

Thinking while Moving - Mathematics

Handfuls

Early Stage 1 mathematics

Strand: Number & Algebra

Sub strand: Whole Number

This Thinking while Moving task has been adapted from Ann Gervasoni, Monash University. Published on [reSolve - Counting handfuls](#)

Activity set-up

- Arrange hoops in a large circle in the playground.
- Place a large collection of counters in the centre of the circle.
- Group students in pairs using '[Height order challenge](#).'

How to play

- Students stand at a hoop with a partner.
- Teacher blows a whistle, one student from each pair runs in and collects a handful of counters (or lima beans or pasta).
- Students run back to their partners and the hoop.
- Students hold the objects in their hand and the teacher encourages them to imagine how many they have.
- Students describe what that collection might look like by visualising and imagining, then communicates this to their partner.
- Pairs of students organise their collection so that someone can determine how many items there are by looking and thinking.
- When the collection has been made and amount recorded, the second student runs into the middle and repeats the steps above.
- When all students have arranged their collection, students are encouraged to go on a gallery walk. Teacher calls out movement such as 'hop' and students hop around the circle. When the whistle blows, students stop and look at their peers' representation of an amount. Repeat with different movements so students see a range of peers' collections.
- Students return to their own hoop to consider the benefits of others' collections compared to their own. Students can change the arrangement of their collection if they want to.

Equipment/Resources

Hoops
Whistle
Counters or similar
Whiteboards
Markers

What's some of the maths

Subitising is a fundamental aspect of number sense. Mathematicians consider multiple representations of amounts. Mathematicians create and use structures to help them quantify collections. Mathematicians talk and learn from others.

Let's talk and think like mathematicians

Discuss with students:

- How many do you have altogether?
- How have you organised your collection?
- Did you have more or less than your estimation?
- Can you organise them differently?

Suggested outcomes

MAe-2WM uses objects, actions, technology and/or trial and error to explore mathematical problems
MAe-3WM uses concrete materials and/or pictorial representations to support conclusions
MAe-4NA counts to 30, and orders, reads and represents numbers in the range 0 to 20