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# Figure It Out!

**Theme:** Me, myself & family

**Links:** Maths and creative problem-solving, Number recognition, Music, Design & thinking processes, Health & physical education

**Suitability:** School assembly performance, where each child is a number

**Book link:** Inspired by *The Hundreds and Thousands Kid* by Hazel Edwards, illustrated by Rosemary Wilson, Collins 1989, ISBN 0-7322-4874-4

This is a script about imaginative ways to see and use everyday numbers in a game.

## **Class production**

This can be very simple, with imagined settings and props and mimed number shapes or a more elaborate production with costumes.

Many characters are linked to figures, so students can shape their bodies into that number or wear a number sign, e.g. 5 for Quintana.

Some roles can double up, e.g. Eight Lady as '8' in the 1–10 Models. Boys or girls can play unisex roles, e.g. police officer, estate agent.

## **Observation skills (maths)**

Encourage awareness of figures and numbers locally, e.g. supermarket, signage, so credit is given to students for their observation skills. Maths and art can be linked in preparing props.

## **Quick activities (physical movement)**

- ★ Each student to twist their body into the number representing their age. Teacher too.
- ★ Visual clues. Show the first letter of given name by using hands, fingers, legs or whole body. Talk about reversals and which way to face, e.g. with the number 4. This can also be done in the playground or floating in the pool during swimming

## **Sign language**

- ★ Give a demonstration of conveying information without speaking, e.g. pointing, waving goodbye, clapping appreciation.

## **Codes and clues (LOTE)**

- ★ Introduce Auslan signing for deaf students. Arrange for a visitor to speak in a new language and then discuss what clues can be read, even if you don't know the words.

## **Music**

- ★ Select a piece of music that conveys a story, e.g. Peter and the Wolf.
- ★ Students to discuss slow/fast/spooky/happy clues in music. They make their own sound effects audio, then swap and write about each other's audio story.

## **Classroom chart (maths)**

- ★ Make charts showing birthdays, heights, money raised for charity, etc.
- ★ Introduce and match Roman numerals.
- ★ Symbols as clues: flags, school logos, figures, letters, signs, school uniforms or colours, anthems. Why do we use symbols? Make a corridor display of symbols.

# Figure It Out!

**CAST** — *minimum 14, maximum 38*

Police officer — who holds up traffic and looks like a 7

Narrator — good reader

Quintana — 5-shaped, who has good ideas

Mr John — 9-shaped, is bored and doesn't have many ideas until he meets Quintana

Grace — plays music, shaped like a musical note

Estate agent — who rents shops

Twins — who look like 3's

(10) Machinists — who sew numbers 1 to 10

Figure models for each number 1 to 10 — holding number or acting like the shape, can double as 1–10 machinists

Eight Lady with frizzy hair — looks like an 8 but thinks she's a 9

**PROPS** — *These can be mimed in a simple production*

Number birthday cakes

Pot of sunshine yellow paint and two brushes

Bed

Coffee cups, etc.

Shop numbers e.g. 555

Balloons with numbers on

**SETTING:** Street

## SCRIPT

**NARRATOR:** Quintana was a 5 person.  
To her, other people looked number-shaped.

**POLICE OFFICER:** I am a police officer.  
When I hold up my hand, the traffic stops.

*(ALL actors freeze in the shape of their numbers)*

**QUINTANA:** That police officer looks like a number 7.

**ALL:** *(look at police officer)* Yes.

**NARRATOR:** With hands up like that, the police officer looks like a number seven shape.

**QUINTANA:** My name is Quintana. Quin means five.

**NARRATOR:** Are you five years old?

**QUINTANA:** No. I am five shaped. See.

**ALL:** Yes. You look like a 5.

**GRACE:** My name is Grace. But I'm not graceful. I drop things.

**MR JOHN:** My name is Mr John. I'm your neighbour. Pleased to meet you.

**NARRATOR:** When she met her neighbour, Mr John, Quintana thought he looked shy, so she just whispered.

**QUINTANA:** *(whispers to audience)* He's shaped like a 9.

**MR JOHN:** Do you want to talk to me?

**QUINTANA:** I was just playing my numbers game.

**MR JOHN:** May I play too?

**QUINTANA:** Of course.

**GRACE:** I like playing games. But I like music too.

**QUINTANA:** My game is about numbers. I think people look like number shapes.

I'm a 5 person. And you're a 9 person.

