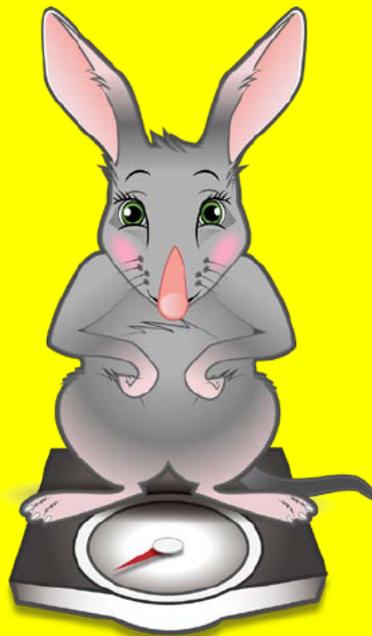


**Mathematics
Year 1
SET 1
Lesson Notes**

Mathematics

Lesson notes and Home tutor guide for this set can be viewed electronically.

Maths and Me



SET 1 Lesson Notes

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Day 1

NOTE: *Maths and me* is a ten day revision set, designed to enable the student to review and consolidate learning from the previous year. Some activities contain new concepts and the student will require extra assistance to understand and complete them successfully. Please encourage the student to work independently where possible.

This set will help the student and tutor become familiar with the parts of the mathematics sets and how they combine to introduce and practise concepts.

Collect and prepare the items listed on the *Materials checklist*

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">The first day	
<ul style="list-style-type: none">Days of the week chart	
<ul style="list-style-type: none">Months of the year chart	
<ul style="list-style-type: none">What did I do?	
<ul style="list-style-type: none">Yesterday, today, tomorrow	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 1	
Home resources	
<ul style="list-style-type: none">calendar for current year, showing the days and dates for the current month	
<ul style="list-style-type: none">4 objects of varying masses, eg orange, sharpener, cushion, toy, cap, feather	
<ul style="list-style-type: none">camera	
<ul style="list-style-type: none">scissors	
<ul style="list-style-type: none">2 sheets of A4 paper	
<ul style="list-style-type: none">felt tip pen or crayon	



Storage folders

Create a folder on the computer to digitally store scanned set content. Activity sheets and other print paperwork can be scanned or photographed and saved directly into this folder. Photographs and video clips should be stored in this folder. Please ensure all items are clearly labelled.

A display book, sheet protector or envelope is required to store completed activity sheets that are not digitally stored.

A display book, envelope or box is useful to store charts, games and other materials that will be used by the student across all sets.

Background information

As the student's ability to read and print will vary depending on the activity, assist by reading to, or with the student and scribing responses if required.

The student can refer to any of the charts when completing activities.

The student will be asked to 'loop' items. This requires the student to draw a line around items to show an answer. The term 'loop' is used rather than 'circle' to avoid confusion when the student is working with shapes, eg to 'circle' a circle is confusing whereas to 'loop' a circle is clearer.

The terms 'digit', 'number' and 'numeral' are used throughout the set.

A 'number' is defined as describing amounts or quantities.

A 'digit' and a 'numeral' are defined as 'symbols used to show a number'.

This means that a 'digit' or 'numeral' is the symbol used to represent a number.

Year one students find these different definitions confusing and usually use the term 'number' when talking about the symbol and the amount. For the purpose of these sets, the terms 'digit', 'numeral' and 'number' are regarded as interchangeable.

When requested, help the student make video clips, take photographs and save activity sheets for return to the teacher.

Quincey's quest

The first day

Materials:

- activity sheet – *The first day*
- activity sheet – *Days of the week*
- activity sheet – *Months of the year*
- calendar.

Place the calendar on the table.

**Say**

Do you know what this is? **Answers will vary, eg calendar.**

What can you tell me about a calendar? **Answers will vary, eg it tells us the month, year, day, date, holidays.**

Place the *Days of the week* chart on the table.

Read the title with the student.

Say

What can you tell me about the days of the week? **Answers will vary, eg they have an order, there are seven days, they have capital letters.**

Count the day names on the chart. **seven**

Point to and read the seven day names to me. I'll help you if you need it.

Look at all the day names. What two things are the same about all of them? **They all start with a capital and have 'day' at the end.**

What day is it today? **Answers will vary.**

Point to that day name.

Let's read the day names in order, starting from today. (Help if required.)

Place the activity sheet *The first day* on the table.

Say

(Point to Quincey.) This is Quincey Quokka. Quincey Quokka likes to start his day in an organised way. Each morning he checks the weather and the calendar.

What does his speech bubble say? **Today is**

Read the days of the week in the table below Quincey.

Use a coloured pencil to loop today's name. **Answers will vary.**

Place the *Months of the year* chart in front of the student.

Read the title with the student.

Say

What can you tell me about the months of the year? **Answers will vary, eg they have an order, there are twelve months, they have capital letters.**

Count the month names on the chart. **twelve**

Point to and read the month names to me. I'll help you if you need it.

Do you know what month it is? **Answers will vary.**

Point to that month name.

Let's read the month names in order, starting from this month. (Help if required.)

Let's read Quincey's next speech bubble. **The month is**

Read the month names in the table below Quincey.

Use a coloured pencil to loop this month's name. **Answers will vary.**



Place the calendar in front of the student.

Say

Open the calendar to the page for (current month).

Tell me what you see. **Answers will vary, eg month names, numbers, day names, letters, a grid.**

A calendar page is set out in columns and rows to show each day and the weeks in the month.

Point to the day names on the calendar page. Tell the student what these are and explain the abbreviated versions if necessary.

Ask the student to read them with you.

Run a finger down the column for the current day.

Say

These numbers are the dates for the (eg Mondays) this month. Let's read them.

Run a finger down the (eg Tuesday) column.

Say

These numbers are the dates for the (eg Tuesdays) this month. Let's read them.

Repeat for the other days in the week.

Say

Let's find the number for today.

Help the student find the date for today by pointing to the day name and moving down the column, stopping at the date.

Say

What number is it today? **Answers will vary.**

Look at Quincey's speech bubble. What is he saying? **Today is the**

Print the number into the speech bubble, after the word 'the'.

The numbers used in the date are ordinal numbers. They are said and written in a special way.

When we say the date we say 'Today is the (ordinal number eg fifth)', we don't say 'Today is the (five)'. When we print the date we add some letters to make it into an ordinal number. The letters might be s t, n d, r d or t h. The letters we need to match your number are (st/nd/rd/th).

Print these letters after the number in the speech bubble. (eg 21st, 23rd, 24th).

What is Quincey asking you about in the next speech bubble? **Answers will vary, eg the weather.**

Let's read what he is saying. **The weather is**

Take the student, the activity sheet and a pencil outside to check the weather.

**Say**

Look at the weather pictures. Tell me what you see and read the words if you can. (Help if required.)

Use a coloured pencil to loop any of the pictures that show what the weather is like today. **Answers will vary.**



Display or store the activity sheet. It will be used on Day 5.

Store the charts and calendar for future use.

Diving in

Counting there and back

Materials:

- nil.

To help the student count on or back the five numbers, hold up one finger as the student says each number.

Say

Let's do some counting together. I will begin counting. When I stop, please keep counting for another 5 numbers.

0, 1, 2 **3, 4, 5, 6, 7**

4, 5, 6 **7, 8, 9, 10, 11**

2, 3, 4 **5, 6, 7, 8, 9**

9, 10, 11 **12, 13, 14, 15, 16**

Let's try counting backwards.

9, 8, 7 **6, 5, 4, 3, 2**

7, 6, 5 **4, 3, 2, 1, 0**

19, 18, 17 **16, 15, 14, 13, 12**

Which is heavier?

Materials:

- 4 objects of varying masses, eg orange, sharpener, cushion, toy, cap, feather
- camera.

Place the objects in a row on the table.

**Say**

Tell me the names of these objects. **Answers will vary.**

Which do you think is the lightest? **Answers will vary.**

I will place that object at the start of the row, on the left.

Which do you think is the heaviest? **Answers will vary.**

I will place that object at the end of the row, on the right.

Look at the objects in the middle. Which do you think is the heavier of the two?
Answers will vary.

I will place that object on the left of the heaviest object.

You have ordered the row of objects from lightest to heaviest. Let's take a photograph.



Help the student take a photograph of the objects in the row.

Move the objects so they are not in a row.

Say

Which do you think is the heavier, the X or the Y? **Answers will vary.**

Pick up X and feel its weight.

