

12 owls – how many are hidden?

Initially 6 owls are visible. Ask the students to say really quickly how many owls they can see (you could use the pull-down screen facility on the IWB for this). Expect comments about subitising or speed counting in twos

Encourage the students to predict how many are hidden and to say why.

Some students may count on from 6. Some may think of their rainbow facts and say 6 and 4 makes 10 and 2 more makes twelve (loop the 6 and 4) to draw attention to the fact that 12 is 10 and two more. Other students may think of doubles and say 6 and 6 is 12 so 6 are hidden.

Involve the students in speed counting the eyes in 2s. Then loop the owls in fives and ask how that might speed up the process (some students will know that 5 twos make 10 and will then say 10, 20, 22, 24).

The clues offer the opportunity for counting in threes (those are visible) or fours if the hidden clue is included. For some students you might want to draw attention to the fact that 10 lots of 3 is the turnaround of 3 lots of 10, and that knowing the multiplication turnarounds speeds things up considerably.

Hands On

Ask the students to create a page for twelve that shows different ways of making twelve. Encourage them to include features that will also provide an opportunity to speed count. Some students may take a systematic approach to this by beginning with one combination, say 10 and 2 and then making 9 and 3 realising that they can use the pattern to save brain space.

Summarise the students combinations, starting with a group of 12, then 11 and 1 more, so that a list similar to the one below is created.

12	0
11	1
10	2

Ask the students if they can see a pattern developing and how the pattern might make it easy to be sure that they found all of the possible combinations for 12. Some students may notice that half way down the list the addition turnarounds occur, 7 and 5 and then 5 and 7 for instance.

