

**Activity:**

The Number Rods

**Type:**

Individual

**Age:**

3 years onwards

**Material:**

10 Wooden rods (identical in dimension to the red rods in sensorial) varying in length from 10 cm to 100 cm. Each rod is colored in an alternating red and blue pattern. The first rod is red. The second rod, which is 20 cm is divided into two 10 cm sections, is red and blue. The last rod is divided into 10 sections that are alternating in red and blue, a floor mat

**Procedure:**

1. Invite the child to carry the number rods holding them vertically with both hands from the centre in a similar manner like the long red rods of sensorial.
2. Once all the rods are on the floor mat ask the child to make the stair pattern at the left bottom edge of the mat starting from the smallest rod.
3. Once the child has completed the pattern use both hands to hold the set of rods together and slide the rods to the centre of the mat in such a way that are aligned to the left top edge of the mat.
4. Isolate the first three rods. Hold them with all five dominant fingers of both the hands and place on the right side in sequence so that the number rod of 3 is on the top and there is some gap between the subsequent number rods.
5. Introduce the three period name lesson for giving the quantities.

**Period I -**

- a. Holding the number rods as before, bring the number rod of 1 and place it in the centre and introduce this to the child as “This is one”. Let the child repeat the name.
- b. Use the right index finger to indicate the partition of the number rod (here only one color, in number rod 2 – two partitions, in number rod 3 – three partitions) counting it (here ‘one’, in number rod 2 – ‘one’, ‘two’, in number rod 3 – ‘one,’two’, ‘three’), indicating the increase in length and partitions.
- c. Point to each section, separately counting at the same time the entire length of the rod on the floor mat from left to right with right index finger saying the final quantity.
- d. Let the child trace and repeat the name of the number rod and the partitions.
- e. Replace the number rod and repeat the process for the other number rods

**Period II -**

- a. Starting from the number rod 3 bring all the rods to the centre and place them in a column.
- b. Ask the child to “count and show” a number rod asked randomly.
- c. Repeat the process for the other rods.
- d. Replace the number rods to its original position.

**Period III –**

- a. Bring one rod at random in the front.

- b. Ask the child to count and tell the quantity.
  - c. Replace the rod.
  - d. Repeat the process for other rods.
6. In the end bring all the number rods in front in a column.
  7. Complete the activity with reinforcing the quantities learnt by counting and tracing them in sequence.

**Control of error:**

1. The color coded number rods as each unit is demarcated.
2. Teacher directed as she is giving the names and quantity relations.
3. The red colored section of the rods is always on the left so that visually the rods look symmetrical in arrangement and is easier to count.

**Points of interest:**

1. The pre-requisite for this activity is that the child has already worked with the red rods in sensorial activities.
2. The red colored unit of each rod is always 1 and therefore on the left.
3. Quantities always introduced in sequence and period II altered to bring all rods in their sequence (modified 3 period name lessons).

**Aims:**

1. To give the name and quantity relation of numerals 1 - 10.
2. To use the principle of 1-1 correspondence to teach this relationship.
3. To start numerals with the bound quantity so that the child understands counting in concrete.
4. Memorizing the number sequence.