Floor Number Line 0 to 10

Jump, step and compare · ages 3 to 6

Setting up

Print the next three pages, cut out the eleven tiles and lay them on the floor in order, a big step apart. Tape them down or slip them into plastic sleeves so they do not slide. Each tile shows the numeral and the same amount in a ten-frame, so children connect the symbol to the quantity.

Jump games

Jump to it. Call a number and your child jumps to that tile.
Two more, one less. "Stand on 4. Jump two more. Where did you land?"
Closer to. "Is 7 closer to 5 or to 10?" Stand on 7 and count the steps each way.
Missing number. While eyes are closed, flip one tile over. Which number is hiding?
Big or small. Roll a dice and jump there. Is your number bigger or smaller than mine?

Ten-frame talk

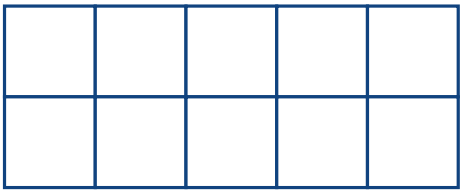
Each tile has a ten-frame under the numeral. While your child stands on a tile, ask: "How many empty boxes? How many more to make 10?" Pointing out that 7 is "five and two more" helps bigger numbers make sense without counting from one.

Why move?

Moving along a number line builds the sense that numbers sit in order with equal steps between them. That is the start of the mental number line children later use for estimating and checking answers. For busy bodies, jumping a number often makes more sense than looking at one.

More ideas: earlychildhoodedu.net/how-to-teach-early-math-skills-with-a-number-line-jumping-game

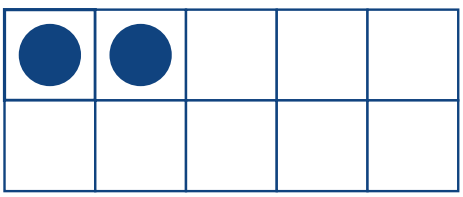
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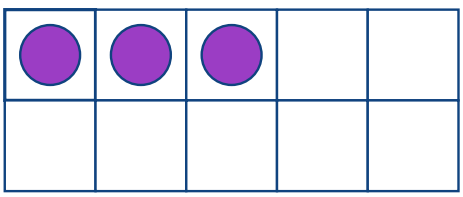
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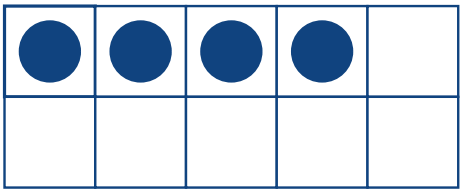
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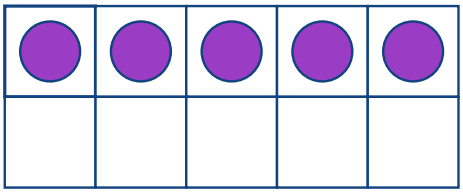
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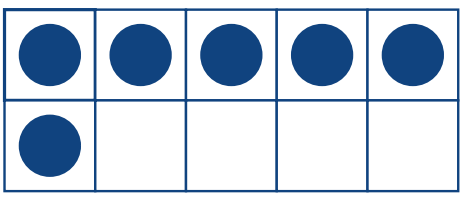
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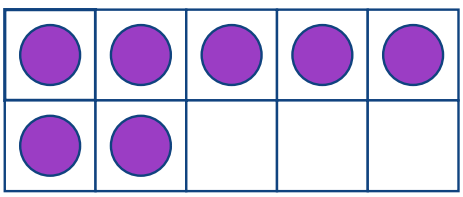
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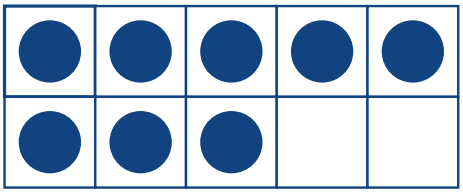
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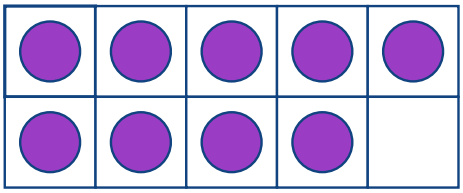
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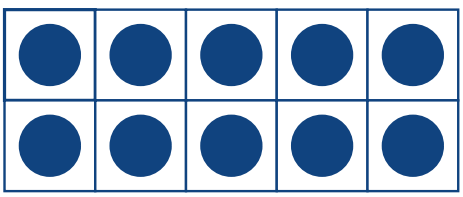
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10



Jump challenge cards

Read one out, or copy each onto a slip of paper and draw from a cup:

Start on 3. Jump 2 more.

Start on 8. Jump 1 less.

Find the number between 5 and 7.

Jump to the biggest number.

Stand on a number bigger than 6.

Jump to the number of people in your family.

Stand on 10. Count back to 0.

Estimation Jar

Guess, count, compare · one jar a week

Fill a clear jar with small things. Everyone guesses, then you count them out together in groups of 5 or 10. The goal is not to guess exactly right. It is to get a little closer each week.

Week	What is in the jar?	My guess	We counted	My guess was...
				◯ too many ◯ too few ◯ spot on
				◯ too many ◯ too few ◯ spot on
				◯ too many ◯ too few ◯ spot on
				◯ too many ◯ too few ◯ spot on
				◯ too many ◯ too few ◯ spot on
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				◯ too many ◯ too few ◯ spot on
				◯ too many ◯ too few ◯ spot on
				◯ too many ◯ too few ◯ spot on

Ideas for the jar: pom-poms, pasta shells, bottle caps, pegs, conkers, Lego bricks. Start with under 20 objects.