Now pick up Y and feel its weight.

Which is heavier? **Answers will vary.**

Hold both objects, one in each hand. Close your eyes.

Which is heavier? **Answers will vary.**

Ask the student to place the heavier object on his/her right and the lighter object on his/her left.

Repeat the activity using the two other objects. Ask the student to place the heavier object on his/her right and the lighter object on his/her left.

Say

Look at the two objects in the 'lighter' group. Which do you think is the heavier?
Answers will vary.

Pick up one and feel its weight.

Now pick up the other and feel its weight.

Which is heavier? **Answers will vary.**

Hold both objects, one in each hand. Close your eyes.

Which is heavier? **Answers will vary.**

Look at the two objects in the 'heavier' group. Which do you think is the heavier?
Answers will vary.

Pick up one and feel its weight.

Now pick up the other and feel its weight.

Which is heavier? **Answers will vary.**

**Say**

Hold both objects, one in each hand. Close your eyes.

Which is heavier? **Answers will vary.**

Put the objects in a row from lightest to heaviest.

Check the order by picking up the objects and comparing them.



Help the student take a photograph of the objects in the row.

Say

Are the objects in the same order that you put them earlier? **Answers will vary.**

Why do you think the order is the same/different? **Answers will vary.**

Check the weights and order. If positions need changing, prompt the student to check the weights again and make any changes.



Help the student take a photograph if the objects have been changed.



Save the photographs into the Set folder. Please label them to show the order in which they were taken.

Burrowing about

What did I do?

Materials:

- activity sheet – *What did I do?*

Say

I like to (own choice). Tell me three things you like to do. **Answers will vary.**

What does your (family member) like to do? **Answers will vary.**

What do you like to do together? **Answers will vary.**

What does (friend) like to do? **Answers will vary.**

What do you like to do together? **Answers will vary.**

Place the activity sheet on the table.

Say

Look at the *What did I do?* activity sheet. What do you think this activity is about? **Answers will vary, eg the days of the week, things I do on different days.**

Use a pencil to trace the names of the days and then read each one to me. (Help with reading if required.)

**Say**

Tell me something you did on each week day last week. **Answers will vary, eg rode my bike, played with my friend.**

Next to each day name, draw or print some words to show one activity you did on that day.

Help the student with spelling if required. Prompt with questions if the student cannot think of an activity.



Store or scan and save the activity sheet.

Up and down the week

Materials:

- activity sheet – *Days of the week*.

Say

This activity is called *Jumping around the week*. What do you think it is about? **Answers will vary, eg the days of the week, the order of the week days.**

Let's point to each day name on the *Days of the week* chart and read it.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Let's read the words going up the chart. Point to each name as we read it.

Sunday, Saturday, Friday, Thursday, Wednesday, Tuesday, Monday

Let's read the day names starting from Tuesday, going down the list until we reach Monday. Point to each name as we read it. **Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, Monday**

Let's read the day names starting from Tuesday, going up the list until we reach Wednesday. Point to each name as we read it. **Tuesday, Monday, Sunday, Saturday, Friday, Thursday, Wednesday**

Choose four more starting points and ask the student to read the day names from these starting points, going up and down the chart. As the student becomes more confident with the reading of the day names, encourage him/her to read them independently.

Yesterday, today and tomorrow

Materials:

- *Days of the week* chart (from previous activity)
- activity sheet – *Yesterday, today and tomorrow*.

Place the *Days of the Week* chart on the table.



If I asked you to do something for me today, what day would I mean? **Answers will vary.**

Today is the day we are in right now.

Think about the word 'yesterday'. When I say yesterday, what do I mean? **the day before today**

What day was it yesterday? **Answers will vary.**

Think about the word 'tomorrow'. When I say tomorrow, what do I mean? **the day after today**

What day will it be tomorrow? **Answers will vary.**

Say

Point to Wednesday on the *Days of the week* chart. If today is Wednesday, what day it will be tomorrow? Point to the day name and read it. **Thursday**

Point to Wednesday on the chart. If today is Wednesday, what day was it yesterday? Point to the day name and read it. **Tuesday**

Point to Friday on the chart. If today is Friday, what day it will be tomorrow? Point to the day name and read it. **Saturday**

Point to Friday on the chart. If today is Friday, what day was it yesterday? Point to the day name and read it. **Thursday**

Point to Sunday on the chart. If today is Sunday, what day it will be tomorrow? Point to the day name and read it. **Monday**

Point to Sunday on the chart. If today is Sunday, what day was it yesterday? Point to the day name and read it. **Saturday**

Place the activity sheet on the table.

Let's read the title on the activity page. **Yesterday, today and tomorrow.**

Look at the middle column. What do you see? **names of the days**

Read and trace each day name.

The first column tells us what day it was before the day in the middle column. It tells us the 'yesterday'. Point to 'Monday' in the middle column.

Point to the same row in first column. What day was it yesterday? **Sunday**

Look at the third column. What day is it tomorrow? **Tuesday**

Say

Read all the day names in the row. **Sunday, Monday, Tuesday**

If today was Monday, yesterday it was ? **Sunday**

And tomorrow it will be **Tuesday**

Point to 'Tuesday' in the middle column.

What day would it have been yesterday? Look at the *Days of the week* chart if you are not sure. **Monday**

Print 'Monday' on the line in the first column, before 'Tuesday'. You can copy it from the *Days of the week* chart.

**Say**

What day will it be tomorrow? **Wednesday**

Read all the day names in the row. **Monday, Tuesday, Wednesday**

If today was Tuesday, yesterday it was ? **Monday**

And tomorrow it will be **Wednesday**

Point to 'Wednesday' in the middle column.

What day would it have been yesterday? Look at the *Days of the week* chart if you are not sure. **Tuesday**

Print 'Tuesday' on the line in the first column, before 'Wednesday'. You can copy it from the *Days of the week* chart.

What day will it be tomorrow? **Thursday**

Read all the day names in the row. **Tuesday, Wednesday, Thursday**

If today was Wednesday, yesterday it was ? **Tuesday**

And tomorrow it will be **Thursday**

Continue in the same way to support the student as he/she completes the table. If confident, the student can work independently.



Store or scan and save the activity sheet.

Reaching out

Jumping around the week

Materials:

- *Days of the week* chart (from previous activity)
- 2 sheets of A4 paper
- scissors
- felt tip pen or crayon.

Place the materials on the table.

Help the student fold each sheet of blank paper into four rows or rectangles.

Ask the student to use the felt tip pen or crayon to copy each day name into one row or rectangle. Ask the student to print as large as possible.

Help the student to cut along the folds to separate the day names.

Take the day name papers and the student to an open area.

Ask the student to spread the pieces of paper around the area, two steps apart.

**Say**

This game is called *Jumping around the week*. I'll give you an instruction and you have to jump to the day name I am thinking about. Stand beside 'Monday'.
Jump to Friday.
Jump to Wednesday.

Continue until the student has jumped to all day names.

Say

Jump to the day after Sunday.
Jump to the day before Thursday.
Jump to the day after Saturday.
Jump to the day before Thursday.

Give two more 'after' and two more 'before' instructions.



Discard the name papers and store the chart.

Home tutor

Set return checklist

Complete the checklist to ensure you have all the required items for Day 1 stored or saved.



Save the checklist and complete it at the end of each lesson.



Day 2

Collect and prepare the items listed on the *Materials checklist*

Materials checklist

Activity sheets (please print)	Check
• The second day	
• Collecting leaves	
• Maths in my week	
• Count my name	
• Birth date fun	
• Look at me and you will see	
Resources	
• Lesson notes – Day 2	
• Days of the week chart (from Day 1)	
• Months of the year chart (from Day 1)	
Home resources	
• calendar for current year	
• counters	
• a coloured cube	
• a pencil	
• an elastic band	
• photograph of the student	
• calculator	
• straws	
• tape measure (builders' tape if possible)	



• bathroom scales	
• mirror	
• video camera	

Quincey’s quest

The second day

Materials:

- activity sheet – *The second day*
- activity sheet – *Days of the week*
- activity sheet – *Months of the year*
- calendar.

Place the calendar on the table.

Say What can you tell me about a calendar? **Answers will vary, eg it tells us the month, year, day, date, holidays.**

Place the *Days of the week* chart on the table.

Read the title with the student.

Say Point to and read the seven day names to me. I’ll help you if you need it.
 What day is it today? **Answers will vary.**
 Point to that day name.
 Let’s read the day names in order, starting from today. (Help if required.)

