

Second Big Book of Number

Introduction

Numbertime: Second Big Book of Number can be used throughout the year to support work in Number and Calculation. El Nombre, Little Juan and many of their friends from the popular BBC School Television series *Numbertime* help to make maths fun and accessible to all children.

These teacher's notes suggest how to get maximum value from the Big Book. Each page of the book can be used several times, leading to many activities. Most pages also have a border containing useful mathematical work.

Using page 3

The ladder

Main teaching point

Counting from 1 to 20 and back again

Using the picture

- Look at the picture with the children. Talk about the position of the characters and objects.

- ? Which is the highest window?**
- ? Which window is about halfway up the building?**

- Little Juan wants to climb the ladder to join El Nombre. With the children, count how many rungs he must climb. Count the rungs up to 20 and then back down to 1 at the ground.
- Label a dice 1, 1, 2, 2, 3, 3 and use it to generate the steps that Little Juan must take as he climbs up the ladder. Use a counter to represent Little Juan. On each throw, encourage the children to predict the number of the rung on which he will land.
- Once the children are confident counting up to 20, introduce the idea of El Nombre coming down the ladder. With the children, count down the rungs, from 20 to 1.
- Use the same dice as before to determine the steps that El Nombre must take as he climbs down the ladder, encouraging predictions.
- Now divide the class into two groups. One group is going to be Little Juan climbing up the ladder, and the other is going to be El Nombre coming down it. Choose a child from each group to take charge of the counters on the ladder. Race to see which character reaches his destination first.
- Tanto is very special because he can raise or lower himself on his spider thread. Tell the children that Tanto wants them to play a guessing game with him.

Introduce a second dice labelled +, +, +, -, -, -. Tell the children that the two dice will be thrown together. The plus-and-minus dice will determine whether Tanto climbs up or down the ladder.

- Where do the children think Tanto will be after three throws? Record estimates, then involve three children in generating moves for Tanto.
- Use the villagers to count up to 10. The children can then use features, such as eyes, to count up to 20. Cover up several of the villagers and count the number of villagers and eyes that can now be seen.

Using the border

- With the children, read the number words in the border from 1 to 20, and then in reverse order.
- Point to numbers on the ladder in the picture and ask children to find the matching number words.
- Cover up a number word and ask the children which is missing.
- Read a number and ask the children which number words are either side of it.

Using pages 4 and 5

Count in twos in Santa Flamingo

Main teaching point

Counting in twos

Using the picture

- Each picture introduces one or more characters who live in the village of Santa Flamingo. There are also opportunities within each scene for the children to identify objects that can be counted in twos.
- Draw attention to the number line along the bottom of the page, which can be used for support.
- In the first picture, Constanza Bonanza, the village school teacher, is in her classroom. Ask the children:

- ? How many children are in this class?**
- ? What is the quickest way to count them?**

Introduce counting in twos, and explain that in each picture there are things that can be counted in this way.

- In the second picture, Little Juan's friends, Pedro and Juanita, are holding balloons. Talk about the pairs of balloons that the children can see:
- ? How many different pairs of balloons are there?**
- ? How many balloons altogether?**
 - In the third picture, Mama is putting cakes on plates in the kitchen.
 - ? How many cakes are there?**

? Two of the cakes are for Mama and Little Juan. How many guests are they expecting?

- ⊗ In the fourth picture, Señor Gelato is counting the chocolate sticks in the ice-creams. How many more would he need if there were two more ice-creams?
- ⊗ In the fifth picture, Maria Consuela Tequila Chiquita and her little sister, Pepita, are dressing their dolls.

? How many doll's shoes are there?

- ⊗ Challenge more-able children by asking them how many buttons they can see. (Each doll has a cardigan with two sets of two buttons.)
- ⊗ In the final picture, Manuel is marking up the prices on his fruit-and-vegetable stall. The red peppers are 2p each. Invite children to calculate the cost of all ten peppers or given orders.

