

## Climbing the number ladder

### Syllabus focus area and content group

- Use the counting sequence of ones flexibly
- Count forwards to at least 30 and state the number after or before a given number, without needing to count from one
- Count backwards from a given number 20 or less

### Suggested outcomes

- MAE-RWN-01
- MAE-RWN-02

### Resources

- Agility ladders (enough for 2-3 students per ladder)
- 1 x 20 sided dice per agility ladder
- Chalk

### Activity set up

- Set up ladders in parallel and spaced apart in a large flat area.
- Place a 20 sided dice at the end of each ladder.

### Learning intention

Students are learning that:

- numbers can be represented in different ways
- the number before is one less
- the number after is one more.

### Success criteria

Students can:

- read and write numbers up to 20
- count by ones to 20.

### Learning task

Groups of students begin by lining up in height order at their designated agility ladder. Students take it in turns to 'Climb the number ladder', by following the steps below:

- roll the dice
- state the number represented on the dice
- hop through the ladder counting to the number they said
- write the number in chalk on the corresponding rung of the ladder
- run back on the left-hand side of the ladder
- tag the next person in line who repeats the step above.

- Encourage students waiting in line to perform a physical activity while their peer is moving through the ladder. For example, if a 5 is selected, other students can complete 5-star jumps.
- The game is finished when the ladder has all numbers 1 – 20 written on it.

### Increase/decrease challenge

- Roll 2 die. Place the largest number on the ladder (number line) and count on to perform addition.
- Students roll 2 die. Place the largest number at the end of the ladder (number line) and count back to subtract.

### Talking and thinking like mathematicians

- How did you quantify the amount on the dice by looking and thinking?
- How many different ways can we represent a number?