Place the activity sheet *The second day* on the table.

Say Quincey Quokka wants us to complete this page for him.
 What does his speech bubble say? **Today is**
 Read the days of the week in the table below Quincey.
 Use a coloured pencil to circle today’s name. **Answers will vary.**

Place the *Months of the year* chart in front of the student.

Read the title with the student.

Say Count the month names on the chart. **twelve**

**Say**

Point to and read the month names to me. I'll help you if you need it.

Do you know what month it is? **Answers will vary.**

Point to that month name.

Let's read the month names in order, starting from this month. (Help if required.)

Let's read Quincey's next speech bubble. **The month is**

Read the month names in the table below Quincey.

Use a coloured pencil to circle this month's name. **Answers will vary.**

Open the calendar to the page for (current month).

Point to the day names on the calendar page and ask the student to explain what they are. Help if required.

Ask the student to read them with you.

Run a finger down the column for today.

Say

These numbers are the dates for the (eg Tuesdays) this month. Let's read them.

Help the student find the date for today by pointing to the day name and moving down the column, stopping at the date.

Say

What number is it today? **Answers will vary.**

Look at Quincey's speech bubble. What is he saying? **Today is the**

Print the number into the speech bubble, after the word 'the'.

Do you remember that the numbers used in the date are ordinal numbers? **Answers will vary.**

Ordinal numbers order the days. They are said and written in a special way. The number for today is not said as (number) it is said as (ordinal number). You can print (st/nd/rd/th) after the number in the speech bubble.

What is Quincey asking you about in the next speech bubble? **Answers will vary, eg the weather.**

Let's read what he is saying. **The weather is**

Take the student, the activity sheet and a pencil outside to check the weather.

Say

Look at the weather pictures. Tell me what you see and read the words if you can. (Help if required.)

Use a coloured pencil to circle any of the pictures that show what the weather is like today. **Answers will vary.**



Display or store the activity sheet. It will be used on Day 5.

Store the charts and calendar for future use.



Diving in

Show me where

Materials:

- a counter
- a coloured cube
- a pencil
- an elastic band.

Place the materials on the table.

Say

Place the pencil above the counter, on the table.

What can you tell me about the position of the counter? **It is below the pencil.**

Build a tower by placing the counter under the cube. What can you tell me about the position of the cube? **It is on top of the counter.**

Place the elastic band on the table. Place the counter inside the elastic band.

Tell me everything you can about the position of the elastic band. **Answers will vary. Possible responses include:**

- **the elastic band is around the counter**
- **the elastic band is outside the counter.**

Place the cube outside the elastic band.

Place the counter and the cube on the table. Tell me what you can about the position of the objects. **Answers will vary. Possible responses include:**

- **the cube is next to/near/beside/under/below/above the counter**
- **the counter is next to/near/beside/under/below/above the cube.**

Make a row using the counter, cube and pencil. **(Accept any arrangement of the objects in a row.)**

Tell me anything you can about the positions of the three objects. **Answers will vary, eg between/near/next to/beside/closest to/end/start.**



Store the materials.

Collecting leaves

Materials:

- counters
- activity sheet – *Collecting leaves*.

Place the counters on the table.

**Say**

Let's do some counting. Count out 3 counters for me.
Now count these counters as I point to them. (Point to 7 counters.)
Count out 6 counters for me.
Now count these counters as I point to them. (Point to 9 counters.)
Count out 12 counters for me.
Now count these counters as I point to them. (Point to 15 counters.)

Place the activity sheet on the table.

Read the title and speech bubble with the student.

Ask the student to count the number of leaves and print the number on the line in the sentence below.

Ask the student to read the sentence. **Penni has 5 leaves.**

The student works independently to complete the counting tasks.



mark then store or scan and save the activity sheet.

Burrowing about

Maths in my week

Materials:

- activity sheet – *Maths in my week*.

Place the activity sheet on the table.

Say

Let's read the title of the activity sheet. **Maths in my week**
What do you think this activity is about? **Answers will vary. Possible responses include:**

- **doing maths**
- **maths I do that's not schoolwork**
- **thinking about everything I know about maths.**

Let's read the day names together.
Use coloured pencils to trace the day names.
Let's begin by thinking about the maths you use or see during the day. Sometimes you read the numbers on the phone so you can call someone. This is an example of you using maths in daily life. Did you read the numbers on a phone last week? **Answers will vary.**

If yes, ask the student to select the day and draw a picture of a phone or print the word to show that he/she has read numbers on a phone.

**Say**

What other maths do you have in your daily life? **Answers will vary, eg**

- **pocket money**
- **doing jigsaws**
- **reading the temperature on a thermometer**
- **measuring ingredients for cooking**
- **sharing things with friends**
- **telling the time**
- **using a calendar**
- **giving directions.**

Help the student to complete the activity sheet to show one maths related activity for each day.

Answers will vary, eg

Monday		played a game using dice
Tuesday		counted my pocket money
Wednesday		shared some jellybeans with my sister
Thursday		measured paper and string to make a kite with dad
Friday		counted the fish in my aquarium
Saturday		watched the weather on tv to see if it would be hot enough to go swimming tomorrow
Sunday		set the temperature on the oven for mum to cook a cake



Store or scan and save the activity sheet.

Count my name

Materials:

- activity sheet – *Count my name*
- photograph of the student (if available).

Place the activity sheet on the table.



Read the activity title with the student.

Say What do you think this activity might be about? **Answers will vary.**
Look at the word next to the large box. What does it say? **me**
This page is all about you. Glue your photograph into the box (or draw).
Point to each number in order and read it. **0, 1, 2, 3, 4, 5, 6, 7, 8, 9**
What letters can you see? **A, B, C**
Are they upper or lowercase? **uppercase/capitals**
Let's find out what the letters and numbers have to do with you.

Read the heading 'First name' with the student.

Say What is your first name? **Answers will vary.**
Print the letters from your first name into the row of boxes. Print one letter into each box.
Read the question below the letters. **How many letters in my name?**
What do you do? **Count the letters in my name.**
Print the number at the end of the question. **Answers will vary.**

Read the heading 'Surname' with the student.

Say Do you know what a surname is? **Answers will vary, eg last name.**
Your surname is your last name. Print your surname into the next row of boxes. **Answers will vary.**
Let's read the question under your surname name. **How many letters in my surname?**
Count the letters and print the answer after the question. **Answers will vary.**
Let's read the sentence in the next box. **The total number of letters in my full name is**
How can you work out how many letters are in your full name? **Answers will vary, eg count all the letters in both names, count on from the number of letters in my first name, use a calculator.**

Encourage the student to work independently to find the answer. Help if required.

Read the second sentence with the student and ask him/her to work out and print the answer.



Store or scan and save the activity sheet.



Birth date fun

Materials:

- activity sheet – *Birth date fun*
- *Months of the year* chart
- calculator.

Read the activity title with the student.

Say Your birth date is the date you were born. Do you know what your birth date is? **Answers will vary.**

Let's read the first instruction. **My birth date in words and numbers**

What is the number of the day of your birth date? **Answers will vary, eg 12th.**

Print the ordinal number at the start of the line. (Help if required.)

Print 'of' after the number.

What is the month of your birth date? **Answers will vary, eg May.**

Copy the month name from the chart.

Draw a comma after the month name. (Help if required.)

Do you know the year you were born? **Answers will vary.**

Help the student print the year after the comma.

Ask the student to read the birth date to you. **Answers will vary.**

Say Let's read the first instruction. **My birth date in numbers**

What is the number of the day of your birth date? **Answers will vary, eg 12th.**

For this number date we just print the number, not the ordinal number. Print the number at the start of the line. (Help if required.)

Draw a forward slash after the number. (Help if required.)

What is your birth date month? **Answers will vary, eg May.**

You need to print the number of the month. Count the months on the calendar and tell me what number your month is. **Answers will vary, eg 5.**

Print the number at the start of the line. (Help if required.)

Draw a forward slash after the number. (Help if required.)

Now print the number of your birth year.

Ask the student to read the birth date to you. **Answers will vary.**

Read the title in the third box with the student.

Say Do you know any things that people think are lucky? **Answers will vary, eg rainbow, ladybird landing on you.**

**Say**

Many people have a number they think is lucky. They might use it to try to win a prize in a competition. Let's work out your lucky number. Read the instructions with me.

Help the student use a calculator to add each digit in his/her birth date.

