THERE'S MORE TO COUNTING THAN MEETS THE EYE (OR THE HAND)

One of the main aims of school mathematics is to create mental objects in the mind's eye of children which can be manipulated flexibly with understanding and confidence. A prolonged reliance on inefficient strategies such as "make-all-count-all" or "counting-by-ones" is both developmentally dangerous and professionally irresponsible.

A paper prepared by Dr Dianne Siemon,
Associate Professor of Mathematics Education, RMIT University

"... NUMBER SENSE refers to a person's general understanding of number and operations along with the ability and inclination to use this understanding in flexible ways to make mathematical judgements and to develop useful and efficient strategies for managing numerical situations.

It results in a view of numbers as meaningful entities and the expectation mathematical manipulations and outcomes should make sense.

Those who use mathematics in this way continually utilise a variety of internal "checks and balances" to judge the reasonableness of numerical outcomes" (p3).

McIntosh, A., et al (1997) *Number Sense in School Mathematics - Student Performance in Four Countries*, Perth: MASTEC

DEVELOPING A SENSE OF NUMBER

What is needed?

An understanding of number and operations together with an ability and ***inclination***

- to use this in ***flexible*** ways to make mathematical judgments
- to develop useful ***strategies*** for handling numbers
- to communicate, process and ***interpret*** information."

McIntosh, A., Reys, B. & Reys, J. (1992) A proposed framework for examining basic number sense, *For the Learning of Mathematics*, 12(3), 2-8

Three essential underpinnings:

(i)   NUMERATION (PLACE-VALUE) An understanding of numbers and an ability to think of them in more than one way (rename numbers).

(ii)   MEANING FOR THE OPERATIONS (CONCEPTS)   An understanding of what the operations do, an ability to recognise the operation symbols and an ability to write and interpret symbolic statements.

(iii)   MENTAL STRATEGIES (NUMBER FACTS) A working knowledge of addition and subtraction facts to 20 and multiplication and division facts to 100, based on efficient non-counting, mental strategies.

Reference: Booker, G., Bond, D., Briggs, J. & Davey, G. (1997) *Teaching Primary Mathematics* (2nd Edition), Longman Cheshire: Melbourne

Four essential aspects:

- FOCUS ON SPEAKING Encourage children to invent and present action stories, count aloud, explain their solutions, model and acknowledge more efficient strategies.

- FOCUS ON LISTENING Model more efficient counting strategies, count on from larger, skip counting (small numbers only), count to support place-value, eg, "onety-two, onety-three …twoty-one, twoty-two, …threety-five, threety-six…"

- FOCUS ON READING 'Read' physical collections, models, displays, adopt a "say what you see" approach, practice subitisation, ie, say how many without counting, teach children to read numbers, eg, 367 can be read to the tens place as 36 tens and 7 ones.

- FOCUS ON WRITING Explore informal writing. Delay initial recording until children have access to mental strategies, expect non-modelled solutions.

RECOGNISE THAT EARLY NUMERATION INVOLVES MORE THAN COUNTING

While the ability to count is important, children need to know much more before they are ready to use numbers flexibly, with understanding.

NUMERATION INVOLVES:
- **One-to-one correspondence**
- **Recognising that "three" means a collection of three whatever it looks like.**
- **Recognising that the last number counted represents the number in the collection**
- **Matching words and/or numerals to collections less than 10 (knowing the number naming sequence).**
- **Reading, writing, and using the words and numerals for the numbers 0 to 9.**

BUT MORE IMPORTANTLY IT INVOLVES:
- **Recognising collections of up to five objects without counting (subitise).**
- **Being able to name numbers in terms of their parts (part-part-whole).**
- **Trusting the count (Willis, 2000)**

ESTABLISH PART-PART-WHOLE IDEAS FOR NUMBERS 0-10:

Using a Ten Frame, for example,

7 is	**6 and 1 more, 1 and 6**	
	1 less than 8	
	5 and 2, 2 and 5	
	double 3 and 1 more	
	3 and 4, 4 and 3	
	0 and 7	

