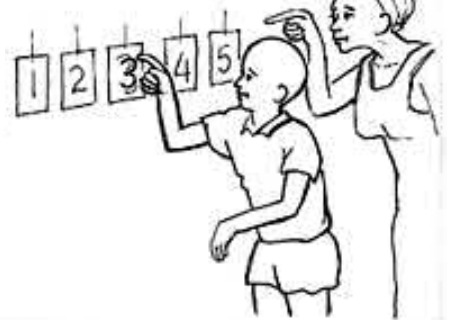
2. Number cards 1—5



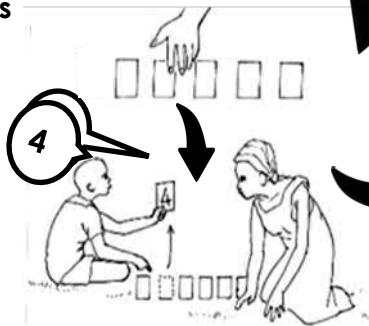
1. Child and adult read the number cards 1 — 5 together



2. Child uses their FINGER to trace the shapes of the numbers. The adult guides



3. Place the cards FACE - DOWN...  
Then the child picks a card and they say the number together



4. Adult uses a stick to 'write' the number in the sand



5. The child uses a stick to copy the number that the adult has written in the sand

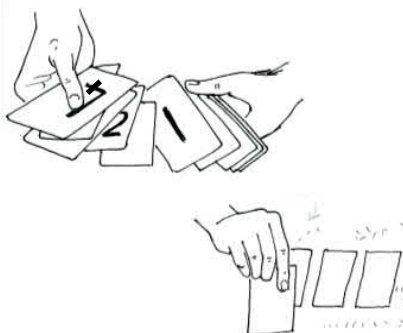


6. Dance and clap and praise the child for matching the stones and digits correctly...

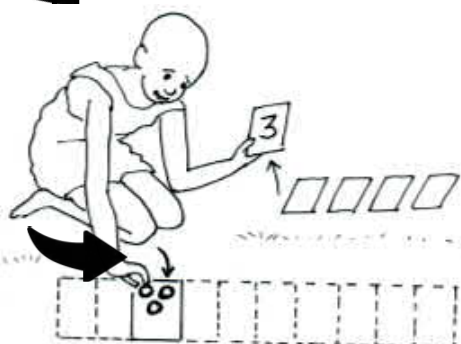


Now repeat with all the other numbers 1 2 3 and 5

7. Now shuffle the cards and put them down randomly, FACE-DOWN



8. Now the child picks ANY card, and matches the STONES & the NUMBER CARDS



17.

## Comparing Numbers up to 5

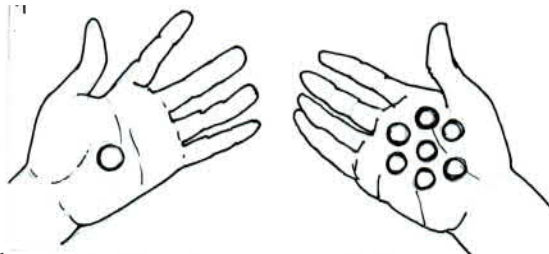


**What you need:**

A quantity of small stones, beans, buttons etc.



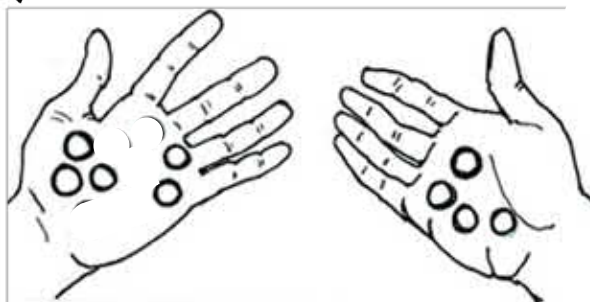
1. Which hand has MORE? Which hand has LESS?



2. Which hand has MORE?  
Which hand has LESS?



4. Which hand has MORE?  
Which hand has less?



5. Get 5 beans

G G G G G

Adult asks,  
'Which hand has more? left or right?'



6. Adult shows their 2 hands. Was the child Correct?



Now the activity with different numbers in each hand.

Let the child be the 'teacher' holding the beans



18.

## Ordering Numbers 1-5

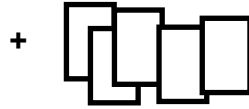


**What You Need:**

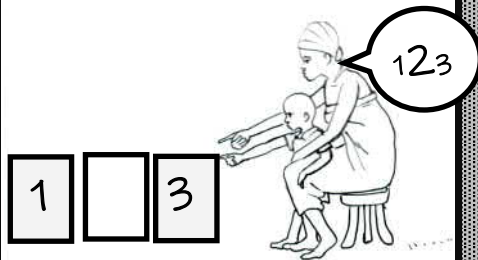
1. Number cards 1-5



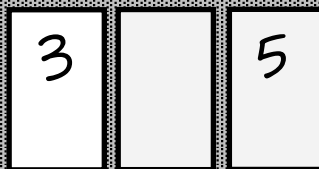
2. A few blank cards



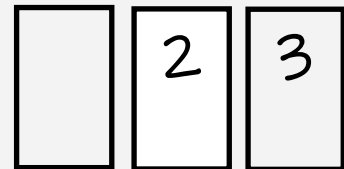
1. What is the missing number?



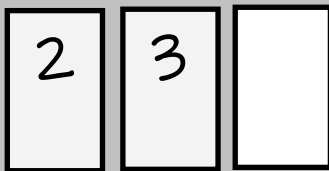
2.



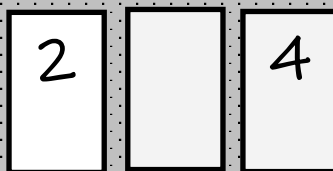
3.



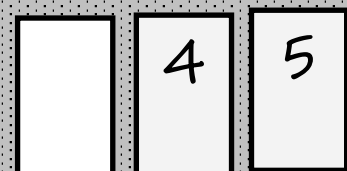
4.



5.

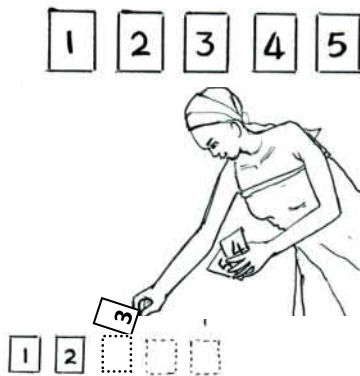


6.



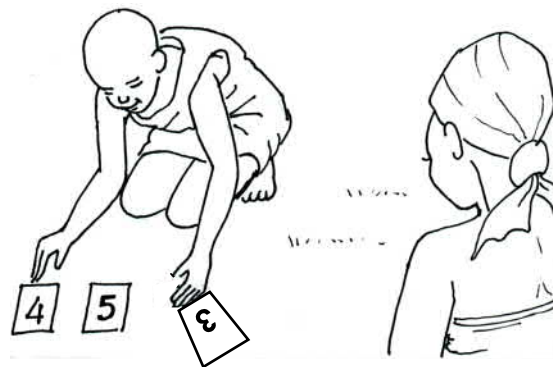
7. Adult puts the number cards in a line.

They can remove any 3 consecutive numbers from the line.



8. Now the child **ORDERS** the 3 numbers, and can place them back in the line of numbers.

Is this correct?



9. Older children can **ORDER** numbers up to 10. The 10 numbers can be:

- A. in jumbled order
- B. with individual numbers missing
- C. with sequences of numbers missing

19.

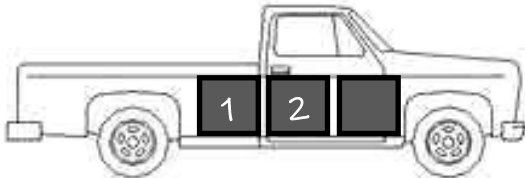
## Missing Numbers up to 5



What you need: :

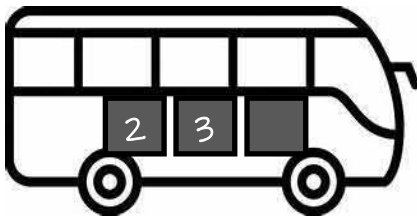
Your eyes, and your fingers.....what number is missing?

POINT TO THE CORRECT ANSWER IN THE BOX with your finger.



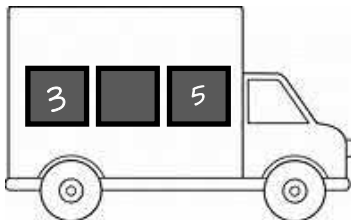
4

3



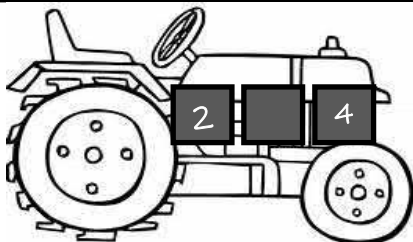
4

1



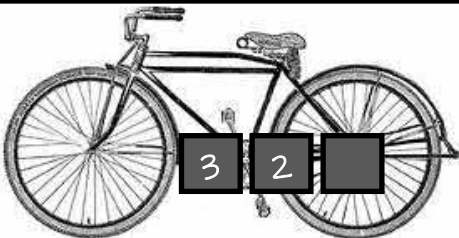
2

4



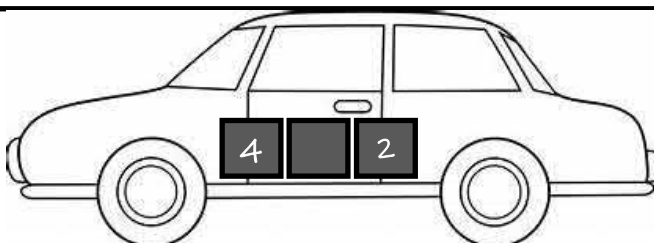
5

3



4

1



5

3

20.

## How can we make 5?

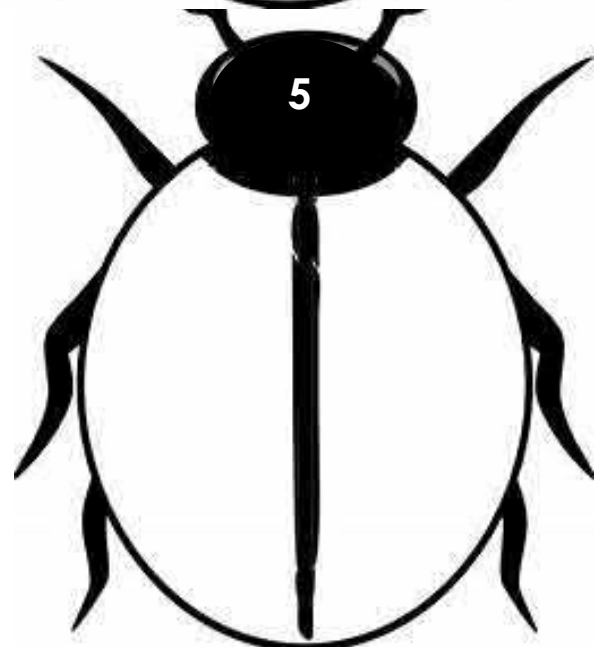
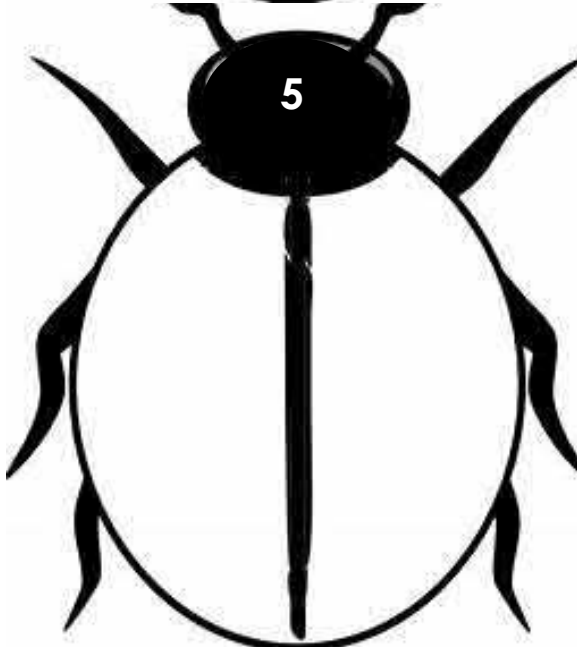
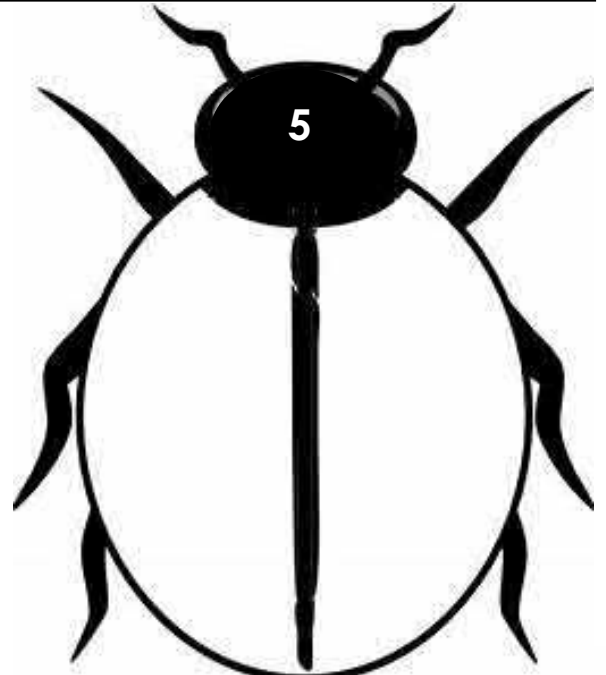
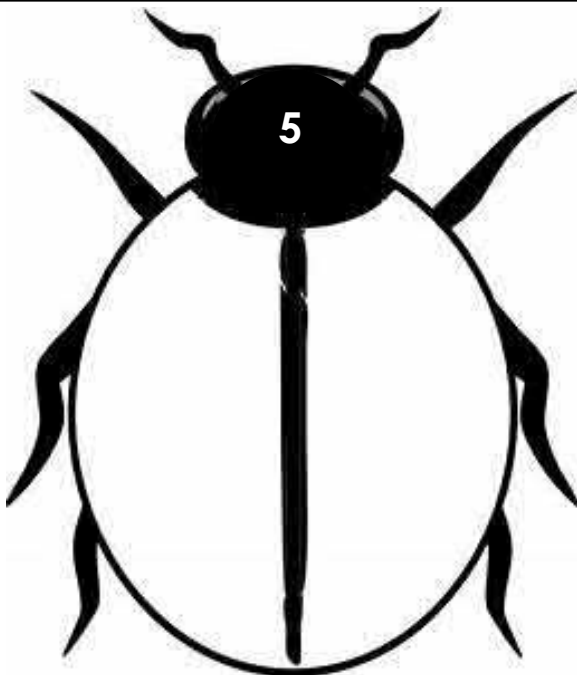


What you need:

30 small stones, or beans



1. We can make **5** in a number of ways.
2. There should be **5** dots on the back of each beetle.
3. How many different ways can you arrange the dots to make **5**?
4. The small stones, or beans, can be the dots you put on the back of each beetle.



