

## MIND MAPPING NUMBERS

**Level:** Year Foundation and Year 1

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**Description:**

This activity provides a way for children to show and tell what they know about numbers. It can be modified for different age groups and used every day with a different number.

It focuses on numbers and counting and is designed to expand a child's understanding of what a number is and what its value means before they start doing things with it such as adding and subtracting.

**List of resources:**

- Pencil and paper
- A copy of the attached mind map worksheet is useful, but not necessary if the child can draw their own.

**What to do:**

Print the mind map or draw your own.

Write a number in the balloon. Start with a single digit number, then try some numbers up to 100. If you are feeling really motivated, try a number between 100 and 1000.

Complete the other parts of the mind map.

**Extending your child:**

Make more sections in the mind map.

Include these prompts:

- Write the number that is 10 more than your number.
- Write the number that is 10 less than your number.
- How many tens and ones in your number?
- (Or for a number in the 100s) How many hundreds, tens and ones are in your number?
- Draw a number line and place your number on it.
- If you had your number in lollies, how many lollies would we each get if you and I shared them?

**Notes for parents:**

If the first number your child selects is too hard, go for a smaller number. If it is too easy, try a larger number.

Accept anything and everything your child gives you. If they give an incorrect response, suggest that they try again, rather than telling them it is incorrect.

Question and probe to get more information:

How do you know that?

What else could you write?

If you did know how to do this, what might you write?

Show me the number on your fingers.

Show me the number using materials from around the house.

It is OK for this to take some time to complete. Being fast at maths doesn't necessarily mean being better at it.

**This activity covers the following Australian Curriculum - Mathematics content:**

**Foundation:**

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](#))

Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond ([ACMNA002](#))

Compare, order and make correspondences between collections, initially to 20, and explain reasoning ([ACMNA289](#))

Represent practical situations to model addition and sharing ([ACMNA004](#))

**Year 1:**

Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero ([ACMNA012](#))

Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line ([ACMNA013](#))

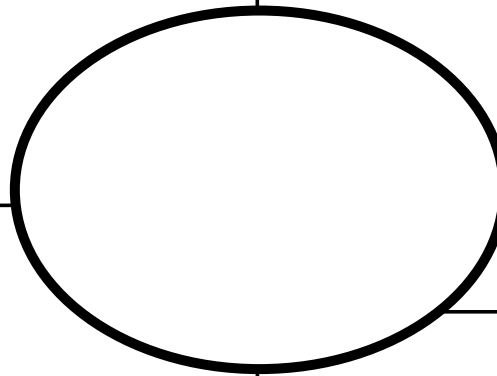
Count collections to 100 by partitioning numbers using place value ([ACMNA014](#))

Investigate and describe number patterns formed by skip-counting and patterns with objects ([ACMNA018](#))

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Write the number in words...

Draw the number of buttons...



Write a story including the number...

Draw a caterpillar with the number of legs...