Use visual recognition activities involving collections, games and the use of *Ten-Frames*, for example,

- Make a permanent *Ten-Frame* on a white-board or felt board. Use with different numbers to review what is known and extend to new numbers.
- Make a frame for each number on a large poster, hang it in the classroom and add relationships as children discover them.
- Make a class book for each number based on part-part-whole ideas. Make a frieze for the classroom.
- Make a set of number cards for the numbers 0 to ten. One set each for numerals, words, collections, different ten frames, and part-part-whole relationships (5 different sets in all). Play collection games, concentration, 'Snap' etc
- Have children sit at tables of ten arranged in pairs like a *Ten-Frame*. Ask: How many at the table?
- Send an A3 version of a *Ten-Frame* home to be used with fridge magnets. Encourage all members of the family to say what they see and why.
- Make a playground version of a *Ten-Frame* - have children jump in and out of the frame to make a given number in as many ways as they can.

ESTABLISH DOUBLES FACTS TO 20, EXPLORE MORE EFFICIENT STRATEGIES:

- Use 2 ten-frames, 2 rows of a bead frame or a 'double-decker' bus model to develop and extend doubles knowledge, devise number stories, explore strategies.

INTRODUCE & CONSOLIDATE PLACE-VALUE IDEAS

INTRODUCE PLACE-VALUE:

- *Introduce the 'new' unit* - that is, **ten ones is 1 ten** via bundling and counting tens, eg, 1 ten, 2 tens, 3 tens, 4 tens …
- *Introduce the names for multiples of ten* - language only, no symbols
- *Make, Name* and *Record* numbers 20-99 using appropriate models - eg, "make 6 tens 3 ones", read and write "sixty-three", record using a place-value chart
- *Make, Name* and *Record* numbers 10-19, pointing out inconsistency in language (should be onety-seven, onety-eight etc)
- *Consolidate place value knowledge*

REINFORCE PLACE-VALUE THROUGH REGULAR ACTIVITY:

- *Make, Name, Read* and *Record* numbers using appropriate models
- *Compare* two numbers - Which is bigger? Why? How do you know?
- *Order* and *Sequence* numbers
- *Count* forwards and backwards in place-value parts
- *RENAME* numbers in as many different ways as possible

DEVELOP MENTAL STRATEGIES FOR ADDITION & SUBTRACTION FACTS TO 20 (oral not written)

1. COUNT ON FROM LARGER (for combinations involving 1, 2 or 3)

eg,	seven and two (7 and 2)	"seven ... eight, nine"
	three and six (3 and 6)	"six ... seven, eight, nine"
	one and eight (1 and 8)	"eight ... nine"
	two and nine (2 and 9)	"nine ... ten, eleven"

2. DOUBLES & NEAR DOUBLES

eg,	4 and 5	"four and four is eight, one more, nine"
	8 and 7	"eight and eight, sixteen, one less, fifteen"
	6 and 7	"six and six is twelve, one more thirteen"
	8 and 9	"double eight, sixteen, one more, seventeen"

3. MAKE TO TEN & COUNT ON

eg,	4 and 7	"seven, ten, eleven"
	8 and 6	8 ... 10, and four more, 12
	7 and 5	7 ... 10, and two more, 12
	4 and 9	9 ... 10, and three more, 13

4. EXTEND STRATEGIES TO SUPPORT SUBTRACTION

eg,	9 take-away 3	"nine ..., eight, seven, six" (count-back, 1, 2 or 3 only)
	14 take-away 8	14 ... 7 (halving), 6 (halving)
	16 take-away 9	16 ... 10, (take three more), 7 (make back to ten)
	12 take-away 5	"think, 5 and what is 12?, 5 and 7" (think of addition)

5. DEVELOP STRATEGIES FOR RELATED FACTS

eg,	3 tens and 5 tens	"five..., six, seven, eight tens"
	14 tens take 8 tens	"8 and what is 14? … 6 tens"
	36 and 7	"43 because 6 and 7 is 13"

