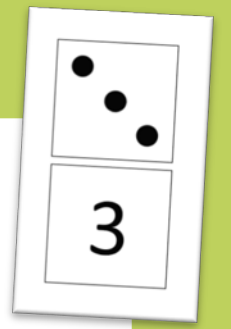
M30

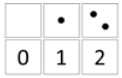
THREE, THREE, THREE, BIRDS IN A TREE



10–15 minutes

To confirm and consolidate understanding of the number concept three and learn its numeral
To reinforce the concept that neighbouring numbers in a number line differ by one
To practise matching dot number cards to digit cards
To practise the correct way to sequence number cards – from left to right with the lowest number always on the left
To foster the understanding that every next number in a number row is made by adding one to the previous number in the number row, and that taking one gives the number you started with

- Dot and digit cards for 0, 1 and 2 from M29 (per child)



- The rocket from M29 (or use a toy one)

- Dot and digit card for number 3 (per child)

- 3 bees and 3 daisies from M8

- A two-row abacus
- A toy rocket (or use the picture provided)

Introduction of Number Three:

Put all the beads to the right on your two-row abacus. Emphasise that when we use an abacus, we always start with beads on the right and slide them to the left.

Show your child 2 bees. Slide 2 beads on the top row over to the far left and say: *We have two beads for two bees.* Show the 2 dot card, and the 2 digit card.

Show 3 flowers and ask your child to slide 'as many beads as we have flowers' on the second row. Say: *Yes, that's right, we have three flowers and three beads for them.* Show the 3 dot card and the 3 digit card. Point and say: *This also means the number three. We can show three with dots or like this.*

Now ask: *Which is more, flowers or bees? Yes, there are more flowers than bees – one more. So what could we do so that there is 'a bee for every flower'?* (Add a bee, and a bead to the top row; take away a flower, and a bead from the second row).

Produce another bee. Ask your child to slide a bead across on the second row. Agree that there is now 'a flower for every bee', 'a bee for every flower' and 'a bead on the top row for every bead on the second row'.

Then say: *The first bee has now gathered all the nectar and pollen from his flower and is ready to fly away.* Move a bee away and slide a bead away to the right from the first row. Repeat until there are 'no bees left, zero bees'. Talk about the numbers, and what happens each time we take one away: *Number two is one less than three, number one is one less than two, and zero is one less than one.*

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Your child can match the 1, 2 and 3 digit cards to their corresponding dot cards.
Your child can count down from 3 to 0.
Your child can make 2 into 3 by adding 1, and 3 into 2 by taking 1 away.
Your child can identify number 2's neighbours as 1 and 3.
Your child can line up a row of dot cards and a row of digits from 0 to 3 in the correct order from left to right.
Your child is able to think of different objects that come in threes.

KEY TO LEARNING @HOME

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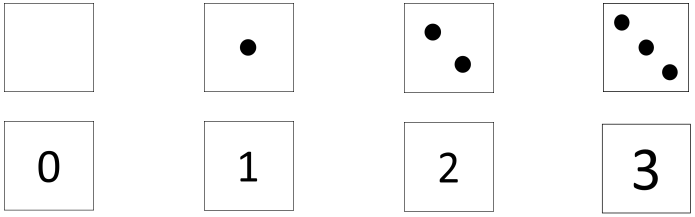
Take away the flowers *as they aren't full of nectar and pollen anymore* and say: *The bees are still hungry so let's give them some more flowers.* Slide beads from right to left on the second row, one at a time. Talk about the numbers and what happens to them as they increase, using this language: *There were zero flowers full of nectar and pollen for the bees, we add one so now there is one flower; we add one to the one we have, so now there are two; we add one to the two we have, so now there are three; see – number one is one more than zero, number two is one more than one and number three is one more than two.*

Give your child their dot number cards showing 0, 1, 2 and 3 and ask them to line the cards up from 0 to 3 in the right order, starting with 0 on the left. Then get them to line up the 0, 1, 2, 3 digit cards in the correct order, starting with 0 on the left. Tell them to make sure that each digit card is exactly underneath the matching dot number card.



Rocket Count:

Put your rocket out. Remind your child of how a rocket launch is counted backwards. Count down together from 3 and 'launch the rocket', i.e. count 3-2-1-0 and lift it high up above the table and carry it to a designated landing spot in your room.

Name the Neighbours:

Slide 2 beads to the left of the top row on your abacus and 3 beads to the left of the bottom row. Point to the top row and ask: *What do we need to do to make two into three on this row?* (Add 1 bead.) Now point to the second row and ask: *What do we need to do to make three into two on this row?* (Take away 1 bead.)

Emphasise: *We always make the next number in a number row by adding one to the previous number; and if we take one away, we get the number we started with. So all the numbers have neighbours; one neighbour is the number that is the one before, the other is the number that is the one after.* Point to the digit cards row 0, 1, 2, 3 and ask: *Who are number 2's neighbours?* (1, 3)

Jumping Jacks:

Show the 2 digit card and ask your child to jump one more jump or one less jump than is shown on the card (so that the answer isn't above 3). When they have stopped, ask them to tell you how many jumps they made. Repeat a few times.

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THREE, THREE, THREE, BIRDS IN A TREE – continued

Birds in a Tree:

Show your child the 2 digit card and say: *This shows the number of birds in a tree. But then one bird flew away – can you find the card that shows the number of birds left in the tree now?* Then say: *Now he's come back again so we have two birds in the tree again. But then another bird arrived – how many birds are there now in the tree?*

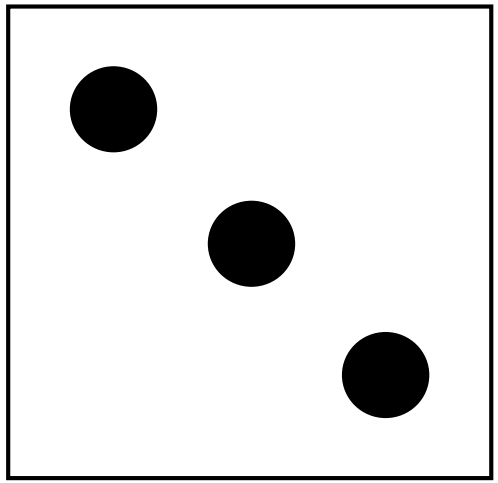
Repeat starting with the 1 digit card.

Play 'What Comes in Threes?'

Your child has to think of as many things as they can that come in threes, for example: The Three Little Pigs, The Three Bears, Three Billy Goats Gruff, Three Wishes, triplets, wheels on a tricycle, sides on a triangle, leaves on a clover, and so on.

If your child would like to, they could make a poster of their ideas of all things that come in threes, perhaps with the corresponding digit and dot cards in the centre of the poster.

Cut out the dot and digit card separately.



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