

CLASSVR TEACHER & STUDENT NOTES



INTRODUCTION

Since launching ClassVR, we've seen just how much virtual and augmented reality can transform the classroom. This guide includes ready-to-use activity plans and student worksheets, as part of our vast collection of supporting materials, all created to support and inspire your use of ClassVR during lessons.

Inside, you'll find curriculum-aligned resources spanning from human biology and environmental science to creative writing, ancient history and early mathematics. These materials are designed to help students connect more deeply with core concepts, whether they're exploring the inner structure of the human heart, examining the effects of plastic in our oceans or stepping into the world of a classic story.

We believe immersive experiences can spark curiosity, strengthen understanding and provide new ways to engage students. This guide is here to support differentiated learning and inspire creative teaching.



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THE HEART

How the Heart Works

Subject Links: Biology, Life Science, Human Biology, Animal Biology



Learning Objectives

- 1 Know that the heart is part of the human transport system
- 2 Recognize the structure of the heart
- 3 Understand how the heart pumps blood around the body

VR Resources



Heart



Heart Section



Heart Animation

Playlist Overview

This collection of interactive resources is designed to help your students learn about the structure and function of the heart.

Encourage your students to explore these interactive and animated 3D models that allow them to see the inner workings of a human heart. Using these VR activities to enhance your core lessons, your students can look inside the human body to explore the structure of the heart, see how the heart works, and better understand its role in the human transport system.

Keywords: Heart, pump, muscle, cardiac, valves, ventricles, atria, bicuspid, tricuspid, atrioventricular, semilunar, aorta, pulmonary vein, pulmonary artery, vena cava, artery, vein

Before Your Experience

Before exploring the heart with the VR resources, check your students' prior knowledge of the structure and function of this vital organ.

Ask students to draw a spider diagram with the heading "Human Heart" and annotate it with what they already know about its structure and function.

Ask your students:

- What is the heart?
- What does the heart do?

Suggested Activities


Here are some activity ideas to get you started using these VR resources in your classroom. These differentiated activities can be adapted for different learning ages and abilities.


Core Knowledge

In this activity, ask your students to explore and discuss the structure of the heart in pairs, and work together to label the parts of the heart using the worksheet.

Using the following interactive 3D models:

- Heart
- Heart Section

- a) To start, students should explore the interactive 3D model of the human **Heart**. Using the model notes  accessible via the menu bar, they should discuss and identify that the heart is made up of many different parts (such as muscular chambers and blood vessels).
- b) Next, give students a copy of the human heart worksheet. Students should explore the 3D model of the **Heart Section** to label the structure of the heart (left and right ventricle, left and right atrium, valves, aorta, pulmonary artery, pulmonary vein).

 **Tip:** Discuss with your students that the heart has four chambers divided by valves and is connected to major blood vessels. As a muscle, it pumps blood around the body.

Encourage your students to explore different parts of the model with these questions:

- How many chambers does the heart have?
- What blood vessels are connected to the heart?
- What divides the chambers within the heart?
- Identify the different parts of the heart.

Demonstrating Understanding


Challenge your students to identify the structure of the heart and describe its role in controlling blood flow as it pumps blood around the body.

a) Using the worksheet, students should be encouraged to explore these interactive 3D models:


- **Heart**

- **Heart Section**

Students should use the models to familiarize themselves with the structure of the heart. Then, to complete the activity, they should label the heart diagram correctly.

 **Tip:** Labels should include left and right ventricle, left and right atrium, pulmonary/atrial/semilunar valve, aorta, pulmonary artery, pulmonary vein, vena cava, tricuspid valve, and mitral valve.

b) Next, students should explore the interactive 3D model **Heart - Animation**. They can observe the animated arrows and valves to show how blood flows through the heart. Challenge your students to describe what the red and blue arrows are showing.

 **Tip:** This animated 3D model shows the heart working as a muscular pump. When the ventricles contract, the atria relax, and vice versa, and as this happens, valves will either open or close. This ensures blood flows in one direction: entering through the veins, into the atria, through the valves, into the ventricles, through the semilunar valves, and out of the arteries.

Ask students the following questions to stimulate a discussion:

- What are the structures of the heart?
- Can you describe how blood is pumped by the heart?
- Can you describe how blood flow is controlled?

Extended Learning


In this activity, students will identify the structure of the heart, describe how it controls blood flow, and explain how pressure changes force valves to open and close to ensure unidirectional blood flow.

Students should take time to explore the following interactive 3D models:

- **Heart Section**

- **Heart – Animation**

First, using the worksheet, students should correctly label the structure of the heart. Then, in their workbooks, students should describe the journey of the red and blue arrows illustrated in the **Heart – Animation** model. These arrows represent blood flow through the heart, entering via the veins and exiting via the arteries.

 **Tip:** Leaning on the core knowledge of how the heart works, students should associate that when blood fills the atria and they contract, the increased pressure forces the valves to open and blood to flow into the ventricles. When the atria relax and the ventricles contract, the higher pressure in the ventricles forces the valves near the atria to close and the semilunar valves at the base of the arteries to open, forcing blood to flow out of the heart.

Ask your students:

- What are the structures of the heart?
- Can you describe how blood is pumped by the heart?
- Can you describe how blood flow is controlled?

Cross-Curricular Links



Art & Design

Ask students to recreate the image of a human heart in the style of pop art.

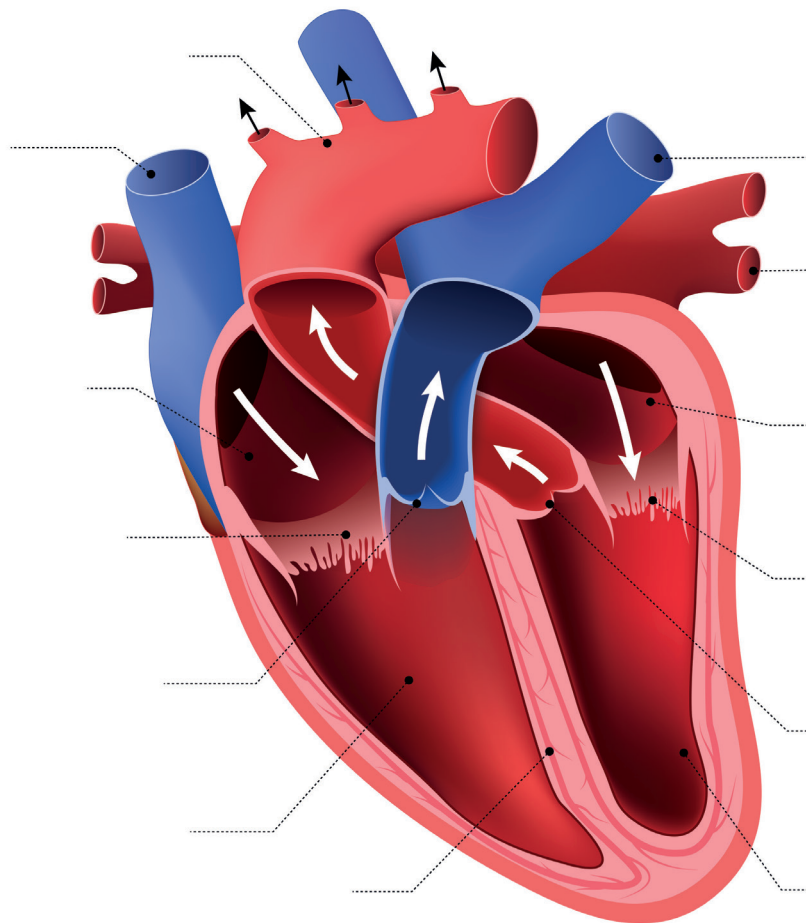
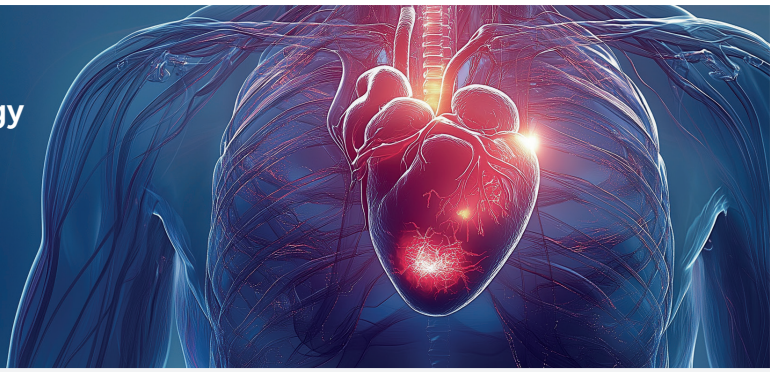


English Language

Ask students to write a narrative of the journey through the heart from the perspective of a blood cell, describing the parts they pass through.

THE HEART

How the Heart Works



Aorta
Aortic Valve
Left Atrium
Left Ventricle
Mitral Valve

Pulmonary Artery
Pulmonary Valve
Pulmonary Vein
Right Atrium
Right Ventricle

Septum
Superior Vena Cava
Tricuspid Valve



Ocean Plastics

TEACHER INFORMATION

Learning Objectives

8-12 years

- Know that plastics cause pollution
- Know how plastics reach the oceans
- Know the impact that plastics can have on the ocean

Overview & Key Elements:

The scene lets students explore the different plastic items that end up in the ocean. Students will explore a beach and ocean, observe the variety of household plastic items that end up in the sea as waste, especially single use plastics.

They will observe how microplastics enter the food chain as well as the hazards plastic items create for sea life.

• The properties of plastic



The invention of plastics has created a revolution in how food and drink is packaged.

• Plastics and how they pollute the ocean



Even hundreds of miles away from the sea, plastic items can still end up in the oceans.

• Plastic and it's impact on wildlife



Once the plastic makes its way to the sea it decomposes into microplastics very slowly.

Student Information and Scene Tasks:



Properties of Plastic

- 1 Students will learn about the properties of plastic and their role as packaging for everyday items such as food and drinks. They will learn about how the properties of plastic makes it a useful material; however, they will begin to explore the issues with these properties.
- Students will be asked to explore the scene and identify the different types of plastic items.

Plastics and Pollution

- 2 Students will learn about the role of plastics in land and water pollution. They will learn that plastic items generate a large proportion of household waste and eventually end up making their way to the sea depending on how and where they are disposed of.
- Students will be asked to explore the scene and identify clues suggesting the plastic items are commonly found in the home.

Plastics and Wildlife

- 3 Students will learn about the impact of plastic on sea life. They will learn that plastic breaks down to produce microplastics that enter the food chain as sea creatures digest them. Students will learn that plastic objects can create hazards for sea life.
- Students will be asked to explore the scene and identify the type of hazards plastics create. They will be asked to identify the type of plastic waste that creates the physical hazards.

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SEE NEXT PAGE FOR STUDENT QUESTIONS ►



Ocean Plastics

STUDENT QUESTIONS

Learning Objectives

8-12 years

- Know that plastics cause pollution
- Know how plastics reach the oceans
- Know the impact of plastics have on the ocean

Quiz Questions:



1. What is the main use of plastic?

- Packaging/packing/package/packages/wrapping

2. What common items is plastic used for?

- Food and drink packaging
- Making ovens
- Body parts for car engines
- Making food

3. Complete the statement about plastic. Use the words to fill the sentences

Plastic is used to store food, drinks and other household items such as **fabrics** that our clothes are made from. Plastic is useful because it is strong, **waterproof**, lightweight and lasts a **long** time. It is also, easy to **shape** and make items from them.

Shape

Fabrics

Waterproof

Long

4. Which plastic item is used every day that isn't for packaging food or drinks?

- Car tyres
- Books
- Carrier bags
- Windows

5. Match the current way these plastics end up in the ocean by matching it to the descriptions

• Plastic rubbish is really light, and it can be blown off landfill sites. It can then enter drains and rivers and make its way to the ocean	• Rubbish bins
• Plastic dropped on the street doesn't stay there. Rain and wind can carry plastic waste into streams and rivers or into the drains. From there it travels to the ocean	• Littering
• Some plastic products like cotton buds, are often flushed and find their way to the sea	• Flushing the toilet
• Even washing our clothes can release tiny microfibrils of plastic from fabrics that can easily be washed down the drain and into the sea	• Washing machines

6. How long does plastic take to decompose in the ocean?

- Less than 50 years
- 100 years
- 250 years
- More 400 years

7. How is plastic harmful to sea life?

- They can be mistaken for food
- They can wrap around the animal, and they get stuck
- They provide shelter for small sea animals
- They are a source of food

8. What happens to plastic when it breaks down?

- It makes water and oxygen
- It makes nutrients for sea plants
- It makes microplastics
- It makes new plastic objects

9. How do harmful particles from plastic in the ocean make their way back to us?

- Particles enter the food chain, and we eat the fish from the sea
- Particles evaporate and enter the air we breathe
- Particles are fished by cleaners and are recycled to make new food packaging
- Particles are absorbed by the water, and we drink it from the tap

Assignment:

Research and produce an information leaflet on how we can reduce the issue of plastic in the ocean. What can we do to help ease the problem of plastic polluting our environment? Include reasons why plastic is a problem.





Ocean Plastics Quiz

Name:

Class

Questions:



1. What is the main use of plastic?

2. What common items is plastic used for?

- ☐ Food and drink packaging ☐ Making ovens ☐ Body parts for car engines ☐ Making food

3. Complete the statement about plastic. Use the words to fill the sentences

Plastic is used to store food, drinks and other household items such as _____

that our clothes are made from. Plastic is useful because it is strong, _____

lightweight and lasts a _____ time. It is also, easy to _____
and make items from them.

Shape

Fabrics

Waterproof

Long

4. Which plastic item is used every day that isn't for packaging food or drinks?

- ☐ Car tyres ☐ Books ☐ Carrier bags ☐ Windows

5. Match the current way these plastics end up in the ocean by matching it to the descriptions

- | | |
|--|--|
| • Plastic rubbish is really light, and it can be blown off landfill sites. It can then enter drains and rivers and make its way to the ocean | |
| • Plastic dropped on the street doesn't stay there. Rain and wind can carry plastic waste into streams and rivers or into the drains. From there it travels to the ocean | |
| • Some plastic products like cotton buds, are often flushed and find their way to the sea | |
| • Even washing our clothes can release tiny microfibrils of plastic from fabrics that can easily be washed down the drain and into the sea | |

- Littering • Rubbish bins • Washing machines • Flushing the toilet

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- ☐ Less than 50 years ☐ 100 years ☐ 250 years ☐ More 400 years

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☐ Particles evaporate and enter the air we breathe
☐ Particles are fished by cleaners and are recycled to make new food packaging
☐ Particles are absorbed by the water, and we drink it from the tap

Assignment:

Research and produce an information leaflet on how we can reduce the issue of plastic in the ocean. What can we do to help ease the problem of plastic polluting our environment? Include reasons why plastic is a problem.





THE LION, THE WITCH, AND THE WARDROBE

Exploring literary themes, settings, and characters through immersive experiences with EduverseAI

Year Group: KS2 (Years 5 and 6)

Duration: 60 minutes

Subject: English – Creative Writing and Reading Comprehension

Text Focus: *The Lion, the Witch, and the Wardrobe* by C.S. Lewis

Learning Objectives

- 1 To understand how literary themes, settings, and characters shape a story.
- 2 To use immersive technology (Skybox AI) to explore and create engaging story settings based on *The Lion, the Witch, and the Wardrobe*.
- 3 To enhance comprehension and creative writing skills by interacting with AI-generated environments that reflect the story's themes.

Introduction

(10 minutes)

Objective: Introduce the setting of Narnia in *The Lion, the Witch, and the Wardrobe* and how EduverseAI can help students visualize and explore this literary world.

Class Discussion: Ask students to recall or discuss:

- The theme of *The Lion, the Witch, and the Wardrobe* (e.g., good vs. evil, courage, betrayal).
- The setting of Narnia (e.g., the magical world hidden behind the wardrobe, the White Witch's endless winter, the beauty and danger of the landscape).
- The characters that inhabit Narnia (e.g., Aslan, the Pevensie siblings, the White Witch).

Explain the Activity: Introduce EduverseAI as a tool that will allow students to step into Narnia and explore the world in 3D. The teacher will use EduverseAI to create or explore an immersive environment based on the setting of Narnia, helping them understand how the setting influences the characters and the story's theme.

EduverseAI Exploration

(20 minutes)

Objective: Engage students in exploring a Narnia-like setting through EduverseAI to deepen their understanding of the story's theme and environment.

Group Setup: Divide students into pairs or small groups to use EduverseAI so that they can generate prompt and ClassVR headsets to view the images.



EduverseAI Prompt: Provide students with the following AI prompt to generate a Narnia-like environment:

"Create a magical winter landscape covered in snow, with towering evergreen trees. In the distance, there is a grand castle made of ice where the White Witch lives, surrounded by frozen rivers and a dark, enchanted forest. The sky is grey and cold, with a soft, eerie light from the clouds. Small patches of untouched beauty, like a lamppost standing in a snow-covered clearing, hint at hidden magic and hope."



EduverseAI Exploration

(continued)

Exploring the Image:

Give students 5-10 minutes to explore the AI-generated image. As they walk through the snowy woods or approach the icy castle, encourage them to think about:

- How does this setting reflect the theme of good vs. evil?
- What kind of characters might inhabit or visit this place?
- How does the cold, endless winter affect the mood of the story?

Note-Taking:

While exploring the virtual environment, students jot down their observations about the setting and consider how it relates to the theme and characters.

Class Discussion: Analyzing Themes, Settings, and Characters

(10 minutes)

Objective:

Facilitate a class discussion to link the setting of Narnia to the story's themes and characters.

Whole-Class Sharing:

Bring the class together and ask each group to describe their EduverseAI-generated setting.

- How did the AI-generated environment compare to the description of Narnia in *The Lion, the Witch, and the Wardrobe*?
- How does the setting (the frozen land under the White Witch's rule) reinforce the theme of good vs. evil?
- Which characters fit into this setting? How does it shape their actions and feelings?

Deepen Understanding:

Discuss how the setting of Narnia is more than just a backdrop. It reflects the control of the White Witch, the hope for Aslan's return, and the struggle between light and darkness.

Creative Writing Task

(15 minutes)

Objective: Students will write a short creative piece set in Narnia, using the setting they explored in EduverseAI.

Writing Prompt: Ask students to write the beginning of a story set in Narnia. They can:

- Imagine entering the wardrobe for the first time and encountering the snowy woods.
- Describe meeting a new character who lives in the enchanted forest.
- Show how the setting affects the mood and decisions of the characters (e.g., how the endless winter feels hopeless until they see the lamppost and know that hope still exists).

Guided Writing: Provide prompts to help:

- What does the character feel when they first see the icy castle of the White Witch?
- How does the coldness of the setting influence the character's mood and actions?
- What challenges might arise in such a setting, and how could they relate to the larger theme of good vs. evil?

Sharing and Reflection

(5 minutes)

Objective: Encourage students to share their stories and reflect on how the immersive technology helped them understand the story's setting and theme.

Story Sharing: Ask a few volunteers to share their creative writing based on the Narnia setting.

- How did the setting influence the story they wrote?
- What role did the theme play in shaping their narrative?

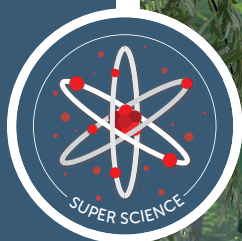
Reflection: Discuss how exploring Narnia through Skybox AI helped students visualize the setting more vividly and understand its importance in shaping the story's mood and characters.

Conclusion

(5 minutes)

Objective: Summarize the lesson and assign a creative homework task like asking students to draw their own.

Wrap-Up Discussion: Recap how the theme of *The Lion, the Witch, and the Wardrobe* is reflected in its setting. Encourage students to think what might happen next and how they visualise the next part of the story.



Pollination

TEACHER INFORMATION

Learning Objectives

8-12 years

- Describe the pollination process
- Compare insect and wind pollination
- Explain how pollination can be used in selective breeding

Overview & Key Elements:

An alien species of Busy Bees travelling on their spaceship have landed on Earth! Keen to explore the flowering meadows, they want to observe how pollination happens on our planet. Your students will join them, shrinking down to explore and experience the world of flowering plants. The scene provides an overview of flowering plants' reproductive strategy, illustrating how pollen is transferred by insects and wind pollination, and eventually reaches the plant's ova for fertilisation.

• The structure of flowering plants



Plants can be wind or animal pollinated, with similarities and differences between them.

• Describing the process of pollination



Flowers need to transfer pollen to other flowers of the same species.

• The process of selective breeding



Pollen can be manually transferred between plants.

Student Information and Scene Tasks:



Flowering Plants

- 1 In this section, students will observe the structure of flowering plants. They can compare and describe the similarities and differences between wind-pollinated and animal-pollinated flowers.
- Students should discuss the structure of a flowering plant and be encouraged to make a comparative description between wind and animal-pollinated flowers, using examples from the scene.

Pollination

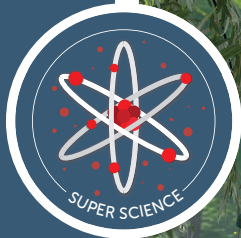
- 2 In this section, the pollination process will be described. Flowers need to transfer pollen to other flowers of the same species to achieve fertilisation, regardless of whether it's wind or animal pollination.
- Students should be encouraged to explore and find the flower that models pollination. You can encourage students to describe the pollination process using the correct terminology.

Selective Breeding

- 3 In this section, an overview of selective breeding will be described. Students will be introduced to the concept of how pollen can be manually transferred between plants with desirable features.
- Students should be asked to use the model in the lab to describe how selective breeding is carried out. They can also interact with the flower model to consolidate their knowledge of the structure of a flowering plant.

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SEE NEXT PAGE FOR STUDENT QUESTIONS ►



Pollination

STUDENT QUESTIONS

Learning Objectives

8-12 years

- Describe the pollination process
- Compare insect and wind pollination
- Explain how pollination can be used in selective breeding

Quiz Questions:



1. Label the parts of a flowering plant:



2. Describe the process of pollination. Use images, like a storyboard, to outline the process:

- A flower attracts insects because of its brightly coloured petals and scent
- Insects reach down for the nectar in the flower
- Pollen will rub off and stick to the insect
- The insect will fly to another flower
- The pollen on the insect will deposit onto the stigma of the second flower
- The pollen grain will grow a tube-like structure down to the ovary
- The DNA in the pollen will transfer to the eggs

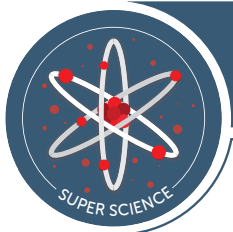
3. A florist sells different coloured flowers. Their most popular flower is a pink rose. To grow a pink rose, the florist needs to combine white and red roses during pollination. This is known as selective breeding. Describe the steps the florist would need to follow to create a pink rose by breeding white and red roses together:

- Select white and red flowering roses plants
- Using a small brush, pick up pollen from the anthers of the red or white rose
- Brush the pollen grains onto the stigma of the white or red rose
- Plant seeds and allow to grow into pink rose

Assignment:

In the pollination scene you were shrunk down to the size of a bee. Write a short description of that bee's journey through plant pollination.





Pollination Quiz

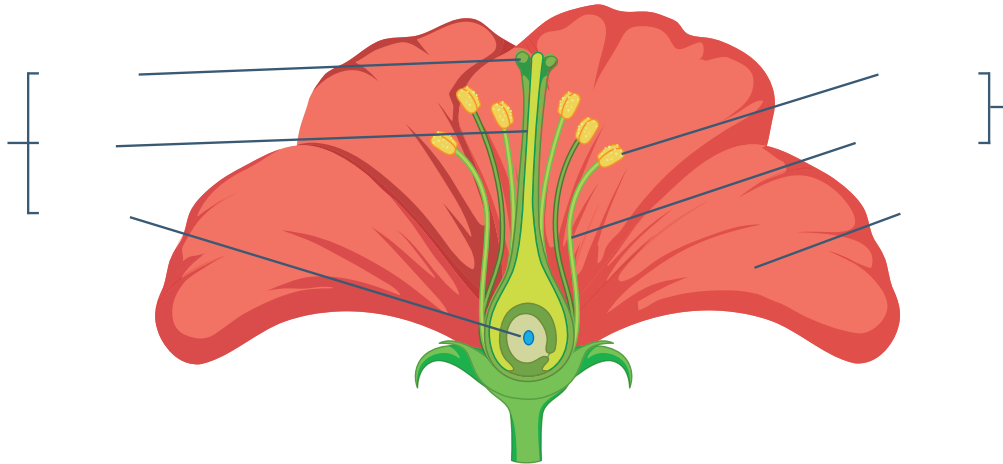
Name:

Class

Questions:



1. Label the parts of a flowering plant:



2. Describe the process of pollination. Use images, like a storyboard, to outline the process:

3. A florist sells different coloured flowers. Their most popular flower is a pink rose. To grow a pink rose, the florist needs to combine white and red roses during pollination. This is known as selective breeding. Describe the steps the florist would need to follow to create a pink rose by breeding white and red roses together:

Assignment:

In the pollination scene you were shrunk down to the size of a bee. Write a short description of that bee's journey through plant pollination.





Ancient Egyptian Temple

TEACHER INFORMATION

Learning Objectives

5-11 years

- Explain the purpose of Egyptian pyramids and temples
- Understand why temples were important to the Ancient Egyptians

Overview & Key Elements:

This scene takes place inside an Ancient Egyptian temple and gives students the opportunity to explore some of its key features. The ceiling is held up by ornate columns decorated with hieroglyphics and there are statues of the Egyptian god Anubis leading towards a decorated sarcophagus and several canopic jars.

• A sarcophagus and canopic jars



Upon death, Pharaohs were mummified and placed into grand coffins called sarcophagi.

• Hieroglyphics



One of the very first forms of writing called hieroglyphics began in around 3300 BCE.

• Two large statues of Anubis



Pharaohs wanted to be remembered so built statues and monuments to themselves.

Student Information and Scene Tasks:



Ancient Egyptian Gods

- 1 The first section in the scene gives students information about some of the different gods worshipped by the Ancient Egyptians, as seen below.
 - The first task for this scene asks students to try and find what gods are worshipped in this temple using evidence in the scene.

Daily Life in the Temple

- 2 The second section looks at daily life inside the temple and what an average Ancient Egyptian would have done there.
 - This task asks students to look for evidence of what happened inside this temple.

Hieroglyphics

- 3 The third section in this scene looks specifically at hieroglyphics.
 - This task asks students to discuss what they could be representing.

