# Numberblocks – How To Count

**ABC ME screening details: Monday** 27 April 2020 at 10:00am

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

**Key learning areas:** mathematics

**Level:** lower primary

**About:** It’s a lovely day for a picnic but one of the flapjacks is missing! Is there a Flapjack-snaffler on the loose or has Three forgotten what Numberblocks do best? Learn how to count and get it right with the number friends

## After the episode

| 1. Did you notice Three’s funky crown? She has 3 triangles and the triangles all have 3 sides and 3 corners. 2. **Shape hunt** – what shapes can you find in your house that have 3 corners? Draw pictures of your discoveries! | A character with googly eyes and a crown |
| --- | --- |

Remember Five’s counting rules! When we count we count each thing once, say the numbers in order and the last number word we say, tells us how many we have altogether.

| 1. Did you notice Four has squares for eyebrows? Squares have 4 sides and 4 corners. 2. **Shape hunt** – what shapes can you find in your house that have 4 sides and 4 corners? Draw pictures of your discoveries! | A character with googly eyes square eyebrows |
| --- | --- |

1. How many of each shape do you have?
2. Do you have more things with 4 sides and 4 corners, or, do you have more things with 3 sides and 3 corners?

**Follow-up activity**: Create your own flapjack-snaffler. How many eyes will you choose? How many mouths will you draw? How many hands? How many arms? Show and describe your flapjack-snaffler to someone. Count each body part together.

# 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 describe two-dimensional shapes.

## NSW Mathematics K-10 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
|  | Early Stage 1 | Stage 1 |
| Measurement and Geometry | manipulates, sorts and describes representations of two dimensional shapes, including circles, triangles, squares and rectangles, using everyday language (MAe-15MG) | manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons (MA1-15MG) |
| 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 Subject 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.