

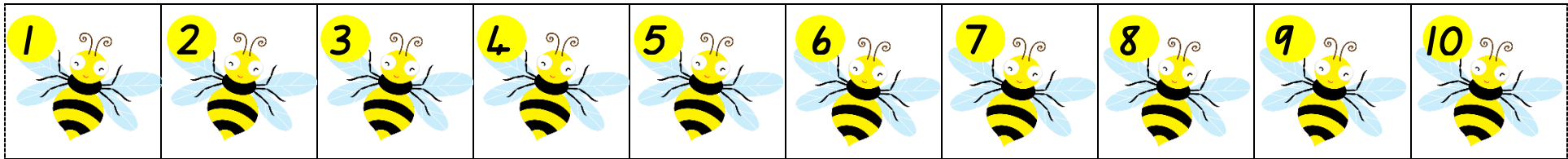
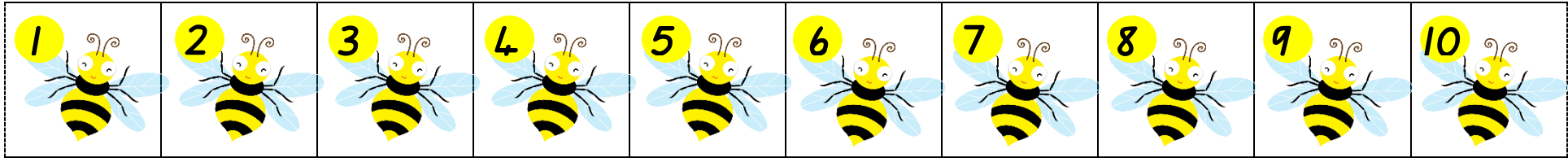
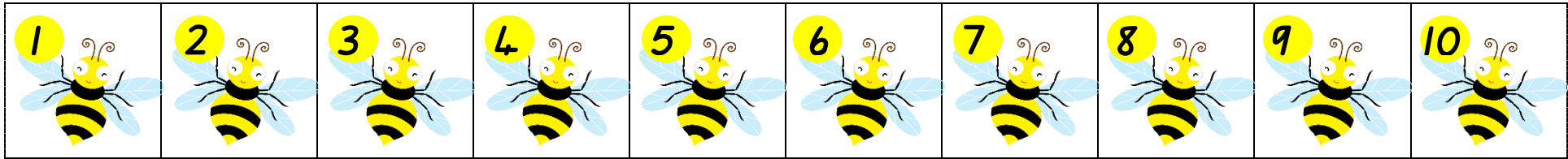
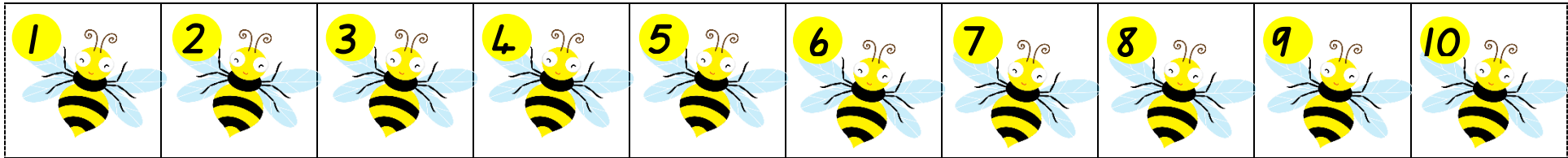
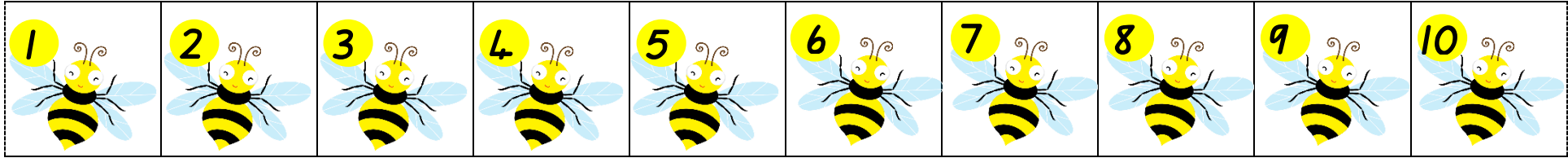