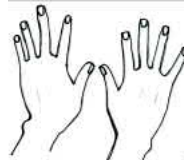
21.

## Finger Counting to 10



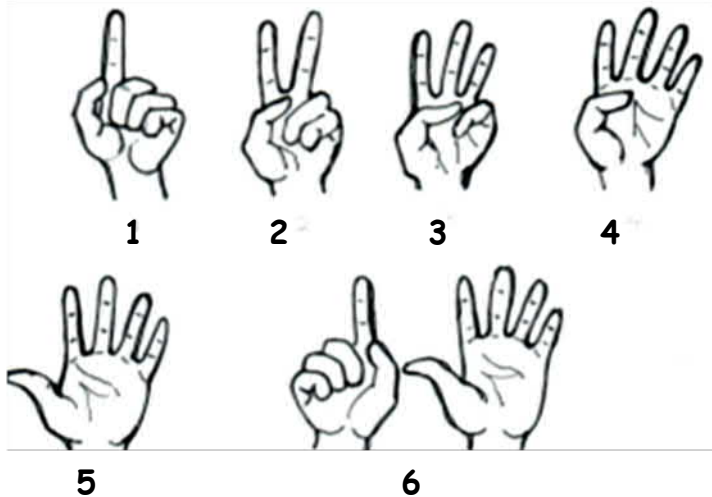
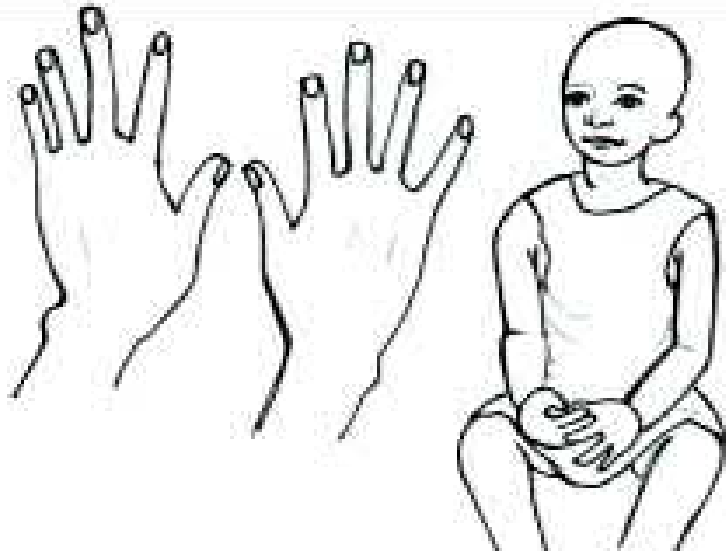
What you need:

Your hands and fingers



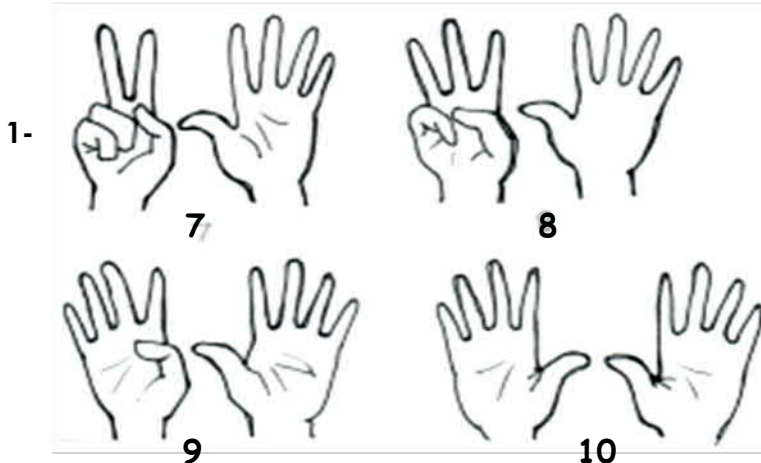
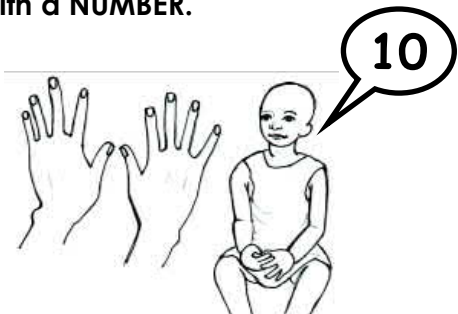
1. We have 10 fingers on our 2 hands

It is useful to be able to count, using the fingers on the hand



2. Practise with the children until they can connect the NUMBER OF FINGERS you show with a NUMBER.

Eg.



3. Or you can make a song that uses these numbers....

1 - 2 - 3 4 5,

Once I caught a fish alive,

6 - 7-8 9 10,

Then I let it go again!

# 22.

## Clapping to 10



**What You Need:**



**1. Adult counts loudly while counting 1-10.....  
not too fast.....not too slow.**

**Let the child hear and remember the  
rhythm of 10 claps**

1 2 3 4 5  
6 7 8 9 10



**2.**

**Hold their hands.**

1 2 3 4 5  
6 7 8 9 10

**CLAP with  
them,  
counting  
to 10  
with them**

1 2 3 4  
5 6 7 8  
9 10



**3. Now the adult and child FACE each  
other.**

**a. the adult claps ON the child's hands**

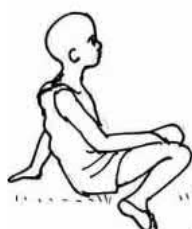
**b. The Child  
claps ON the  
adult's hands,  
COUNTING 1-10**

**PRACTICE  
PRACTICE  
PRACTICE**

1 2 3 4  
5 6 7 8  
9 10



**4. Demonstrate clapping on the KNEES  
while counting up to 10.....  
then the child can copy, and count with the  
ADULT.**



1 2 3 4  
5 6 7 8  
9 10





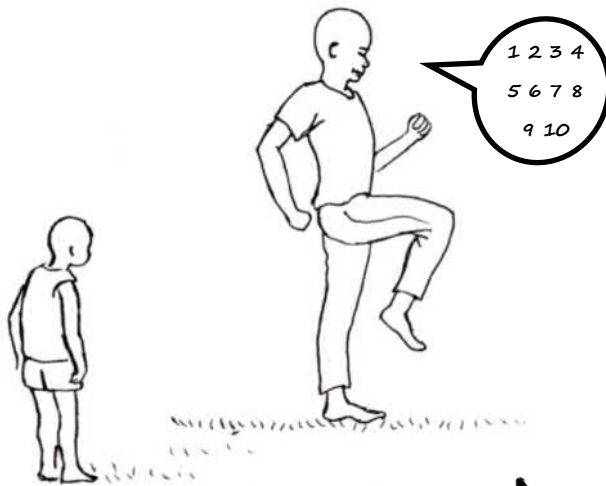
23.

## March on the Spot to 10



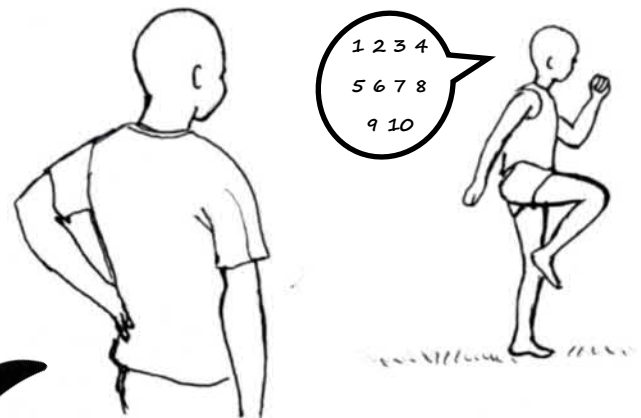
**What You Need:**

**Nothing!**



1. Adult must demonstrate marching while counting up to 10 while the child watches and listens.

2. Adult watches and listens while the child marches. Adult corrects any errors made by the child in their counting and shows them again.



3. Adult and child together jump to 10 counting each jump.

Adult and child find other ways to count to 10 e.g. hop, skip etc.

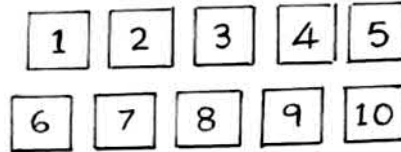
24.

## Find the Number! 1~10



What you need:

Number cards

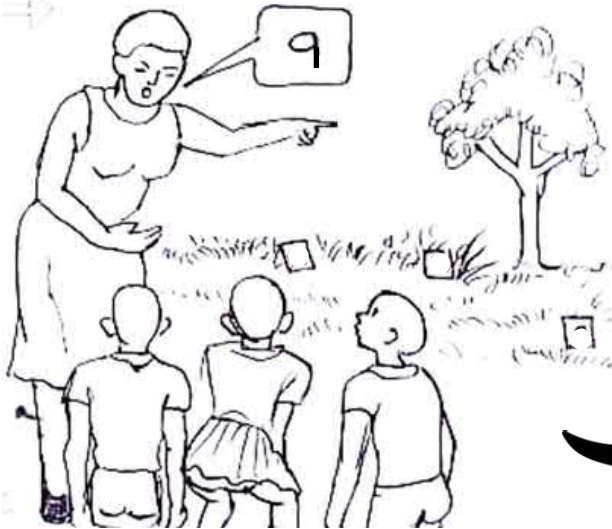


1. Take the number cards. Let the children not see where you are placing the numbers.

Hide each number in a different location in the compound or round the house.



2. Now, tell the children to run and find a number. They all look for the same number



3. The children run to try to be the 1st to find the number.

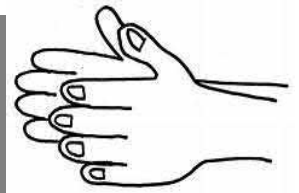


4. WELL DONE!! YOU ARE THE WINNER. Now play again. Look for another number



25.

## Count the Steps to 10

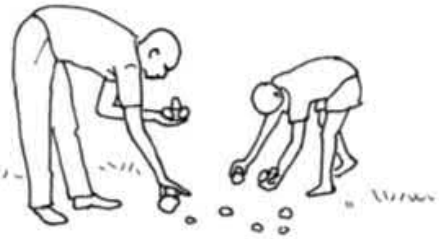


What You Need:

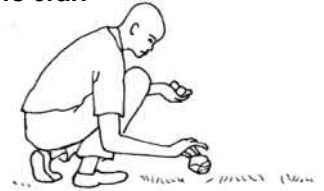
10 small stones



1. Collect 10 stones

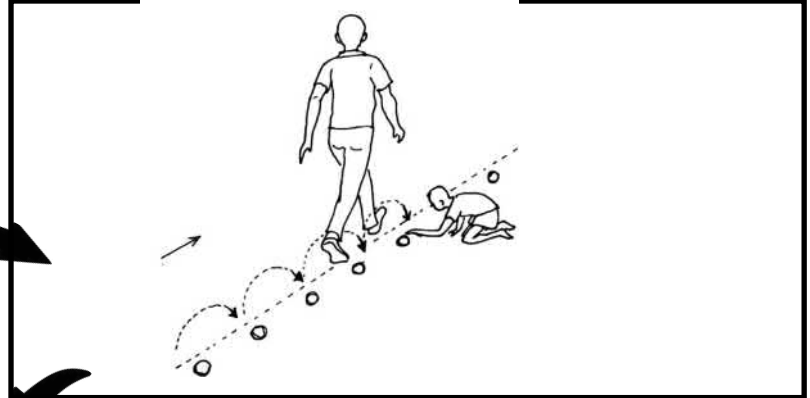


2. The adult places a stone to mark the start

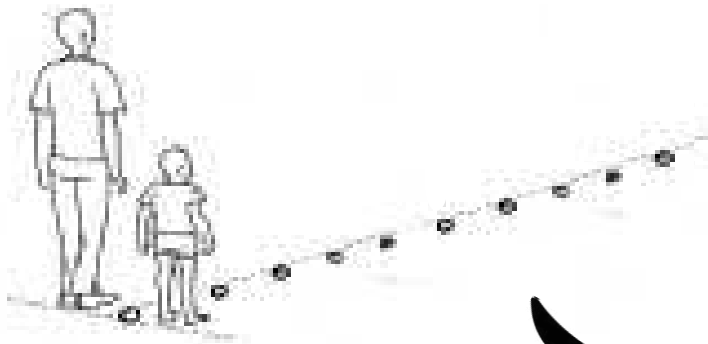


3. The child places the 10 stones in a line

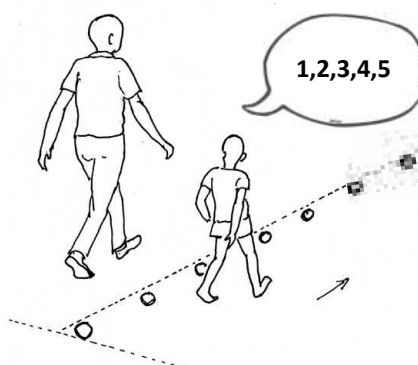
as the adult takes large steps from stone to stone



4. The child and adult go to the start-line



5. The child counts aloud the steps as the adult moves along the line of small stones.



6. The child and adult return to the start. The adult gives the child a number and the child moves along the line counting the steps. This is repeated.



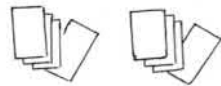
26.

# Number jump to 10



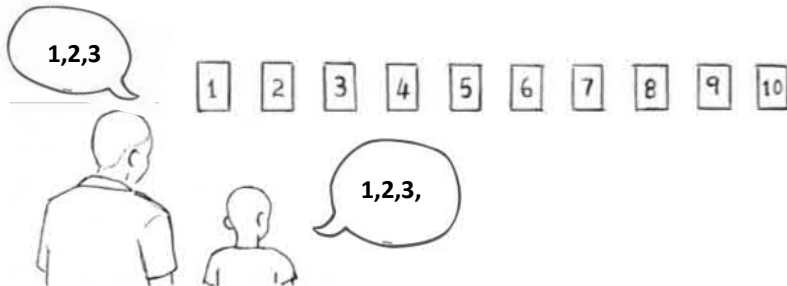
## What You Need:

1. Two sets of number cards

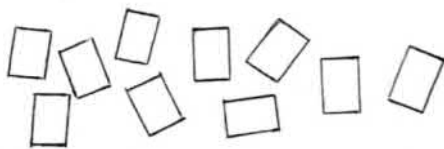


1. Place one set of cards on the ground in a long line.

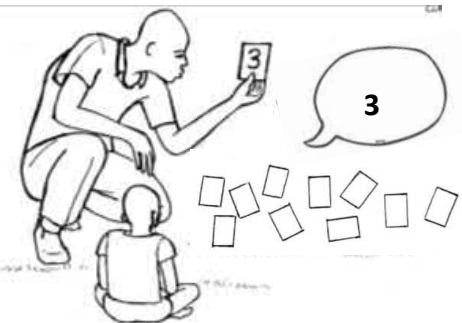
Adult and child read the numbers together.



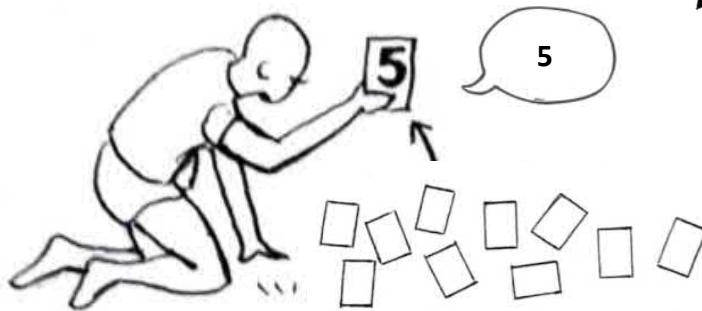
2. Put the second set of cards face down on the ground.



3. Adult demonstrates by selecting a card.  
The child must say the number.

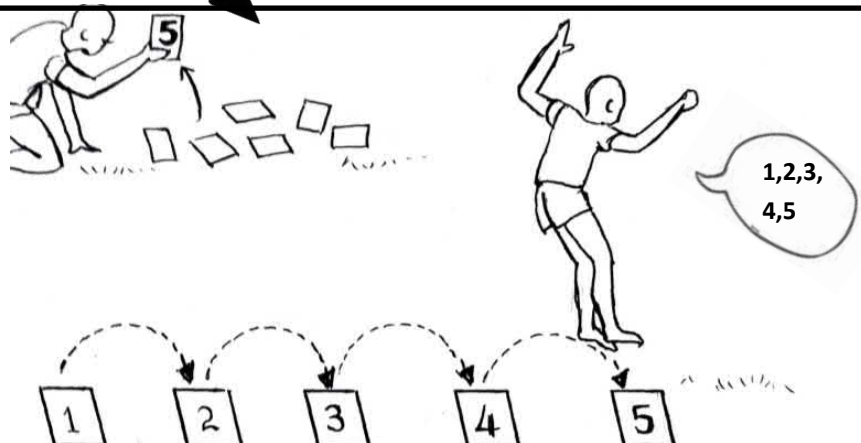


4. The child selects a card and says the number.



5. The child must jump the same number of steps on the number line.

The child selects another card and repeats.

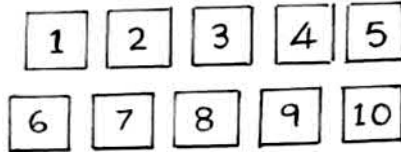


27.

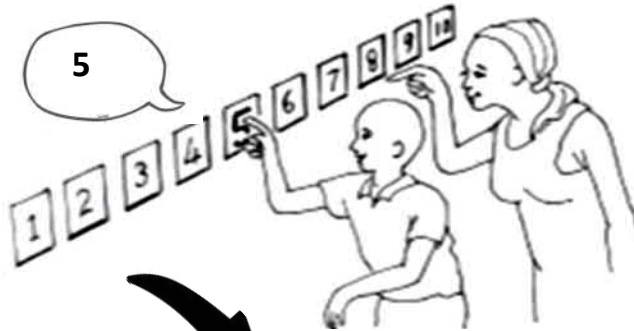
## Writing numbers to 10



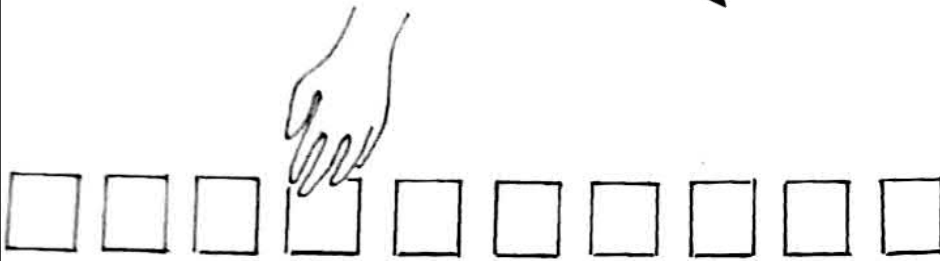
What You Need:



1. Adult says each number  
and child points to the number



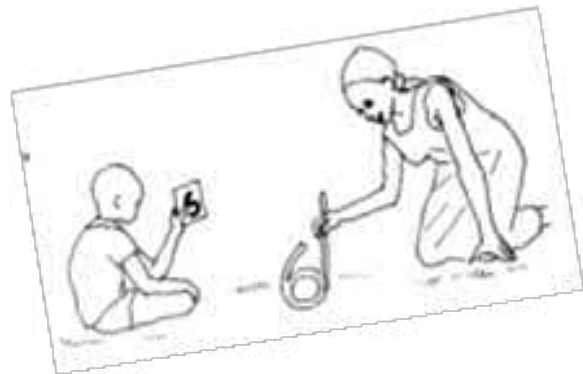
2. Adult places all cards  
face down on the  
ground



3 Child turns over a card



4. Parent writes the number while the child watches



5. Child writes the number



6. Repeat with the other numbers  
and help the child form the num-  
bers where necessary

28.

# Trust Your Counting up to 10



## What You Need:

1. Basket

2. Sticks/stones/beans/bottle tops



1.



2. Adult puts 6 of the items randomly on the ground, any how. **DO NOT COUNT THEM**



3. Together, they organise the scattered items in a **ROW (line)**



4. Now, together they **POINT**, and **COUNT** the number of items



5. Adult asks, 'How many are



6. The adult collects together the 6 items and makes a circle. Ask the child to say how many are there **NOW**.



7. **REPEAT** with different numbers of items from the basket, 5, 7 or 10 items.



The child will realise that the number does not change if you reorganise the items.

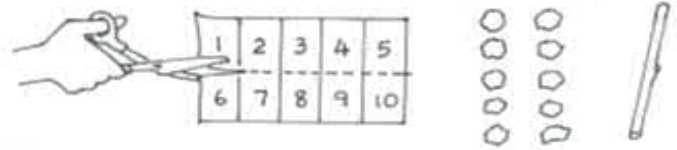
29.

# Matching objects to numbers to 10



## What You Need:

1. number cards 1-10
2. 10 stones
3. A stick



1. Adult and child together count the stones.



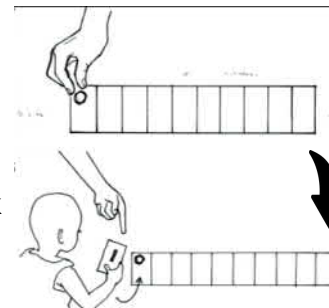
2. Adult puts the 1-10 NUMBER CARDS in order, under the 10 stones



3. Adult draws a '10 frame' in the sand with a stick



4. a. Adult puts 1 stone in the 1st place on the '10 frame'

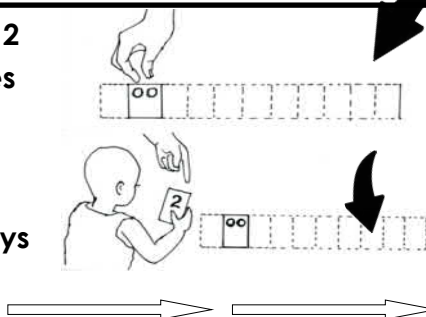


b. Together pick the matching number card **1**

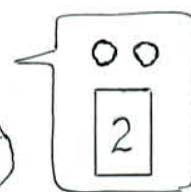
5. Repeat with 2 stones, 3 stones and so on

**REMEMBER!**

Numbers always go left-right

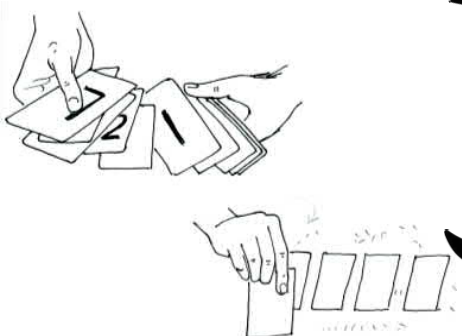


6.

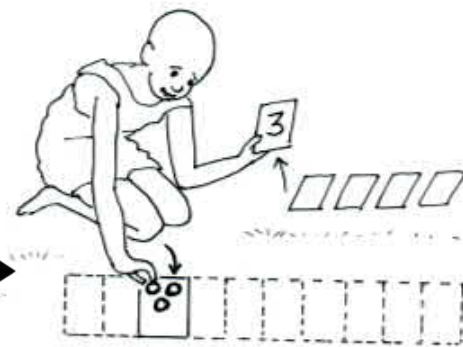


Dance and clap and praise the child for matching the stones and digits correctly

7. Now shuffle the cards and put them down randomly, FACE-DOWN



8. Now the child picks ANY card, and matches the STONES & the NUMBER CARDS





30.

# Ordering Numbers 1~10



What you need:

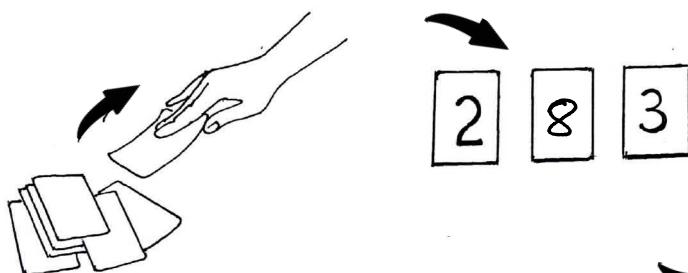
40 stones

A set of cards numbered 1-10



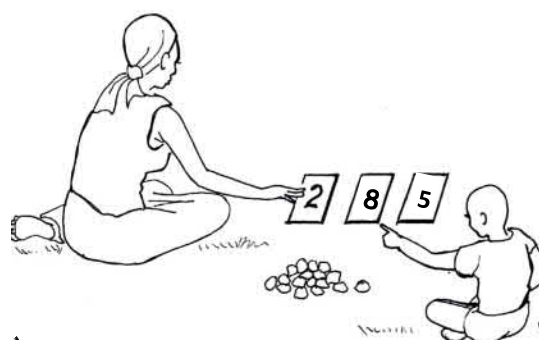
1. Pick ANY 3 cards (without looking first!)

Put them in a line

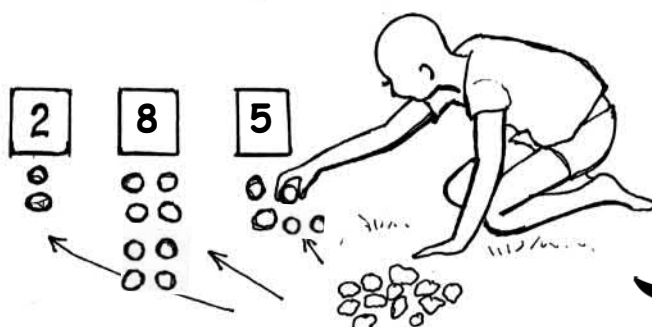


2. Ask the child to put the cards in the right ORDER.

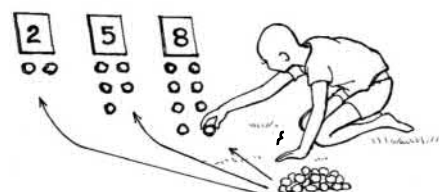
Have the pile of 40 stones nearby.



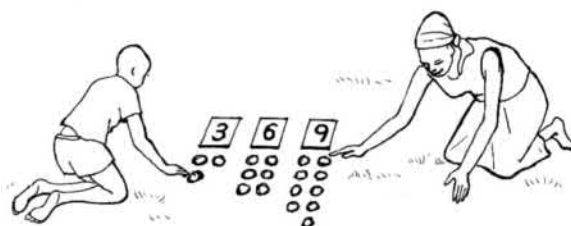
3. Ask the child to place the correct number of small stones UNDER each number.



4. Now, organise the cards AND stones, so the cards and stones are in ORDER....moving from small to big, from left to right



5. Choose 3 different numbers to put in order e.g.

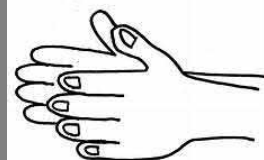


1. Choose 4 or more numbers to put in order.

2. Put the STONES and ask the child to find the right cards to match the number of stones

31.

