Power Maths Strengthen Activities

MISCONCEPTION

Children may confuse the number of groups with the number of objects in each group.

STRENGTHENING UNDERSTANDING

1. Ask children to make 2 groups of 3 counters. Ask how many groups they have, encouraging accurate vocabulary '*There are two groups. Each group has three counters*'. Repeat with different numbers.
2. Use some of the images on pages 12–16 of the Practice Book and ask children to represent them using counters, and to make a statement about the number of groups and objects.
3. Ask children to make some groups of four counters. Ask them to compare the number of groups they have made with the number of groups other people have made. Has anyone made the same number of groups? Draw attention to the fact that each child's groups contain the same number of counters.

ASSESSMENT CHECKPOINT

Revisit Q2 of the Assessment on Textbook p32.

RESOURCES

Counters, Practice Book p12–16, Textbook p32

MISCONCEPTION

Children may struggle to recognise the structure of an array, and make arrays with different numbers in each row or column and/or mistakenly count too many or too few objects in a row or column.

STRENGTHENING UNDERSTANDING

1. Ask children to make 3 groups of 5 counters, discussing how each group has the same number of counters. Then ask children to arrange their groups into an array, with 3 rows of 5 counters and to count the number of counters in each row. What do they notice?
2. Ask children to find the number of counters in the array. Encourage skip counting of each row using a number line, with accurate language, '*My array has 3 rows of 5 counters, it has 15 counters in total*'. Show how this is also 5 groups of 3, '*It also has 5 columns of 3 counters, it has 15 counters in total*'.
3. Ask children to place counters into an array and to describe how many rows, columns and counters.

ASSESSMENT CHECKPOINT

Can children describe the array and complete the number line in Reflect activity on Practice Book p17?

RESOURCES

Counters, number line, Practice Book p17

MISCONCEPTION

Children may struggle to recognise and find doubles.

STRENGTHENING UNDERSTANDING

1. Ask children to make towers of four cubes, each in a different colour, and then to connect their tower with a partner's and count the cubes. Explain that the number has doubled. Ask: *What double fact have you found?* Ask children to say '*Double 4 is 8, we put together two groups of four.*'
2. Ask each pair to separate their cubes and place them on a ten frame. Draw attention to how a ten frame can be used to support doubling, for example on Textbook p26–27.
3. Ask children to make towers of 6 cubes, join them together, state the double fact and place into a ten frame. Discuss why more than one ten frame is needed. Roll a 0–9 dice to generate another number for children to make out of cubes, join with a partner and state the double fact, using the ten frame.

ASSESSMENT CHECKPOINT

Can children calculate doubles for numbers 1–10?

RESOURCES

Interlocking cubes, ten frames, Textbook p26–27, 0–9 dice