Busy Bee

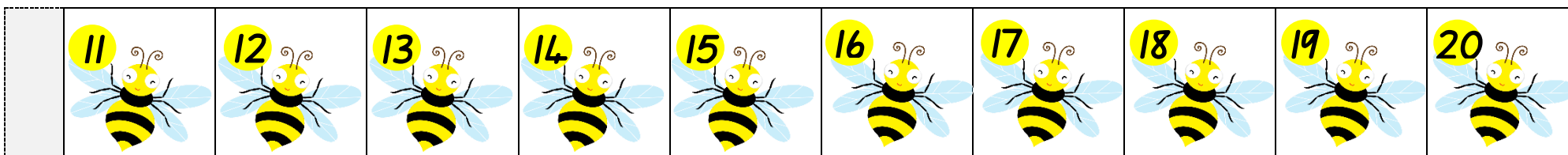
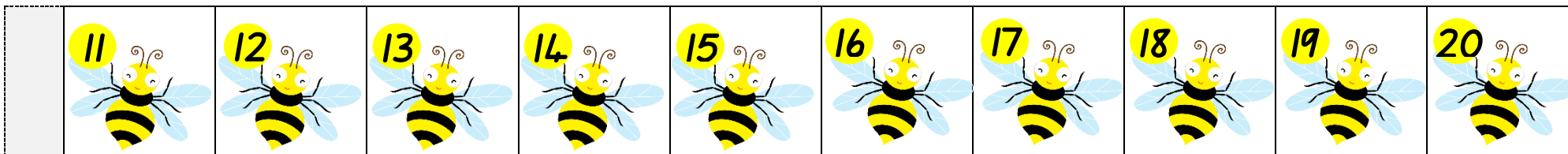
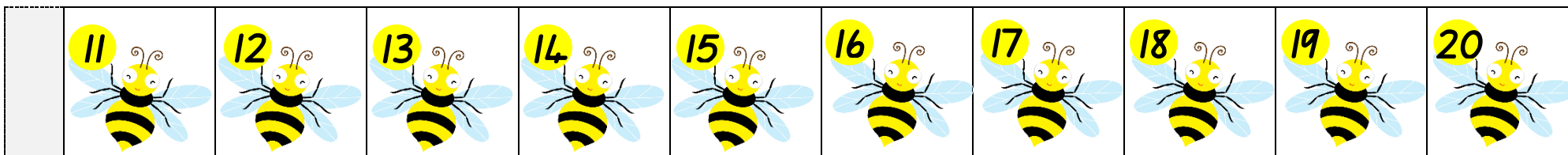
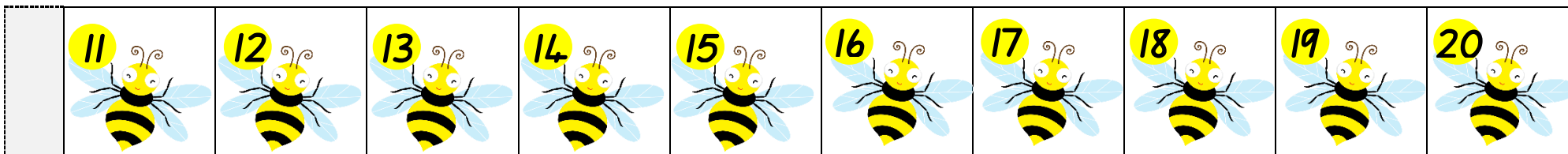
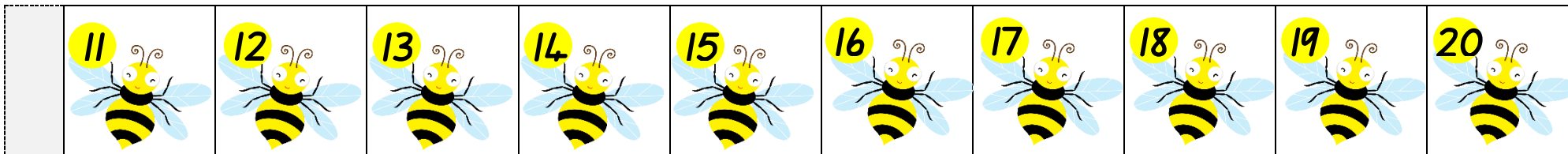
Number lines and dice