Preparing the Dead

- 4 This section looks at how the Egyptians prepared their dead and the process of mummification.
 - The final task for this scene asks students to look at canopic jars and think about why they are presented in this way.

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SEE NEXT PAGE FOR STUDENT QUESTIONS ▶



Ancient Egyptian Temple

STUDENT QUESTIONS

Learning Objectives

5-11 years

- Explain the purpose of Egyptian pyramids and temples
- Understand why temples were important to the Ancient Egyptians

Quiz Questions:



1. Who did Ancient Egyptians consider to be the son of the gods?

- **The Pharaoh**
- Ra
- Anubis
- The priests

2. Select the body parts that went into canopic jars:

- **Liver** • Brain • **Intestines** • **Lungs** • Feet • Skull

3. Who was the Egyptian god of the sun?

- **Ra** • Bast • Osiris • Isis • Anubis

4. Who placed the offerings at the feet of the temple statues?

- **Animals**
- Priests
- Pharaohs
- Ordinary people

5. Which way could hieroglyphics be read?

- Left to right
- Right to left
- **Either way**

6. What offerings did you see in the temple?

- **Jewellery**
- **Fruit and vegetables**
- Shoes
- Money
- **Meat**

Assignment:

Imagine you are a priest in this temple. Write a diary entry describing what you have to do on a typical day. You might want to include:

- Washing and dressing the statues
- Giving offerings
- Preparing a body for a funeral





Ancient Egyptian Temple Quiz

Name:

Class

Questions:



1. Who did Ancient Egyptians consider to be the son of the gods?

- ☐ The Pharaoh
- ☐ Ra
- ☐ Anubis
- ☐ The priests

2. Select the body parts that went into canopic jars:

- ☐ Liver
- ☐ Brain
- ☐ Intestines
- ☐ Lungs
- ☐ Feet
- ☐ Skull

3. Who was the Egyptian god of the sun?

- ☐ Ra
- ☐ Bast
- ☐ Osiris
- ☐ Isis
- ☐ Anubis

4. Who placed the offerings at the feet of the temple statues?

- ☐ Animals
- ☐ Priests
- ☐ Pharaohs
- ☐ Ordinary people

5. Which way could hieroglyphics be read?

- ☐ Left to right
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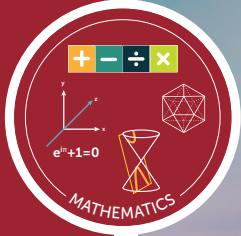
- ☐ Jewellery
- ☐ Fruit and vegetables
- ☐ Shoes
- ☐ Money
- ☐ Meat

Assignment:

Imagine you are a priest in this temple. Write a diary entry describing what you have to do on a typical day. You might want to include:

- Washing and dressing the statues
- Giving offerings
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Counting in the Clouds

TEACHER INFORMATION

Learning Objectives

4-6 years

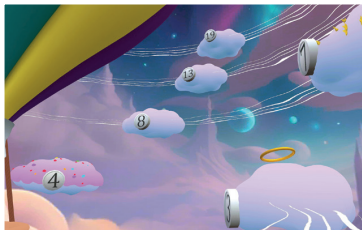
- Develop counting abilities from 1 to 20
- Understand number as a means for groups of objects to be quantified and compared
- Improve upon aspects of 'number sense'

Overview & Key Elements:

This scene provides for young students in perceiving two central aspects of number: as a scale where each numeral has greater magnitude than the previous, and as a measure of the quantity in a group.

The aerial theme of ascending clouds to reach the top aims to provide educators with a framework, around which many games or lesson types can be structured.

• Counting sequentially with numbers



Each number in the scene has a unique feature to help identify it from others.

• Counting from one to 20 in the scene



Progression with counting is enabled by climbing up through the clouds.

• Counting groups of associated items



Each cloud has its own character and associated object or creature.

Student Information and Scene Tasks:



What is a Number?

- 1 • Numbers are described in an approachable way in the learners' materials, as a tool to measure our environment and make useful decisions.

Counting from 1 to 20

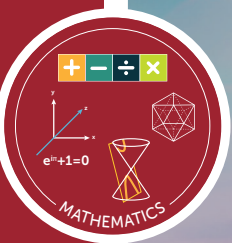
- 2 • Students move up clouds numbered from 1 to 20 to reach the surface of a hot air balloon, strengthening their association with number as a magnitude – larger figures representing greater heights.
- Targets greater confidence with enumerating correctly. Each cloud has a clue to characters or objects which will be encountered once they reach the top. This strengthens the concept that numbers occur in a particular order and represent one amount, each associated with one visual cue.

