

Diving into Mastery – Diving

Adult Guidance with Question Prompts

Children explore different representations of numbers from 11 to 20. They choose a number and find different ways to represent it concretely and in pictures. Provide children with a variety of objects to count, including blank **ten-frames**, interlocking cubes and number shapes. Although base ten is not being taught here, an example of how numbers can be grouped into tens will be useful. Give children a set of numeral cards from 11 to 20.

Can you count from 11 to 20?

Which number is this? (Use one of the number cards.)

How do you write (insert a number)?

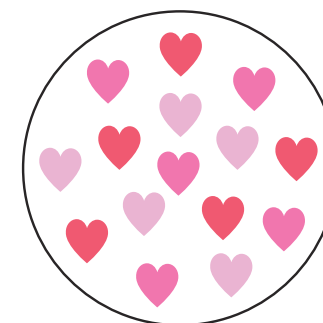
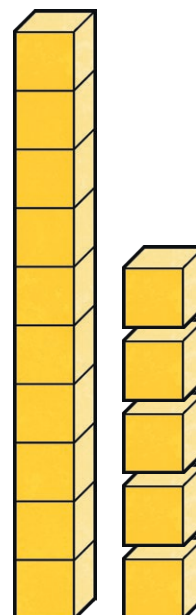
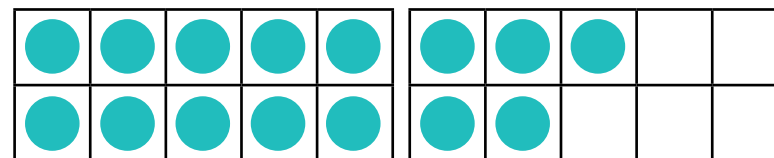
Can you show me (insert a number between 11 and 20) in (insert object names)? E.g. Can you show me 13 teddies?

Have I got (insert number between 11 and 20) (name of objects)? E.g. Have I got 17 cubes?

Numbers from 11 to 20



I have shown 15 by using objects and by drawing pictures and counting objects.



Choose a number from 11 to 20 and show it in different ways.

Diving into Mastery – Deeper

Adult Guidance with Question Prompts

Use a set of number cards from 11 to 20 and a set of picture cards or other number representations e.g, number shapes or sets of objects. Remove one representation from the set.

Shuffle the cards. In pairs, children match the correct number to the correct objects. When they are left with just one card they should make the missing matching card or representation.

Which card is left?

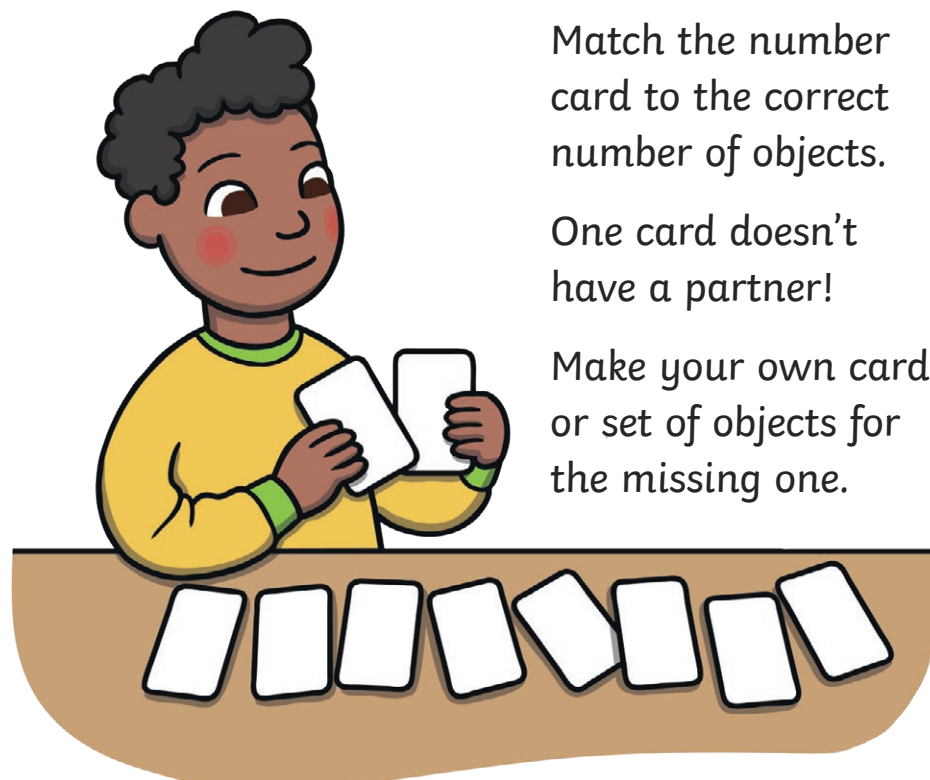
Can you think what objects/pictures you could use to match the number card?