# Ordering Numbers to 10

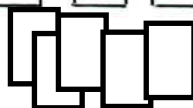


What You Need:

1. Number cards 1-10

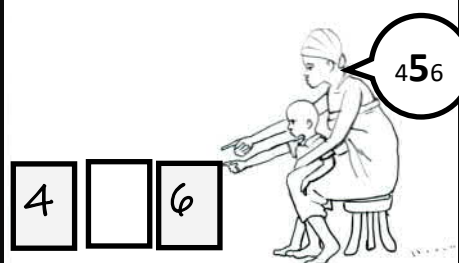


2. A few blank cards

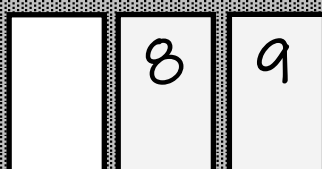


+

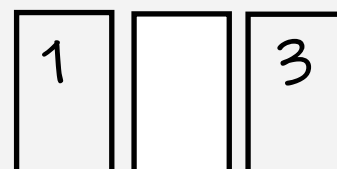
1. What is the missing number?



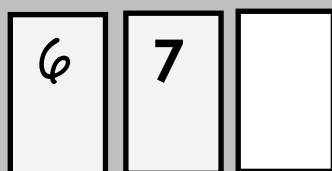
2.



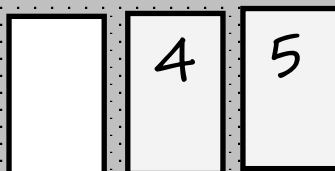
3.



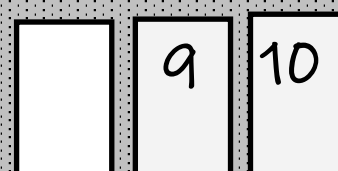
4.



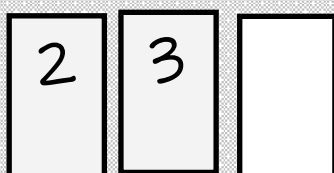
5.



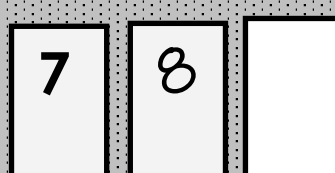
6.



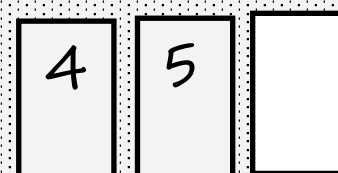
7.



8.

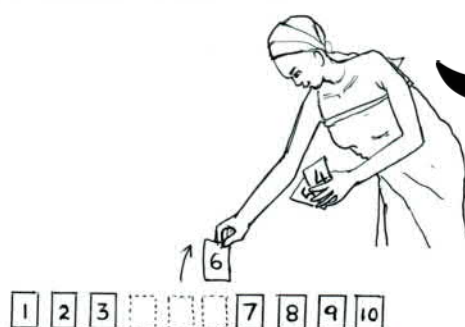
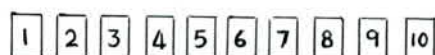


9.

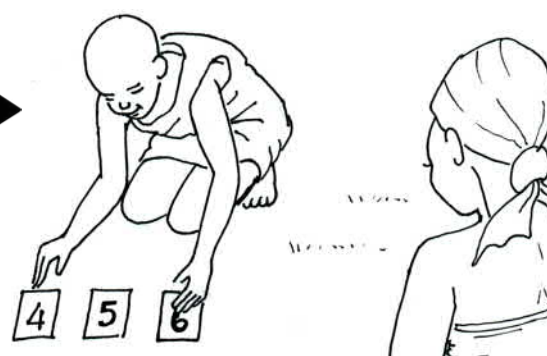


10. Adult puts the number cards in a line.

They can remove any 3 consecutive numbers from the line.



11. Now the child ORDERS the 3 numbers, and can place them back in the line of numbers.

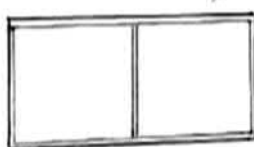


# 32.

## How can we make 10?

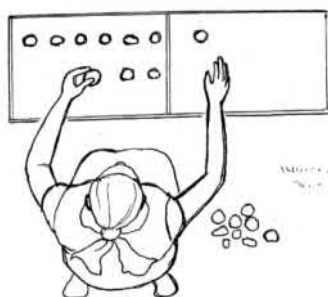


**What You Need:**



**1. Draw this shape on the ground.**

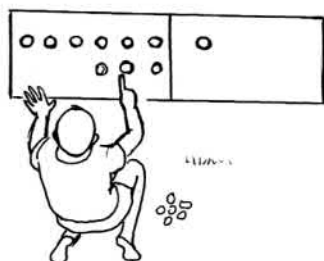
**2. Adult arranges the 10 stones like this.**



Adult counts how many are on each side and says

1,2,3,4,5,6,7,8,9,  
9 and 1 makes 10

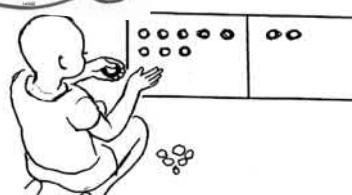
**3. Child counts how many are on each side and says**



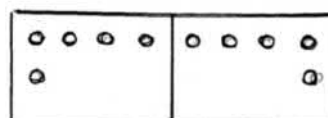
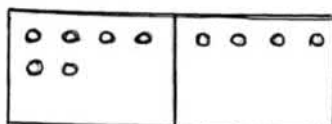
1,2,3,4,5,6,7,8,9  
9 and 1 makes 10

**5. Child finds other ways of making ten. Child counts the stones and tells the parent.**

8 and 2  
makes 10



**6. Child finds more ways of making 10 e.g.**



33.

## Sequencing Numbers by Size



What You Need:

This worksheet

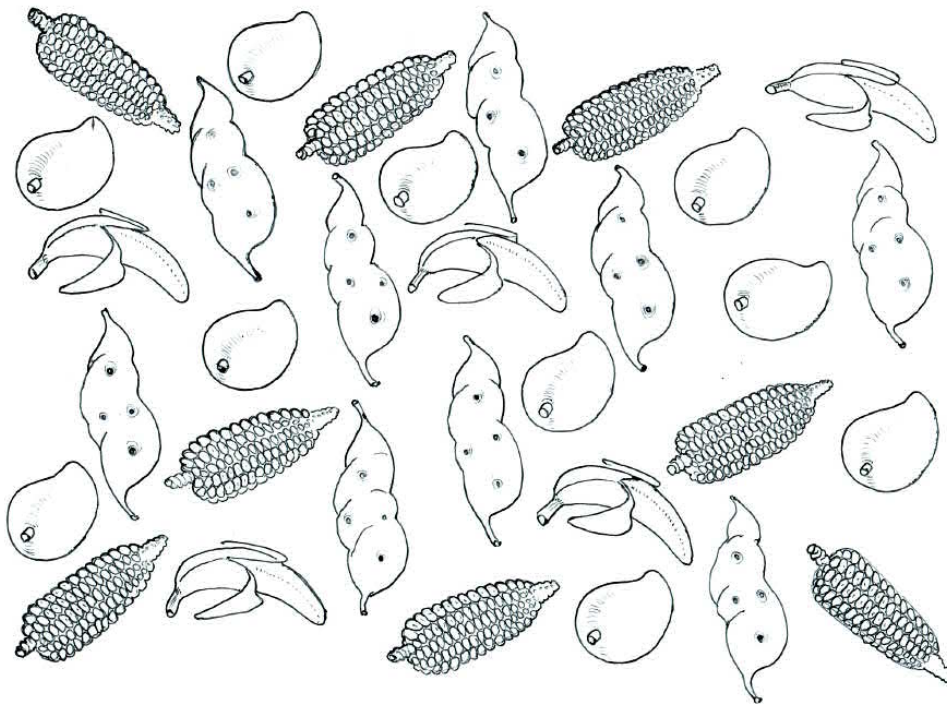
1. How many of each fruit or vegetable can you see? Count them.

A. maize \_\_\_\_\_

B. bananas \_\_\_\_\_

C. mangoes \_\_\_\_\_

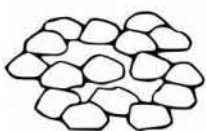
D. sweet potatoes \_\_\_\_\_



2. When you have counted, put the numbers in a sequence, from **small** to **big**.

Draw the shape of the vegetable or fruit in the sand....and write the number beside it.

3. Collect things from the house and compound and play the same again. e.g.



Small stones



beans



sticks



potatoes



nails



bricks

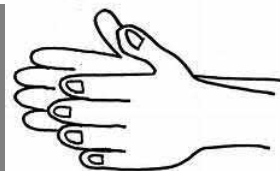


bottle tops



34.

## Let's make groups!



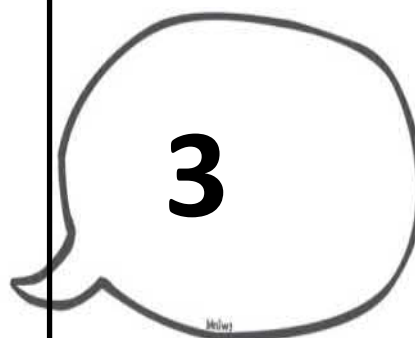
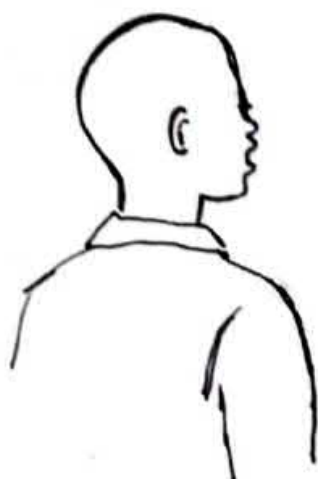
### What You Need:

Lots of people

This is a game to be played with group of children, family members and others to reinforce children's understanding of number.

1. Gather groups of children and others together to play the game.

2. One person should be selected to call out numbers



3. The children and others must make groups of that number as quickly as possible.

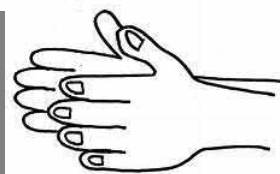
Those who cannot join a group must leave the game.

Repeat with other numbers.



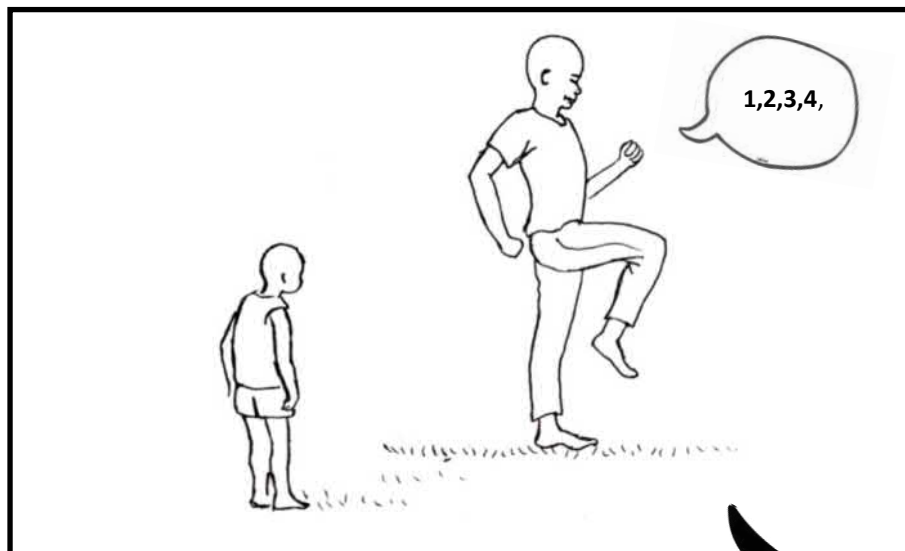
35.

## March on the Spot to 10



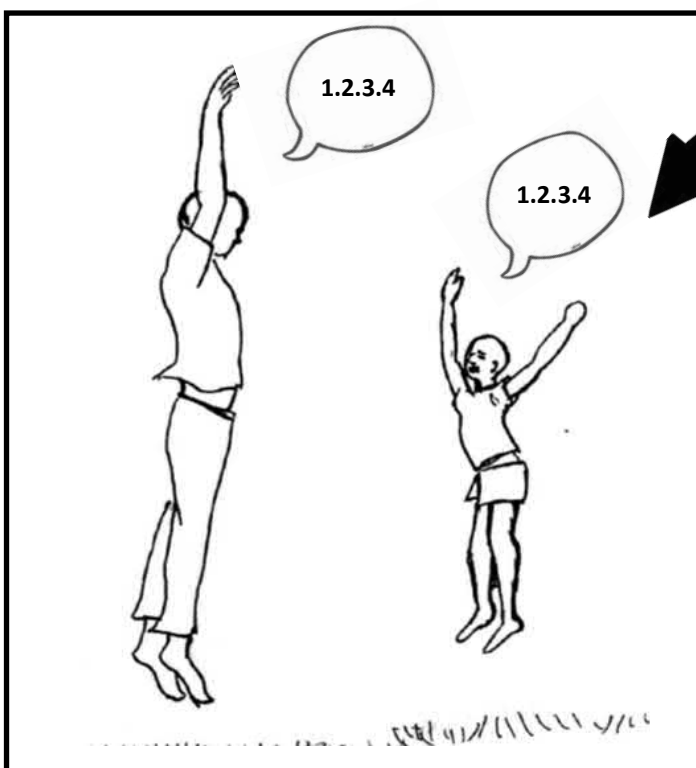
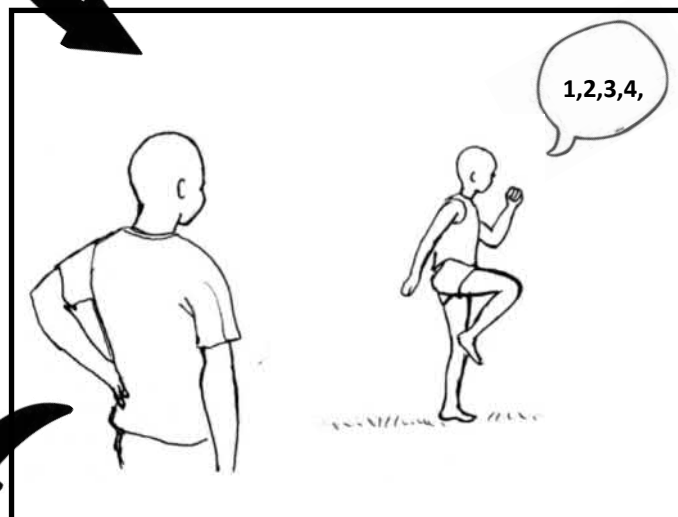
**What You Need:**

**Nothing!**



1. Adult must demonstrate marching while counting up to 20 while the child watches and listens.

2. Adult watches and listens while the child marches. Adult corrects any errors made by the child in their counting and shows them again.



