

Number track activities



1 Stand on the number — locate without counting

Using the taped floor line, name a number from one to ten — especially six to ten. Students walk straight to that spot and stand on it, without stepping along every number to get there.

“Go and stand on eight. Did you walk straight there, or step along one at a time?”

“Stand on ten. How far along is ten? How far from five?”

“Which numbers can you go straight to without counting from one?”

2 Walk the line — steps and distance

Students walk the floor line from one to ten, counting each step. Then start from a mid-range spot and walk to ten without going back to one.

“Start at one and walk to ten — count each step as you go.”

“Now start at six and walk to ten. How many steps? Did you need to start from one?”

3 Two landmarks — one and ten

Hand out the printed track with only one and ten labelled, the other positions blank (see resource). Point to a position and ask what number lives there. Students use before-and-after and the two ends to reason, not counting every position.

“What is just before six? What is just after nine? What sits on each side of ten?”

“I point to a position — tell me the number. Which landmark helped, one or ten?”

“Is seven closer to one or closer to ten? Could you find five without counting every spot?”

4 Non-example: ten in the wrong position

Show the printed track with ten out of place — for example 1, 2, 3, 4, 10, 6, 7, 8, 9, 5 (see resource). Ask whether the track is right and what is wrong.

“Look at this track. Is everything right? What is wrong?”

“Why can’t ten go in the middle? Where does ten belong, and why?”

Number track — two landmarks

Print on A4. Only one and ten are labelled. Students use the two ends and before-and-after to work out each blank position — without counting every square.



Track 1 — point to a position and ask what number lives there

0 off-track	1								10
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cut here

Track 2 — point to a position and ask what number lives there

0 off-track	1								10
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cut here

Track 3 — point to a position and ask what number lives there

0 off-track	1								10
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Number track — non-example

Print on A4. Ten has been placed in the wrong position. Students find the problem and explain where ten belongs and why.



Track A — is this right? What is wrong?

0
off-track

1	2	3	4	10	6	7	8	9	5
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cut here

Track B — is this right? What is wrong?

0
off-track

10	2	3	4	5	6	7	8	9	1
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cut here

Teacher note: both tracks use the numbers 1 to 10, but ten is not at the end. Ten belongs at the rightmost position because it is the largest number and the track runs from smallest to largest.