Focus Area: Dyscalculia

Name of the Activity: “Tens & Units: Master the Number Breakdown!”

Target: Develop a clear understanding of how to break down two-digit numbers into tens and units. Practice attention to detail while breaking numbers down correctly.

Duration: 10-30 minutes

Organizational Form of the Activity: This activity is designed for individual practice but can also be used in a group setting. In a group, each student can respond to or fill in one or more circles, depending on the teacher's instructions.

Target Age Group: This activity is primarily designed for students in **the second grade** but can be adapted for use with other age groups based on the students' needs.

Tools: Pencil or coloured pencils, Annex (supporting worksheet or activity sheet)

Instructions (for students):

- This activity involves decomposing numbers into tens and units. For example, the number 34 can be broken down into 3 tens (30) and 4 units (4).
- Make sure you have your pencil or coloured pencils and the provided annex worksheet.
- Look at each number provided in the annex worksheet.
- Identify how many tens and how many units make up the number.
- Write your answer in the respective boxes or spaces provided.
- After completing the decomposition, review your answers to ensure accuracy.

Tips for Teacher:

- Before introducing the worksheet, use physical objects like blocks, sticks, or coins to visually demonstrate the concept of tens and units. For example, group 10 coins as a "ten" and separate individual coins as "units."
- Explain how tens and units are used in real life, like counting money or understanding the number of items in a set (e.g., packs of pencils).
- Start the lesson by decomposing a few numbers as a class on the board. Encourage students to suggest answers and explain their reasoning.
- Teach students to look for patterns, such as numbers ending in "0" always having zero units.
- Suggest that students use different colours to differentiate tens and units, which can make their work visually engaging and easier to understand.
- Pair students to complete the activity together, allowing them to discuss and learn from each other’s thought processes.
- After the worksheet, reinforce the lesson with a fun game, like a "number breakdown race" where students decompose numbers quickly on mini whiteboards.

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- Create a safe space for students to ask questions if they are confused. Praise their effort and provide constructive guidance.

ANNEX:

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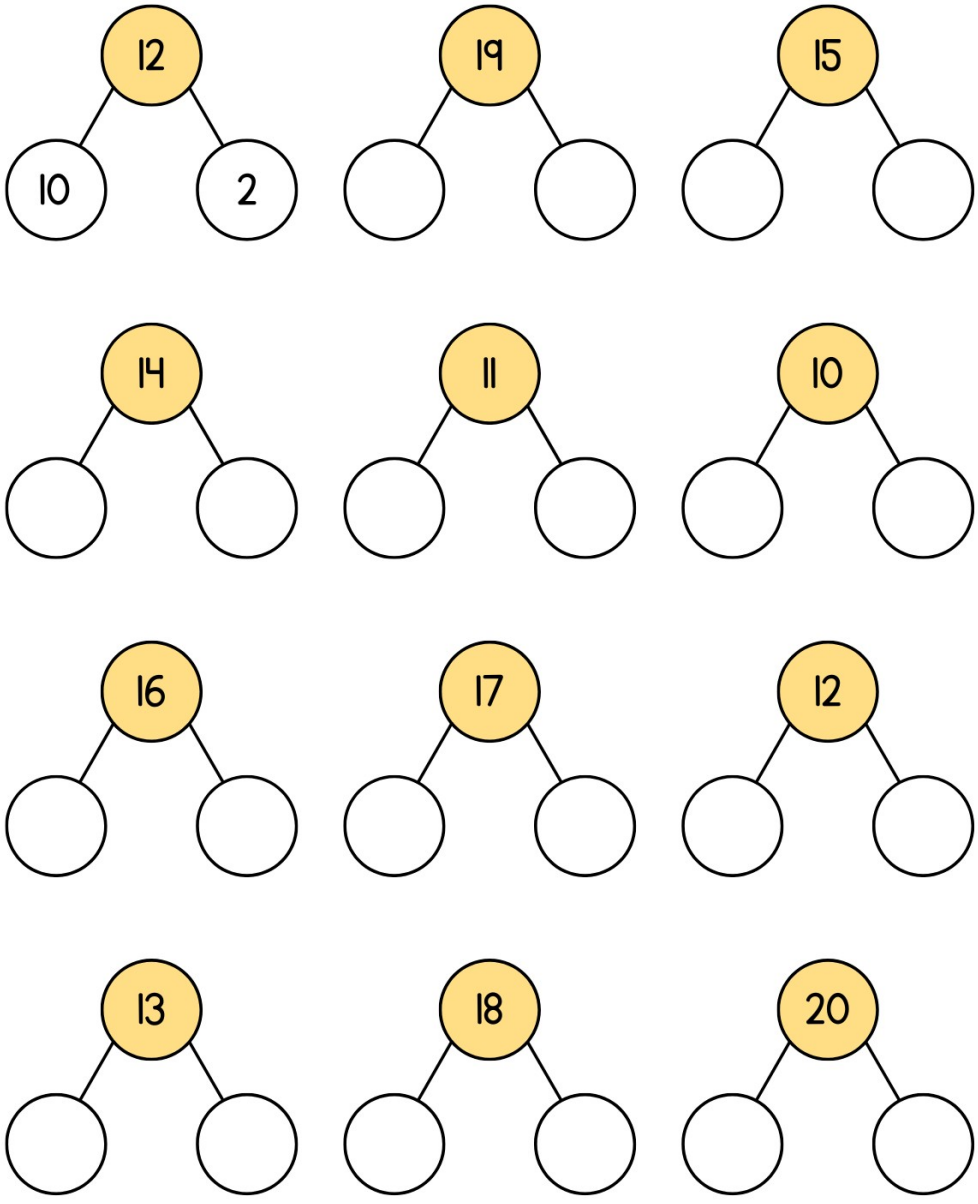
DECOMPOSITION

