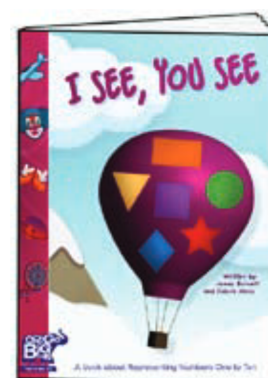


# I See, You See

A book about representing numbers one to ten

## Aim



*I See, You See* investigates different representations of the numbers 1 to 10. Students learn to recognise different quantities by sight (subitise).



These whole-class activities provide students with the opportunity to:

- listen to a story about representing the numbers 1 to 10
- use concrete and pictorial materials to represent each number 1 to 10
- use the *Teaching Tool* to represent numbers 1 to 10
- match numeral cards and number name cards to visual displays of the numbers 1 to 10
- make a picture book about the numbers 1 to 10

## Activities

1. Listening to the story
2. Making different representations of 1 to 10
3. Matching quantities and numerals
4. Using the teaching tool to act out the story 
5. Matching quantities, numerals, and number names
6. Using the teaching tool to represent 1 to 10 
7. Using the story to identify 1 to 10
8. Matching different representations of 1 to 10
9. Using materials to generate quantities
10. Making a picture book

## 1. Listening to the story

### Resources

- *I See, You See*

### Activity

Show the cover of *I See, You See* to the students and read the title aloud. Encourage volunteers to predict what they think the story might be about. First, read the story in its entirety. Do not stop to discuss the pictures. After reading the story, ask, **What happened in the story? What does the story want us to do? What does the story not want us to do?** Read the story again. At the conclusion of each double-page spread ask students to identify the number of shapes depicted. Challenge students to name the different quantities of shapes by sight rather than counting each shape in the group.

## 2. Making different representations of 1 to 10

### Resources

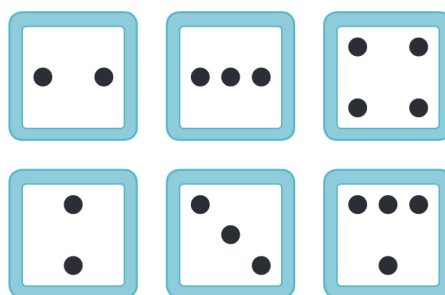
- Blank cards
- Permanent markers

### Preparation

Each small group of students will need ten blank cards and felt markers.

### Activity

Ask each group of students to draw dots on their blank cards to show the numbers from 1 to 10 (one number on each card) in different arrangements. Suggest that the students try making rows, patterns, or shapes with the dots. For example:



Next, seat the students in an open area of the classroom. Gather all the dot pictures and place them facedown in a stack. Show the pictures one at a time and ask, **How many dots can you see?** Work with the class to sort the pictures by number of dots. Then work through the sorted dot pictures and discuss the different arrangements for each number.

Retain the dot pictures for Activity 3.



### 3. Matching quantities and numerals

#### Resources

- Dot picture cards from Activity 2
- Black permanent marker
- Transparent counters

#### Preparation

Write the matching numeral on the back of each dot picture card from Activity 2. Each group of students will need a set of cards from 1 to 10 and some counters.

#### Activity

Ask the students to place the cards number side up. Then have them work together to put the matching number of counters beside each card. For example, if the card shows 4, the students place four counters beside it. Then ask the students to turn over the cards and to see that the number of dots matches the number of counters.

### 4. Using the teaching tool to act out the story



#### Resources

- *Teaching Tool*
- *I See, You See*

#### Activity

Ensure that all students can see the *Teaching Tool*. Read pages 4–5 of *I See, You See*. Select a volunteer to use the *Teaching Tool* to represent one of the numbers of shapes depicted in the double-page picture. In this scenario, the student may click and drag a card showing six onto the flag behind the airplane. Next, have another student say the matching number and write the numeral in the cloud. Repeat for other numbers of shapes on this page and other pages of the storybook.



