

COUNTING BEYOND 10

Counting to find 'how many' by pointing to count or moving to count can be challenge – fine motor skills, hand eye coordination and working memory can all present difficulties.

Children and adults with Down syndrome can experience difficulties.

It may be that you continue to focus on one to one correspondence within 10 until it is secure.

Create lots of opportunities to count items by pointing and count items by moving.

If you are ready to go past 10 and count amounts into the teen numbers ensure these numbers are secure first.

Use the teens number line to support counting by moving items onto the line, supporting counting by pointing by pointing to count to items placed on the number line.

Counting in tens

The best method to ensure accuracy of counting is to count items into groups of ten and then count in 10s.

Use a number line to 10 to support this. Then count in tens. Both of these steps lean on earlier skills and so are achievable.

Example counting 35 items:

Step 1: count onto tens line

Step 2: remove and place in a group and label with the first 10 card

Step 3: count out next ten items onto a tens line

Step 4: remove and place in a group and label with the second card '20'

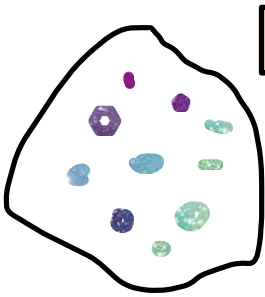
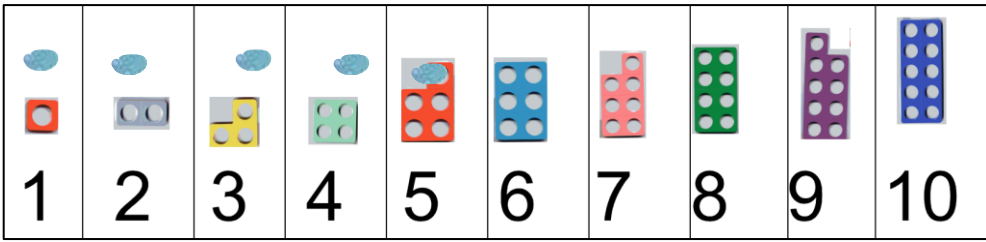
Step 5: count out the next ten items onto the tens line

Step 6: remove and place in a group of 10 and label with the third card '30'

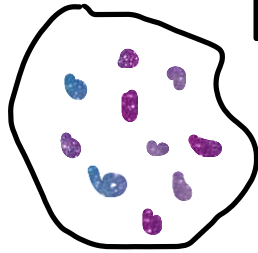
Step 7: count out the remaining 5 items onto the number line and place the number 5 (or the Numicon 5 shape) next to the remaining pile

Step 8: count the groups in tens, 10, 20, 30 then say '3 tens' write a 3 under a tens heading. Then say 'and 5 more' write the number 5 under the units (ones) heading. Read the number '35'. Mark it on a number line.

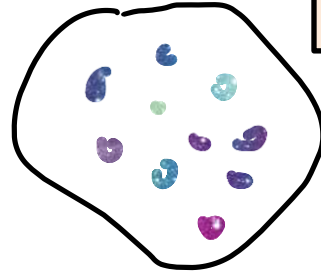
If needed reinforce place value using three 10 Numicon shapes and a Numicon 5 shape.



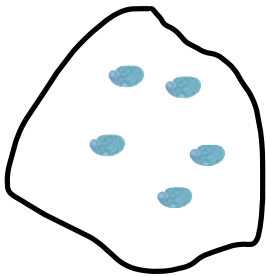
10



20



30



5

$$\begin{array}{r|l} 3 & 4 \\ \hline & 5 \end{array}$$