Busy Bees Number lines 1 - 10



Busy Bees Number lines 11 - 20



Teacher's Busy Bees Number line

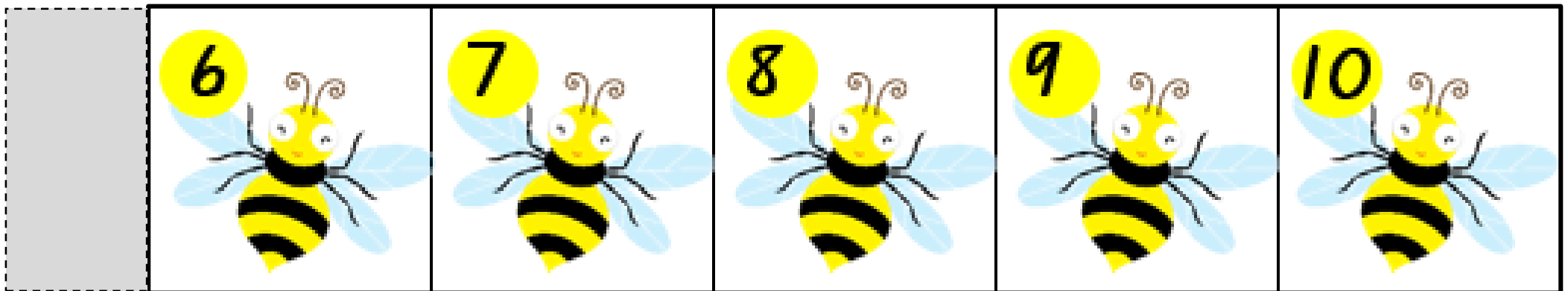
Print these strips. (A4 will be 5cm x 1 metre. Print on A3 if you would like larger.)

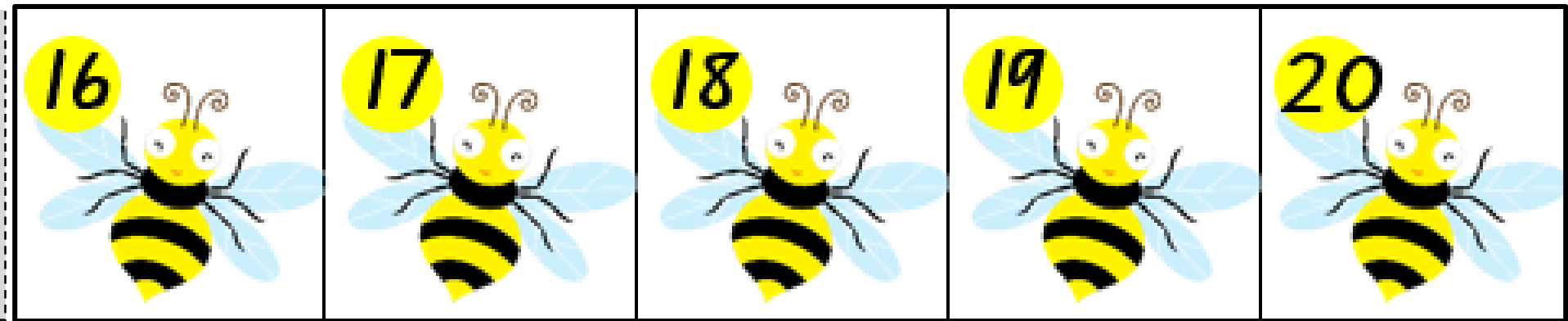
Cut out around edges, including the grey areas.

Glue the preceding number over each grey area to form a continuous number line. (You may wish to start with 1 – 10 only.)

Laminate for durability.

Display in the classroom and use for counting and number activities. (See suggestions below.)

