

## Tip Sheet: Week 19. “X-Ray Vision”

**Objectives:** To Order Numbers, Count objects to 10 and beyond. To compare by counting.

**Teaching Strategies connection:** 20. Uses number concepts and operations 20a. Counts 20b. Quantifies .

**\*\*New Large Group Activities: “Knock it Down” p. 298:** Develops number conservation. This is an activity that may seem silly but children love it. Children often don’t know that a quantity stays the same even though it is scattered (they may think the bigger the spacing, the more there are). Building a tower, naming the quantity of blocks; then knocking it down and counting again helps children with this concept.

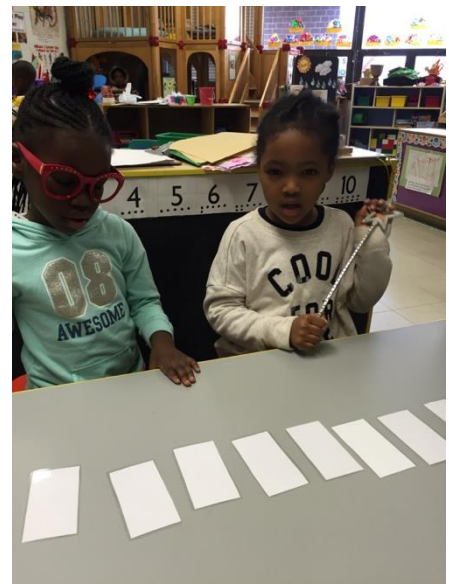
**Mr. Mix-up compare p. 302:** This helps children know that they can count to compare instead of using perception. Mr. mix-up could say something like “*I don’t know what I’m doing wrong. I think this one is taller, but they tell me I’m wrong, can you help me? Which one is taller?*”

### Small Group – p 313 - X-Ray Vision 1

**Materials-** Numeral Cards, wand, glasses (optional) and SGRS.

Both children seated on same side of the table facing the cards.

- Children work in pairs to place numeral cards 1–10, **face-up**, in numerical order from left to right in a straight row. (Support as needed). Then, teacher turns cards face down while children help count out all the numbers.
- Children take turns pointing and guessing. First player points to a card with the wand, second player uses “x-ray vision” to guess the number of the card. You might demonstrate how to point to a card and make it fun by saying “Abracadabra, Scooby doo, which one are **you**?”. When number is guessed and checked, player turns card facedown again. Roles are switched. You could have players change roles after two turns.



So what skills are you looking for? Can children put cards in order? Do children have a good general idea of where a number lies on the number line? Are they making a good guess? Do they have to count from one to find out? If a child is stuck, you may need to suggest that they can count from one to find out.

**To Modify:** Use only numerals 1-5. Use a number line as resource (only if necessary).

Children are gaining understanding of the number line and the relationship of numbers to each other in this activity. They are beginning to understand that 7 is higher than 5 on the line and therefore 7 is more than five.

**Computer Games:** Dinosaur Shop 2. Pizza Pizzazz 3