? Mama needs eight peppers to fill the tacos for supper. How much will this cost?

- ⊗ Can the children see Tanto in the picture? He has one of his spider friends with him.

? How many legs do Tanto and his friend have altogether?

- ⊗ Encourage two children to be the spiders. Show them how to face the rest of the group holding their fists together, side by side. Ask them to unfold one finger to make one spider's leg. Now ask them to unfold another finger.

? How many legs can we see altogether?

- ⊗ Keep counting in twos as the children continue to unfold their fingers one at a time, until each 'spider' has eight legs.

Using the border

- ⊗ Across the bottom of the page is a number line to support counting in twos. Encourage the children to notice the difference in the size of the knots.

? Which numbers have the larger knots?

- ⊗ Children may remember that these are the even numbers, or those in the family of 2. We say these numbers when we count in twos.
- ⊗ Across the top of the page and in the right- and left-hand borders are pairs of lizards.

? How many pairs are there?

? How many lizards altogether?

- ⊗ Talk about the lizards, describing their colour, size, tail length, and so on.

? Which are the biggest lizards?

? Which lizards have the longest tails?

- ⊗ Count the spots on each lizard: those in the first pair have one spot each, those in the second pair have two spots each, and so on.
- ⊗ Use this as a way to extend counting in twos to doubling.

- ⊗ Encourage the children to make predictions.

? These lizards have five spots each. They have ten spots altogether. How many do you think the next pair will have?

Using pages 6 and 7

The marble swap

Main teaching point

13 to 19 as sets of '10 and some more'

Using the picture

- ⊗ Talk about the page. The first picture shows a row of characters each holding a bag of marbles. The labels tell us that each bag has ten marbles in it.
- ⊗ In the next picture, Maria is holding her bag of marbles. Remind the children that there are ten marbles in this bag. Juanita is giving Maria another marble.
- ⊗ The third picture shows Maria with her bag of ten marbles and the 'one marble more' that she has just been given. Ask:

? Maria had ten marbles. Juanita gave her one more. How many does she have now?

! Eleven is 10 and 'one more'.

- ⊗ Write the number 11 on a white board and then draw attention to the one ten and 'one more', or one unit.
- ⊗ Pepita has her bag of ten marbles. Maria gives her three more. Pepita now has a set of 10 and three more.
- ⊗ Pedro has his bag of ten marbles. Pepita gives him five more. Pedro now has a set of ten and five more.
- ⊗ In the final pictures, Little Juan has his bag of marbles and Pedro gives him 10 more. Ask:

? What should Little Juan do?

- ⊗ Little Juan puts his ten new marbles in another '10' bag. He has two sets of 10 and no more. Ask:

? How should this number be written?

? What is this number called?

- ⊗ Once the children are familiar with the story and how to record the numbers 13 to 19, you can challenge them further. Tell the story again, this time calculating the number of marbles that the 'giver' has left on each occasion. For example:

? At the start of the story, all the characters have ten marbles each. Juanita gives one of hers to Maria. How many does Juanita have left?

? Maria now has eleven marbles. She gives three of them to Pepita. How many does Maria have left?

Using the border

- ⊗ Use the border to reinforce the idea of a teens number as a 'set of 10 and some more'. Ask:
- ❓ Who can see the picture that shows the number 17?
- ❓ Find the picture that shows the number of marbles between 13 and 15.
 - ⊗ Draw attention to the two complete marble bags (bottom right).
- ❓ How many marbles are in these bags?