**GRACE:** Am I a 9?

**QUINTANA:** No, you look like a ...

**NARRATOR:** *(interrupts)* Here are the twins.

**TWINS:** We look like each other.

**MR JOHN:** *(points to twins)* Are they 33? Each one looks like a 3.

**QUINTANA:** You're right.

**MR JOHN:** I see. I understand this game.

**QUINTANA:** I'm so glad you can see 33. I love numbers.

**GRACE:** *(looking at twins who bow)* OH ... I get it!

**QUINTANA:** You can see number people everywhere. Bye. I have to go home now.

**NARRATOR:** That night Quintana dreamed about numbers.

*(FIGURES 1–10 walk across the stage as QUINTANA lies down to sleep)*

**NARRATOR:** Number dreams floated in Quintana's head. At 2.34 a.m. she got an idea.

**QUINTANA:** I'll draw number clothes!

**NARRATOR:** She sat up in bed and started to draw. Overnight, she designed ten outfits.

*(FIGURES 1–10 parade around her bed.)*

**QUINTANA:** Mr John! Grace! I couldn't wait to show you.

**GRACE:** Number clothes!

**MR JOHN:** Most unusual. Will you sell your clothes designs?

**GRACE:** Maybe you need a rent a shop?

**QUINTANA:** Yes. My shop must have the right number.

**ESTATE AGENT:** *(scratches head)* Will 222 Main Street do?

**QUINTANA:** *(shakes head)* It must have a 5 in it.

**ESTATE AGENT:** Number 555a High Street?

**QUINTANA:** Yes!

**GRACE:** That has three 5s. They look like music notes.

**QUINTANA:** Let's paint the shop sunshine yellow.

*(QUINTANA paints with MR JOHN's help.)*

**MR JOHN:** I've never done anything unusual before.

**QUINTANA:** Let's go to the warehouse and buy material.

**NARRATOR:** At the warehouse, they bought material in every colour. There were 'bubble gum' pinks, 'hundreds and thousands' prints and 'tomato' reds.  
Ten machinists helped Quintana sew her numbers outfits.

**MR JOHN:** *(making coffee for the workers)* How will people know about your new clothes?

**QUINTANA:** We'll have a fashion parade.

**GRACE:** Great idea. I'll play the music.

**QUINTANA:** A parade of numbers.

**GRACE:** Music is like maths. The notes fit together. So do the numbers.

**NARRATOR:** Next day, Quintana wrote an advertisement.

**MR JOHN:** I'll take it to the newspaper office on my way home.  
I'm having fun...

**NARRATOR:** The advertisement said:  
FIGURE MODELS WANTED BY NUMBERS LADY  
RING QUINTANA 12 3456

*SFX PHONE RINGS*

**NARRATOR:** The phone in Quintana's shop rang and rang.

**GRACE:** Hullo. Yes. We are looking for number shaped people.

**QUINTANA:** Finding a 4 model was hard.

**GRACE:** I've found a 4 shaped person. Me.

*(Makes herself into a 4)*

**NARRATOR:** Models were found for all the clothes,

**QUINTANA:** *(to Mr John and Grace)* Let's blow up the balloons.

**NARRATOR:** On each balloon they wrote an invitation.  
Everybody watched as the balloons drifted like sky confetti.

**POLICE OFFICER:** I am a police officer.  
When I hold up my hand, the traffic stops.

*(ALL actors freeze in the shape of their numbers)*

**QUINTANA:** Thankyou for stopping the traffic for our parade.

**NARRATOR:** With both hands held high, s/he was a perfect '7'.

**QUINTANA:** *(gives POLICE OFFICER a '7' outfit)* You're a perfect 7.

**POLICE OFFICER:** Thankyou. I'll wear it when I'm off duty.

**QUINTANA:** Welcome to the Numbers Parade.  
Here are the outfits for 1 shapes.  
Here come 'racing silks', the style for 6-shaped people.

**EIGHT LADY:** *(shouting)* I'll buy the 9 outfit.

**QUINTANA:** *(kindly)* No. You're an 8 person, not a 9. Only my 8 designs will fit you.  
Here, try my favourite 8.

**EIGHT LADY:** *(tries it on, happily)* I feel ... I feel ... just eightish

**QUINTANA:** *(nods)* The right number fits. People's clothes have to suit their figures.

**NARRATOR:** After the fashion parade, Mr John helped clear up.

**MR JOHN:** What shall we make next?

**QUINTANA:** Number cakes for birthdays?

**NARRATOR:** Soon the Number Cake Shop became very busy.  
They made number cakes for birthdays. Even a question mark for people who were not sure how old the birthday person was ...

**GRACE:** Great-Grandmother loved her 101 birthday cake

**QUINTANA:** There's a whole world of numbers out there.

**MR JOHN:** Yes. I didn't see them before. What about footy tips? They have numbers. Or footy scores?

**QUINTANA:** Let's work them out together.

**GRACE:** What about musical notes? I can score music.

**MR JOHN:** Yes! You can play notes. That's fun too.

**NARRATOR:** What's it called when you write them down?

**QUINTANA:** Musical scores.

**NARRATOR:** There's a whole world of numbers out there.  
So ... Figure it out!

*(ALL bow in shape of their numbers, or  
NARRATOR can number call.)*