The student keys in each digit followed by the plus sign (+).

The last digit is followed by the equal (=) sign,

eg $2/1/2013 = 2 + 1 + 2 + 0 + 1 + 3 = 9$

eg $17/11/2013 = 1 + 7 + 1 + 1 + 2 + 0 + 1 + 2 = 15$, then $1 + 5 = 6$

The student prints the single digit into the space to complete the sentence in the box.



Store or scan and save the activity sheet.

Reaching out

Look at me and you will see

Materials:

- activity sheet – *Look at me and you will see*
- straws
- tape measure (builders' tape if possible)
- bathroom scales
- mirror (to see face)
- video camera.

Place the materials on the table.

Ask the student to tell you the names of the objects on the table and their uses.

Answers will vary, eg we use a tape measure to measure things, scales to weigh ourselves, straws to drink through.

Say

Let's read the activity sheet title. **Look at me and you will see**

Think about the title and the materials. What do you think you will do with the mirror? **Answers will vary, eg looking at myself.**

What do you think you will do with the bathroom scales? **Answers will vary, eg weighing myself.**

What do you think you will do with the tape measure? **Answers will vary, eg measuring myself, my height.**

What do you think you will do with the straws? **Answers will vary.**

Let's find out. Read the first sentence. **I am a boy girl.**

**Say**

What are you? **Answers will vary.**

Loop the word and picture that match.

Read the second sentence and the eye colours. **My eyes are blue, green, hazel, brown.**

Look in the mirror and tell me the colour of your eyes. **Answers will vary.**

Loop the word and picture that match your eye colour.

Read the third sentence and the hair colours. **My hair is blonde, light brown, dark brown, red, black.**

Look in the mirror and tell me the colour of your hair. **Answers will vary.**

Loop the word and picture that match your hair colour.



Please record this discussion and what the student does as he/she completes the height and mass activities.

Say

Look at the picture of the boy standing against a wall. What do you think this task is about? **Answers will vary, eg how tall I am, my height.**

Ask the student to stand against a pole or similar and make a pencil mark to show his/her height.

Say

We are going to measure your height using straws. How do you think we can do that? **Answers will vary, eg**

- **put straws up the wall to reach the mark**
- **join straws together to make a long straw that is the same height as the pencil mark**
- **use one straw and place it end to end from the pencil mark down to the ground (or ground to pencil mark).**

Assist the student to use his/her chosen method to find out how many straws tall he/she is. The student may need to experiment with different methods to find one that works successfully.

Allow the student to decide on his/her own terminology for any 'part straws'. Possible terms are a bit, half, part of and most of.

Read the sentence with the student.

Ask the student to record the straw measurement in the box. Help if required.

Answers will vary.

Read the next sentence with the student.

Say

When we measure our height, we usually use a tape measure. Look at the tape measure and tell me what you can see. **Answers will vary, eg long, has numbers, has short and longer marks, starts at zero.**

**Say**

This tape measure is divided into measuring units called centimetres. On every tape measure, the centimetres are the same size. Everyone knows the size of one centimetre so it helps them to imagine the size of the object.

Find the starting end of the tape measure. I will match it to your height pencil mark.

Gently pull the tape measure down in a straight line until it reaches the ground.

What is the number on the tape measure that is closest to the ground?

Answers will vary, eg 89, and 8 and a 9.

You may need to tell the student that the 8 and 9 are read as eighty nine.

Check the number and ask the student to print it into the sentence in the box. Help if required. **Answers will vary.**

Ask the student to read aloud both sentences.

Say

Look at the picture in the next box. What do you think this task is about?

Answers will vary, eg how much I weigh, my weight, my mass.

Mass and weight are two words that describe how much something weighs. What do we use to weigh ourselves? **bathroom scales**

When we need to know our weight, we use the bathroom scales and measure in kilograms.

The tape measure is divided into centimetres for length and height. The window on the bathroom scale shows kilograms for weight or mass.

Everyone knows what we mean when we talk in kilograms because we have an understanding of about how much one kilogram weighs.

Stand on the scales.

What is the number in the window? **Answers will vary, eg 23, a 2 and a 3, a 23 and a dot and a 6 and kg (23.6kg).**

Check the number and help the student read it correctly.

You may need to tell the student:

- a 2 and a 3 is read as twenty three
- the dot is read as 'point' and then the number after it. eg, twenty three point six.
- the 'point six' means the student weighs more than 23 kilograms but less than 24 kilograms.

Help the student print it into the sentence in the box. **Answers will vary.**

Ask the student to read aloud the completed sentence.

Ask the student to look back over the completed page and identify the maths involved in each activity. **Answers will vary, eg**

- **identifying colours and reading their names**
- **measuring (with straws, a tape measure and scales)**
- **reading a tape measure and the scales**



Store or scan and save the activity sheet.
Store the video recording in the Set folder.

Home tutor

Set return checklist

Complete the checklist to ensure you have all the required items for Day 2 stored or saved.



Save the checklist and complete it at the end of each lesson.



Day 3

Collect and prepare the items listed on the *Materials checklist*

Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none">The third day	
<ul style="list-style-type: none">Looking at length	
<ul style="list-style-type: none">Body part maths	
<ul style="list-style-type: none">Tooth count	
<ul style="list-style-type: none">Body pairs	
Resources	
<ul style="list-style-type: none">Lesson notes – Day 3	
<ul style="list-style-type: none">Days of the week chart (from Day 1)	
<ul style="list-style-type: none">Months of the year chart (from Day 1)	
<ul style="list-style-type: none">spotted die (from Maths Kit)	
<ul style="list-style-type: none">plastic or wooden cubes (from Maths Kit)	
Home resources	
<ul style="list-style-type: none">calendar for current year	
<ul style="list-style-type: none">3 objects of different lengths, eg spoon, ruler, pencil	
<ul style="list-style-type: none">mirror	
<ul style="list-style-type: none">tea towel or small cloth	



Quincey's quest

The third day

Materials:

- activity sheet – *The third day*
- activity sheet – *Days of the week*
- activity sheet – Months of the year
- calendar.

Place the materials on the table.

This is the third day we have completed Quincey's activity page so the activity sheet is called *The third day*.

Point to the calendar.

Point to the *Months of the year* chart and read the month names.

Point to the *Days of the week* chart and read the day names.

What day is it today? **Answers will vary.**

Point to that day name.

Let's read the day names in order, starting from today. (Help if required.)

Read Quincey's speech bubble. **Today is**

Say

Read the days of the week and use a coloured pencil to circle today's name. **Answers will vary.**

Do you know what month it is? **Answers will vary.**

Point to that month name.

Let's read the month names in order, starting from this month. (Help if required.)

Read Quincey's speech bubble. **The month is**

Read the month names and use a coloured pencil to circle this month's name. **Answers will vary.**

Open the calendar to the page for (current month).

Point to the day names on the calendar page and ask the student to read them with you.

Run a finger down the column for today.

Ask the student to read the date numbers.

Help the student find the date for today by pointing to the day name and moving down the column, stopping at the date.

**Say**

What number is it today? **Answers will vary.**

Read Quincey's speech bubble. **Today is the**

Print the number into the speech bubble, after the word 'the'.

Do you remember that the numbers used in the date are ordinal numbers?

Answers will vary.

You need to print (st/nd/rd/th) after the number in the speech bubble so it is an ordinal number.

Read Quincey's last speech bubble. **The weather is**

Take the student, the activity sheet and a pencil outside to check the weather.

Ask the student to use a coloured pencil to loop any of the pictures that show the weather. **Answers will vary.**



Display or store the activity sheet. It will be used on Day 5.

Store the charts and calendar for future use.

Diving in

Quick numbers

Materials:

- spotted die.

Say

In this activity, you roll the die and say the number you see as quickly as you can.

Roll the die and tell me the number it shows. **Answers will vary.**

Count the spots to see if you were correct.

Ask the student to roll the die four times. **Answers will vary according to the number rolled.**

Discuss how the student worked out the spots on the die for each roll.

Say

This time I'll roll the die and ask you a question. You answer with yes or no.

Roll the die and ask: Have I rolled a six? **Answers will vary, eg yes or no, it's a 3.**

Ask the student to check his/her answer by counting the spots.

Repeat for five more rolls, asking questions that give the student to make either yes or no answers.



Store the die.



Looking at length

Materials:

- activity sheet – *Looking at length*
- 3 objects of different lengths, eg a pencil, spoon, ruler.

Place the three objects on the table.