INTRODUCE INITIAL RECORDING AS STRATEGIES ARE ESTABLISHED

eg,   2   Think: 7… 8, 9   6   Think: double 6, 12, and 1 more, 13
  + 7   + 7

      6   Think: 8 … 10, and 4 more, 14
    + 8

INTRODUCE FORMAL RECORDING TO SUPPORT PLACE-VALUE IDEAS

DEVELOP RECORDING STRATEGIES TO SUPPORT MENTAL COMPUTATION

INTRODUCE AND EXPLORE THE USE OF 'THINKING STRINGS':

eg, 35 and 76? Record and analyse:

76, 106, 111   "you started with the larger, added 3 tens then 5 more"

35, 40, 41, 111   "you made to nearest ten, then added 1 more, then 7 tens"

11, 81, 111   "you added ones, then 7 tens and 3 tens more"

EXTEND RENAMING TO DEVELOP 'SAME AS' STRATEGY:

eg, 57 take-away 29?

    SAME AS: 58 take-away 30.... 58 take 3 tens, 28

Advantage of single step, avoids multiple steps and tendency to add or subtract incorrectly when rounding numbers and adjusting at a later stage.

EXTEND VISUAL COUNTING STRATEGIES:

eg, three addends, no recording (inspection only)

24	56
72	sum?

6 ones and 4 ones is 1 ten
5 tens and 2 tens is 7 tens
so 8 tens altogether
Add 7 tens, 15 tens, 150
and 2 more ones is 152

Use the same idea for subtraction by including the total in the shaded area and omitting one of the addends.

eg, missing addend, no recording (inspection only)

43	17
?	132

132 take 1 ten is 122, take 7 is 120, 115
115 take 4 tens (THINK: 11 tens, take 4 tens is 7 tens), 75

75 take away 3 ones, 72

Can you think of another way?

INTRODUCE MULTIPLICATION & DIVISION IDEAS
(through action stories and modelling)

- Use action stories involving *groups of* and *arrays* to explore concepts
- Model more efficient counting strategies, such as skip counting (small numbers only)
- Encourage children to invent and represent their own action stories.
- Link *quotition* and *partition* ideas to arrays.

BUILD MENTAL STRATEGIES FOR MULTIPLICATION AND DIVISION FACTS (based on the known strategies, arrays and regions)

1. The 2s facts

eg, 2 ones, 2 twos, 2 threes, 2 fours, ... 2 eights ....

DOUBLES, eg, "2 sevens ... double 7, 14"

Establish RELATED facts, eg, 7 twos, think 2 sevens

2. The 3s facts

eg, 3 ones, 3 twos, 3 threes, 3 fours, ... 3 eights, 3 nines ....

DOUBLES AND 1 MORE GROUP

eg, "3 eights ... double 8, 16 and 8 more, 20 ... 24"

Establish RELATED facts, eg, 8 threes, think 3 eights

3. The 4s facts

eg, 4 ones, 4 twos, 4 threes, 4 fours, ... 4 eights, 4 nines ....

DOUBLE DOUBLES

eg, "4 sixes ... double 6, 12, double 12, 24"

Establish RELATED facts, eg, 6 fours, think 4 sixes

4. The 5s facts

eg, ... 5 threes, 5 fours, 5 fives, 5 sixes .... 5 eights, 5 nines ....

RELATE TO TENS

eg, "5 eights is half of 10 eights, 40

Establish RELATED facts, eg, 8 fives, think 5 eights or 4 tens

OR RELATE TO READING TIME ON A CLOCKFACE

see 1, 2, 3, 4, ... read as 5, 10,15, 20 minutes past the hour

eg, "minute hand on 4 means 20 minutes past the hour

5. The 9s facts

eg, ... 9 sixes, 9 sevens, 9 eights, 9 nines

TEN GROUPS LESS 1 GROUP

eg, 9 eights is less than 10 eights, it is 8 less, 72"