How Many?

- 3 • Upon reaching 20, students are encouraged to notice groups of objects to be counted. They realise why the clouds were different: each number from 1 to 10 has an associated object or creature. In this manner, students deepen their understanding of cardinality (understanding the last number in a count indicates how many) and relate the numbers they scaled earlier to the quantities they represent.
- Ideas of one-to-one correspondence are also involved, with students understanding that each cloud pertains to a particular character.

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Counting in the Clouds

STUDENT QUESTIONS

Learning Objectives

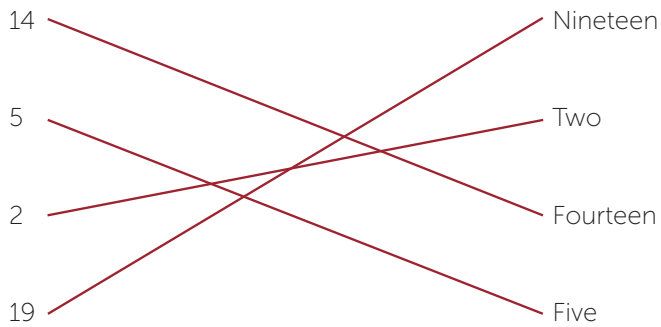
4-6 years

- Develop counting abilities from 1 to 20
- Understand number as a means for groups of objects to be quantified and compared
- Improve upon aspects of 'number sense'

Worksheet answers:



1. Match the numbers to the words.



2. Write each word as a number.

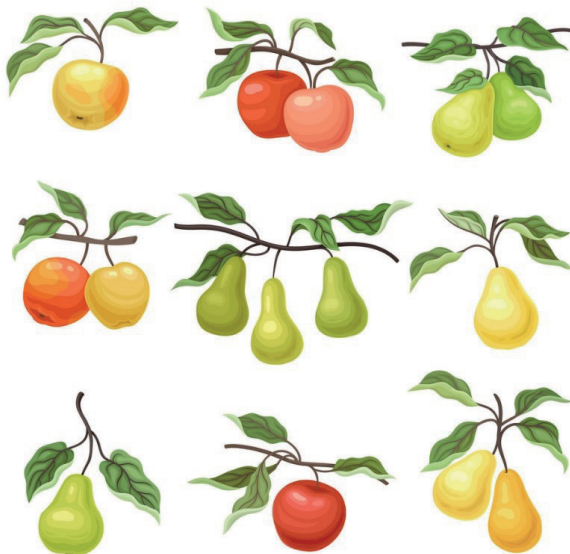
Twelve _____

Twenty _____

Seven _____

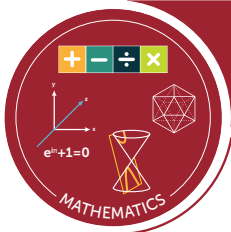
Three _____

3. Count how many pears and apples there are. Write the number for the total of each fruit.



Apples 6

Pears 9



Counting in the Clouds Quiz

Name: _____

Class _____

Worksheet:



1. Match the numbers to the words.

14

Nineteen

5

Two

2

Fourteen

19

Five

2. Write each word as a number.

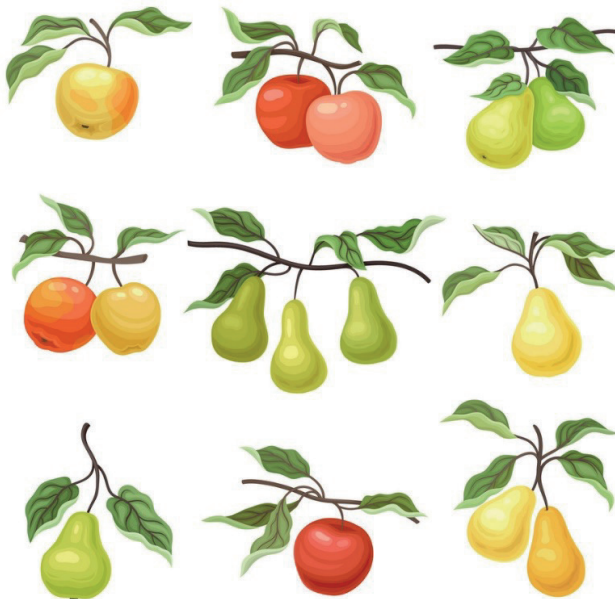
Twelve _____

Twenty _____

Seven _____

Three _____

3. Count how many pears and apples there are. Write the number for the total of each fruit.



Apples _____

Pears _____

