

## Handfuls

**Syllabus focus area and content group**

- **Instantly name the number of objects within small collections**
  - Identify the number of objects in different arrangements
- **Connect counting and numerals to quantities**
  - Make correspondence between collections
  - Represent numbers to at least 20 using objects, number words and numerals.
  - Use the term 'is the same as' to express equality of groups.

**Suggested outcomes**

- MAO-WM-01
- MAE-RWN-01
- MAE-RWN-02

**Resources**

- Hoops
- Whistle
- Counters or similar
- Whiteboards and Markers

**Activity set up**

- Arrange hoops in a large circle in the playground.
- Place a large collection of counters in the centre of the circle.

**Learning intention**

Students are learning that:

- mathematicians represent numbers to help us see something about number
- the way we structure representations can help us to subitise a collection.

**Success criteria**

Students can:

- arrange collections to facilitate subitising

**Learning task**

- Students stand at a hoop with a partner.
- Teacher blows a whistle and calls out a number less than 10.
- One student from each pair runs in and collects a handful of counters (or lima beans or pasta) equal to the number called out.
- 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.
  
- Repeat above with the teacher calling out another number less than 10.

**Talking and thinking 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?