

Numberblocks – The three threes

ABC ME screening details: Monday 18 May, 2020 at 10:00am

This episode can also be viewed on [ABC iView](#).

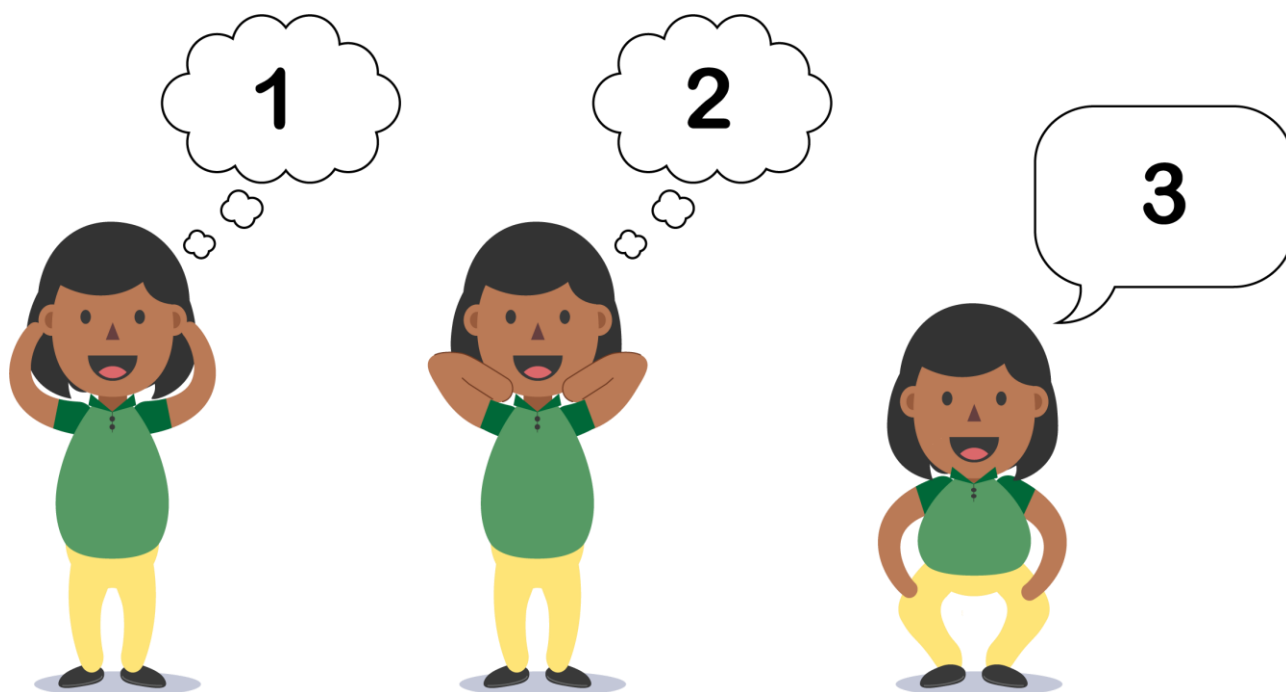
Key learning areas: Mathematics

Level: Foundation – Level 2

About: When Nine needs a helping hand, he turns into a talented trio of circus blocks, the Three Threes. Learn how to share 9 into equal parts with the Numberblocks.

Before the episode

1. Let's count in threes. Place your hands on your head and think '1', place your hands on your shoulders and think '2', place your hands on your knees and say the number '3' out loud!

