# Numberblocks – The two tree

**ABC ME screening details: Thursday** 21 May 2020 at 10:00am

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/numberblocks) after the scheduled screening time.

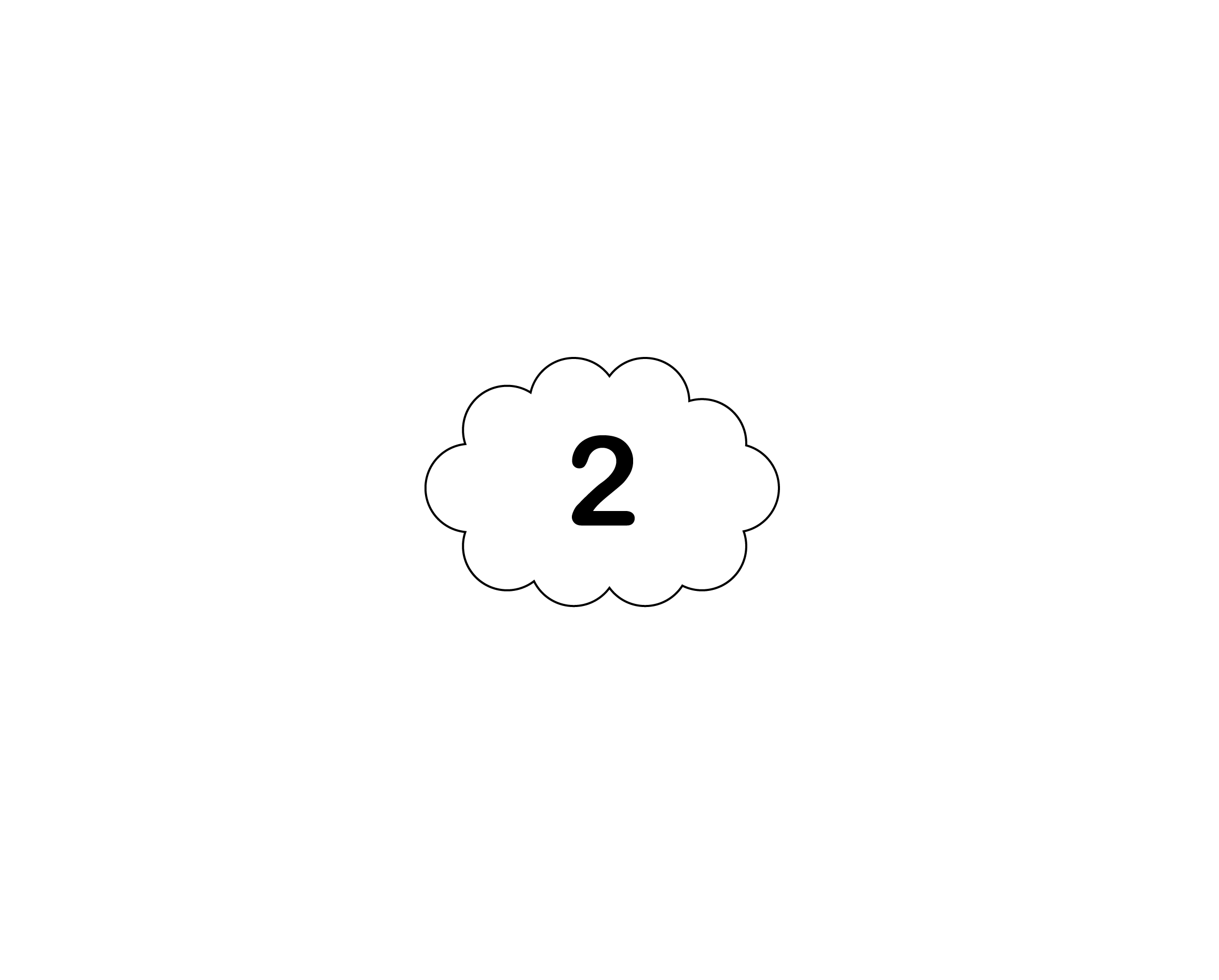
**Key learning areas:** mathematics

**Level:** lower primary

**About:** The Numberblocks find a magic Two Tree and play an action-packed game of throwing twos. Learn all about adding and taking away in twos with the Numberblocks

## Before the episode

1. What do you know about the number 2? You might know different ways to show 2 or other numbers that have a 2 in them. You could write the number that is one less than 2 or one more than 2. Draw or record what you know.



## After the episode

1. Did you notice that they counted forwards and backwards by twos in today’s episode?

Go for a walk with a family member or friend (if you can’t go for a walk you could use Google street view to have a look at a street). What happens to the numbers on letter boxes when you walk up the street? What happens when you walk down the street? What happens when you walk on the other side of the street?

**Record what you noticed. Did you find a pattern?**

1. What was challenging about this task? Did you come across a number that you would like to learn more about? Was the pattern broken by an out of place number? Draw and share your thinking with a family member or friend.

**Follow-up activity:** Create your own number pattern. You could start at 10 or 50 and count back in twos. Describe your number pattern to a friend or family member. What other decreasing patterns could you record?

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To identify and record number patterns.
* To create and describe a number pattern.
* To explain answers through discussion and pictures.

## NSW Mathematics K-10 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
|  | Early stage 1 | Stage 1 |
| Whole number | counts to 30, and orders, reads and represents numbers in the range 0 to 20 (MAe-4NA) | applies place value, informally, to count, order, read and represent two- and three-digit numbers (MA1-4NA) |
| Patterns and algebra |  | creates, represents and continues a variety of patterns with numbers and objects (MA1-8NA) |
| Working mathematically | uses concrete materials and/or pictorial representations to support conclusions (MAe-3WM) | supports conclusions by explaining or demonstrating how answers were obtained (MA1-3WM) |

[NSW Mathematics K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10)© 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.