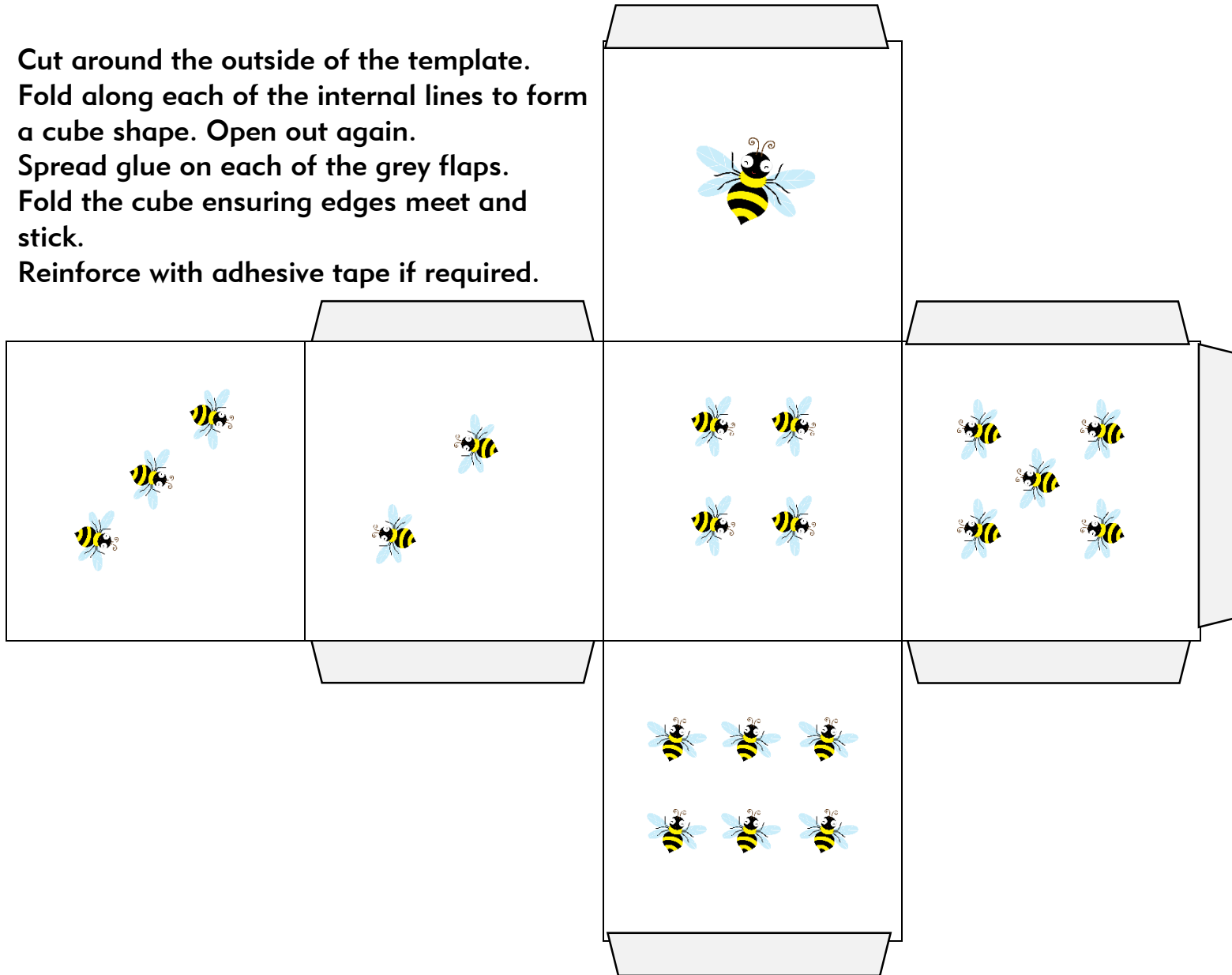




Cut around the circle on the dotted line, then laminate the flower and use it in activities on the number line.