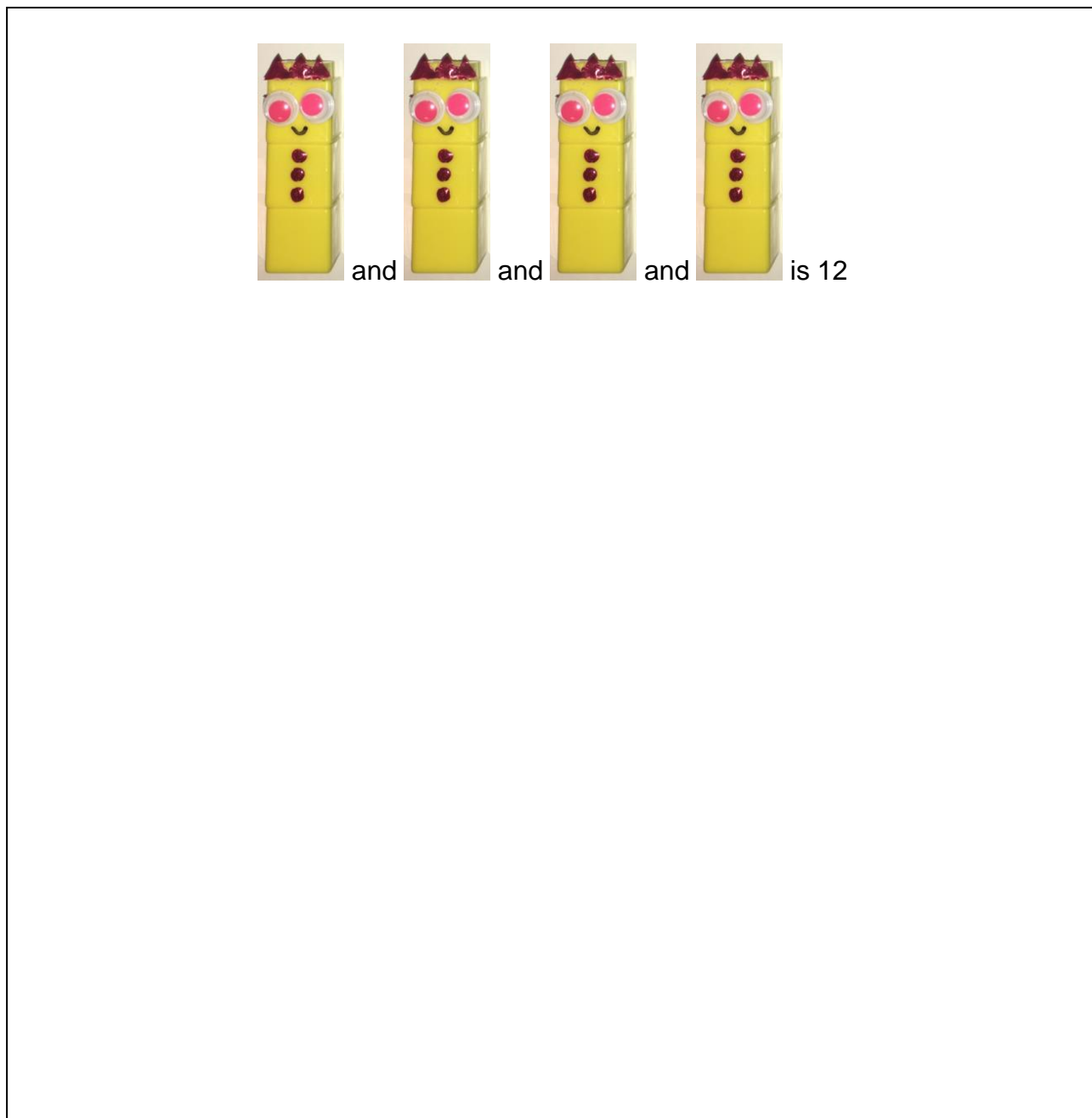


Let's keep counting along with the actions. Touch your head and think '4', touch your shoulder and think 5', touch your knees and say '6'! Continuing counting and write down the numbers that you say each time you touch your knees.

3, 6, _____, _____, _____, _____

After the episode

1. We learnt that Nine is Three and Three and Three. What other numbers could you make only with Threes? Draw and record 5 numbers that you can make. Here's one way you could show your thinking to get you started.



2. What was challenging or easy about making numbers with Threes? Share your thinking with a friend or family member.

Follow-up activity: Can you create actions to help you count in fives or sixes like we did when we counted in threes? You could stamp your legs or tap your toes when you are counting. Teach your counting actions to a friend.

Teacher notes

This resource contains self-directed learning activities that students can complete while learning at home or in the classroom. The activities align with the Victorian Curriculum F-10 and can be modified to meet the needs of your students. Teachers could collect student work for feedback and assessment.

Learning intentions

- To count and add in threes.
- To record and explain answers using pictures, symbols and numbers.

Victorian Curriculum content descriptions

	Foundation	Level 1	Level 2
Number and Algebra	Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (VCMNA070)	Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (VCMNA086)	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences (VCMNA103)
Patterns and Algebra	Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings (VCMNA076)	Investigate and describe number patterns formed by skip counting and patterns with objects (VCMNA093)	Describe patterns with numbers and identify missing elements (VCMNA112)

Victorian Curriculum achievement standards

	Foundation	Level 1	Level 2
Number and Algebra	Students connect number names and numerals with sets of up to 20. Students represent, continue and create simple patterns.	Students describe number sequence patterns resulting from skip counting.	Students recognise increasing and decreasing number sequences involving 3s.

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