Using page 8 Sharing toys

Main teaching point

Even numbers as numbers that can be shared fairly between two

Using the picture

- ⊗ Talk about the page with the children. Little Juan and Pedro want to choose those sets of toys that can be shared equally between them. El Nombre suggests that they look for even numbers.
- ⊗ With the children, look at each set of toys in turn. Count the toys and then count out the same number of counters or cubes. Choose two children to be Little Juan and Pedro and encourage the rest of the class to direct the sharing of the counters between them. Once all the counters have been distributed between the two children, ask:
- ❓ Do they each have the same number of counters?
- ❓ Would Little Juan and Pedro have been able to share these toys fairly?
 - ⊗ Draw a chart on a white board or large piece of paper as follows:

<i>Numbers that can be shared fairly between two</i>	<i>Numbers that cannot be shared fairly between two</i>

- ⊗ List the numbers in the columns and talk about any patterns that the children can see. Encourage them to notice that all the numbers that can be shared fairly between two people are those in the 'family of 2'. They are the numbers that the children say when they are counting in twos.
- ⊗ Explain that these numbers are known as 'even' numbers.
- ⊗ Draw the children's attention to the final digits: 2, 4, 6, 8, 0. All even numbers end in one of these digits.

- ⊗ Once the children are confident in identifying even numbers, extend this activity by asking:

- ❓ What would happen if we added three more wooden chickens? Would the boys be able to share them fairly?
- ❓ Would the boys be able to share the toy carts if we added three more?
- ❓ Tanto is hiding among the toy spiders. Does this mean that the boys can share the toy spiders fairly?

Using the border

- ⊗ Demonstrate how to count around the border snake, clapping on all the even numbers.
- ⊗ Eventually, children count along the snake, saying only the even numbers.
- ⊗ Once they are competent at this, change the rules to those of a game of 'buzz', in which the even numbers are replaced by the word 'buzz'. To extend this game further, numbers that are in the family of 10 should be identified as 'fizz buzz'.
- ⊗ As the children become more confident, they will be able to count around the class:

one, buzz, three, buzz, five, buzz, seven, buzz, nine, fizz buzz!

- ⊗ This game encourages careful listening and ensures a sound knowledge and understanding of number order.
- ⊗ The number snake can also be used as a track for dice games, with hazards or bonuses attached to the tens numbers.

Using page 9 Odd numbers

Main teaching point

Identifying odd numbers as those that cannot be paired

Using the picture

- ⊗ El Nombre explains to the children that an odd number is found when they count in twos and add 'one more'. Each picture on this page illustrates an example of this.
- ⊗ In the first picture, Mama's washing-line has five pairs of socks and one more.
- ❓ How many socks are there on the line?
 - ⊗ Encourage the children to count the socks in twos and then add the extra sock.
 - ⊗ In the next picture, Pedro and Juanita each have a pair of football boots. Little Juan has only one boot, because he has lost the second boot. The picture has two pairs of boots and one more.

Again, encourage the children to count '2, 4 . . . and one more makes five boots'.

- ⊗ Look through all the pictures in turn, counting the total number of objects in each:

Pepita has built two towers that are not the same size – she has put an extra block on one tower. The blocks can be counted in twos from the bottom of the towers, and then the extra one added.

Maria's sandman has three pairs of buttons and one more.

Señor Gelato has made four ice-creams with two scoops and one with a single scoop.

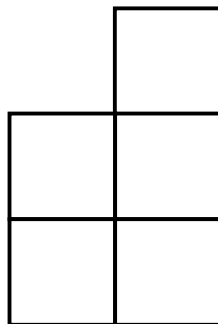
Finally, Tanto is holding a crayon in each front leg and a leg from the pair behind. He has two pairs of legs on the ground and one leg from the next pair.

- ⊗ On a white board or a large sheet of paper, record all the odd numbers collected: 11, 5, 15, 7, 9, 3.
- ⊗ Encourage the children to look at and collect the final digits: 1, 3, 5, 7, 9.
- ⊗ Challenge children to ascertain that numbers ending in these digits are always odd, i.e. can never be shared fairly between two.
- ⊗ Represent each of the pictures using linking plastic cubes, but rather than making 'towers', build the number using pairs of cubes and the 'one more' as shown:

Little Juan's odd boot

Juanita's pair of boots

Pedro's pair of boots



- ⊗ Talk through the structure: three pairs of boots – 2, 4, 6 – and one more . . . 7.
- ⊗ Models of this type give a strong visual image of an odd number. The structure itself invites the addition of an extra cube to make something 'complete'.
- ⊗ Ask the children:

? How many more would I need to add to make this into an even number?

