

# Choose It!

## Ready-mades

NUMERACY  
0 to 100



What number comes after 10? 9

Which is the correct number bond of 10?  
 $5+4$   $5+6$   $5+1$   
 $5+3$   $5+5$   $5+2$

12 8 10

17 6 11

Find the even number.



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## **Credits**

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## ***Introduction***

***Numeracy: Number 0 to 100*** is a set of ***Chooselt! Maker*** activities supplied with a ***Chooselt ! Ready-mades*** player program . This user guide presumes you also have the general user guide for ***Chooselt! Ready-mades***.

This Activity Set has 25 activities based around the 100 square . Each activity consists of 20 to 40 multiple choice questions, which increase in difficulty throughout . A “Monkey bonds” story-based activity is also included as a fun round-up.

This program has a selection of activities which can be used as either a teaching aid or for an assessment of the pupil’s knowledge in that area. Because the topics have been broken down into very small steps , they are easily linked to SEN pupils ’ Individual Education Plans . Some activities are suitable for the pupil to do independently , but to get the most out of each activity a 1:1 situation is advisable. This way the language of the subject can be developed alongside the concept being practised.

All activities are self-correcting so the pupil does not experience failure. A simple scoring scheme allows you to track progress.

### **Note for children with learning difficulties:**

The most important aspect in the life of a special needs child is routine, because with a good routine comes security, and hence confidence. Once the child has confidence and is relaxed with the surroundings, learning can then take place. This ideal has been used when planning the activities in ***Chooselt! Maker 2*** by utilising repetition and simple language.

## ***Installation***

This manual is accompanied by a general user guide for ***Chooselt! Ready-mades***. The ***Chooselt Ready-mades*** guide gives you help with installing and running this Activity Set. It also shows you how to use the options and how to set up switch access.

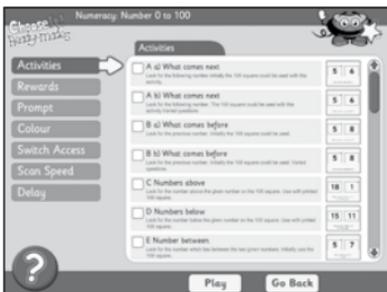
## Getting Started

This Activity Set consists of 25 activities covering:

- Position of numbers on the 100 square - Activities A, B, C, D and E.
- Odd and even numbers - Activities F and G.
- Times tables - Activities H, I, J, O, P, Q, R, S, T and Y.
- Counting on and counting back - Activities K and L.
- Greater than and less than - M and N.
- Number bonds - Activities U and V.
- Doubling and halving - Activities W and X.

A set of 100 square number grids for printing are supplied on the CD, for use with these activities.

To see the activities, start the **Chooselt! Ready-mades** program, and click on **Numeracy: Number 0 to 100**. You can scroll down using the scroll bar on the right-hand side of the screen to see all of the activities.



To play an activity, tick the white box next to it and then click the **Play** button at the bottom of the screen.

### Activity titles:

**A** What comes next?\*

**B** What comes before?\*

**C** Numbers above

**D** Numbers below

**E** Numbers between

**F** Even numbers\*

**G** Odd numbers\*

**H** Counting in 2s

**I** Counting in 5s

**J** Counting in 10s

**K** Counting on

**L** Counting back

**M** Greater than\*

**N** Less than\*

**O** Counting in 3s

**P** Counting in 4s

**Q** Counting in 6s  
**R** Counting in 7s  
**S** Counting in 8s  
**T** Counting in 9s  
**U** Number bonds to 10

**V** Monkey bonds  
**W** Doubling  
**X** Halving  
**Y** Times tables

\*In activities A, B, F, G, M and N, two versions have been created, labelled (a) and (b). In the (a) versions the question is always the same for those whose language understanding is limited, to prevent a barrier between the pupil and the mathematical concept being taught. The (b) versions vary the way the question is asked. Note that the questions in an activity increase in difficulty from the first question to the last.

Lower level work can be found in the **ChooseIt! Ready-mades Numeracy: Number 0 to 5** and **Numeracy: Number 5 to 10**.