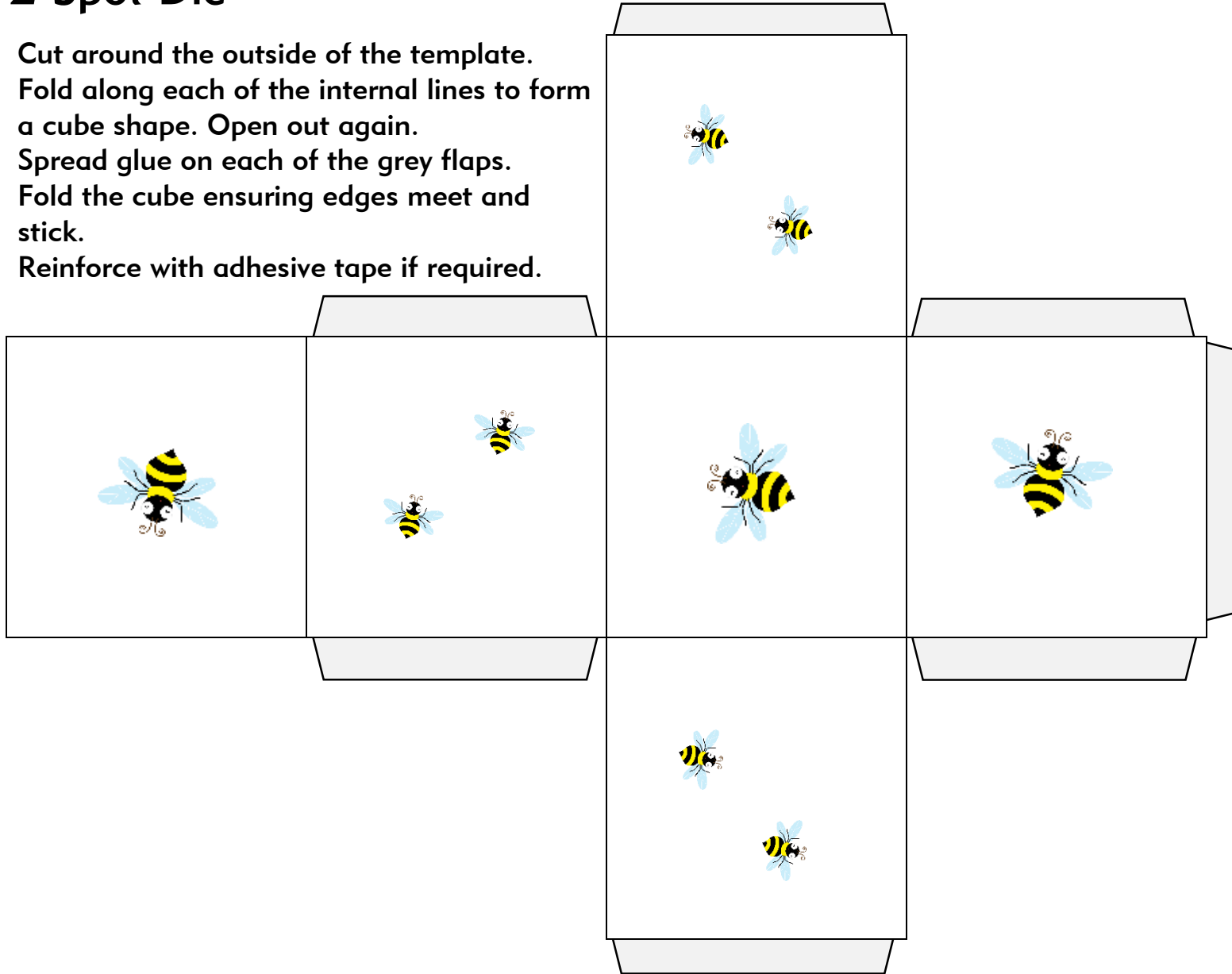
Busy Bees 6-Spot Die

Cut around the outside of the template.
Fold along each of the internal lines to form
a cube shape. Open out again.
Spread glue on each of the grey flaps.
Fold the cube ensuring edges meet and
stick.
Reinforce with adhesive tape if required.