- ⊗ Later, children will be able to see (by turning the structures and fixing them together) that adding two odd numbers together always produces an even total.

Using the border

See 'Using page 8'.

Using pages 10 and 11

Little Juan's party

Main teaching point
Number bonds to 10

Using the picture

- ⊗ Talk about Mama's problem.

? How many children will be at Little Juan's party?

! Count them at the top of the page.

- ⊗ Mama wants to make sure there is enough of everything at the party for all the children to have 'one each'.

? How many of each thing does Mama need?

- ⊗ Draw attention to the table, where Mama has put all the party things that she has so far:

? How many crackers are there?

? So how many more does Mama need to buy?

- ⊗ Show the children how to use the line of children at the top of the page as support.

? There is a cracker for Little Juan (who is the first character in the line), so how many more will Mama need?

- ⊗ When the children understand this process, work towards using the page to encourage instant recall of number facts (in this case, the number bonds or complements of 10).

- ⊗ Encourage less-able children to use their fingers as an additional support, by holding up ten fingers, then putting down the number of sandwiches, for example, that are already on the table. Counting the fingers that remain upright will indicate the number of sandwiches still needed.

Using the border

- ⊗ The border contains striped, spotted and plain birthday candles in two lengths and three colours. Ask:

? How many short candles are there?

? How many red candles are there?

? How many candles are striped?

- ⊗ There are two candles of each type. How many pairs can the children find?

- ⊗ Play an attribute game using three dice that are labelled using words or shapes/patterns/colours as follows:

– long, long, long, short, short, short

– red, blue, yellow, red, blue, yellow

– striped, spotted, plain, striped, spotted, plain.

Invite a child to 'generate a candle' by throwing the three dice together. Who can find the candle that the dice describe?

Using pages 12 and 13

The football crowd

Main teaching points

Counting in fives and tens

Using the picture

- ⊗ This double-page spread shows the crowd of spectators at the Big Match in Santa Flamingo. They are seated in rows of five. By counting across the entire spread, children can also count in tens.

? How many people can you see in this half of the crowd?

? How many people can you see in the crowd altogether?

Point out the number line on the barrier at the bottom of the page. This can be used to support counting in fives and tens.

- ⊗ Now encourage the children to look carefully at the crowd and to answer the following questions:

? How many people are:

- wearing sunglasses?
- eating ice-creams?
- holding flags?
- wearing hats?
- wearing scarves?
- holding balloons?
- waving a hand?

- ⊗ Once the children have seen that the answers to these questions can be found by counting in fives and tens, extend the challenge to include counting combinations of attributes.

? How many people are wearing hats and eating ice-creams?

? How many people with flags are wearing scarves?

- ⊗ Encourage children to make up their own challenges for each other to solve.

Using the number line on the barrier

- ⊗ Use the number line to support the counting of the crowd in fives and tens.
- ⊗ Ring the changes by starting at different points.
- ⊗ Encourage children to count forwards and backwards along the line.
- ⊗ Count along in fives together, with children raising their hands alternately, fingers outstretched.
- ⊗ Use both hands together as you count in tens.
- ⊗ Place a finger on the number line and ask children to predict where you would land if you took four jumps forward.

? Here is number 65. If I jumped back four places, where would I be?

Using pages 14 and 15

The ticket queue

Main teaching point

Ordinal numbers to 20

Using the picture

- ⊗ Talk about the picture with the children, explaining that this is the queue of people waiting to buy tickets for the Fantastic Firework Fiesta in Santa Flamingo.

Encourage the children to look for familiar characters in the queue.

Start by developing the use of positional language. Ask:

? What is the person in front of Juanita carrying?

? What does the person behind Mama have with him?

? What is the person doing who is standing between Manuel and Señor Gelato?

Include counting in the challenges. Ask the children:

? How many people will be served before Juanita?

? How many people are behind Maria in the queue?

- ⊗ Now introduce some of the vocabulary of ordinal numbers. Ask:

? Who is the first person in the queue? (How did he get there?)

? Who is the second person in the queue?

? What is the person doing who is last in the queue?

? What is the fourteenth person in the queue doing?

? Who is the ninth person in the queue standing behind?

? Who is in front of the sixteenth person in the queue?

! Tell me something about the thirteenth person in the queue.

? What position in the queue is Mama?

? What position in the queue is Señor Gelato's customer?

- ⊗ Extend more-able children by asking:

? Who will be the third person in the queue when El Nombre has been served?

- ⊗ Tickets for the Firework Fiesta are 10p each.

? How much will it cost Mama to buy a ticket for herself and a ticket for Little Juan?

? Constanza Bonanza is buying four tickets. How much change will she get from 50p?

? Señor Gelato's tickets cost him 60p. How many did he buy?

- ❓ **Señora Fedora had 20p change from £1. How many tickets did she buy?**
- ❓ **If everyone in the queue had bought just one ticket, how much money would the ticket seller have taken?**

Using the border

The border presents number pattern puzzles. The children have to identify the missing numbers.

- ⊗ The border across the top of the page counts in fives.
- ⊗ The left-hand border counts in twos. Remind children about the 2, 4, 6, 8, 0 pattern that they encountered previously.
- ⊗ The border across the bottom of the page counts backwards from 15.
- ⊗ The right-hand border counts in tens.
- ⊗ Encourage counting forwards and backwards by counting from left to right and back again along the top and bottom borders. Count from top to bottom and back to the top, using the right- and left-hand borders.

Using pages 16 and 17

The Fantastic Firework Fiesta

Main teaching point

'The difference between'

Using the picture

- ⊗ Discuss the differences between the two pictures. One shows the preparations for the Firework Fiesta, the other shows it in full swing.
- ⊗ Talk about the times of day shown in the pictures.

- ❓ **What is going on in the daytime picture that would not happen at night-time?**
- ❓ **What is going on in the night-time picture that would not happen in the daytime?**
- ❓ **Why do you think Señor Gelato is selling something different at the fiesta?**
 - ⊗ Now encourage the children to look for and describe as many differences as they can between the two pictures. Gradually, introduce aspects of number, initially using objects that can be counted.
- ❓ **How many Catherine wheels have been used? How do we know?**
- ❓ **How many of the large fireworks in pots have been used? How many are there still to light?**
 - ⊗ Now introduce examples of the 'difference between':
- ❓ **What is the difference between the number of toffee-apples on the table in the first and second pictures?**

Encourage the children to use the number line on the garland for support.

- ⊗ There were twenty toffee-apples on the table in the first picture, and four in the second. Show the children how to start on number 20 and count the number of steps that it takes to go back to number 4 (each step eats one toffee-apple).
- ⊗ Show the children that the same answer is reached when you start on 4 and count the steps to 20. It doesn't matter which way you count, the number of steps between the two numbers, or the 'difference' between them, stays the same.
- ⊗ Repeat this idea, looking at the difference between the number of cups or pizza slices. Comparing the number of balloons in the picture will take the children beyond the scope of the number line and will encourage them to count on 'in their heads'.
- ⊗ Use the pizza slices and the turkey to introduce fractions. About half the turkey has been eaten. The pizza slices each represent a quarter of a pizza. Talk about how much of each pizza is left.

❓ **How much of a pizza is Tanto eating?**

- ⊗ Use Señor Gelato's soup enterprise as an opportunity to revise counting in twos within the context of money.

Each cup of soup costs 2p.