Establish RELATED facts using the same strategy,

eg, 8 nines is less than 8 tens it is 8 less, 72

6. The 1s and 0s facts

eg, 1 one, 1 two, 1 three, 1 four ... 1 of anything is anything

Establish RELATED facts, eg, 8 ones, think 1 eight

eg, 0 ones, 0 twos, 0 threes, 0 fours,... 0 anythings is nothing

Establish RELATED facts, eg, 9 zeros, think 0 nines

7. Deal with remaining facts

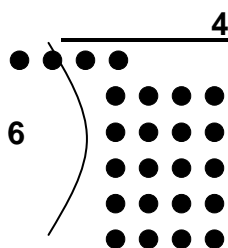| x	1	2	3	4	5	6	7	8	9
1									
2									
3									
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5									
6									
7									
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9									

6 sevens, 3 sevens
and 3 sevens, 42

7 sevens, 49
SQUARE NUMBER

8 sixes, double 6, 12
double, double, 48

8. Consolidate and build to speed and accuracy via games such as 'Beat the Teacher' and 'Multiplication Toss'.

EXTEND TO DIVISION FACTS USING ARRAY IDEA AND 'THINK OF MULTIPLICATION' STRATEGY

eg, 24 divided by 6

THINK: 6 what's are 24?

Relates to ARRAY idea and supports more efficient estimation or known-fact strategies rather than count-all groups or experimental skip counting.

REPRESENTING THE MULTIPLICATION AND DIVISION FACTS
(read from left to right)

X	1	2	3	4	5	6	7	8	9
1	1 one 1	1 two 2	1 three 3	1 four 4	1 five 5	1 six 6	1 seven 7	1 eight 8	1 nine 9
2	2 ones 2	2 twos 4	2 threes 6	2 fours 8	2 fives 10	2 sixes 12	2 sevens 14	2 eights 16	2 nines 18
3	3 ones 3	3 twos 6	3 threes 9	3 fours 12	3 fives 15	3 sixes 18	3 sevens 21	3 eights 24	3 nines 27
4	4 ones 4	4 twos 8	4 threes 12	4 fours 16	4 fives 20	4 sixes 24	4 sevens 28	4 eights 32	4 nines 36
5	5 ones 5	5 twos 10	5 threes 15	5 fours 20	5 fives 25	5 sixes 30	5 sevens 35	5 eights 40	5 nines 45
6	6 ones 6	6 twos 12	6 threes 18	6 fours 24	6 fives 30	6 sixes 36	6 sevens 42	6 eights 48	6 nines 54
7	7 ones 7	7 twos 14	7 threes 21	7 fours 28	7 fives 35	7 sixes 42	7 sevens 49	7 eights 56	7 nines 63
8	8 ones 8	8 twos 16	8 threes 24	8 fours 32	8 fives 40	8 sixes 48	8 sevens 56	8 eights 64	8 nines 72
9	9 ones 9	9 twos 18	9 threes 27	9 fours 36	9 fives 45	9 sixes 54	9 sevens 63	9 eights 72	9 nines 81

CONSOLIDATE THROUGH GAMES TO BUILD SPEED AND ACCURACY

Eg, *Beat the Teacher* and *Multiplication Toss* (HBJ Mathematics – Level 3)

Multiplication Toss:

Equipment: 2 ten-sided dice and an A4 sheet of cm grid paper for each player.

Rules: Two or more players take turns to toss 2 ten-sided dice (2 six-sided dice could be used initially). The result of the toss determines region possibilities, eg, a 6 and 4 could be recorded as a 6 by 4 rectangle on the player's A4 sheet (6 fours) or a 4 by 6 rectangle (4 sixes). The relevant fact is recorded in the region chosen. The Game proceeds with no regions overlapping until a player cannot take their turn in which case they either miss a turn or partition their region (see Extension below).

The winner is the player with the least number of uncovered cm squares.

Extension: If 8 and 6 are thrown but there is no room left on the grid to record 8 sixes or 6 eights, the turn can still be taken by partitioning, eg, 4 sixes and 4 sixes, or 2 sixes, 6 twos and 4 sixes.