3. Adult and child together jump to 20 counting each jump.

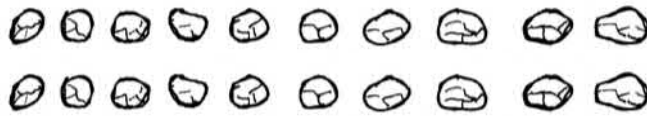
Adult and child find other ways to count to 20 e.g. hop, skip etc.

36.

## Count the steps to 20



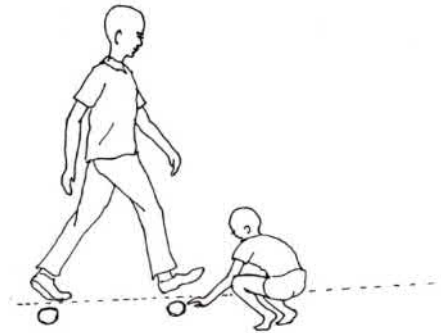
What You Need:



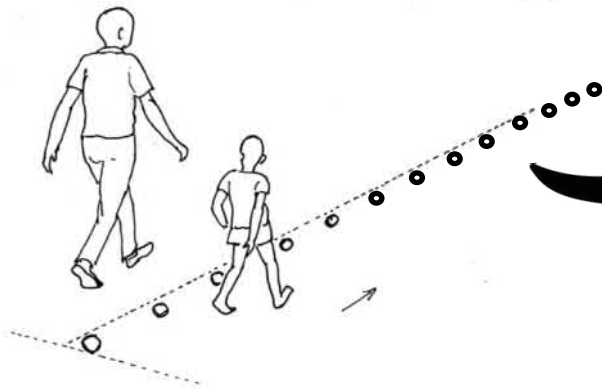
1. Collect 20 stones



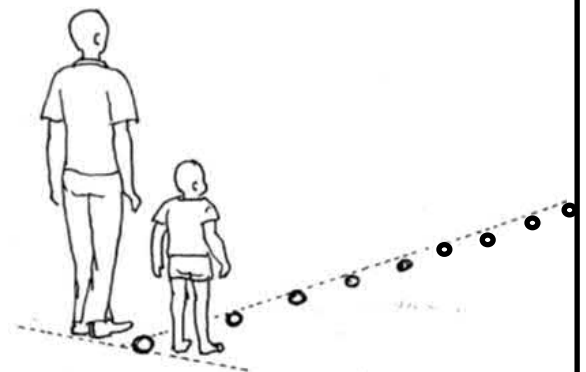
2. Adult takes big steps while child lays down a stone at each step



3.

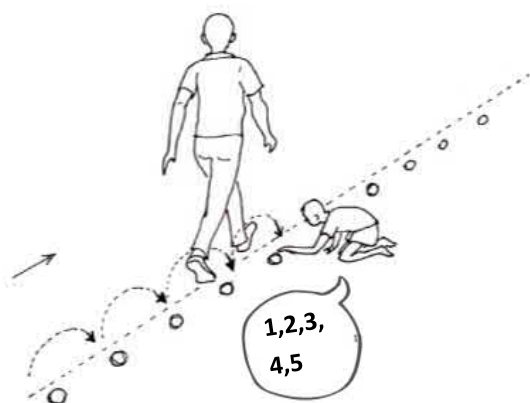


4. Adult and child return to the start of the line.



5.

Child counts as the adult moves along the line.



37.

# Number jump to 20

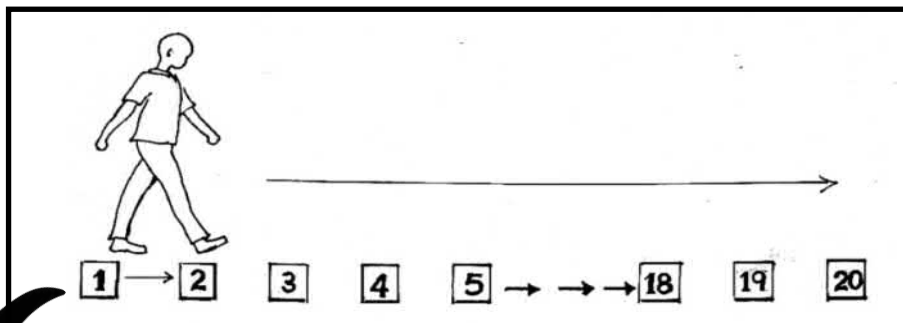


## What You Need:

2 sets of number cards to 20



1. Adult takes big steps while child places the number cards at each step



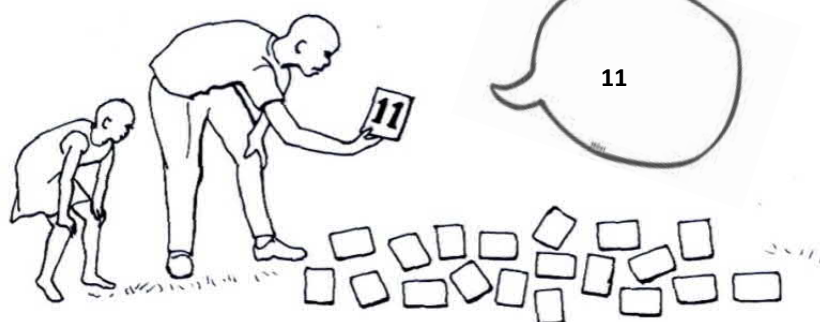
3. Adult and child check the numbers are correctly placed.



4. Place the second set of numbers face down.

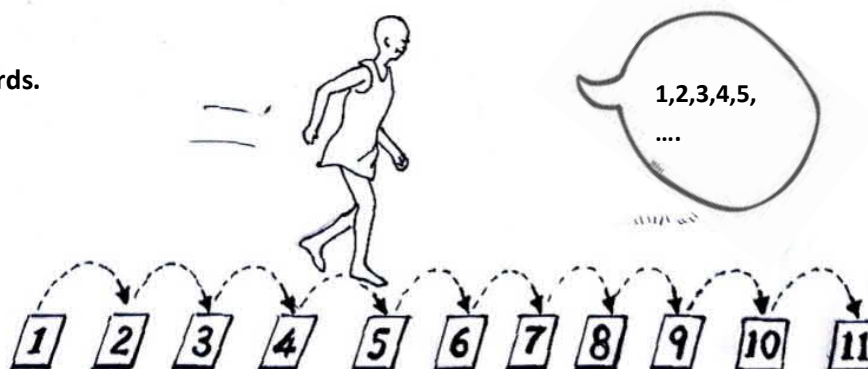


5. Adult or child turn over a card and say the number



6. Child jumps the number of steps along the number line whilst counting.

Repeat by selecting other cards.



38.

# Number Run!

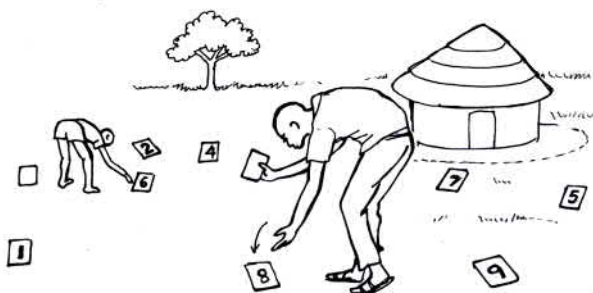


What you need:

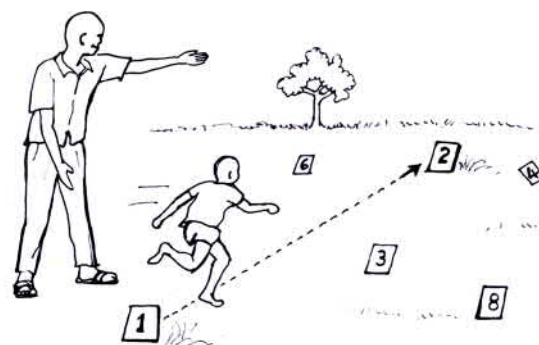
20 cards numbered 1-20



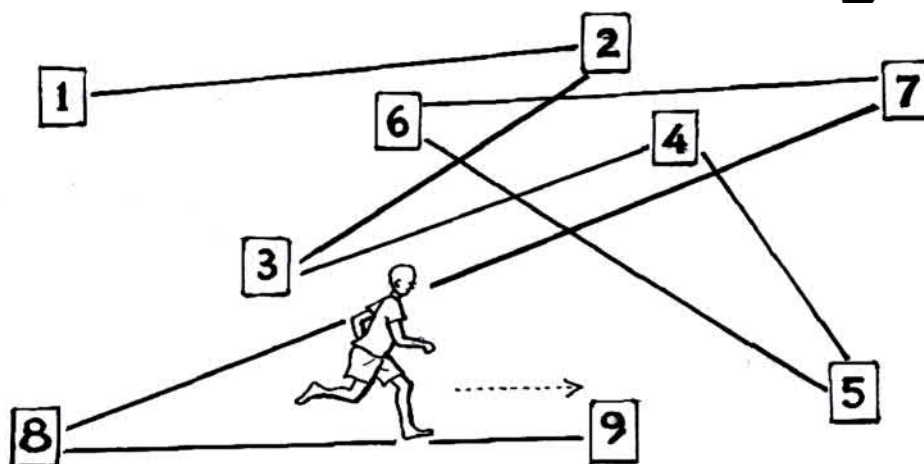
1.



2. Explain to the child; "You must run from number to number IN THE RIGHT ORDER....1, 2, 3, 4, etc."



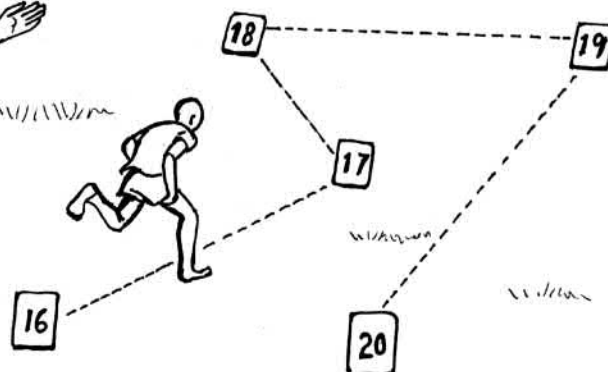
3. Set out your numbers 1-20. This is an example of how the children might run. Later you can extend to running BACKWARDS from 20-1.



4. there are different ways to use this activity eg.

- run from 16 to 20
- Run from 5 to 15
- Run backwards from 12 to 1

16-20!





# 39.

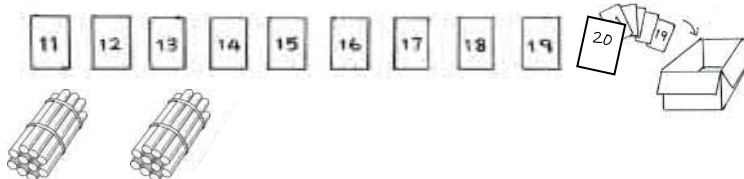
## Building Numbers to 20



### What You Need

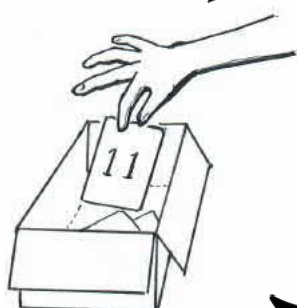
9 small cards numbered 11-20 in a box

2 bundles of 10 small sticks

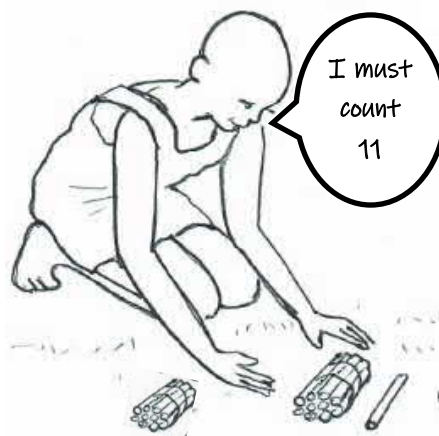


1. Shake the box.

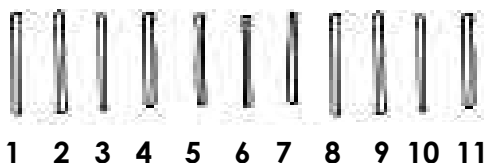
In turns, children pick a card without looking!



2. Pick sticks from the bundles to make the **SAME NUMBER** as they see on the card



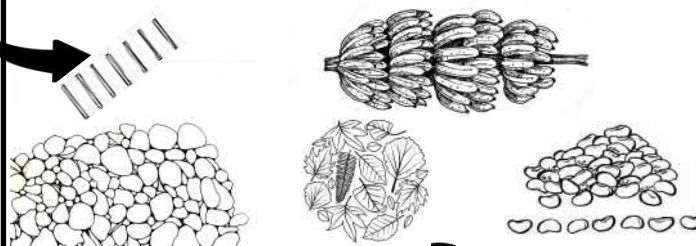
3.



Make sure the children count **EACH** stick until they reach 11.



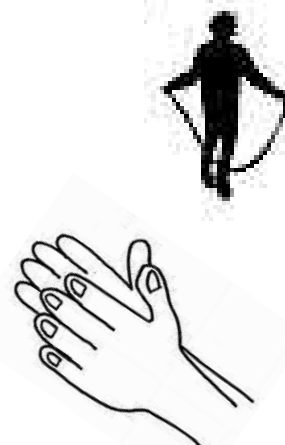
4. Repeat the activity with different things to count.



5 **ADDITIONAL ACTIVITY:** It is also possible to also count **ACTIONS**.

