

# Thinking While Moving - Mathematics

## Number Visuals

Stage 1 mathematic

Strand: Number and algebra

Sub strand: Whole number

This Thinking while Moving task has been adapted from the Number Visuals Grades 1-2 resource on [YouCubed](#) and the [Stage 1 Thinking Mathematically resource](#).

### Pre-activity

View [number visuals video](#) on the Stage 1 Thinking Mathematically resources.

Ask the students to study the number visual patterns, at first on their own. What do they notice? What patterns do they see? After students have a few minutes to look for patterns on their own ask them to share what they notice with their group. Ask each group to share something that they see.

### 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 large handful of counters.
- Students run back to their partners and the hoop.
- Students describe what that collection might look like by visualising and imagining, then communicates this to their partner.
- Pairs of students organise their collection in the hoop so that someone can determine how many items there are by looking and thinking.
- When the collection has been made and the 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 calculate and record the total amount in their hoop by combining the 2 arrangements.

### Equipment/Resources

Hoops

Whiteboards/workbook

Whistle

markers

Counters or similar

### 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

MA1-1WM: describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols

MA1-2WM uses objects, diagrams and technology to explore mathematical problems

MA1-3WM: supports conclusions by explaining or demonstrating how answers were obtained

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers