



Makes Maths Fun

Level 1

Whole Number

Bloomsmath is a comprehensive mathematics program which provides a fun way for every student to be learning to the best of their ability.

By Rachel McCann (B.Teach; B.Ed Hons; M.ED (Special Ed.))

# BLOOMSMATH

Makes Maths Fun

Also Available in the Level 1 Program

Addition

Subtraction

Multiplication & Division

Fractions & Decimals

Probability

Patterns & Algebra

Data

Length

Area

Volume

Mass

Time

3D Shape

2D shape

Position

## Whole Number

Level 1 is designed for students in their first year at school. The Whole Number strand for Level 1 provides opportunities for students to count, order, read and represent numbers from 0 to 40.

**Knowledge:** Students finish number patterns in sequential sequences, provide the number before and after a given number and count how many are in each set and write that number as required.



Students who demonstrate proficiency in this activity move on to Comprehension.



Students stop here as they require additional teacher support to master this activity.

**Comprehension:** Students complete a game of bingo using a regular die and a 1, 2, 3 die to make numbers up to 40 and use counters to mark these off on the given bingo boards.



Students who demonstrate proficiency in this activity move on to Application.



Students stop here if time has run out or they require additional support with this activity.

**Application:** Students play bingo again using the 2 dice but this time they make their own bingo boards on the blank boards provided thus further reinforcing the identification and recording of numbers to 40.



Students who demonstrate proficiency in this activity move on to Analysis.



Students stop here if time has run out or they require additional support with this activity.

**Analysis:** Students play bingo again but this time they are able to use the number before and after the number rolled to reinforce sequencing and recording of more numbers in the range from 0 to 40.



Students who demonstrate proficiency in this activity move on to Synthesis.



Students stop here if time has run out or they require additional support with this activity.

**Synthesis:** Students play bingo again but this time they not only record the numbers before and after the number rolled but must select their own numbers for their bingo board using the blank boards provided.

**Evaluation:** Suggested questions and activities provide a starting point for discussions related to Whole Number such as students suggesting ways to make 1 to 1 counting easier.



Students may complete more or fewer activities for each learning outcome depending on the time allocated and their strength in the area being covered.



All students should participate in the Evaluation discussion to encourage the use of mathematical language, logical reasoning and reflection on that which they have completed.

Name: \_\_\_\_\_

# Find The Number

Finish these number patterns.

12, 13, 14, 15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

3, 4, 5, 6, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

19, 18, 17, 16, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

8, 9, 10, 11, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

24, 25, 26, 27, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

19, 20, 21, 22, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

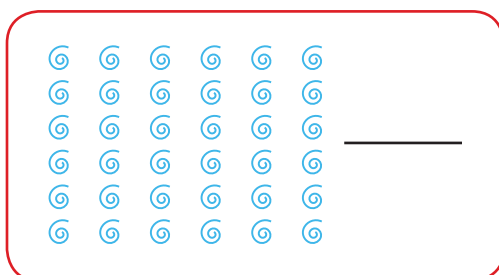
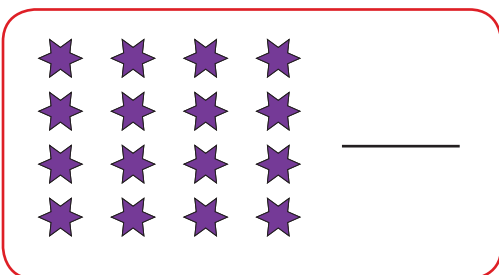
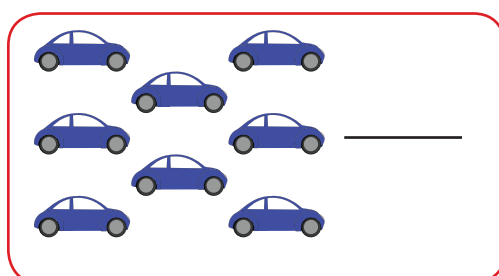
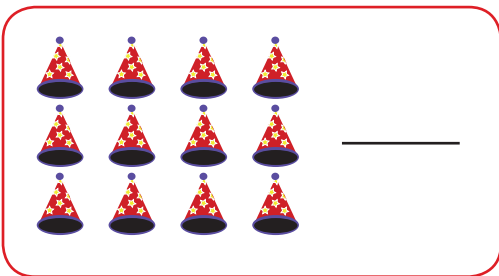
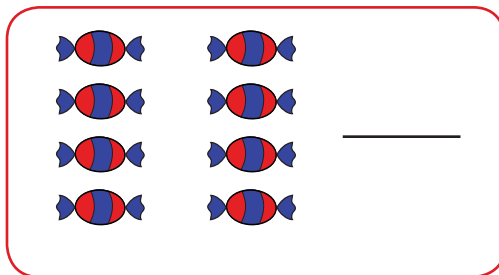
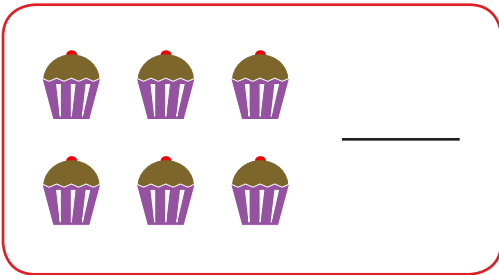
6, 5, 4, 3, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

25, 24, 23, 22, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

Give the number before and after each number below.

