

HOW MANY?

(Foundation/Year1)

Count and write the number for each. How many...

... pots and pans in the cupboard?	... steps from your bedroom to the kitchen door?	... forks are in the kitchen drawer?	... pets live at your place?	.. light switches do you have?
... shoes are in your cupboard?	... rubbish bins do you have?	... rolls of toilet paper in your house?	... steps from your front door to your back door?	... toes are there in your house right now?
... windows in your house?	... spoons are in the kitchen drawer.	... t-shirts do you have?	... biscuits in a packet?	... times can you jump in one minute?
... cups of water in your drink bottle?	... pieces of pasta in a packet?	... steps from the back fence to your letterbox?	... (make up your own)	... (make up your own)

HOW MANY?

Level: Foundation/Year 1

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Description: The purpose of counting is to find 'how many' we have altogether. The focus of this activity is for students to count a variety of objects in their home environment, and write the number for each.

List of resources needed:

- Pencils and paper OR a copy of this table for each child
- Clock with a second hand (or a stopwatch, or stopwatch app on a phone)

Instructions:

- Print the worksheet, or the child could copy and answer each item.
- Encourage counting out loud. It is OK to touch and count.
- The child records the number for each set of objects counted. There is no single, correct answer.
- Students should complete as many as they are able.

We want children to:

Use the language of counting.

Assign numerals to the quantities they count.

Record the numeral for the quantity counted correctly.

Explain that the purpose of counting is to find how many we have altogether.

Notes for parents:

- Writing numbers is hard at this age, students often mirror the numbers. See this webpage for a suggested way to write numbers. Children do get better at writing numbers with more practice.
- Encourage the child to count out loud as they go. Your mindset is as important as your child's. Foster a growth mindset. Instead of thinking "I can't do this", encourage them to say, "I can't do this, yet!"
- Ask your child what they do when they count.
- Some children will need an adult or older child to read these items to them.
- Modify to suit your child. For example, if you live in an apartment and don't have a back door... change it to How many ... steps from your front door to your television?
- Let the child do their best and keep it light and fun.

This activity covers the following Australian Curriculum - Mathematics Content:
Foundation

Number and Place Value. Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)

Number and Place Value. Connect number names, numerals and quantities, including zero, up to 10 and then beyond (ACMNA002)

Year 1

Number and Place Value. Count to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012)

Number and Place Value. Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013)

Count collections to 100 by partitioning numbers using place value (ACMNA014)

For further information contact choosemaths@amsi.org.au