

Twos & threes

EQUIPMENT

None.

BEFORE

Although it helps if students know the 2 times-table and the 3 times-table, it is not essential - as students will quickly recognise that the activity is as much about rhythm as it is about maths.

AFTER

Once students have mastered "Twos and Threes", you can include "fours" (lifting the right knee) and "fives" (nodding the head) etc.

Alternatively, you can stick to two factors - but vary which ones - so that you play "Threes and Fours" or "Twos and Fives"

Once students have developed a little confidence, counting can be extended beyond 12 to 18, 24 or beyond.

DESCRIPTION

Students stand for this activity and will need a little space.

Students stand with their arms hanging loosely by their sides.

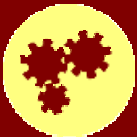
Together with the teacher, students count aloud the numbers 1 - 12.

Together with the teacher, students again count aloud the numbers 1 - 12. This time, however, whenever a number "**divides by 2**" (2, 4, 6, 8, 10, 12) students bend their **left arm** at the elbow to raise their **left hand** to shoulder height. *(Repeat as necessary.)*

Together with the teacher, students once again count aloud the numbers 1 - 12. This time, however, whenever a number "**divides by 3**" (3, 6, 9, 12) students bend their **right arm** at the elbow to raise their **right hand** to shoulder height. *(Repeat as necessary.)*

Once again, teacher and students count from 1 - 12. This time, however, they raise their **left hand** whenever a number **divides by 2 - AND -** raise their **right hand** whenever a number **divides by 3**

It goes without saying that this is not as easy as it sounds - but with a little practice it is very soon mastered by children as young as six years old.



LOGICAL



MUSICAL



INTRA-PERS.



PHYSICAL



LINGUISTIC



INTER-PERS.



NATURALIST



VISUAL