_____	4	_____	_____	26	_____
_____	12	_____	_____	7	_____
_____	8	_____	_____	10	_____
_____	19	_____	_____	2	_____
_____	21	_____	_____	14	_____
_____	11	_____	_____	33	_____
_____	15	_____	_____	6	_____
_____	3	_____	_____	37	_____

Count how many are in each set and write it next to it.



Whole Number - Level 1 - Students will count, order, read and represent numbers from 0 to 40.

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation



Let's Try This Again



Progress To Comprehension

Name: \_\_\_\_\_

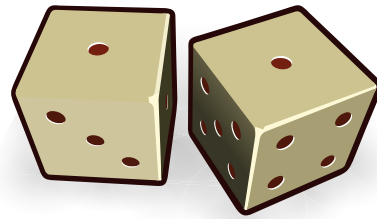
# Bingo Game

## You Need

A dice with the numbers 1, 2 and 3.

A normal dice with 1 to 6 on it.

Up to 6 players.



## The Game

Roll both dice to make numbers. Use counters to mark these on your board.

Use the board at the bottom to record the numbers you have rolled.

12	14	13
33	34	23
26	36	11

21	34	31
35	23	32
25	15	14

36	15	21
16	35	11
14	26	23

11	12	16
31	36	24
13	33	15

16	22	32
25	13	26
12	33	24

13	36	12
26	14	34
33	23	11

11	12	13	14	15	16	21	22	23
24	25	26	31	32	33	34	35	36



Let's Try This Again



Progress To Application

Name: \_\_\_\_\_

# Make Your Own Bingo Board

Play bingo again on your own bingo board using the numbers:  
11, 12, 13, 14, 15, 16, 21, 22, 23, 24, 25, 26, 31, 32, 33, 34, 35 or 36.







11	12	13	14	15	16	21	22	23
24	25	26	31	32	33	34	35	36

Knowledge  
Comprehension  
Application  
Analysis  
Synthesis  
Evaluation

Whole Number - Level 1 - Students will order, read and represent numbers from 0 to 40.



Let's Try This Again



Progress To Analysis

Name: \_\_\_\_\_

# Bigger and Smaller Numbers

Roll the 1 to 6 and 1, 2, 3 dice and use the number above and below the number rolled. So if 25 is rolled 24, 25 and 26 can be marked.

15	16	21
22	10	25
33	36	30

36	23	20
15	12	25
27	35	16

23	36	17
14	24	20
32	37	27

11	37	34
33	15	26
31	10	24

11	37	17
31	21	26
13	24	35

13	30	12
20	27	14
16	32	22

10	11	12	13	14	15	16	17
20	21	22	23	24	25	26	27
30	31	32	33	34	35	36	37

Whole Number - Level 1 - Students will order, read and represent numbers from 0 to 40.

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation



Let's Try This Again



Progress To Synthesis

Name: \_\_\_\_\_

# Choose Your Own Numbers

In groups make your own boards using the numbers: 10 to 17, 20 to 27 and 30 to 37. The number rolled and that above it and below it can be used and marked off below.







10	11	12	13	14	15	16	17
20	21	22	23	24	25	26	27
30	31	32	33	34	35	36	37

Knowledge  
Comprehension  
Application  
Analysis  
Synthesis  
Evaluation

Whole Number - Level 1 - Students will order, read and represent numbers from 0 to 40.



Let's Try This Again



Progress To Evaluation



# Whole Number Evaluation

The following questions are provide as a starting point for fun discussions related to Whole Number. During these conversations students will have an opportunity to use appropriate mathematical language in its correct context, to engage in reflection on the Whole Number activities they have completed and to use logical reasoning to tie their in-class mathematics to its everyday context.



What tricks can students suggest to make 1 to 1 counting easier - such as crossing out the pictures as they count them.



Which numbers did students roll least often? Why do they think this might be the case?



Which number were rolled most often? Why do they think this might be the case?



Was it more fun to create their own bingo board or play on the one provided for them? Why do they think this may have been the case?



Would they change the numbers they chose for their bingo board next time? Why would they change or not change them?



If 2 regular dice were used what additional numbers would be created? How would this change the game?