❓ **How much would three cups of soup cost?**

Using pages 18 and 19

The farm

Main teaching point

Doubling and halving

Using the picture

- ⊗ Ask the children to compare the two pictures on this double-page spread and talk about the similarities and differences.
- ⊗ Encourage the children to confirm that the number of objects on each page is exactly the same.
- ⊗ Use the border pictures of dice and dominoes to introduce the idea of doubles. Just as the number of spots on each side of a double-domino are the same, so are the number of animals in each picture.
- ⊗ Help the children to read the instructions given by El Nombre at the top left-hand side of the page. By counting the animals, the children will be able to find lots of doubles. Start with a simple example:

- ❓ **How many dogs are there on this page?**
- ❓ **How many dogs are there on the other page?**
- ❓ **How many dogs are there altogether?**
- ❓ **So double one is . . . ?**

Then invite the children to choose different animals or objects to count and make their own doubles.

Record the findings collaboratively on a white board or a large sheet of paper.

- ⊗ Similarly, the pages can be used to explore halving. This time, the children start by counting the total number of animals on the two pages, and then the number on one page:

- ❓ **How many donkeys are there altogether?**
- ❓ **How many donkeys are there on 1 page?**
- ❓ **So half of 4 is . . . ?**

- ⊗ Encourage the children to begin to see, through using the pages, that doubling and halving are inverse operations.
- ⊗ Sing El Nombre's instructions at the top of these pages to the tune of the Mexican Hat Dance.

Using the border

- ⊗ The dice and dominoes offer everyday examples of doubles that will be familiar to the children.
- ⊗ Talk around the border, counting the spots on each dice and adding up the totals. This reinforces the number-doubles discovered through the use of the pictures.

The dominoes at the bottom have one side blank. Encourage the children to compare these to the dominoes above, which are doubles, using number sentences:

- ❗ **This domino has five spots.**
This domino has ten spots; it is a double-five.

- ⊗ Count along the lines of double-dice and dominoes, saying the total number of spots each time. Make links between this and previous experiences of counting in twos and even numbers.

- ❓ **Are any of the 'doubles' odd numbers? Why not?**

Using pages 20 and 21

The picnic puzzle

Main teaching point

Using mental mathematics

Using the picture

- ⊗ This double-page spread presents a problem-solving activity that can be subdivided into four separate puzzles to solve on different occasions.
- ⊗ Four characters are separated from their picnic lunches by a river and a trail of stepping-stones. To find the path across the stones the children have to solve the number puzzles. The trail for each character uses different stepping stones with different problems, and it is in this sense that the pages present four separate mental maths activities.
- ⊗ The pages are intended to be approached as a whole-class or group activity, with an adult directing the

task and reading the clues. Encourage the children to discuss the clues, interpreting the demands of the questions, working collaboratively and sharing ideas as they find solutions.

- ⊗ To support the children, talk through the problems carefully, inviting them to offer their ideas and suggestions. Use apparatus, number lines or artefacts (including children!) to provide counting support for younger or less-able children where appropriate.
- ⊗ Each puzzle is partly self-correcting. Once a picnic basket has been reached, the children should look carefully at its contents. In each basket is hidden an item that will help to identify its owner. In Mama's basket is a small bunch of flowers. Tanto is hiding in Little Juan's lunch. Pedro is a keen football player, and there is a football boot hidden in his basket. There is a doll in Juanita's. Although these items should not be pointed out in advance, if children spot these clues before a basket is reached, it does not matter. Having an idea of which basket you are aiming for will not help very much in solving the number puzzles!
- ⊗ The activity lends itself to the use of 'show me' resources, but as numbers over 10 are involved, the children will need to use digit cards rather than number fans to display their ideas.
- ⊗ As a follow-up activity, invite children to work in groups to devise their own number trails for others to follow. Less confident writers should be encouraged to use a combination of number sentences, symbols and pictures.

