



BRIGHTPENCIL KIDS

Grade 1 | Ages 5-7 | 12-page learning pack

Number Sense to 100

LEARNING GOAL

Read, represent, compare and reason about whole numbers to 100 using multiple representations.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Read, represent, compare and reason about whole numbers to 100 using multiple representations.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Number

Use it in your own sentence or explanation.

Quantity

Use it in your own sentence or explanation.

Compare

Use it in your own sentence or explanation.

Before

Use it in your own sentence or explanation.

After

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to numeration and counting.

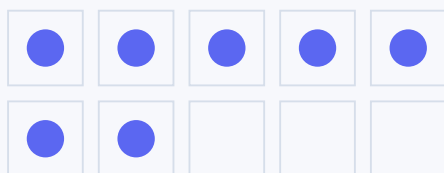
1

A number can be shown with objects, dots, words, tens and ones, or a position on a number line.

2

Compare quantities, not just the shape of written numerals.

SHOW IT ANOTHER WAY



Use counters, drawings, words and symbols. Strong maths moves between representations.

Adult: model the first item. Child: explain what you notice or how you know.

- 1 Write the number before and after 36.

- 2 Which is greater: 47 or 42? Explain.

- 3 Represent 28 as tens and ones.

- 4 Place 15, 50 and 85 on a 0-100 line.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Write the number before and after 36.

2 Which is greater: 47 or 42? Explain.

3 Represent 28 as tens and ones.

4 Place 15, 50 and 85 on a 0-100 line.

5 I am greater than 30, less than 40, and have 7 ones. What number am I?

SHOW YOUR THINKING

Use the idea in a new way

MATHEMATICS

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Represent 28 as tens and ones.

2 Place 15, 50 and 85 on a 0-100 line.

3 I am greater than 30, less than 40, and have 7 ones. What number am I?

4 Explain two ways you know 59 is greater than 52.

5 Write the number before and after 36.

SHOW YOUR THINKING

Talk 1 I am greater than 30, less than 40, and have 7 ones. What number am I?

Talk 2 Explain two ways you know 59 is greater than 52.

Talk 3 What strategy, clue or observation helped you most with numeration and counting?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Make two numbers with bundled sticks or groups of ten objects. Compare the groups before writing $>$, $<$ or $=$.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Create a number poster for 64 showing it four different ways.

Use this space to draw, label, plan or draft.

Independent challenge

MATHEMATICS

Try without help first. Then explain or check your work with a grown-up.

1 I am greater than 30, less than 40, and have 7 ones. What number am I?

2 Explain two ways you know 59 is greater than 52.

3 Create one new example that would help another Grade 1 learner practise numeration and counting.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- 37.
- 59 has the same five tens but seven more ones than 52; number-line reasoning also valid.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

Review status: original BrightPencil draft. Educational and rights review required before public publication.