Can you draw/make a set of objects to match the card?

What mistake did Sam make?

How can he make a correct matching pair?

Numbers from 11 to 20



Match the number card to the correct number of objects.

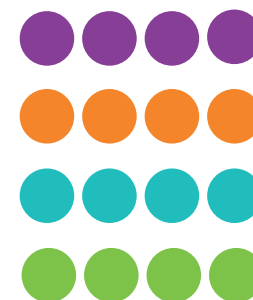
One card doesn't have a partner!

Make your own card or set of objects for the missing one.

Here are two cards that Sam has matched.

Is he right?
If not, what changes does he need to make?

17



Diving into Mastery – Deepest

Adult Guidance with Question Prompts

Children work with numbers from 11 to 20, placing the cards on a partly labelled number line. They use their ability to count forwards from 11 to 20.

What number would be here? (Point to one of the unlabelled marks on the number line.) How do you know? What number would be before/after it?

Children can use number shapes and/or ten-frames to represent the numbers on the activity card.

How can we show (insert a number) using number shapes?

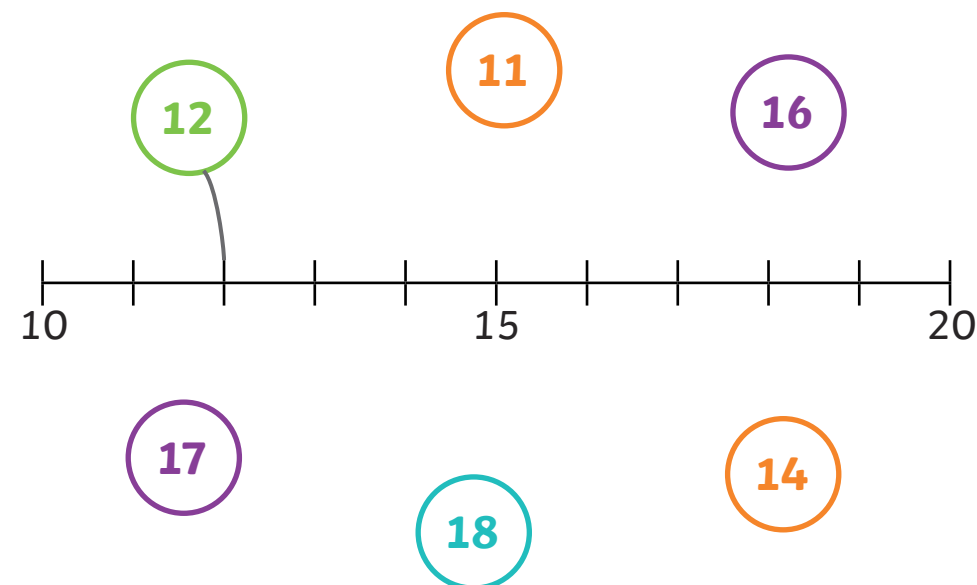
Can you think of another way to show the same number?

How can we show (insert a number) using ten-frames?

Numbers from 11 to 20



Here are some number labels. Draw a line to show where they go on this number line. One has been done.



Could you place 9 on the number line? Why?
Could you place 13 on the number line? Why?
Could you place 21 on the number line? Why?