



Line up in twos

Time 10–20 minutes

Confuses numbers when counting in twos; has difficulty understanding that a pair consists of two objects.

Resources

- *Blank loop track* (Resource sheet 21)
- Cubes or pairs of animals
- 1–6 dice

Check: does the child use key vocabulary?

- pair
- count in twos
- how many twos?

Teaching activity

‘Today we are going to play a game, **Line up in twos**, to help you with counting in twos.’

Prepare *Blank loop track* (Resource sheet 21) perhaps with some stickers or some decoration related to the child’s interests or a class theme connected with pairs if possible.

Children can cooperate in pairs or race each other.

Each player or pair needs their own game track.

How to play

1. Players take turns to throw the dice and put out that many twos – cubes or animals. So if 3 is thrown, three pairs of cubes are put out, six altogether.
2. Each pair of cubes / animals fits on a space on the track and at the end of each turn, each player counts their cubes in twos, ‘two, four, six.’
3. On a player’s second turn, when they count their twos, they count from the beginning each time, ‘two, four, six, eight, ten’ and so on.
4. When the player has a pair of cubes / animals on each space on the track, encourage them to count in twos without help.

Variations:

1. Instead of playing on the track, play by making a long line across a table, and compete to see who can get the longest line of pairs of cubes after five goes each.
2. At the end of the game combine all sets of twos and see if they can count how many altogether in twos. This number can be identified on a number line and 100-square.

Learning outcomes

By the end of a set of related activities children should be able to:

- tackle related learning tasks with increased motivation and confidence;
- use and understand connected mathematical vocabulary;
- count objects in twos.