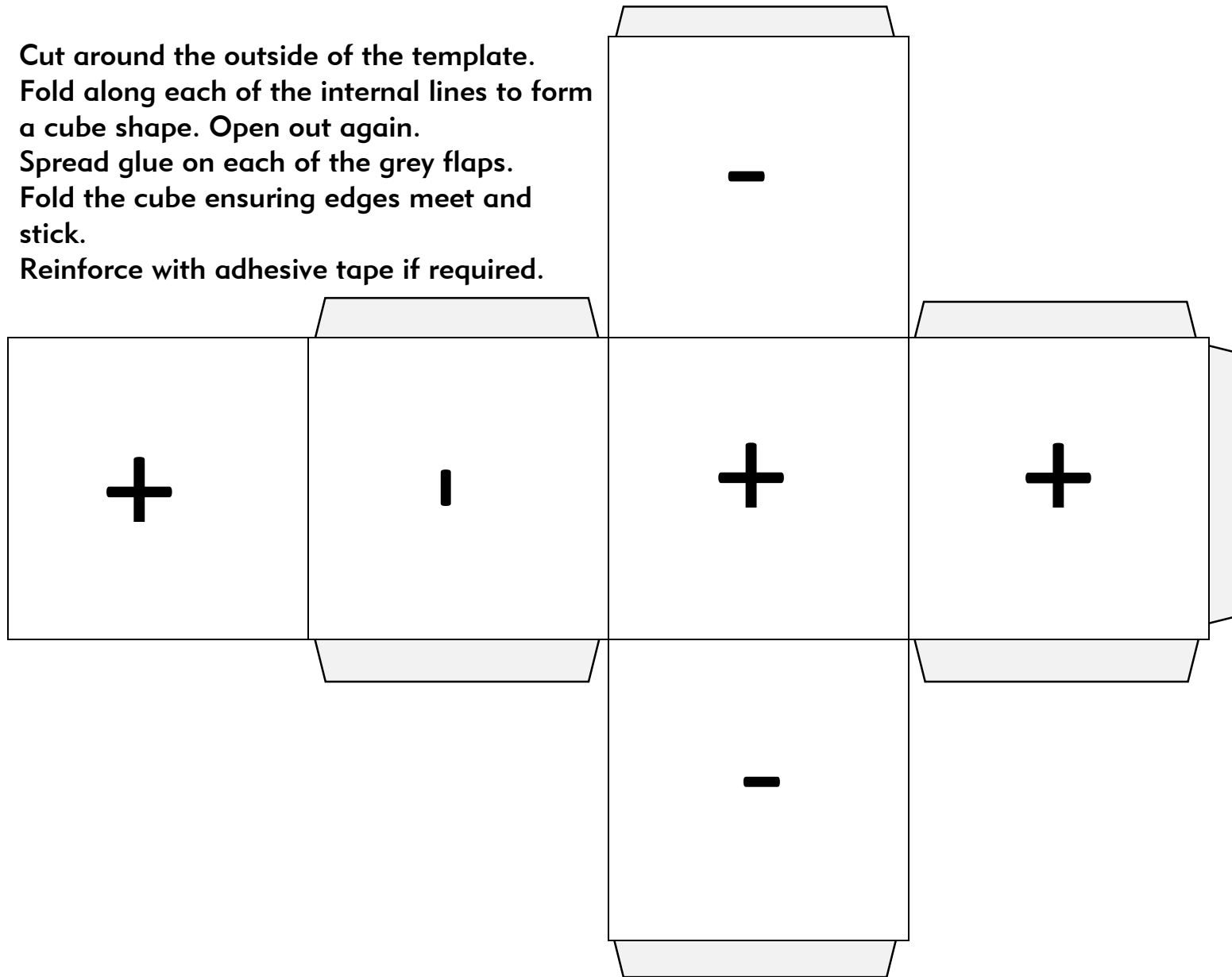
Busy Bees 2-Spot Die

Cut around the outside of the template.
Fold along each of the internal lines to form
a cube shape. Open out again.
Spread glue on each of the grey flaps.
Fold the cube ensuring edges meet and
stick.
Reinforce with adhesive tape if required.



