Number: Taking handfuls

**(F)**

|  |
| --- |
| To read the most recent version of this sequence, download associated resources, and view embedded professional learning including classroom videos and work samples, visit: [https://resolve.edu.au/teaching-sequences/foundation/number-taking-handfuls](https://resolve.edu.au/teaching-sequences/foundation/number-taking-handfuls?utm_source=docx&utm_medium=sequence_overview&utm_campaign=taking_handfuls) |

# Sequence Overview

## About this sequence

Students learn to use subitisable groups and benchmark numbers to quantify and compare collections up to 20.

## Australian Curriculum: Mathematics (Foundation)

### Achievement standard

In Foundation, students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.

### Number

**AC9MFN01 -** Name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals

**AC9MFN02 -** Recognise and name the number of objects within a collection up to 5 using subitising

**AC9MFN03 -** Quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning

**AC9MFN04 -** Partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts

# Tasks in this sequence

## Task 1 • How big is a handful?

Students learn that there are some ways of arranging items in a collection to make it easy to see the total number of items.

## Task 2 • Rolling handfuls

A short dice-rolling game builds students’ understanding that the same quantity can be arranged in different ways without changing the total.

## Task 3 • Comparing handfuls

Students learn that common units are needed to easily compare and order different quantities.

## Task 4 • Towers of 5

Students build their ability to use benchmark numbers to quantify and compare collections.

## Task 5 • Using 10

Students learn the value of using 10 to quantify and compare larger collections.

## Task 6 • Close to 20

Students build their use of 10 as a benchmark to quantify and compare collections.

## Suggested implementation

|  |  |  |
| --- | --- | --- |
|  | **Week 1** | **Week 2** |
| **Monday** | **Task 1 • How big is a handful?**   * Launch and Explore * Gallery walk * Connect | **Task 5 • Using 10**   * Warm-up * Launch and Explore * Gallery walk |
| **Tuesday** | **Task 2 • Rolling handfuls**   * Warm-up * Play the game Rolling Handfuls | **Task 5 • Using 10**   * Warm-up * Connect * Additional time to explore further |
| **Wednesday** | **Task 3 • Comparing handfuls**   * Warm-up * Launch and Explore * Gallery walk | **Task 6 • Close to 20**   * Warm-up * Play the game Close to 20 |
| **Thursday** | **Task 3 • Comparing handfuls**   * Warm-up * Connect * Additional time to explore further | **Task 1 • How big is a handful?**   * Make 10-frames available for students to use if they choose. * Complete as an assessment task. |
| **Friday** | **Task 4 • Towers of 5**   * Warm-up * Play the game Towers of 5 | **Task 6 • Close to 20**   * Warm-up * Play the game Close to 20 |