## Quick Hints and Tips

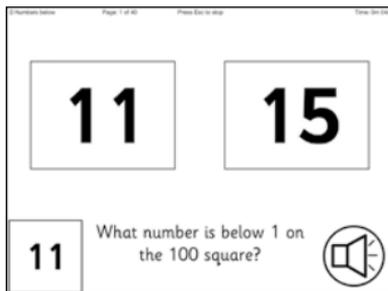


Use the left and right arrow keys on the keyboard to skip forward or back through an activity. They can be used for:

- Reviewing the content of an activity.
- Skipping to a page more suitable for the learner.
- Going back and trying some pages again.



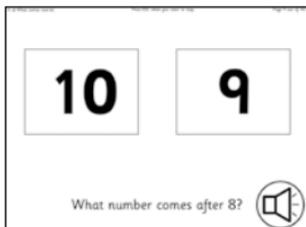
Remember that learners do not need to read to play these activities, as all text is spoken. Learners can click on the loudspeaker button to hear the question again.



To make an activity easier, you can use the **Prompt** options to display the answer at the bottom of the screen.

## The Activities

### A) What comes next? (split into two activities (a) and (b)) - 40 pages



This activity and activity B have been designed to encourage the pupil to recognise and sequence numbers 1 to 50. Initially the pupil could use a photocopy of the basic 100 square to find the answers, then after practice should be able to answer from memory.

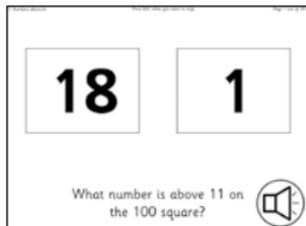
The activities begin with a choice of two answers using numbers 1 to 10, then progress to more choices with higher numbers.

### B) What comes before? (split into two activities (a) and (b)) - 40 pages

This activity and activity A have been designed to encourage the pupil to recognise and sequence numbers 1 to 50. Initially the pupil could use a photocopy of the basic 100 square to find the answers, then after practice should be able to answer from memory.

The activities begin with a choice of two answers using numbers 1 to 10, then progress to more choices with higher numbers.

### C) Numbers above - 40 pages



This activity and activities D and E rely on a printed copy of the basic 100 square; otherwise the questions may seem confusing. They encourage confidence with the layout of the 100 square, helping pupils to see patterns in the numbers and to develop their number recognition.

For example, the activity may ask "What number is above 11?". By looking at the 100 square, it can be seen that the number physically above 11 is 1, which is the correct answer.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

### **D) Numbers below - 40 pages**

See the notes for activity C. This activity may ask “What number is below 11?”. By looking at the 100 square, it can be seen that the number physically below 11 is 21, which is the correct answer.

### **E) Numbers between - 40 pages**

See the notes for activity C. This activity may ask “What number is between 1 and 21?”. By looking at the 100 square, it can be seen that the number physically between 1 and 21 is 11, which is the correct answer.

### **F) Even numbers (split into two activities (a) and (b)) - 40 pages**

17    6    11

Find the even number.

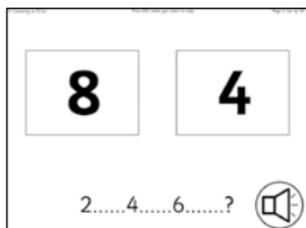
The 100 square for this activity (and activity G) are colour coded red for odd numbers and light blue for even numbers, to highlight the pattern of odds and evens. Only numbers from 1 to 50 have been used so that the concept can be taught with confidence to pupils who are still not too familiar with larger numbers.

Activity F is split into versions (a) and (b). Version (a) has the same question throughout for pupils who need consistency, whilst (b) varies the form of the question.

### **G) Odd numbers (split into two activities (a) and (b)) - 40 pages**

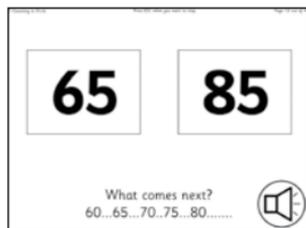
The 100 square for this activity (and activity F) are colour coded red for odd numbers and light blue for even numbers, to highlight the pattern of odds and evens. Only numbers from 1 to 50 have been used so that the concept can be taught with confidence to pupils who are still not too familiar with larger numbers.

Activity G is split into versions (a) and (b). Version (a) has the same question throughout for pupils who need consistency, whilst (b) varies the form of the question.

A rectangular box containing two smaller boxes at the top. The left box contains the number '8' and the right box contains the number '4'. Below these boxes is the sequence '2.....4.....6.....?' followed by a speaker icon.

### **H) Counting in 2s - 40 pages**

The same 100 square can be used for this activity as the odds and evens. This trains the pupil to count in twos and recognise the numbers of the two times table. Pupils should also recognise a visual pattern on the 100 square.

A rectangular box containing two smaller boxes at the top. The left box contains the number '65' and the right box contains the number '85'. Below these boxes is the text 'What comes next?' followed by the sequence '60...65...70...75...80.....' and a speaker icon.

### **I) Counting in 5s - 40 pages**

The numbers of the five times table on its 100 square are colour coded in green. Once the pupil can recognise the easy pattern, the printed copy of the 100 square should not be needed.

### J) Counting in 10s - 40 pages



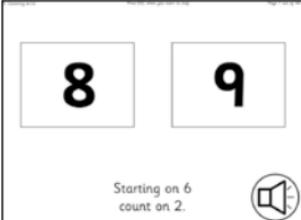
60 70 20

What comes after 50?



The numbers of the ten times table on its 100 square are colour coded in green. Once the pupil can recognise the easy pattern, the printed copy of the 100 square should not be needed.

### K) Counting on - 40 pages



8 9

Starting on 6  
count on 2.

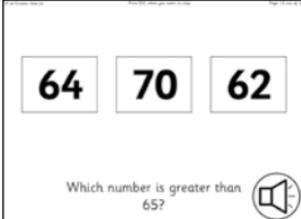


For this activity (and activity L) only numbers 1 to 30 have been used. The basic 100 square can be used as a number line.

### L) Counting back - 40 pages

For this activity (and activity K) only numbers 1 to 30 have been used. The basic 100 square can be used as a number line.

### M Greater than - 25 pages



64 70 62

Which number is greater than 65?

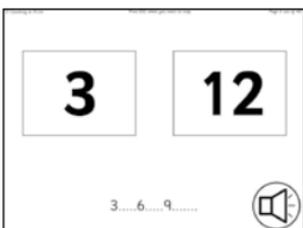


Again, the basic 100 square can be used for this activity. Numbers 'one more' are used for the first two pages, then in further pages the difference between the question and answer numbers vary. Numbers 50 to 100 are used more frequently to give the pupil practice with these numbers.

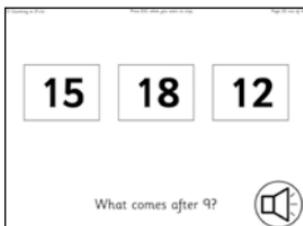
## N) Less than - 25 pages

Again, the basic 100 square can be used for this activity. Numbers 'one less' are used for the first two pages, then in further pages the difference between the question and answer numbers vary. Numbers 50 to 100 are used more frequently to give the pupil practice with these numbers.

## O) Counting in 3s - 40 pages

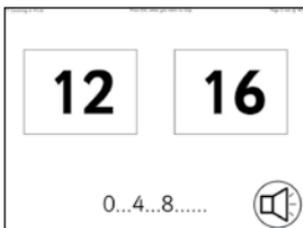


This has a corresponding 100 square with the numbers colour coded green. This activity and activities P to T give pupils practice with the more difficult times tables, showing the patterns of each.



The first ten pages of this activity prompt the pupil for the required answer by showing a number sequence on the screen. The following pages presume the pupil understands that the activity is about counting in 3s, so simply asks "What comes after...?". (This also applies to activities P to T.)

## P) Counting in 4s - 40 pages



This has a corresponding 100 square with the numbers colour coded green. You can find this on **Number 0 to 100**. See further notes under activity O above.

