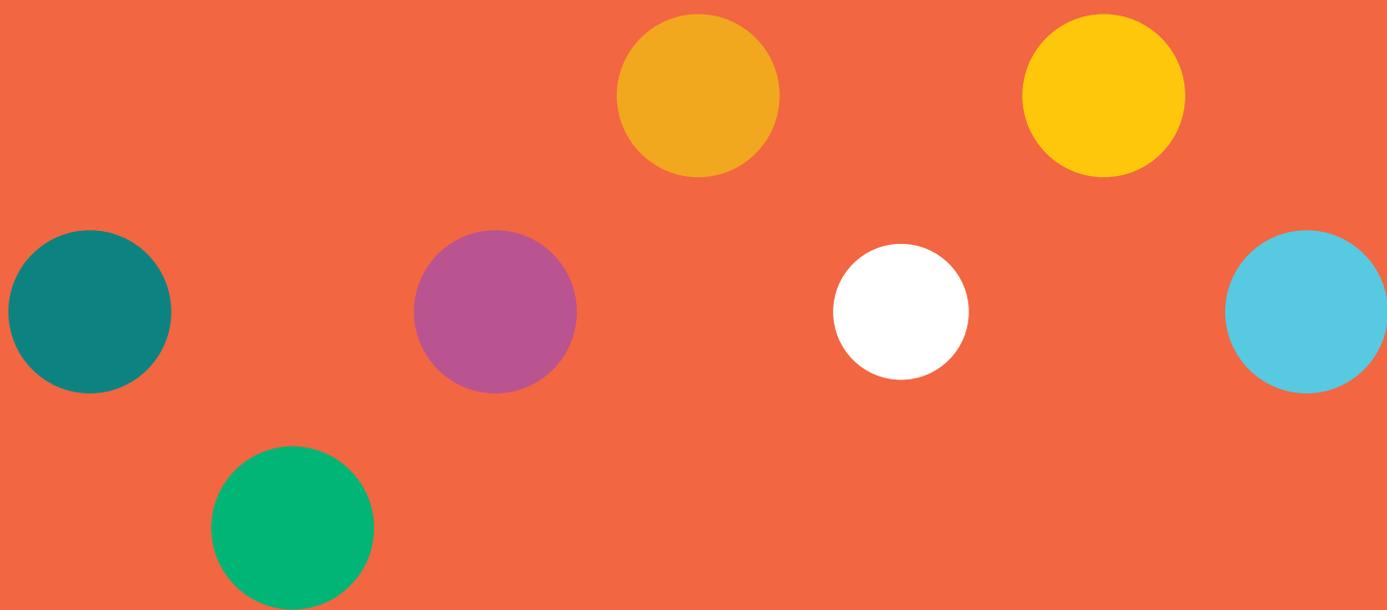


Dancing Dots!



L3

**It is not
knowledge,
but the act of
learning, not
possession
but the act of
getting there,
which grants
the most
enjoyment.**

Carl Friedrich Gauss

Teachers report that place value is one of the trickiest Maths concepts to teach and learn. Using a variety of learning approaches works well for all students but especially our neuro-diverse students.

This activity utilises movement to reinforce other learning.

Before you begin, you will have done initial instruction around the concept of place value.

① Find volunteers

Ask for eight volunteers to participate and have them line up at the front of the class (This might be a good opportunity to hold the Maths lesson outdoors).

Method

② Ask for one student to be 'Dot'

To begin with, instruct 'Dot' to move to specific points in the line and scaffold the idea that 'Dot' is a decimal point and will effect what place value each student holds.

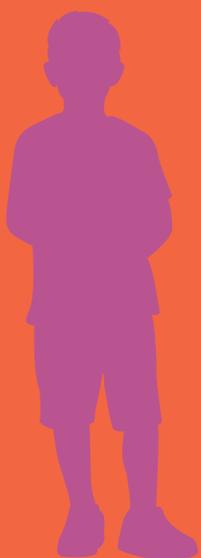
For instance, if 'Dot' stands between Astur and Mary then Astur will be '1s' and Mary will be '10ths'

The rest of the class is then challenged to identify which place value is held by each of the student participants.

In this case, Mark is 10,000s. Selina 1,000s. Ahmet 100s. Moana 10s. Astur 1s. Mary 10ths. Damon 100ths. Manaia 1,000ths.

Dot is then asked to move to various places in the line to change the place value of each child. The class is encouraged to identify the place value of each child each time 'Dot' moves.

③ Allow several students to have a go being 'Dot'



Mark



Selina



Ahmet



Moana



Astur

④ Extension — Dance concepts

Ask 'Dot' to move to each new position using a new energy, movement and level.

For instance 'Dot, move with a spinning, careful and low movement'.

'Dot', move with a hurried, anxious and high movement'.

*Ensure that the students then return to the Maths concepts periodically as this addition of dance practices tends to be a bit silly and exciting (In a good way!).



Mary



Damon



Manaia

Curriculum Links

Dance concepts

Levels / Intention / Direction

Mathematics

Number and algebra

Number strategies

Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages.

Number knowledge

Know counting sequences for whole numbers.

Know how many tenths, tens, hundreds, and thousands are in whole numbers.