Ask the student to tell you what they are. **Answers will vary.**

Say

Which object is the longest? **Answers will vary.**

How do you know? **Answers will vary.**

Show me that the X is longer than the other two objects.

Encourage the student to experiment with the objects to show you the different lengths.

Say

Which object is the shortest? **Answers will vary.**

How do you know? **Answers will vary.**

Show me that the Y is shorter than the other two objects.

Encourage the student to experiment with the objects to show you the different lengths.

Ask the student to place the objects in length order from shortest to longest.

Ask the student to place the objects in length order from longest to shortest.

Say

Which objects did you swap when you changed the order? **the first and the last objects**

Look around the room. Tell me one thing that is longer than your ruler. **Answers will vary.**

Tell me one thing that is shorter than your ruler. **Answers will vary.**

Place the activity sheet on the table.

Help the student read Penni's speech bubble.

Say

Let's see what Penni wants you to do. Read her second speech bubble. **Which shark is longest? Give it a tick.**

Point to the longest shark.

Give it a tick.

Read the next speech bubble and do the snake task.

Read the next speech bubble. **Which crocodile is shortest? Give it a tick.**

Point to the shortest crocodile.

**Say**

Give it a tick.

Read the next speech bubble and do the fish task.

Let's read the last speech bubble together. **Number these lizards from shortest to longest. 1 is the shortest.**

Explain the task if the student does not understand the instruction.

The student works independently to complete the task.



Mark then store or scan and save the activity sheet.

Burrowing about

Body part maths

Materials:

- activity sheet – *Body part maths*.

Say

Let's read the title of the activity. **Body part maths**

What do you think this activity is about? **Answers will vary, eg**

- **doing maths using my body**
- **measuring body parts**
- **thinking about how my body and maths work together.**

Let's begin by thinking about different parts of the body. Tell me the names of three body parts. **Answers will vary, eg head, legs, heart.**

Let's work from the top of your body down and see how many body parts you can name. **Answers will vary, eg head, ears, eyes, nose, lips, tongue, teeth, brain, shoulders, arms, elbows, wrists, fingers, back bone/spine, stomach, heart, lungs, hips, legs, knees, ankles and toes.**

Let's read Bella's speech bubble to find out what you do in this activity.

Read the speech bubble on the activity page with the student.

Read the first sentence with the student.

Say

What body parts could you include in this section? **Answers will vary, eg head, neck, heart, stomach, chest, back, spine, nose, mouth, tongue.**

Ask the student to draw pictures or print the names into the box. Help with spelling.

The student should include at least four body parts.

Continue to support the student in the same way as he/she completes the boxes.

One body part: **head, neck, spine, backbone, nose, mouth, tongue, brain, jaw, heart, liver, stomach, chin**



Two body parts: **ears, eyes, lips, shoulders, thumbs, large toes, kidneys, lungs, knees, ankles, wrists, arms, legs, elbows**

Ten body parts: **toes, fingers (including thumbs), finger nails, toe nails**

More than ten body parts: **teeth, ribs, bones, nails**



Store or scan and save the activity sheet.

Tooth count

Materials:

- activity sheet – *Tooth count*
- mirror
- plastic or wooden cubes
- tea towel or small cloth.

Place the mirror on the table.

Say

Where are your teeth? **in my mouth**

What do they grow out from? **Answers will vary, eg gums, jaw.**

Tell me anything you know about your teeth. **Answers will vary.**

Look at your teeth in the mirror.

Describe what you see. **Answers will vary, eg they are different sizes.**

Place the other materials on the table.

Read Bella's speech bubble on the activity sheet together.

Say

Let's do some investigating so we can answer Bella's question.

How many top teeth do you think you have? **Answers will vary.**

Look at the table on the activity sheet. Find the box to match *Top teeth* and *My guess*.

Print your guess into the space.

How many bottom teeth do you think you have? **Answers will vary.**

Find the box to match *Bottom teeth* and *My guess*.

Print your guess into the space.

How do you think we can check your guesses? **Answers will vary, eg**

- **you can look into my mouth and count the teeth**
- **I can feel them with my finger or tongue and count them**
- **I can open my mouth and look into a mirror while I count them.**

**Say**

Let's begin with you feeling the teeth with your tongue or finger. You choose which way you would like to do it and tell me. **Answers will vary.**

I want you to feel each tooth and count aloud as you do this. I am going to put out one cube for each tooth you count.

Start with the top teeth.

As the student counts each tooth, make a curved row of cubes to represent the top teeth. Place one cube for each tooth counted. Curve the row upwards to show it is the top row of teeth.

Cover the cubes with the tea towel when the student has finished counting.

Say

How many top teeth did you count? **Answers will vary.**

In the table, find the box that matches with *Top teeth* and *My count*.

Print the number into the box.

Is your counted number the same, higher than or lower than your guess?

Answers will vary.

Now count your bottom teeth in the same way.

Repeat the cube representation for the bottom teeth, curving the row downwards to represent the bottom row of teeth.

Cover the cubes with the tea towel when the student has finished counting.

Say

How many bottom teeth did you count? **Answers will vary.**

In the table, find the box that matches with *Bottom teeth* and *My count*.

Print the number into the box.

Is your counted number the same, higher than or lower than your guess?

Answers will vary.

Do you have more top or bottom teeth, or do you have the same number of each? **Answers will vary.**

How can we check? **Answers will vary, eg look at the cubes, count the teeth again in another way.**

Let's look at the cubes. (Uncover the cubes.)

(Point to the top row.) This row represents the top teeth and this row (point to the bottom row) represents the bottom teeth.

I want you to make a guess for me. Which row do you think has more cubes?

Answers will vary.

How can we check your answer? **Answers will vary, eg count the cubes, straighten the rows and match the cubes, straighten the rows to see which row is longer.**

Let's start by straightening the rows.

Ask the student to straighten the rows and push the cubes together.

Ask the student to check that both rows match at the left hand end to ensure a fair



comparison

Ask the student to check that each cube from the top row is matched to a partner cube from the bottom row, without gaps between the cubes.

Say

To make sure we compare the two rows fairly, what did I ask you to do?

Answers will vary, eg

- **straighten both rows**
- **push the rows together**
- **make sure both rows started in the same place**
- **make sure the cubes were matched without any gaps between them.**

Look at the two rows. What can you tell me about their lengths? **Answers will vary, eg they are the same length, one is longer/shorter than the other.**

Ask the student to identify the longer row (if rows are not equal) as top or bottom teeth. **Answers will vary.**

Ask the student to explain how they know one row is longer or that they are both the same length. **Answers will vary.**

Ask the student to count the cubes in each row and check the totals match the numbers written in the *My count* column on the table.

Ask the student to count the total number of cubes to find out the total number of teeth he/she counted.

Ask the student to print the number into in the *Total number of teeth* row under the *My count* column.

Say

Can you think of another way we can check that your tooth count was correct?

you could count them

That is what I would like to do.

Count the student's teeth, first the top and then the bottom. After each count, ask the student to enter the number counted into the correct space in the *Adult count* column.

Help the student find the total number of teeth using a calculator and print the number into the table.

Discuss the similarities and differences between the student's count and your count. If the numbers are different, discuss why this may have happened.

Ask the student to compare his/her guesses with your count.

Say

Look at the smile table on the activity sheet. You need to compare your guesses (point to the guess column in the top table) and my counts (point to the *Adult count* column in the top table).

Let's read the question and instruction. **How close was your guess? Loop the smiley face.**

**Say**

The first row is about top teeth. What was your top teeth guess? **Answers will vary.**

What was my count? **Answers will vary.**

Was your guess (point to the words below the faces) exactly right, close or not very close? **Answers will vary.**

Ask the student to loop the smiley face and words places to show how close he/she thinks his/her guesses were to the adult counts.

Repeat for the bottom teeth.

Say

Read the instruction in the last box. (Help if required.)

Give me a smile that shows your teeth.

Look in the mirror as you smile and show your teeth.

Draw a picture to show your smiling mouth and the teeth that are showing.



Store or scan and save the activity sheet.

Reaching out

Body pairs

Materials:

- activity sheet – *Body pairs*.

Place the activity sheet on the table.

Say

We are looking at pairs. Do you know how many things make up a pair? **two**

We have a pair of feet. What does this mean? **We have two feet.**

What other pairs do we have on our body? **Answers will vary, eg hands, thumbs, wrists, lungs, ankles.**

Let's read Narrah Numbat's speech bubble.