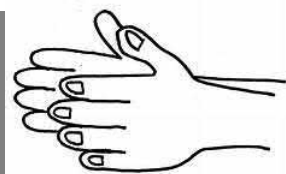
Repeat the activity,

1. Pick a card from the box and repeat the actions the number of times written on the card
1. Check they are doing it accurately ie. count 1 for each hop....how many can they do?
1. Can you think of another action that can be counted



40.

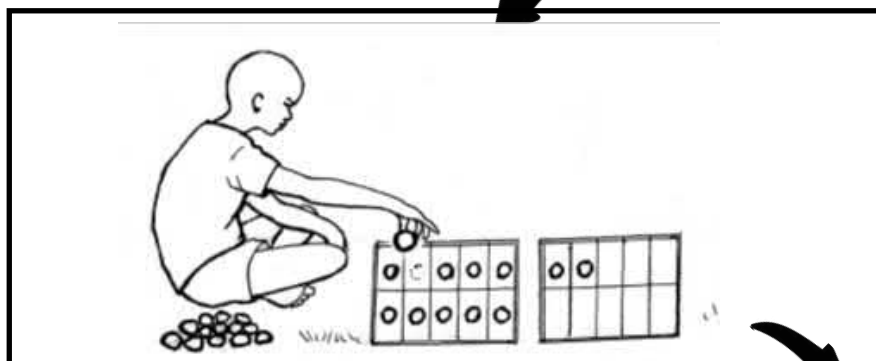
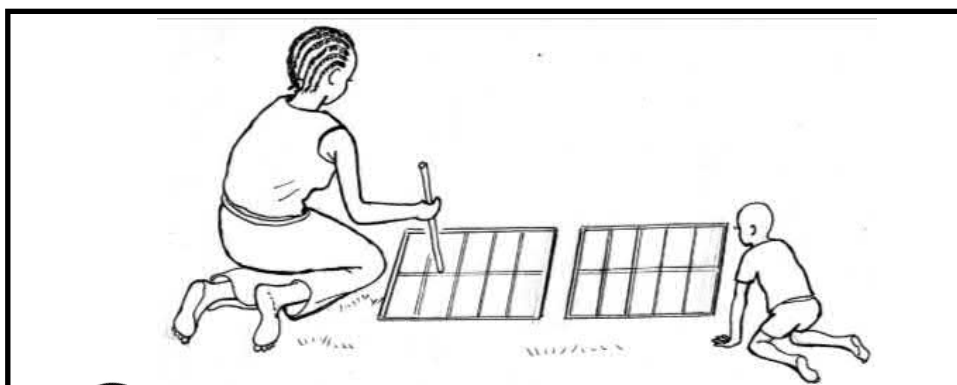
# 10 frames and writing numbers to 20



**What You Need:**

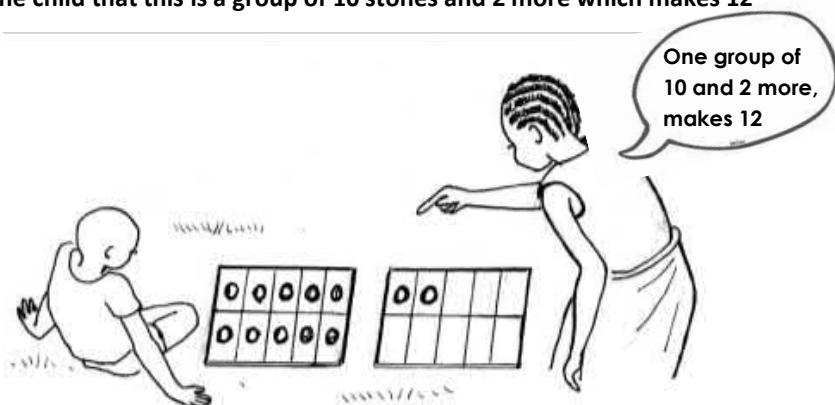


1. Draw two '10 frames' on the ground with a stick, or use those in the back of your booklet.



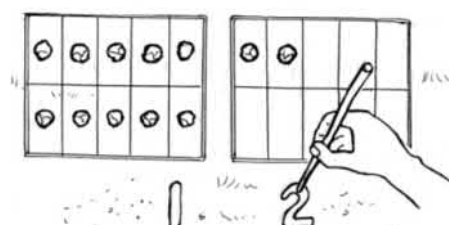
2. Ask the child to make the number 12 by filling up the squares.

3. Explain to the child that this is a group of 10 stones and 2 more which makes 12



4. Adult asks the child to write the number '1' under the first '10 frame' as it is showing one-group of 10 and 2 under the other '10 frame' as there are 2 more to make 12.

5.



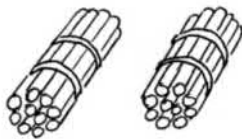
6. Ask the child to make different numbers from 11-20 e.g. 14, 17, 19. etc. in the same way, writing the number under the stones and saying the number of tens and the number of ones.

41.

## Making numbers to 20



What You Need:

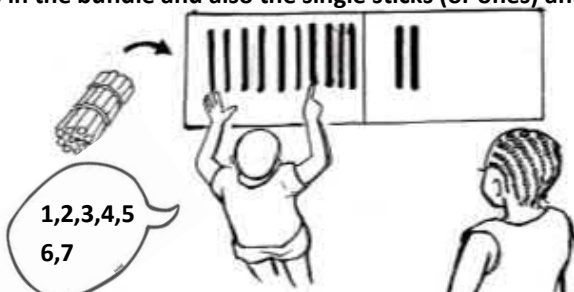


1. Draw a rectangle on the ground and divide it into two parts like in this picture.

Adult demonstrates how to make 12 using the sticks.

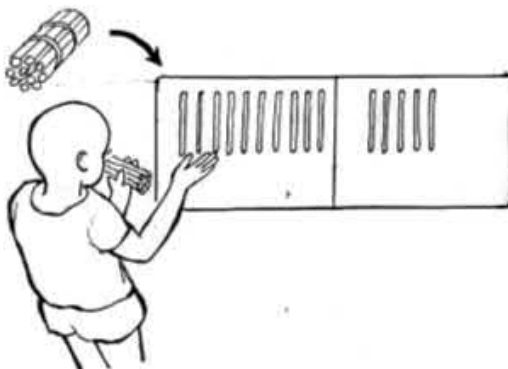


2. Adult asks child to count all the sticks in the bundle and also the single sticks (or ones) and says 'one group of 10 and 2 ones makes 12 sticks'



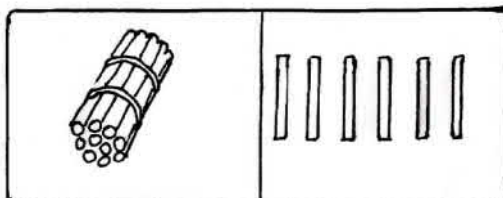
One group of 10 and 2 ones makes 12 sticks

3. Adult asks child to make different numbers between 11 and 20 using the bundles and the single sticks.



1 group of 10 sticks and 4 ones makes 14

4. Adult asks child to continue to make more numbers to 20 in this way

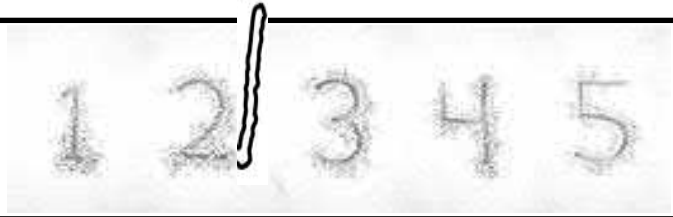


42.

## Writing up to 20

**What You Need:**

Chalk or a stick to write in the sand

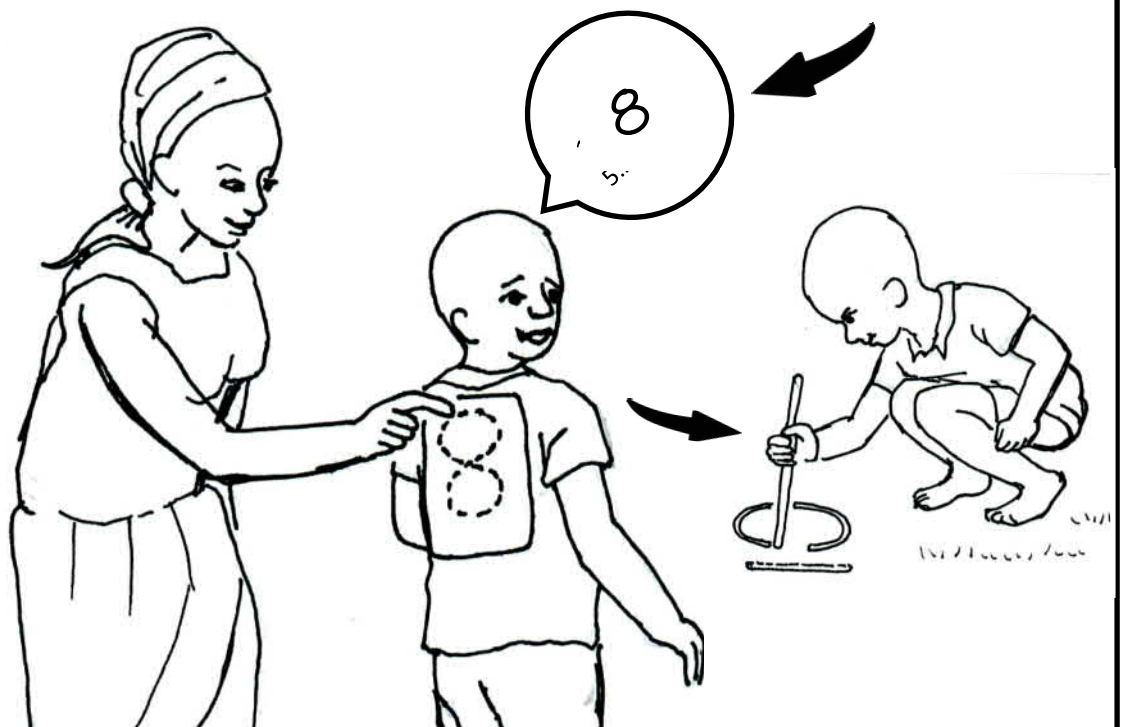


1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

1. Draw a **NUMBER GRID** like this in the sand, or with chalk on a wall or table
2. Make this grid together with the children.
3. **RANDOMLY**, Ask them identify the numbers.
4. Let them write the numbers independently.
5. Cover a number with a piece of cardboard/paper and ask them to **WRITE** what is missing.

6. Now, play 'Write on my back'. The adult '**WRITES**' on the back of the child with the finger.

7. Thee child then **WRITES** the same number in the sand. **ARE THEY THE SAME???**



43..

# Ordering Numbers 1~20



What you need:

40 stones

A set of cards numbered 1-20



1. Place the set of cards.  
Now, pick ANY 3 cards (without looking first!)  
Put them in a line

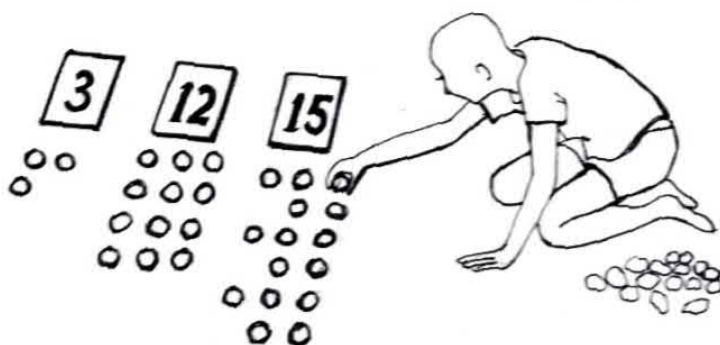


2. Now, ask the child to put the cards in the right ORDER.

Have the pile of 40 stones nearby.



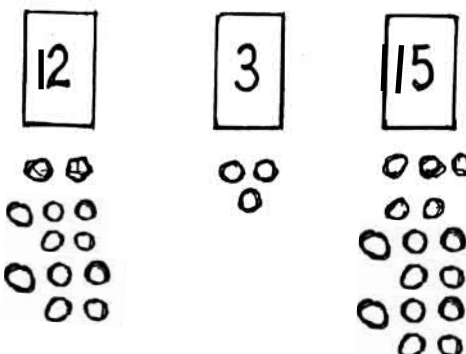
3. Ask the child to place the correct number of small stones UNDER each number.



4. Now, organise the cards AND stones, so the cards and stones are in ORDER....moving from small to big, from left to right



Is this correct?



5. Now, repeat.

1. choose 3 different numbers to put in order
2. Choose 4 or more numbers to put in order.
3. Put the STONES and ask the child to find the right cards



44.

# Counting On



## What You Need

A stone or piece of wood that you can throw

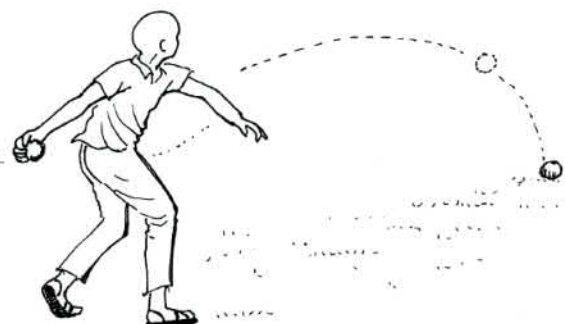
A stick to write in the sand



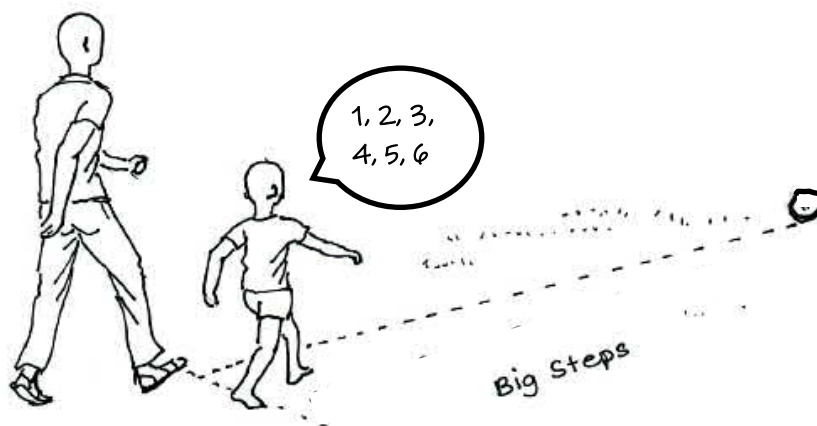
1. In the compound, the Adult draws a line in the sand and put the stone there.



