



# LEARNING CARD : TEACHING RESOURCES FOR NUMERACY



## Pause and Reflect:

### QUESTION 1:

What resources did you see on the table and how could you use them?

## Pause and Reflect:

### QUESTION 2:

Why do you think it's important that learners handle the resources?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. This film looks at the use of a range of learning resources when teaching numeracy.

P&R 1: For this first activity ask participants to work in pairs and devise as many activities as they can with each of the resources they see in the video. There are beads, dice, individual boards & chalk, measuring tapes, pebbles. Can they think of any others that they use?

P&R 2: You could ask the group this question and then record their responses on the board/flip chart. In the video there are some examples of learners working with the resources – look at these (from 2.29 – 2.40). What do they notice about the learners?...they all seem very engaged in the activities and not distracted.

To finish off this video, ask the participants to consider the role of the CE when learners are working with the resources. What is she doing? How is she assisting/assessing her class? (responses could include modelling, supporting, explaining, checking). Finally encourage them to collect as many resources as they can to use in their numeracy classes. If they don't have one already, they could set up a resource centre in the hub where they are all kept in labelled containers for everyone to use.

## Pause and Reflect:

### RESPONSE 1:

The CE uses the eggbox for division; think about how you could use the beads, dice etc for subtraction, multiplication etc.

## Pause and Reflect:

### RESPONSE 2:

- Manipulating resources helps develop understanding
- Learners can move at their own pace
- Visualising concepts is helpful
- Engages learners' attention etc.