Break these numbers down into tens and units:



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Focus Area: Dyscalculia

Name of the Activity: “Number Neighbours: Fill in the Before Boxes!”

Target: Develop a clear understanding of the concept of numbers that come before and after a given number. Practice attention to detail while identifying and writing correct numbers before and after.

Duration: 20-45 minutes

Organizational Form of the Activity: This activity is designed for individual practice but can also be used in a group setting. In a group, each student can respond to or fill in one or more circles, depending on the teacher's instructions.

Target Age Group: This activity is primarily designed for students in **the first grade** but can be adapted for use with other age groups based on the students' needs.

Tools: Pencil or coloured pencils, Annex (supporting worksheet or activity sheet)

Instructions (for students):

- This activity involves identifying the numbers that come before and after a given number. For example, if the number is 25, the number that comes before is 24, and the number that comes after is 26.
- Make sure you have your pencil or coloured pencils and the provided annex worksheet.
- Look at each number provided in the annex worksheet.
- Identify the number that comes before the given number and write it in the box labelled “Before.”
- Identify the number that comes after the given number and write it in the box labelled “After.”
- Check your answers to ensure they are correct.

Tips for Teacher:

- Before starting the activity, use visual tools like number lines, blocks, or charts to demonstrate the concept of identifying numbers before and after. For example, point to numbers on a number line to show their sequence.
- Connect the concept of "before" and "after" to real-life experiences, such as age progression (e.g., "Before 10 comes 9, and after 10 comes 11") or daily routines (e.g., the sequence of steps in morning routines).
- Suggest students use coloured pencils to visually distinguish between the numbers that come before and after. This can make the learning process more engaging and easier to track.
- Prompt students with questions to guide their thinking. For example:

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  - “What number comes right before this one?”
  - “What number comes right after this one?”
- After completing the activity, ask students to share how they figured out their answers. This builds confidence and strengthens understanding.

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ANNEX: Worksheets for training number sequences.

Before and After

Write the numbers that come before and after a given number into the boxes.