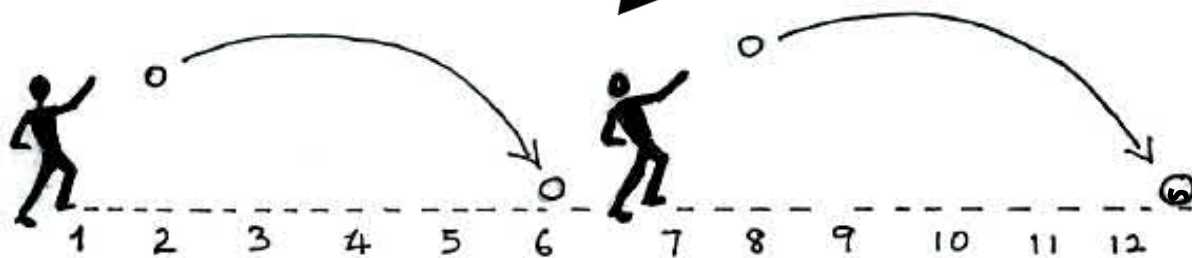
2. The Adult picks the stone and throws it a distance of about 6-10 metres.



3. Now, the Adult and child COUNT the steps needed to reach the stone



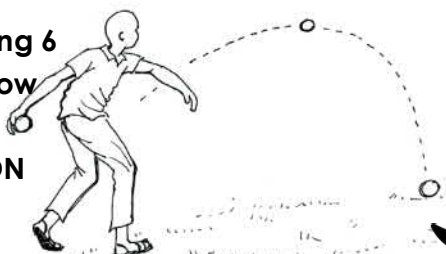
4.



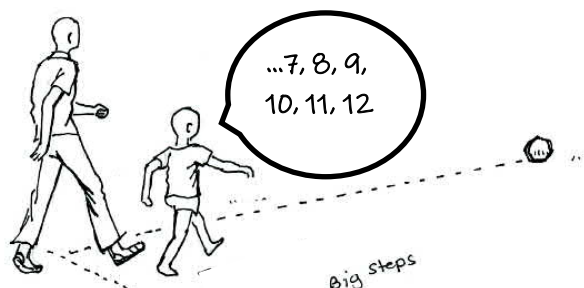
Pick the stone and throw again..... you reached on the 1st throw

CONTINUE counting from the number

5. After completing 6 steps, throw again.... COUNT ON from 6.



6.



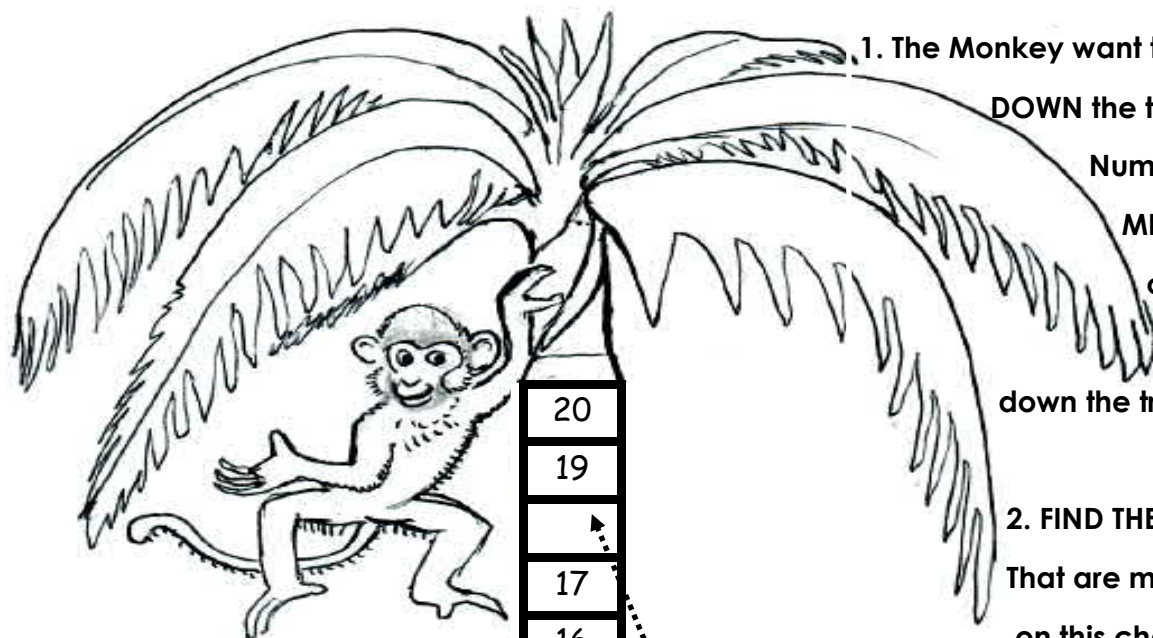
45.

## Counting Back From 20



### What You Need

A track drawn on the ground

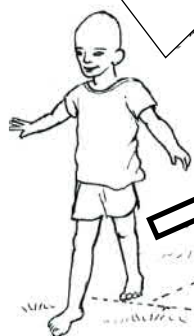


1. The Monkey want to climb  
DOWN the tree.  
Numbers are  
MISSING  
on the  
way  
down the tree.

2. FIND THE NUMBERS  
That are missing  
on this chart

3. Now, go on the compound.  
Draw a track with 20 steps. Help  
the child to try to  
COUNT BACKWARDS

20 19 18 17 16 15 14  
13 12 11 10 9 8 7  
6 5 4 3 2 1



Walk Backwards while counting 20-1

3	16
13	4
5	14
18	2
11	10
8	6
1	

46.

## Tens and ones in columns



What You

Need:



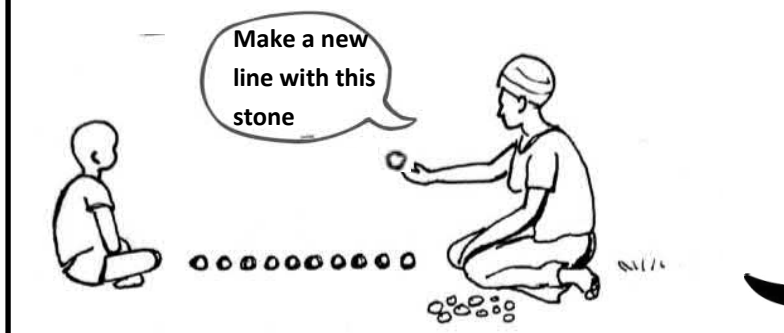
1. Collect the stones and ask the child to count out 20



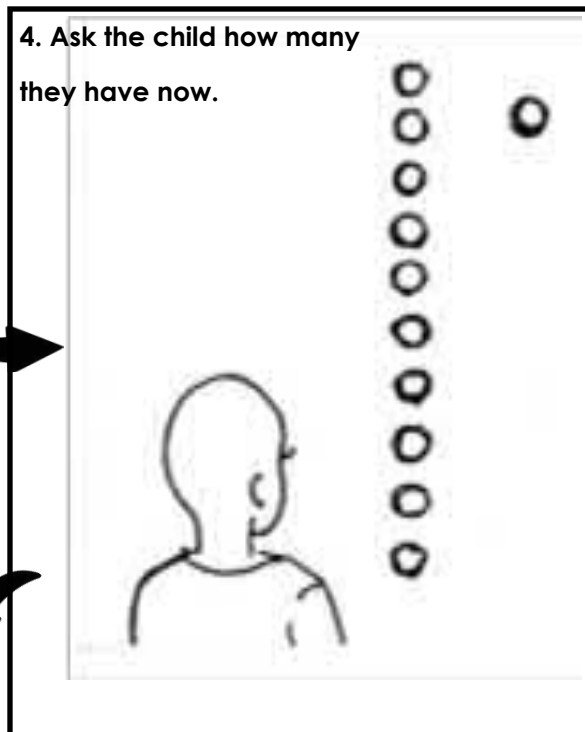
2. Ask the child to place 10 the stones in a line



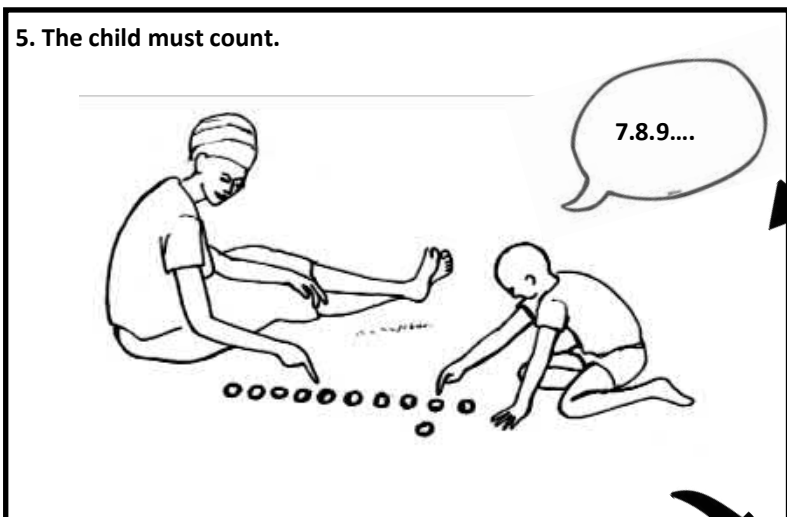
3. Ask the child to make a new line and place the next stone there.



4. Ask the child how many they have now.

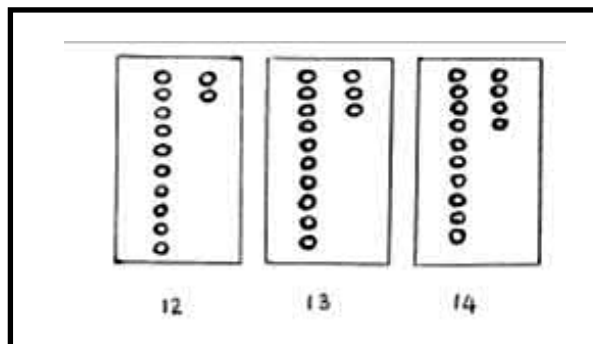


5. The child must count.



6 Ask the child to repeat for , 13, 14, etc. up to 19.

Ask them what to do when they reach 20.



47.

# Comparing Numbers Up To 20

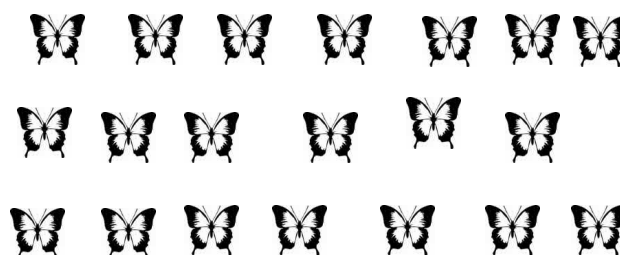
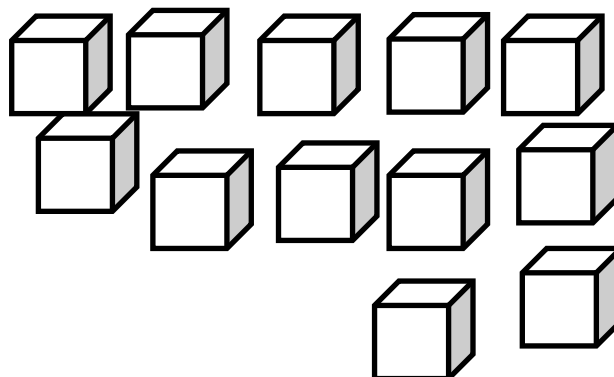
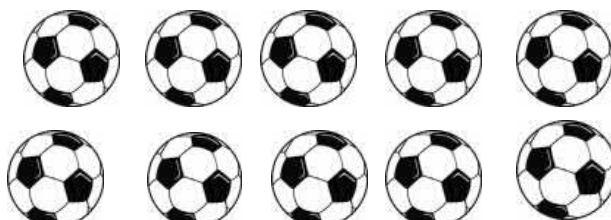
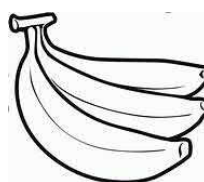
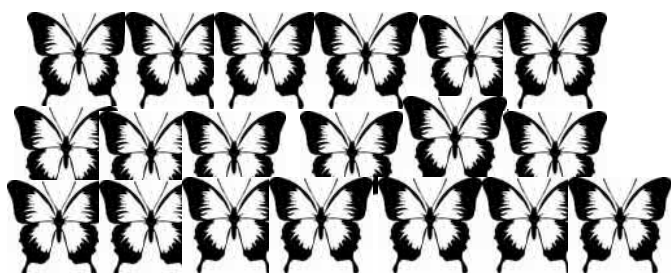
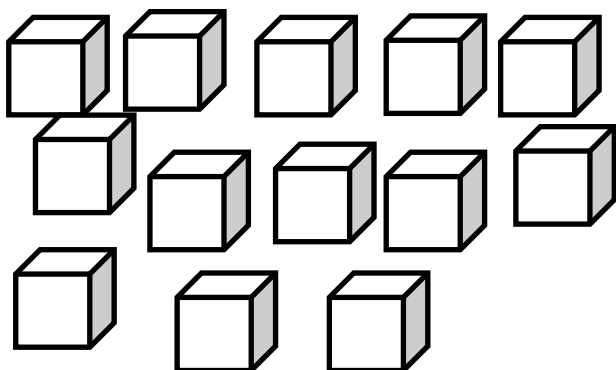
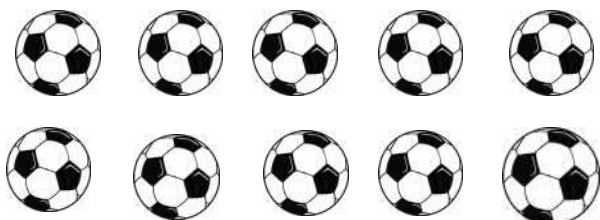
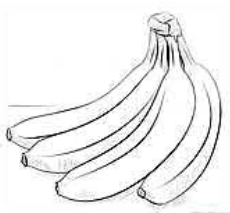


What You Need:

Nothing

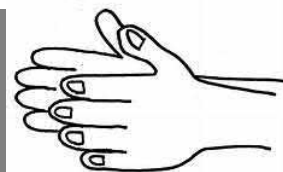
Look at the objects in the 2 boxes below.