## 5. Matching quantities, numerals, and number names

### Resources

- *The Number Case* Year K
- Transparent counters

### Preparation

Select the numeral cards and number name cards for 1 to 10 from *The Number Case*. Each group of students will need some of each type of card (matching pairs) and 10 counters.

### Activity

Have the students in each group take turns to select a card. The other students in the group try to find the matching numeral or number name card and work to place that number of counters on table. Repeat the activity after swapping the cards around the groups.



## 6. Using the teaching tool to represent 1 to 10

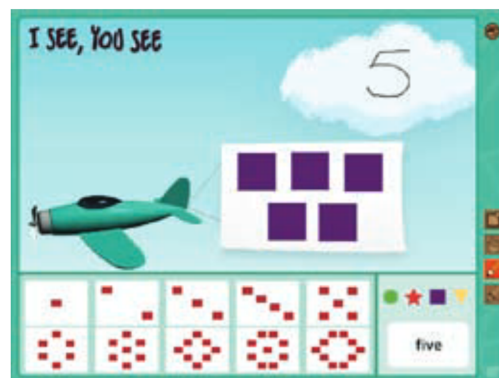


### Resources

- *Teaching Tool*

### Activity

Ensure that all students can see the *Teaching Tool*. Invite a volunteer to click on the back of the cards to turn one over. Then have another student drag a group of individual shapes onto the white flag behind the airplane to represent that number. Then select another student to say and write the matching numeral in the cloud. Repeat for several more cards and different students. To vary the activity, have students flip a card, write the matching numeral, and then show the matching quantity of shapes.



## 7. Using the story to identify 1 to 10

### Resources

- *I See, You See*
- *The Number Case* Year K

### Preparation

Select the numeral and number name cards for 1 to 10 from *The Number Case*. Place the cards in two stacks near the front of the class.

### Activity

Read *I See, You See*. At the conclusion of each double-page spread, ask students to find the numeral and number name cards to match each group of shapes. For example, to represent the three purple squares on the train crate in the picture on pages 6–7, the student would find and show the cards for 3 and *three* before returning both to the stack. Repeat for each group of shapes throughout the book.

## 8. Matching different representations of 1 to 10

### Resources:

- *The Number Case* Year K
- *DecaCards*

### Preparation

Select one set of the number name, numeral, dot arrangement and picture cards for 1 to 10 from *The Number Case*. Select one set of *DecaCards* showing 1 to 10 from the kit.

### Activity

Have the students sit in a large circle. Divide the students into two teams — one-half of the circle in each team — to play Concentration as a whole class. Place all of the cards mixed up and facedown in rows in the middle of the circle. Say, **Remember the numbers when you look at the cards.** The students take turns: one team member then a member from the other team. To play, a student turns over two cards. If the cards show the same number, the team keeps the pair. If the cards do not match they are turned back facedown in the same position. After each student has had a turn, the teams count their pairs to find the winner.



## 9. Using materials to generate quantities

### Resources

- *The Number Case* Year K
- 10 broad beans
- Red paint
- Plastic cup

### Preparation

To prepare for this activity, paint one side of the broad beans red and allow them to dry. If broad beans are not available, use a strong glue to stick red and white non-transparent counters back to back. Select the numeral and number name cards from *The Number Case*.

### Activity

Show the students the cards and the beans. Then place the beans in the cup and upend it on the table. Ask the students to guess the number of beans that will have the red side facing up. When each student has written their guess remove the cup. Have the students identify the number of beans with the red side facing up by saying the number and finding the matching numeral and number name cards. Repeat until one student has made three correct guesses.

## 10. Making a picture book

### Resources

- Sheets of paper
- Stapler

### Preparation

Each student will need ten sheets of paper stapled together to form a book.

### Activity

Have the students number each page of their book in the top corner. Next, have the students walk around the school to find and draw objects that represent each number. For example, two gate posts, four trees, and so on. Alternatively, students can draw pictures of objects or people from home. Afterward, have students present and describe different numbers in their book to the class.