Using pages 22 and 23

The Santa Flamingo Stores

Main teaching point

Shopping to 20p

Using the picture

- ⊗ Discuss the picture with the children. Use questions to encourage them to learn the names of the items for sale and to develop positional language. Introduce words such as: *above, below, in between, in front of, behind, next to*.
- ❓ **Where is the rice?**
- ❓ **What is above the counter?**
- ❓ **What is next to the jar of lollipops?**
 - ⊗ Draw attention to the prices in the store. Ask children to use plastic or real money to show you how much the various items cost. Encourage them to use vocabulary related to prices:
- ❓ **Which is the most expensive item in the shop?**
- ❓ **What is the cheapest thing you could buy?**
 - ⊗ Introduce the idea of making amounts using different coins.

- ?** This item costs 8p. How many different ways could you pay for it?

 - ⊗ Encourage a role-play activity, with one or more children taking the role of a shopkeeper. Provide plastic coins and a few props (recycled materials, plastic cubes, etc.) to represent the items for sale. The other children take the role of customers, choosing and buying goods and needing change.
 - ⊗ Equip each customer with 20p to spend at the shop. Draw attention to the line of 1p coins in the border, which can be used for support in calculations.
 - ⊗ As change is given, introduce the strategy of 'counting up' from the price to the amount offered. Remind children that the change given is the difference between the price of the item and the amount given to the shop assistant.
 - ⊗ Use cheaper items to place counting in multiples in context:
- ?** How much will five items at 2p each cost?
- ?** How much will six lollipops cost?

 - ⊗ Encourage comparison and the identification of difference:
- ?** Which costs more, a water-melon or a scoop of coffee beans?
- ?** How much more does it cost?

 - ⊗ In role as characters from Santa Flamingo, the children help you to compile appropriate shopping lists for them. Calculate the total cost of the shopping on each list.
 - ⊗ Encourage concentration and memory skills as the children take on the roles of shop assistants and memorise the customers' shopping lists.
 - ⊗ Use the shop as the focus for mental maths sessions:
- ?** How much would it cost to buy a scoop of rice, a watermelon and a sombrero?

 - ⊗ Use longer lists to encourage calculator skills. Groups of children use calculators to carry out the addition of the same list before comparing their answers.
 - ⊗ Encourage the children to estimate the cost of multiple items before working out the answers.
- ?** Was the calculated answer greater or smaller than your estimate?

Using page 24

Map of Santa Flamingo

Main teaching point

The hundred-square

- ⊗ This page supports and complements other classroom work based on the hundred-square. Explain to the children that the map of Santa Flamingo is underneath a hundred-square and that, unfortunately, all the numbers, except the first number of each row, are missing. Count together along each row of the square, saying the numbers that would be in each square.
- ⊗ Provide plenty of practice in identifying individual squares, allowing the children to take turns in choosing a square, and then working together as a class to identify its number. Show the children how to look at the numbered square at the end of the row and to count along:
- !** The square at the end of this row is 51, so this square must be 52, 53, 54.

 - ⊗ Encourage the children to identify the squares on the board by asking them to describe the position of the items in the picture:
- ?** In which square is Señor Galato's ice-cream cart?

 - ⊗ Reverse the challenge by giving a location and asking the children to identify what is in it:
- ?** What is in square 65?

 - ⊗ Use a standard hundred-square to reinforce the patterns of numbers to be found or stick small self-adhesive notes to page 21 to record numbers and draw attention to patterns. Show the children how the tens digit in any row increases by one as you move down the grid. The units digit in any column increases by one as you move across the grid from left to right.
 - ⊗ What is special about the column at the far right of the grid?
 - ⊗ Children can attempt more difficult puzzles once they are familiar with the patterns. Having identified a square, ask them to think about what numbers will be above and below it and to either side. Encourage them to use their knowledge of the hundred-square patterns to solve these problems, becoming less dependent on 'counting on' from the numbers at the end of the rows.