# Tens frames

Annotation

Millie can one-to-one match and count up to ten items. She demonstrates an understanding that the final count represents all counted items.

Problem: Tens frames

The teacher places in front of the student six tens frames with 2, 6, 1, 10, 0, and 8 spots, and a pile of counters.

The teacher poses this problem:

Put a counter on each of the dots on each of the tens frames, and say how many counters are needed for each card.
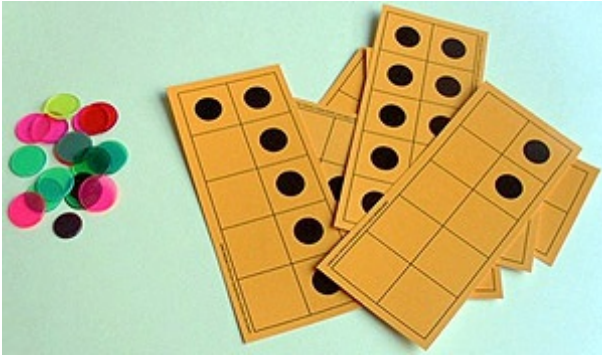
Student response

Millie carefully places counters one at a time on each dot and counts quietly to herself as she does so. She is able to say how many counters are needed for each card. When she encounters the card with no dots (0) she chuckles and says, "There aren't any dots. I don't need any counters for this one."

Matching game

Annotation

Luana can one-to-one count items to five showing an understanding of cardinality.

Problem: Matching game

The teacher places in front of the student cards that show a number of items from 0 to 5, and numeral cards, 0 to 5. Neither set of cards is in order. The teacher poses this problem:

Match the numeral cards to the picture cards.

Student response

Luana takes each picture out of sequence, points to each item and counts accurately one-to-one, giving a final count. She correctly matches each symbol card with its picture card, but makes no attempt to order these.
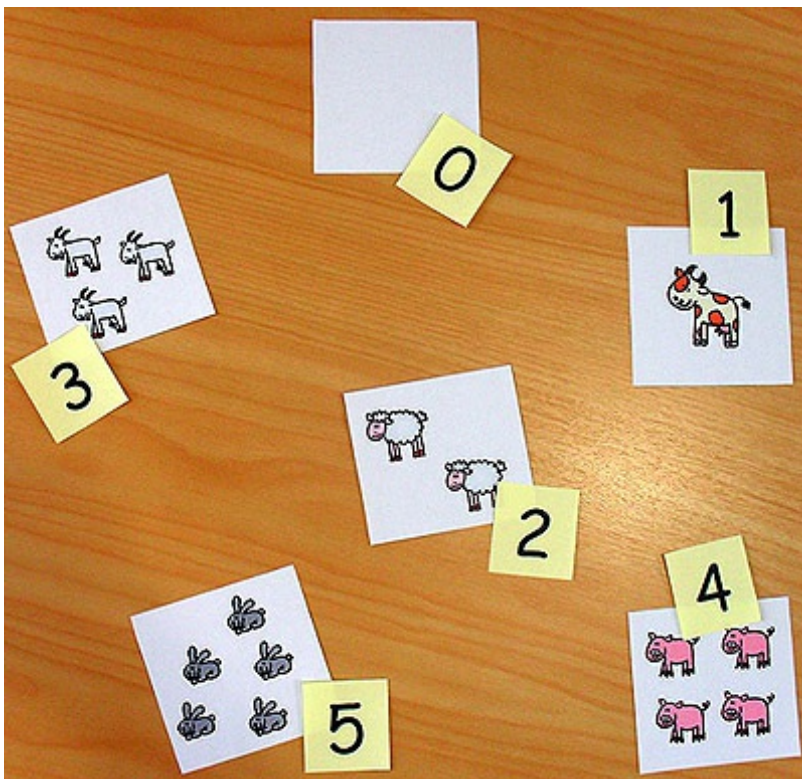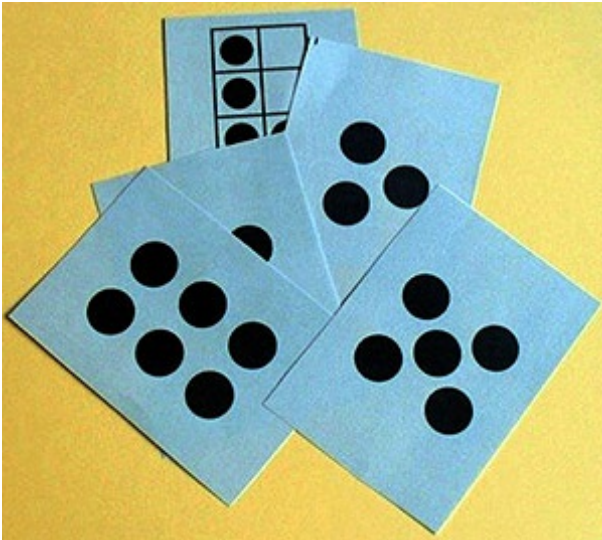
JAM Task 5A

Annotation

Kereama can instantly recognise (subitize) three, four and five. He can one-to-one count six and eight and demonstrates an understanding that the number he says represents the total count.

Problem: JAM Task 5A

The teacher shows the student cards with 3, 5, 4, 6, and 8 dots and poses this problem:

How many dots can you see?

Student response

Kereama correctly responds to each card.

"I just know that one (for three, five, and four)."

Kereama points to each dot and carefully counts 6 and 8 dots.

"That's six. That's eight."

How many?

Annotation

Lolesio accurately counts one-to-one and states correctly and confidently the total count.

Problem: How many?

The teacher asks the student to put his hand into a bag of marbles and take a handful. The teacher poses this problem with each handful taken:

Tell me how many marbles you have.

Student response

Lolesio puts the marbles in a line and then carefully counts the marbles one at a time.

"One, two, three, four." (for four marbles)

"One, two, three, four, five, six, seven." (for seven marbles)