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**LEARNING AND ASSESSMENT FRAMEWORK ZONE 1
INTRODUCING TARGETED INTERVENTIONS**

LIST OF TARGETED INTERVENTIONS

CHICKEN SCRAMBLE

ARRAY PLAY

HURRAY FOR ARRAYS

CHICKEN SCRAMBLE

Specific Teaching Focus:

To introduce **efficient and reliable strategies for counting large collections** by developing the ability to count a collection of 50 or more by 2s, 5s or 10s, focusing on how to organise the number of groups to facilitate the count, arranging the groups systematically in lines or arrays and skip counting.

Materials/Resources Required:

- A large number of counters (70-90) for each student or pair

How to Implement:

1. Teacher spreads out a large amount of counters within a large area of the floor.
2. Students are the chickens and must collect a fairly large pile of 'grain' (counters) in the most chicken-like way. Ensure that all students end up with roughly similar amounts.
3. The 'chickens' must then count how many pieces of grain they have collected.

Observe their strategies.

Stop students part way through their count and ask, "*How many so far?*"

Do any students lose count? Ask, "*Who knows where they are up to? Are you sure?*"

Choose a student using an efficient strategy. Eg. Grouping into 2s, 5s or 10s. Ask the student to explain what they are doing. Ask, "*Why is this better? How can we keep track of the count?*" (Someone may suggest/use an array of 'stacks'). Discuss various strategies and their validity.

4. Make a class list of efficient ways to count a large collection.

ARRAY PLAY

Specific Teaching Focus:

To introduce **arrays** through making and naming arrays to solve simple multiplication or sharing problems.

Materials/Resources Required:

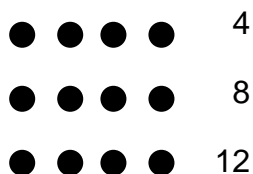
- Counters
- A4 2cm square grid paper or blank table using a computer program (Excel or Word)

How to Implement:

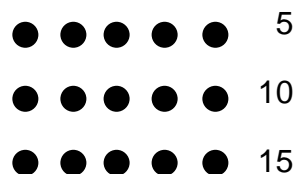
1. Teacher demonstrates to whole group first, using a handful of counters and placing these on the blank grid to make an array.
2. Emphasis should be placed upon how some numbers can be arranged in more than one way to make an array. Reinforce that an array is a rectangle or square made up of rows and columns.
3. Encourage students to explore many different array patterns for one number (Eg. 12, 2 sixes, 6 twos, 4 threes, 3 fours, etc) as this will reinforce factors.
4. Make arrays as shown below and ask students to count the rows (e.g. 2s, 4s, 5s).



“4 twos, 8!”



“3 fours, 12!”



“3 fives, 15!”

5. Students take turns arranging counters on the grid.

Discuss each student’s grid in terms of the number of rows and columns and the total number of counters.
6. Individually students can create their own arrays using computer tables and inserting symbols or using stamps or stickers on blank grid paper.

HURRAY FOR ARRAYS

Specific Teaching Focus:

To introduce **arrays** through making and naming arrays, using efficient strategies to work out totals. Eg. 3 fives, see 2 fives, 10 and 1 more five, 15.

Materials/Resources Required:

- Arrays of objects displayed on a card (arrays created by students could be used)
- Blank paper or card to use as a cover
- Coloured transparent counters and overhead projector for variation

How to Implement:

1. Teacher briefly flashes an array card to students. Students make the array they have seen and report back in terms of rows and columns and total, “*3 fours, 12.*” repeat for other array cards.
2. Teacher briefly shows an array card to students and asks, “*How many would be there if there were two more rows?*” Eg. “*3 fives, 15, 2 more fives, 10, so 25.*” Repeat for other array cards.
3. Teacher displays an array card that is partially covered and students make and name the completed array.

Follow up suggestions:

- This targeted intervention can also be performed using an overhead projector and coloured transparent counters.