Busy Bees + or - Die

Cut around the outside of the template.
Fold along each of the internal lines to form
a cube shape. Open out again.
Spread glue on each of the grey flaps.
Fold the cube ensuring edges meet and
stick.
Reinforce with adhesive tape if required.



Busy Bees Number lines and Dice

Preparation:

Start with the 1-10 number line.

Print enough copies for each child in the class to have a number line of their own.

Cut along the dotted lines at the ends of each number line and separating the number lines.

Laminate the individual number lines for durability.

When children are ready for counting to 20, print copies of both number lines (1-10 and 11-20) for each child in the class.

Again cut along the dotted lines at the ends of each number line and separating the number lines. A small grey section remains to the left of the number 11. Paste the number 10 over this section to join to the number 11. Laminate.

Note: Activities are not sequenced in order of difficulty. Choose those that suit your students.

Suggestions for use:

Distribute a number line to each student.

Counting

Ask children to point to each number as you count together in sequence, counting up to 10 and back from 10.

Recognising numerals

Point to one of the numerals and ask children to identify it.

Ask children to cover (hide) a particular number with a counter.

Start counting at any number

Ask children to point to a particular number and start counting from that number (up to 10 or back to 1).

Skip counting

Even numbers: Ask your students to place a counter just off the number line to the left of one. Tell them to jump over one bee and land on the next, then tell what number they land on. Continue until the end of the number line is reached.

Odd numbers: Ask your students to place a counter on the number one. Tell them to jump over one bee and land on the next, then tell what number they land on. Continue until the end of the number line is reached.

Identifying numbers in sequence

Cover one of the numbers. Ask children to identify the number and explain how they know e.g. by counting from one until the number is reached; or explaining that it comes before or after the number in sequence.

What comes before/after/between?

Ask children to identify numbers on the number line e.g.

What comes before 7?

What comes after 8?

What comes between 4 and 6?

Make a game of it

I'm thinking of a number

"I'm thinking of a number that comes before 7. Put your counter on the number I am thinking of."

Guess my number

Write a number on a piece of paper where children can't see it.

Invite children to ask questions in order to guess your number.

You may answer only "Yes" or "No" to any of their questions; e.g. Are you bigger than 6? Are you between 7 and 9?

When students think they know for sure, they should put a counter on the number. Reveal the number and discuss answers.

You could give children turns of choosing the mystery number.

Match my number

You need the 6-Spot die. Children need six counters.

Roll the die. Have the children put out the same number of counters.

Ask the children to rearrange the number of counters e.g. put them in a line, spread them out, put them in a tight group or put them in pairs.

Each time the counters are rearranged ask, "How many counters do you have now?" This helps children with both subitising and conservation of number.

Adding and subtracting

Don't fall off the edge

Requirements: number line, + or - die, 2-Spot die, a counter

Ask children to place a counter anywhere they wish on the number line.

Explain that you are going to do your best to have them fall off the ends of the number line. They will have to try to stay on the number line as long as possible.

At each turn:

- Roll both dice.
- Children move their counters as indicated by the dice.
- Ask children, "Are you near the edge yet?" "What number are you on?" "Will I be able to get you off the edge next time?"

Play until sometimes falls off the edge or time is up.

Race you to the end

A game for children to play in pairs or small groups. Each child requires a number line and counter. The group needs a die. If using a 1-10 number line, a 2-Spot die could be used. If using a 1-20 number line, a 2-Spot or 6-Spot die could be used.

Children start with a counter to the left of 1.

Children take turns to roll the die and move the number of spaces shown.

The winner could be either the last one remaining on the line, or the first one off. However this will need to be decided before the game begins.

How many rolls?

This is an activity children can engage in individually or in a group.

A number line, die and counter is required, plus pencil and paper.

Children start with a counter to the left of 1.

They predict how many rolls it might take for them to move their counter to the end of the number line.

Children roll the die and move the counter as indicated on the die, using tally marks to record the number of rolls.

When the end of the number line is reached, children total the number of tallies.

Individual children may repeat the activity and compare both results, or they may compare results with others.

These are just a few activities to get you started. I'm sure you will think of many others! Enjoy your Busy Bee number activities!