Ensure the student understands the instructions. If required, help with spelling and prompt with questions.

Answers will vary, eg big toes, hands, ears, arms, eyebrows, ankles, heels.

Help the student to read and complete the sentence under the image.



Store or scan and save the activity sheet.



Home tutor

Set return checklist

Complete the checklist to ensure you have all the required items for Day 3 stored or saved.



Save the checklist and complete it at the end of each lesson.



Day 4

Collect and prepare the items listed on the *Materials checklist*.

Materials checklist

Activity sheets (please print)	Check
• The fourth day	
• Penni's quiz	
• Streamer foot	
• Around and along	
Resources	
• Lesson notes – Day 4	
• streamer tape (from Maths Kit)	
Home resources	
• calendar for current year	
• scissors	
• camera	
• glue	
• adhesive tape	

Quincey's quest

The fourth day

Materials:

- activity sheet – *The fourth day*
- calendar.

Place the materials on the table.

**Say**

The last Quincey's Quest that we did was the third day. What will this be?
Answers will vary, eg the fourth day.

Read Quincey's speech bubble. **Today is**

Read the days of the week and use a coloured pencil to circle today's name.
Answers will vary.

Do you know what month it is? **Answers will vary.**

Read Quincey's speech bubble. **The month is**

Read the month names and use a coloured pencil to circle this month's name.
Answers will vary.

Open the calendar to the page for (current month).

Ask the student to read the day names to you.

Run a finger down the column for today.

Ask the student to read the date numbers.

Help the student find the date for today by pointing to the day name and moving down the column, stopping at the date.

Say

What number is it today? **Answers will vary.**

Read Quincey's speech bubble. **Today is the**

Print the number into the speech bubble, after the word 'the'.

What is the special name for the day number? **ordinal numbers**

You need to print (st/nd/rd/th) after the number in the speech bubble so it is an ordinal number.

Read Quincey's last speech bubble. **The weather is**

Take the student, the activity sheet and a pencil outside to check the weather.

Ask the student to use a coloured pencil to loop any of the pictures that show the weather. **Answers will vary.**



Display or store the activity sheet. It will be used on Day 5.

Store the calendar for future use.

Diving in

Penni's quiz

Materials:

- activity sheet – *Penni's quiz*.



Tell me three items you see or can think of that are the shape of a square.

Answers will vary. Possible responses include window, box lid, top of a cube.

Tell me three items you see or can think of that are the shape of a triangle.

Answers will vary. Possible responses include road sign, flag, triangular attribute block.

Tell me three items you see or can think of that are the shape of a circle.

Answers will vary. Possible responses include basketball ring, top of half an orange, hoop.

Tell me three items you see or can think of that are the shape of a rectangle.

Answers will vary. Possible responses include door, bookshelf, top of a table or tissue box.

Place the activity sheet on the table.

Read Penni's speech bubble with the student.

Say

What is the first shape in the table? **circle**

Draw or print the name of two objects that are shaped like a circle. **Answers will vary.**

What is the second shape in the table? **triangle**

Draw or print the name of two objects that are shaped like a triangle. **Answers will vary.**

Repeat for the rectangle and square.

Help the student read each sentence in the next task.

The student works independently to mark the animals.

Help the student to read the question.

The student works independently to complete the counting task.



Store or scan and save the activity sheet.

Burrowing about

Lengthy legs

Materials:

- streamer tape
- scissors
- camera.

Place the materials on the table.

**Say**

This activity is called *Lengthy legs*. What do you think we will be doing?
Answers will vary, eg measuring legs.

Let's start by naming all the parts of our legs and feet. Start with your thighs and work down your legs. **Answers will vary, eg thighs, knees, shins, calves, ankles, heels, toes.**

Which part is the longest? **thigh to knee**

Which part is the shortest? **little toe**

Which two parts are about the same length? **Answers will vary, eg**

- **shinbone and thigh to knee**
- **calf and shinbone**
- **top and bottom of foot**
- **big toe on each foot.**

Let's use the streamer tape to compare the lengths of your leg and foot.

Help the student to cut off and label pieces of streamer tape to match these lengths:

- thigh – bottom of hip to knee
- shinbone (knee to ankle)
- top of foot – ankle to end of big toe
- bottom of foot – heel to end of big toe.

Help the student label each streamer – thigh, shin, top of foot and bottom of foot.

Ask the student to lay out the streamer pieces to show how his/her leg looks, made out of streamer pieces.

Ask the student to organise the streamer pieces from longest to shortest. (It may be helpful for the student to tape or pin each streamer to a wall for this activity.)



Help the student take a photograph of the streamer lengths in order.

Say

Which piece of streamer is the longest? **thigh**

Which piece of streamer is the shortest? **top of the foot**



Save the photograph into the Set folder.

The thigh and shinbone streamer lengths will be used in the last. The others can be recut in the *Streamer foot* activity.



Streamer foot

Materials:

- activity sheet – *Streamer foot*
- streamer tape
- scissors
- glue.

Say

Let's make a streamer outline of your foot.

To begin we need to make streamers to show the outline of your foot and your five toes.

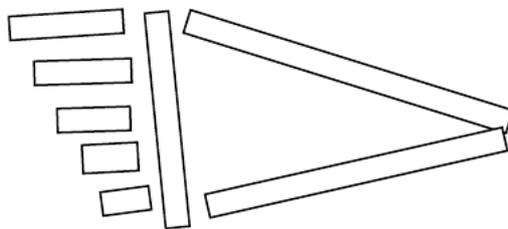
Assist the student to measure and cut three pieces of streamer. One each to show:

- length of foot from heel to start of first toe
- length of foot from heel to start of fifth toe
- width of foot across the ball, just under the toes.

Help the student measure and cut one piece of streamer for each toe.

Read the instructions on the activity page with the student.

Help the student to complete the task if required.



Say

Look at your streamer foot to help you answer these questions.

Point to your longest toe. **Answers will vary.**

Point to your shortest toe. **Answers will vary.**

Which is longer, the width of your foot (point to this on the streamer foot) or the length from the heel to the start of your first toe (point to this on the streamer foot)? **Answers will vary.**

Which is shorter, the width of your foot (point to this on the streamer foot) or the length from the heel to the start of your fifth toe (point to this on the streamer foot)? **Answers will vary.**

Which is shorter, the length from the heel to the start of your first toe (point to this on the streamer foot) or the length from the heel to the start of your fifth toe (point to this on the streamer foot)? **Answers will vary.**



Store or scan and save the activity sheet.

Reaching out

Around and along

Materials:

- activity sheet – *Around and along*
- streamer tape – thigh and shin lengths (from previous activity)
- streamer tape
- adhesive tape
- scissors
- camera.

Say

What do you think we are investigating in this activity? **Answers will vary, eg measuring the round parts of our body.**

We are investigating the length of two of the round parts of our body. The special word for measuring the length around something is circumference.

First we'll fill in the table on the activity sheet.

Help the student read the instructions on the activity sheet.

Help the student to read each sentence in the table and locate the body parts mentioned.

Ask the student to tick or cross in the *guess* column to show his/her predictions.

Answers will vary.

Help the student to use streamer tape to measure the circumference around his/her head and waist.

Help the student to label each streamer as it is measured and cut.

Ask the student to lay out each streamer and order them from longest to shortest. (It may be helpful for the student to tape or pin each streamer to a wall for this activity.)

Help the student read the instruction below the table.

Help the student to reread the sentences in the table. The student shades the tick/cross column of any predictions that were correct. **Answers will vary.**

Help the student read Narrah Numbat's speech bubble.

Help the student to read the statement below Narrah and make a guess.

The student prints a few words to complete the sentence. **Answers will vary.**

Help the student to tape all the streamers together and lay the new streamer out to find out how far it stretches.



Help the student to read and complete the second sentence. **Answers will vary.**



Take a photograph of the student holding up the length of streamer tape.



Store or scan and save the activity sheet.

Save the photograph into the Set folder.

Home tutor

Set return checklist

Complete the checklist to ensure you have all the required items for Day 4 stored or saved.



Save the checklist and complete it at the end of each lesson.



Day 5

Collect and prepare the items listed on the *Materials checklist*

Materials checklist

Activity sheets (please print)	Check
• The fifth day	
• Penni's puzzles	
• Finding out	
• Asking and answering	
• Making a picture graph	
• Reflection sheet	
Resources	
• Lesson notes – Day 5	
• Quincey's Quest activity sheets (from Days 1 – 4)	
• counters (from Maths Kit)	
Home resources	
• calendar for current year	

Quincey's quest

The fifth day

Materials:

- activity sheet – *The fifth day*
- calendar
- activity sheets – *The first day*, *The second day*, *The third day* and *The fourth day* (from previous Quincey's Quests).