### Q) Counting in 6s - 40 pages

This has a corresponding 100 square with the numbers colour coded green. You can find this on **Number 0 to 100**.

### R) Counting in 7s - 40 pages

This has a corresponding 100 square with the numbers colour coded green. You can find this on **Number 0 to 100**.

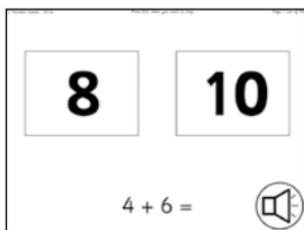
### S) Counting in 8s - 40 pages

This has a corresponding 100 square with the numbers colour coded green. You can find this on **Number 0 to 100**.

### T) Counting in 9s - 40 pages

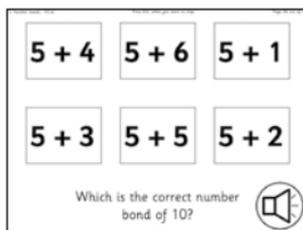
This has a corresponding 100 square with the numbers colour coded green. You can find this on **Number 0 to 100**.

### U) Number bonds to 10 - 45 pages



8      10

$4 + 6 =$  



$5 + 4$	$5 + 6$	$5 + 1$
$5 + 3$	$5 + 5$	$5 + 2$

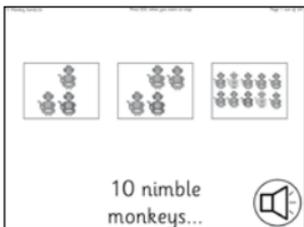
Which is the correct number bond of 10? 

The questions in this activity divide it into three parts:

- Pages 1 to 5: find the sum. (Always 10!)
- Pages 6 to 35: which sum equals 10?
- Pages 36 to 40: which is the correct number bond of 10?

If you are using single switch scanning, and the auditory scanning is important, set the scan speed to three seconds or more.

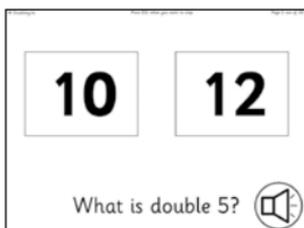
## V) Monkey bonds - 20 pages



10 nimble monkeys...

A number rhyme using a monkey theme and number bonds to 10, in which the pupil gives the rhyming answer.

## W) Doubling - 20 pages

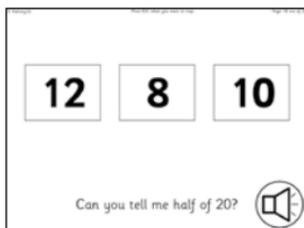


10 12

What is double 5?

The questions vary in this activity to show the different ways of describing doubling a number. Only numbers 1 to 10 are used for the answers.

## X) Halving - 20 pages

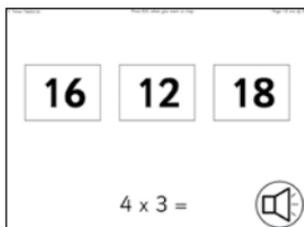


12 8 10

Can you tell me half of 20?

Only two or three choices are given for this activity and the questions vary to show the different ways of describing halving a number. The numbers 1 to 10 are used for the answers.

## Y) Times tables - 30 pages

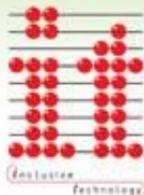


16 12 18

$4 \times 3 =$

After practice learning the times tables using the 100 square, this activity can be used as an assessment tool.

## Notes



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# Choose It!

## Ready-mades

NUMERACY  
0 to 100

A set of 25 multiple-choice activities based around the 100 square, including odds and evens, counting on, times tables patterns and number bonds.

Full speech support for non-readers. For use as a teaching aid or an assessment tool. Records student performance. Clear and consistent presentation. Suitable for interactive whiteboards. Switch access support for learners with disabilities.

64

70

62

Which number is greater than 65?



65

85

What comes next?  
60. 65. 70. 75. 80

