



Activity Idea

Activity	Grab a Bag
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Possibilities for maths learning	<input checked="" type="checkbox"/> Counting	<input type="checkbox"/> Composition	<input checked="" type="checkbox"/> Cardinality
	<input type="checkbox"/> Subitise	<input checked="" type="checkbox"/> Comparison	<input type="checkbox"/> Measure
	<input type="checkbox"/> Shape	<input type="checkbox"/> Pattern	<input type="checkbox"/> Spatial awareness

Resources	<ul style="list-style-type: none"> ➤ Number cards each with the number word and corresponding numeral up to 5 (this can be increased to 10 with groups of children who are more confident with numbers to 10) ➤ Brown paper bags ➤ Markers or crayons ➤ Small counting manipulatives (e.g. counters, cars, blocks, pebbles, buttons)
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Activity Outline	<p>Explain to the children that today they are going to be counting to 5 (or 10) and working with the numbers 1-5 (or 1-10).</p> <p>Start by asking some questions about counting to 5 (or 10). For example: <i>“Who knows how to count to 5? Using your fingers, can someone show me the number three? Can someone show me the number five?”</i></p> <p>Review the numerals and number words with the children, using the number cards to ensure they are confident with these. Place one number card into each separate paper bag (ensuring there is one per child which means you may have more than one of the same number depending on the size of the group). Explain that each bag has a number in it. Mix the bags up and ask each child to take a bag. Encourage the child to pull out their number, look at the number and then use the manipulatives to show the quantity written on the card by placing the correct amount of items in the bag.</p> <p>Model the activity. Take a bag, draw out the number and read the number on the card. Say: <i>“Who can help me with the number on my card? Four. That’s correct. Who can help me count out four? What should I do with the four once I have counted them out? Oh, put them in my bag. Thank you.”</i> It also might be necessary to model tagging one to one while counting.</p> <p>Make sure the children have enough manipulatives (children may want to choose which they would like to use) and ask the children to go off and complete the challenge. Observe children. Some may want to count out their objects by putting them directly into their bags. Others may want to separate out their objects and count them again before placing them in their bags.</p>
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	<p>Once the children are finished they can take turns to share what is in their bag.</p> <p>Ask the children what number is on their card and ask them to count out how many things they have in their bag to see if it is the same. If the amount of items does not represent the printed number then exploring this together may help them to identify what went wrong/ It is important to continue to empower the children by helping them realise that they have made a mistake. Children can help each other to get to the correct answer. We learn from our mistakes and it is okay to let others help us.</p>
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Extension Opportunities	<ul style="list-style-type: none">✓ Who has the bag with the most counters? Who has the bag with the least counters?✓ Have two children stand up and compare the amounts in their bags. Say: “Sophie has nine counters in her bag. Bobby has four counters in his bag. Who has more counters?”✓ Older children can make their own numeral cards✓ The group can line up in sequential order according to the amounts in their bags. (if there is more of the same number they can stand together)
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