Place the activity sheet – *The fifth day* and the calendar on the table.

**Say**

The last Quincey's Quest that we did was the fourth day. What will this be?
Answers will vary, eg the fifth day.

You have completed Quincey's Quest with me for four days so today you can have a go yourself. I'll help when you ask.

The student works independently to complete the activity sheet. Help if required.



Mark the activity sheet for the student.

Place all the activity sheets on the table.

Ask the student to use the titles to order them from first to fifth.

Ask the student to point to and read the day names selected on each sheet, eg Monday, Tuesday, Thursday, Friday, Saturday.

Say

Are the day names the same or different? **different.**

Why? **I worked on different days and each day has a different name.**

Are the day names in order? **Answers will vary, eg yes, some are missing.**

Are some of the day names missing? **Answers will vary.**

Why? **Answers will vary, eg I didn't work on Tuesday because we went out all day.**

Ask the student to point to and read the month names selected on each sheet.

Say

Are the month names the same or different? **Answers will vary.**

Why? **Answers will vary, eg months have lots of days so the month hasn't changed; we finished one month and started another.**

Are the month names in order? **yes**

Point to the date ordinal numbers and read them. **Answers will vary, eg fourth, fifth, seventh.**

Are the ordinal numbers the same or different? **different**

Why? **I worked on different days and each day has a different number.**

Are the ordinal numbers in order? **Answers will vary, eg yes, some are missing.**

Are some of the ordinal numbers missing? **Answers will vary.**

Why? **Answers will vary, eg the second was on the weekend so I didn't do school work.**

Look at the weather you selected for each day. Is it the same or different?
Answers will vary.

Which day do you think had the best weather? **Answers will vary.**



Store the activity sheets for use on Day 10.



Diving in

Moving backwards

Materials:

- nil.

Say

I am going to begin counting backwards. When I stop, I would like you to keep counting backwards until you get to zero.

8, 7, 6 **5, 4, 3, 2, 1, 0**

10, 9, 8 **7, 6, 5, 4, 3, 2, 1, 0**

5, 4, 3 **2, 1, 0**

9, 8, 7 **6, 5, 4, 3, 2, 1, 0**

16, 15, 14 **13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0**

13, 12, 11 **10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0**

Penni's puzzles

Materials:

- activity sheet – *Penni's puzzles*.

Place the activity sheet on the table.

Read the title and Penni's speech bubble with the student.

The student completes the task independently.

Read the next instructions with the student.

The student completes the task independently.

Repeat for the next two instructions.

Read the final instruction with the student.

The student completes the task independently.



Store or scan and save activity sheet.



Burrowing about

Background information

The student will need to speak with six family members or friends to collect information. The student will ask each person the same questions and record the answers. The student can ask the questions in any form including face to face, text message or on the phone.

Finding out

Materials:

- activity sheet – *Finding out*.

Say What can you do when you want to find out some information? **Answers will vary, eg ask someone, look in a book or on the internet.**

What questions could ask your friends and family? **Answers will vary, eg**

- **Do you have red hair?**
- **Are you left handed?**
- **Do you have freckles?**
- **Do you have curly hair?**
- **Are you taller than me?**

Today you are going to ask some questions that need a yes or no answer.

Place the activity sheet on the table.

Help the student to read Bella's speech bubble.

Say What do you need to do? **make up two questions and print them into the table**

Remember that your friends and family have to be able to answer the questions by saying yes or no.

What could you ask? **Answers will vary.**

Help the student to read the first question and print two more.

Help the student to check that the questions can be answered using yes/no.

Help the student to read the instruction and discuss who he/she can ask.

Ask the student to print six names on the list. Help with spelling if required.



The sheet will be used in the next activity.



Asking and answering

Materials:

- activity sheet – *Asking and answering*
- activity sheet – *Finding out*.

Place the *Asking and answering* activity sheet on the table.

Say When you ask people the same questions, you are doing a survey. You record the answers using survey tables. Let's look at your survey table.

What can you tell me about it? **Answers will vary, eg I can see rows and columns and one question.**

Below the question that is already on the sheet, copy your two questions.

Place the *Finding out* activity sheet on the table.

Help the student print his/her two questions into the tables.

Say Each person has a narrow column. Point to the first narrow column.

Print one person's name in the top space.

Please help if the name is too long or suggest a shortened version, eg Sam for Samantha.

Ask the student to copy the name of each person into the top of each column.

Say When you ask your questions, you can put a tick if the person answers 'yes' and a cross if he or she answers 'no'

Help the student contact the people to be surveyed, ask the questions and record the answers.



The survey table will be used in the next activity.

Store or scan and save the *Finding out* activity sheet.

Reaching out

Making a picture graph

Materials:

- activity sheet – *Making a picture graph*
- activity sheet – *Asking and answering* (from previous activity)
- counters.



Place the materials on the table.

Say

You can combine your survey answers into a special table called a picture graph. What do you think a picture graph is? **Answers will vary, eg something made of pictures, pictures in a row.**

Picture graphs are made using pictures.

Look at the *Making a picture graph* activity sheet. It is a table. (Point to the title.) This is the title. It says *My picture graph about*

Point to the 'yes' column.

Point to the 'no' column.

Look at the answers you received for the freckle question.

For each person who answered 'yes', place a counter in a space in the 'yes' column. Start in the first space above the word 'yes'.

For each person who answered 'no', place a counter in a space in the 'no' column. Start in the first space above the word 'no'.

How many 'yes' answers did you get? **Answers will vary.**

How many 'no' answers did you get? **Answers will vary.**

Which was more? **Answers will vary.**

Take those counters off and get ready to record the answers to your second question.

Use the counters to record the answers on the graph.

How many 'yes' answers did you get? **Answers will vary.**

How many 'no' answers did you get? **Answers will vary.**

Which was more? **Answers will vary.**

Take those counters off and record the answers to your third question.

Discuss the answers to the third question.

Ask the student to remove the counters.

Say

Let's make the picture graph using pictures. Which question will you make your picture graph about? **Answers will vary, eg freckles, blue eyes, chocolate milkshakes.**

Let's print that to finish the title.

Place the counters on the graph to show the 'yes' and 'no' answers.

Now you can replace each counter with a picture. What picture will you draw to show the 'yes' answers? **Answers will vary, eg face with freckles, blue eyes, chocolate milkshake.**

Take off one 'yes' counter and draw the picture into the box.

Repeat for all the 'yes' counters.



Say

What will you draw to show the 'no' answers? **Answers will vary, eg face without freckles, eyes with no colour, empty glass.**

Take off one 'no' counter and draw the picture into the box.

Repeat for the other 'no' counters.

yes	no

Read the questions below the graph with the student and ask him/her to complete the answers. **Answers will vary.**



Store or scan and save both activity sheets.

Home tutor

Reflection

Please complete the Days 1 – 5 *Reflection*. Write your observations and comments about how capably the student worked on the activities.

Detailed information will provide the teacher with an insight into any strengths or weaknesses you have noticed as the student completed the activities each day.



Save the *Reflection sheet* for return with the completed set.

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 5 stored or saved.



Save the checklist and complete it at the end of each lesson.



Day 6

Collect and prepare the items listed on the *Materials checklist*

Materials checklist

Activity sheets (please print)	Check
• The sixth day	
• Number chart 0 to 5	
• Investigating 0 to 2	
• Investigating 3 to 5	
• Matching groups	
• Night and day	
Resources	
• Lesson notes – Day 6	
• Attribute shapes (from Maths Kit)	
• counters (from Maths Kit)	
• cubes (from Maths Kit)	
• pegs (from Maths Kit)	
Home resources	
• calendar for current year	

Quincey's quest

The sixth day

Materials:

- activity sheet – *The sixth day*
- calendar.

Place the materials on the table.

**Say**

The last Quincey's Quest that we did was the fifth day. What will this be?

Answers will vary, eg the sixth day.

Look at the word 'sixth' in the title. Can you see the word 'six' hidden inside?

Answers will vary.

Loop the word 'six'.

You can complete Quincey's Quest yourself. I'll help when you ask.

The student works independently to complete the activity sheet. Help if required.



Mark then store the activity sheet for use on Day 10.