Guess which column has more and which one has less-or are they the same?



48.

## Grouping numbers to 20



What you need:



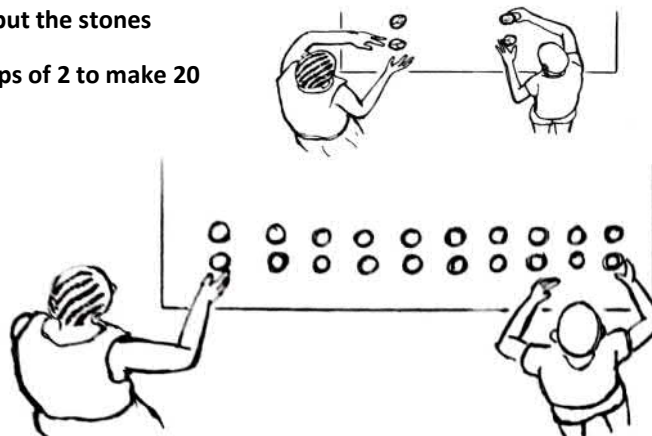
1. Adult asks child to count out 20 stones.

Adult then asks child if they can make a group of 2 stones.

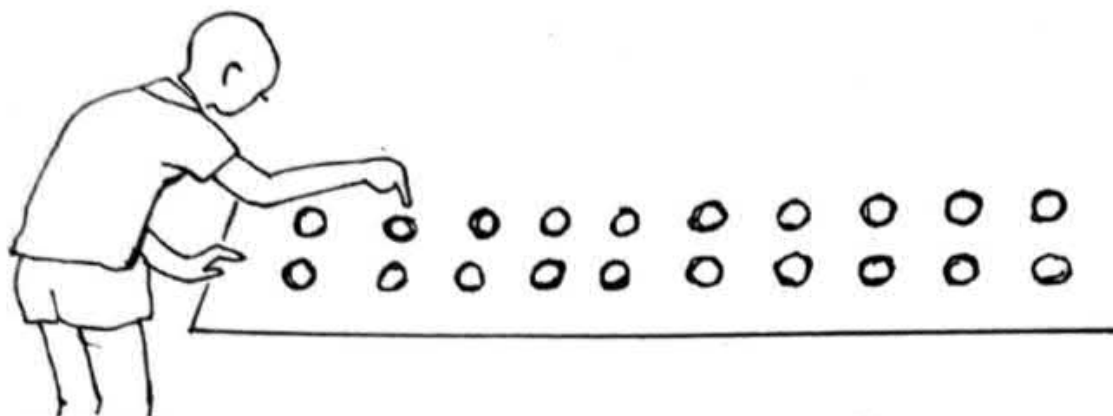
Adult says, can we make groups of 2 to use up all the stones?

2. Adult and child

together put the stones into groups of 2 to make 20

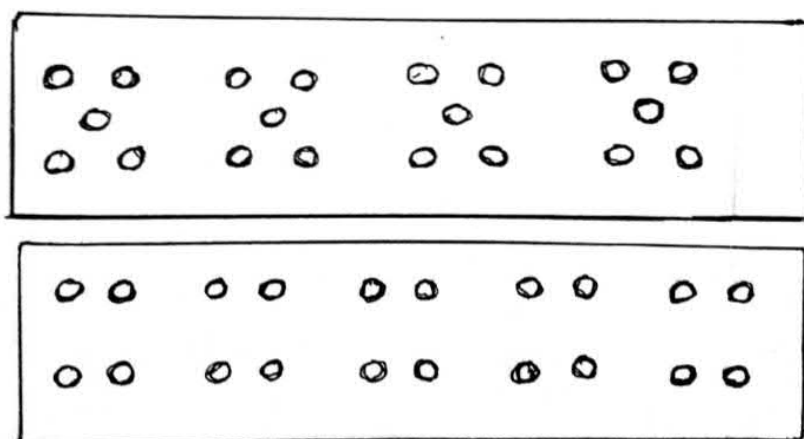


3. Child counts all the stones to check there are 20.



4. Adult asks the child to try other groups to see if they will make 20.

E.g.





49.

## Higher or Lower?



### What You Need:

1. Copy the grid below. It can be on the sand, on paper, on cardboard or on concrete floor with chalk

2. Stress that the numbers are written from LEFT to RIGHT
3. Count with the children from 1-20 and also backwards for 20-1
4. Explain, when counting right to left....the numbers become smaller. When counting from left to right....the numbers are getting bigger.

### Play 'higher-lower'

a. Adult: THINK of a number. Do not say what it is (for example, 12) .....DO NOT TELL THE CHILDREN WHAT YOUR NUMBER IS.

b. Children try to guess what it is

c. Adult: now say if YOUR number is HIGHER or LOWER than the children's guess

For example: if the child says 10, you say, 'My number is HIGHER'

If the child says 14, you say, 'My number is LOWER'

d. Children guess again and again until they are correct.

e. Praise for the 1st one to guess correctly



My number is  
Higher!

Is your  
number 2?

Now, let the children be the 'teacher.

Let them think of a number, remember it, and then tell you if your guesses are HIGHER or LOWER than the number they are keeping in their head.

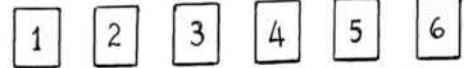
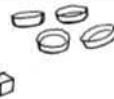
50.

# Snakes and Ladders



**What you need:**

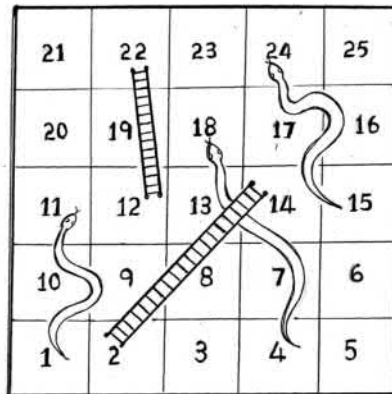
1. 6 small cards numbered 1-6
2. 6 bottle tops
3. a snakes and ladders board



// + dice (if available)

1. The players take turns to move their bottle top along the board.

They must begin at number 1 and follow the numbers in order from 1 to 25

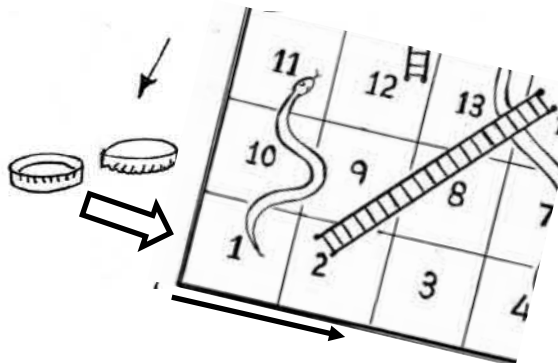


2.

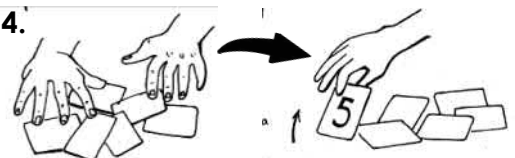


Each Player must have a DIFFERENT coloured bottle top so they do not move another player's bottle top.

3. Always start from number 1 and move along the numbers in order

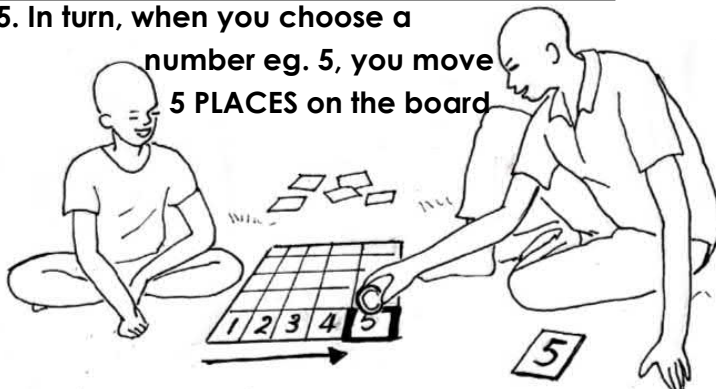


4.



Turn the cards face-down. Shuffle/ mix up the cards and, IN TURN, pick a card randomly.

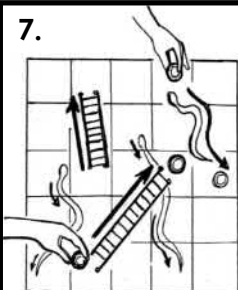
5. In turn, when you choose a number eg. 5, you move 5 PLACES on the board



6. Next time you pick a card, you continue from where your bottle top is sitting



7.



Sometimes, as you move along the board you will land on a space that has: a. the BOTTOM of a ladder  
b. the HEAD of a snake

If you land at the bottom of a ladder, you climb IMMEDIATELY to the top of that ladder.

If you land on the head of a snake, you slide DOWN to the end the snake's tail

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Number cards. Cut along the lines to make a separate card for each number

1

2

3

4

5

6

7

8

9

10

11

12

[page left intentionally blank]



Number cards. Cut along the lines to make a separate card for each number

13	14	15
16	17	18
19	20	SPARE CARD
SPARE CARD	SPARE CARD	SPARE CARD

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Number cards. Cut along the lines to make a separate card for each number

1	2	3
4	5	6
7	8	9
10	11	12

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Number cards. Cut along the lines to make a separate card for each number

13	14	15
16	17	18
19	20	SPARE CARD
SPARE CARD	SPARE CARD	SPARE CARD



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**NUMBER FRAMES - Use this page for activities that need a number frame.**

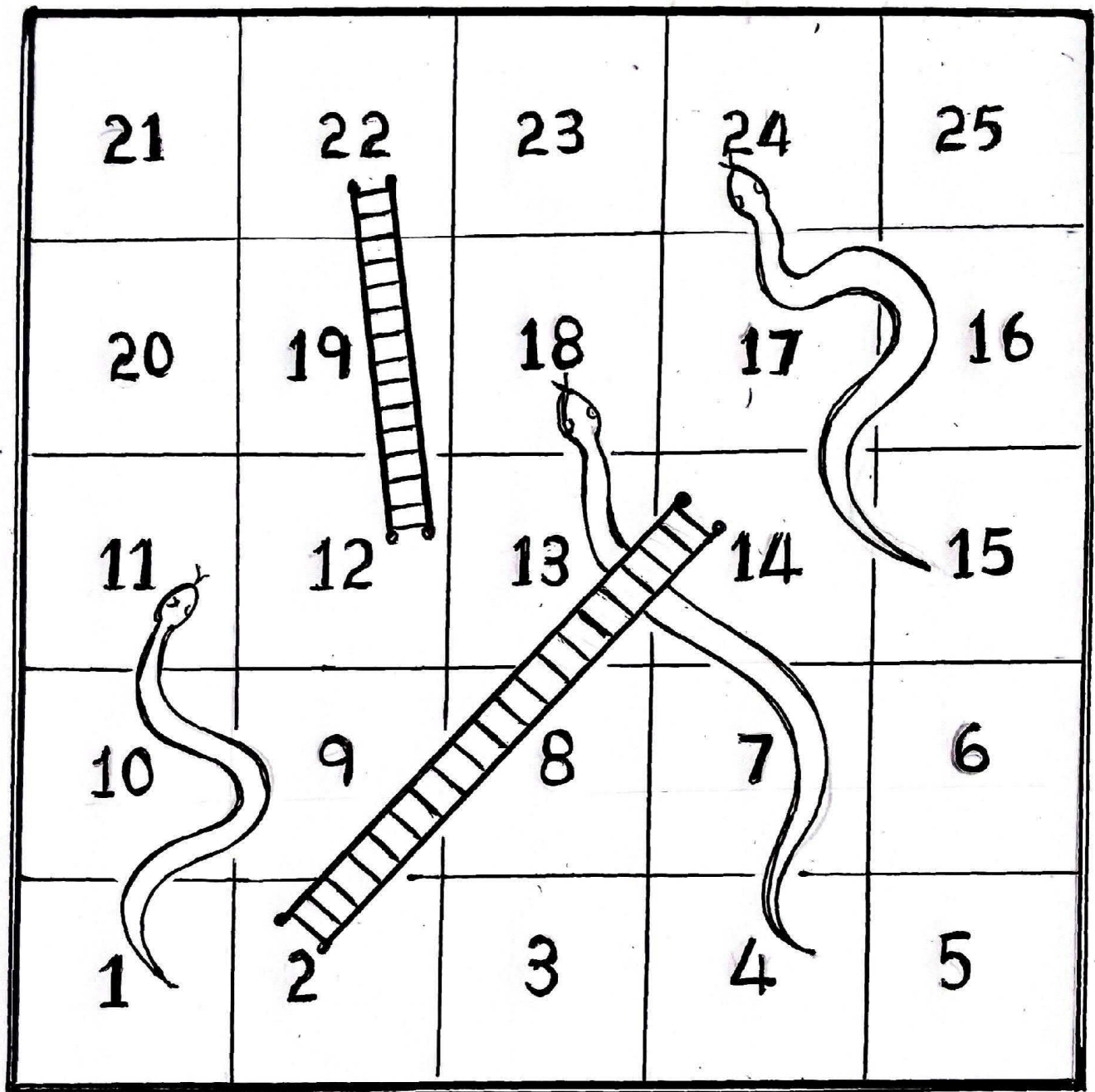

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**NUMBER FRAMES - Use this page for activities that need a number frame.**


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# SNAKES AND LADDERS



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# Family-Led Learning Numeracy Materials (Nov 2021)

**SESIL**  
STRENGTHENING EDUCATION SYSTEMS  
FOR IMPROVED LEARNING