

Structured arrangement activities



1 Random then arranged — which is easier?

Scatter four objects and count. Rearrange the same objects into a clear line and count again. Ask which was easier and why.

“Which arrangement was easier to count? What made the line easier?”

“Did moving them change how many there are? What did change?”

2 Recognise, build, and change one

Show arranged collections — a line of three, a triangle of three, two pairs of four, a dice five. Students name how many and describe the arrangement. Then have them build patterns you name, and displace one object to see readability change.

“How many — and how are they arranged? Can you see it without counting?”

“I moved one out of the line. Is it still four? Is it still easy to see four?”

3 Make the hardest and easiest arrangement

Give students five objects. Ask them to arrange them to be as hard as possible to count quickly, then as easy as possible. Compare.

“Make five look as confusing as possible. Now make five look as clear as possible.”

“Does the confusing arrangement have a different number? What is the same?”

4 Non-example: an arrangement that misleads

Spread three objects across a wide space, and cluster four objects compactly. Ask which group has more, then count both.

“Which group has more — the spread-out one or the compact one? How do you know?”

“Does the space the objects take up tell you how many there are? What does?”

Structured arrangement cards

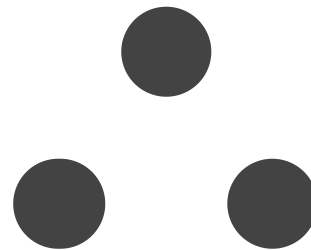
Print on A4. Laminate and cut. Read each arrangement — can you see how many without counting?



line 3



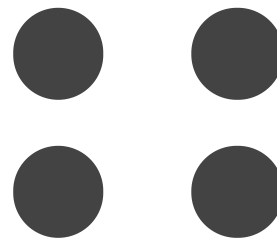
triangle 3



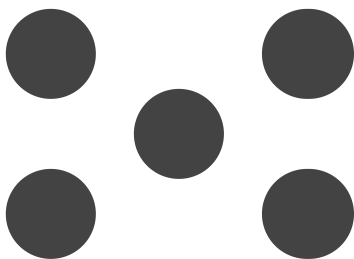
line 4



two pairs 4



dice 5



line 5



Structured arrangement cards — line, triangle, two pairs, and dice patterns. Students read how many without counting and describe the arrangement.