	6	
	15	
	9	
	17	
	19	
	22	

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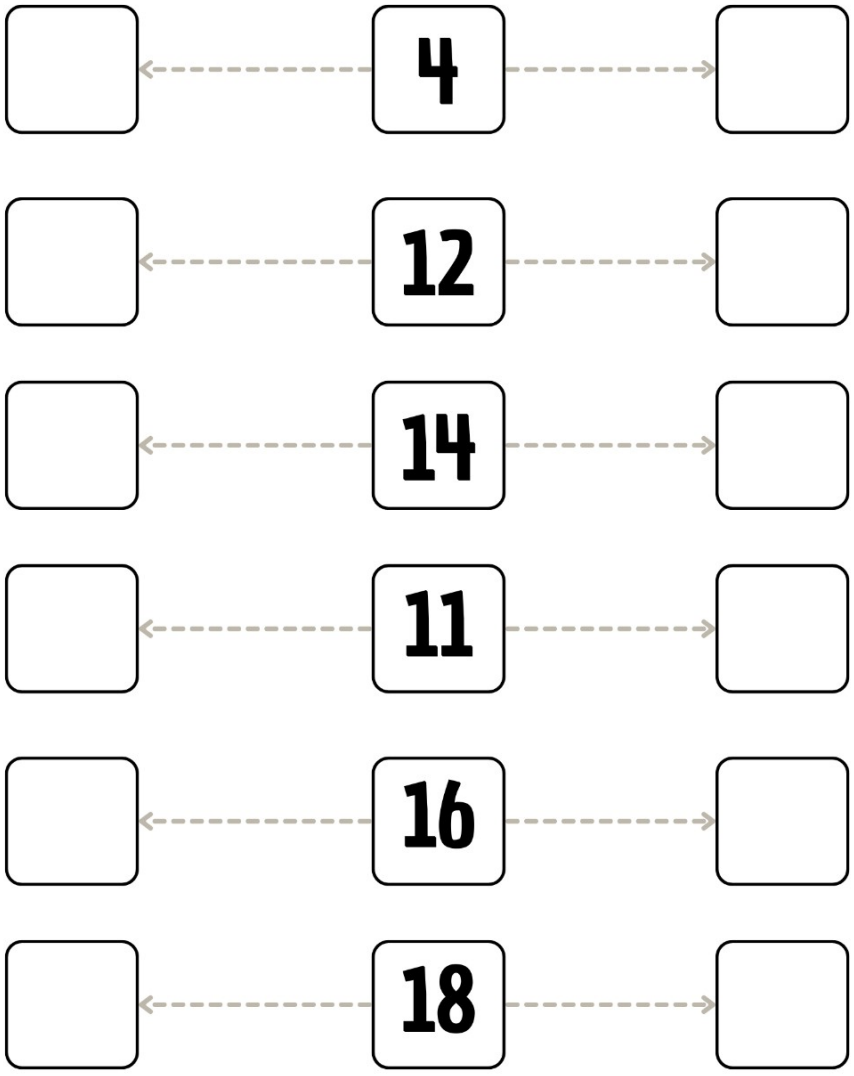
Before and After

Write the numbers that come before and after a given number into the boxes.



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Before and After

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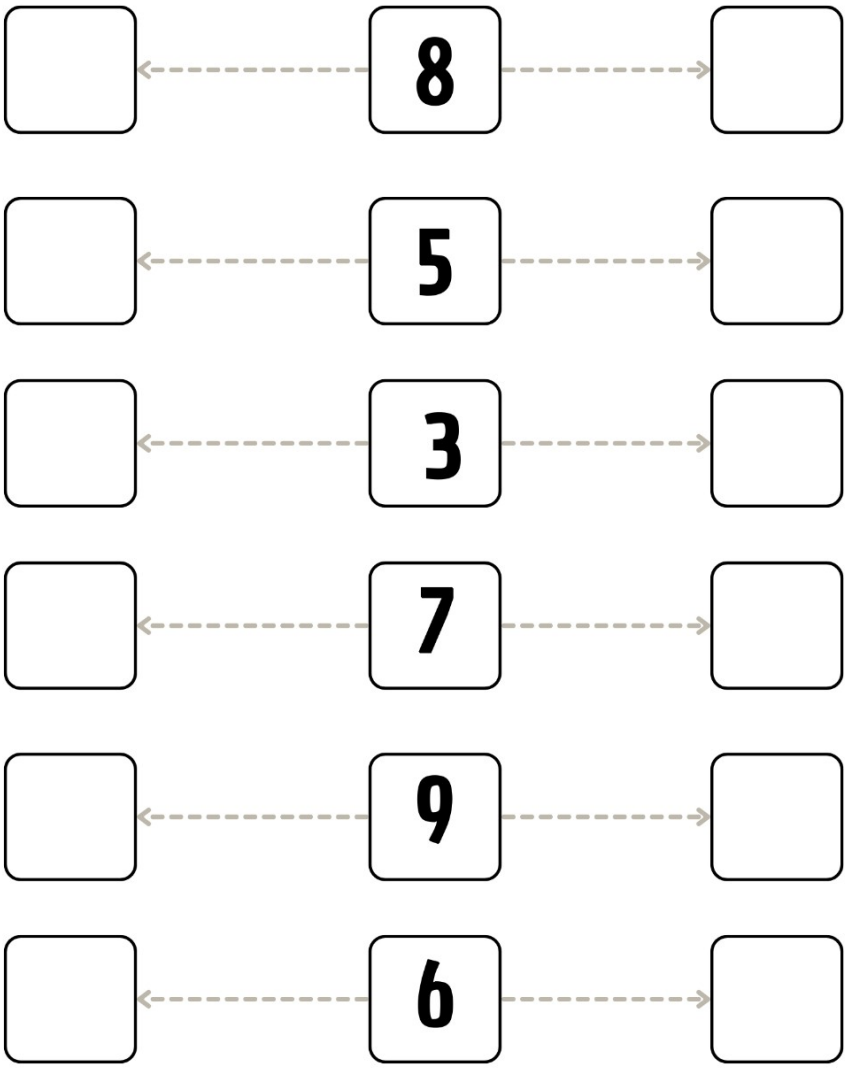

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