

Number tracks exploration activities



1 Count on from where you are

Place a counter on a number between 11 and 19 and state a move. Students count on from the current position, not from one and not from ten. Mix moves that cross ten with moves that stay in the second half.

"You're on thirteen. Move four. What number are you on now?"

"You crossed ten — how many steps did you take after ten?"

2 Closer to ten or closer to twenty?

Place a counter on a number between 11 and 19. Students say whether it is closer to ten or to twenty, justifying by counting steps each way. Work through 13, 17, 12 and 18, then pose fifteen.

"Thirteen. How many steps to reach ten? How many steps to reach twenty? Which is fewer?"

"Fifteen is the same distance from ten as from twenty. Is there a number in the first half that is the same distance from both ends?"

3 Race to twenty

Pairs share a 1 to 20 track, one die and a counter each. Players roll and move forward, saying the landing number aloud. First to land exactly on twenty wins; a roll that would go past twenty means no move.

"What number are you on? How many did you roll? Count on from where you are."

"You need to land exactly on twenty — what do you need to roll?"

4 Non-example: counting from one each time

Set a counter on fourteen and announce a move of three. Then deliberately go back to the start and count from one all the way to seventeen.

"I got the right answer. Was that the right way to do it? What did I waste? Was there a faster way?"

Model the correct version beside it: the counter stays on fourteen, count on fifteen, sixteen, seventeen.

"The counter was on fourteen — that's the information. I only needed to count the three new steps."