Diving in

Choose me

Materials:

- attribute shapes.

Ask the student to choose one of each shape from the box and tell you its name.

circle, square, rectangle, triangle, hexagon

Ask the student to:

- take out all the large circles and spread them on the table
- point to a thick circle
- point to a thin circle
- point to a thick red circle
- point to a thin blue circle.

Put the circles to one side.

Ask the student to:

- take out all the small circles and spread them on the table
- point to a thick circle
- point to a thin circle
- point to a thick yellow circle
- point to a large thin blue circle.

Ask the student to mix and spread the large and small circles together on the table.

Ask the student to:

- place the thick circles in a group
- sort the thin circles into colour groups
- make a circle stack with all the blue circles



- describe the circle stack to you. **Answers will vary, eg a thin large circle on the bottom, a thick small circle on top of that, a thick large circle on top etc.**
- make a circle stack using all the red and yellow circles
- describe the circle stack to you. **Answers will vary, eg a thin large red circle on the bottom, a thick small yellow circle on top of that, a thick large yellow circle on top etc.**

Ask the student to pack the attribute shapes into the box.



The attribute shapes will be used in the next activity.

Counting on

Materials:

- attribute shapes (in the box).

Say

Counting on is a short cut you can use when you are counting collections. I would like you to put zero circles on the table.

How many circles can we see on the table? **no/zero circles**

There is nothing to see on the table because zero means nothing. We don't have any circles.

How can we make zero circles into one circle? **put one circle on the table**

How many circles do you have now? **one**

I'd like you to make one circle into two circles. What will you do? **add another circle**

Do that and count the circles to check you have two.

I'd like you to make two circles into three circles. What will you do? **add another circle**

Do that.

Let's use counting on to make sure you have three circles.

Point to circle two and say 'two' and then point to circle three and say 'three'.

Ask the student to copy your pointing and counting.

Say

I'd like you to make three circles into four circles. What will you do? **add another circle**

Do that.

Point to and count on from circle number three to show me that you have four circles. **three, four**

Make four circles into five circles. What will you do? **add another circle**

**Say**

Do that.

Point to and count on from circle number four to show me that you have five circles. **four, five**

Counting on saves time. If you know how many circles you have and you add more, you do not have to start counting from number one. Instead you start counting from the number you know you have.



The attribute shapes will be used in the next activity.

Burrowing about

Investigating from zero

Materials:

- activity sheet - *Investigating 0 to 2*
- activity sheet – *Investigating 3 to 5*
- activity sheet – *Number chart 0 to 5*
- attribute shapes.

Place the number chart on the table.

Say

Think about the numbers zero to five and tell me anything you know about them. **Answers will vary, eg zero means nothing, I have five fingers, three is larger than two, I can count to more than five.**

Let's look at your number chart for zero to five.

Let's read across the chart.

What is the first number? **zero**

In the next column, point to the word zero and read it to me. **zero**

How many frogs are in the picture column in the zero row? **no/zero frogs**

Trace the number and word that say 'zero'.

Look at the next row. What number is this row about? **one**

Point to the word in the row. What does it say? **one**

How many frogs in this row? **one**

Trace the number and word that say 'one'.

Look at the next row. What number is this row about? **two**

Point to the word in the row. What does it say? **two**

How many frogs in this row? **two**

**Say**

Count the frogs for me. **one, two**
Trace the number and word that say 'two'.

Continue in the same way down to the number five.

The student counts the frogs to confirm that the number of frogs matches the number in the row eg five frogs in the row about five.

Say

Reading the frog chart has refreshed our memories about the numbers and words for zero to five.
Let's look at the *Investigating 0 to 2* activity sheet and read the headings.

Place the activity sheet on the table.

Read the title in the table with the student.

Point to the box beside the title box.

Say

How many shapes can you see in this section? **zero or none**
Look at your frog number chart. Show me the number zero.
Show me the word zero.
Copy the number zero and the word 'zero' into the box.

Place one triangle into the box below the title box and point to it.

Say

How many triangles can you see in this box? **one**
Count the peg.
Look at your frog number chart. Show me the number one.
Show me the word 'one'.
Copy the number one and the word 'one' into the box in the table.
Draw a triangle to represent the shape block.

Place two triangles into another box and point to them.

Say

How many triangles can you see in this section? **two**
Count the triangles to check your answer.
Look at your frog number chart. Show me the number and word for two.
Write the number two and the word 'two' into the box.
Draw two triangles to represent the shape blocks.

Answers will vary, eg see below.



<p><i>Showing numbers</i> 0 to 2</p>	<p>0 zero</p>
<p>1 one</p> 	<p>2 two</p>  

Place the *Investigating 3 to 5* activity sheet on the table.

Read the title with the student.

Ask the student to place three triangles in the box beside the title.

Say

- Look at the number chart and find the number and word that say 'three'.
- Copy the number and word into the 'three' space.
- Draw three triangles to represent the shape blocks.
- Put four triangles into the box below the title box.
- Look at the number chart and find the number and word that say 'four'.
- Copy the number and word into the 'four' space.
- Draw triangles to represent the shape blocks.
- You can finish the box about 'five' yourself.

Answers will vary, eg

<p><i>Showing numbers</i> 3 to 5</p>	<p>3 three</p>   
<p>4 four</p>    	<p>5 five</p>     



Store or scan and save the activity sheets.



Matching groups

Materials:

- counters
- cubes
- pegs
- activity sheet - *Matching groups*.

Place the objects on the table.

Say When we count items, we arrange them in different ways. If we change the way we arrange the items, does it change the number of items? **Answers will vary.**

Let's investigate to find out.

Count out four counters and put them in a pile.

Count out four cubes and put them in a row

Count out four pegs and use them to make a square shape.

Count the objects in each group.

What number does each of these groups show? **four**

Do all the groups have an equal amount of objects in them? **yes**

Does it matter that the groups are made up using different objects? **no**

All the groups are arranged differently. You have a pile, a row and a square shape. Does this mean that each group has a different number of objects in it? **no**

Explain how that works. **Answers will vary, eg**

- **I know there are four objects in each group because I counted them.**
- **It does not matter how they are arranged, there are still four objects in each group.**

Make another group using four pencils or similar.

Say Does the new group fit with your groups? **yes**

Explain how it fits. **Answers will vary, eg the new group has four objects, the new group has an equal amount or number of objects to my groups.**

Make another group with four different objects, for example, a cube, a pencil, a counter and a sharpener.

Say Does the new group fit with your groups? **yes**

Explain how it fits. **Answers will vary, eg the new group has four objects, the new group has an equal amount or number of objects to my groups.**



Say

Does it matter that all our groups are made up using different objects? **no**
What is the important thing about all the groups? **They all have four objects in them so they are of equal size.**

Does this mean that if I count out four of any object at all, I will always have this number of objects? **yes**

Let's check if that happens when we use five objects.

Hold up one hand. How many fingers on one hand? **five**

Hold up your other hand. How many fingers on this hand? **five**

Do both hands have the same number of fingers? **yes**

Each hand shows us what five can look like.

Make a group of five pegs.

How does the group of five pegs look like the groups of five fingers? **The peg group has five objects in it too.**

Now we know you can make a number using objects arranged in any way and the number stays the same.

Place the activity sheet on the table.

Read the instructions for the *Matching groups* sheet.

Ask the student to complete the activity.

5				
1				
3				
2				
0				
4				

**Say**

We know you can show a number using objects, printing the number or the words. It does not matter how you represent the number, it is always the same.



Store or scan and save the activity sheet.

Reaching out

Night and day

Materials:

- activity sheet – *Night and day*.

Say

Bella Bilby is a nocturnal animal. This means she likes to explore at night. Tell me what you know about night. **Answers will vary, eg its dark, I can see the moon at night, I go to sleep.**

Narrah Numbat is a diurnal animal. This means he likes to explore during the day. Tell me what you know about the day. **Answers will vary, eg I do my schoolwork and play, the sun makes it light during the day.**

Let's look at the activity sheet and read the activity title.

What can you see on the sheet? **Answers will vary, eg the words night and day, a picture that is half moon and half sun, Bella and Narrah.**

In each column you draw pictures of activities you do during the night and activities you do during the day. Draw at least four pictures into each section.

Discuss the pictures with the student.

Ask if there are any pictures that would fit on both sides of the chart.

Ask the student to explain why this would happen.



Store or scan and save the activity sheet.

Home tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 6 stored or saved.



Save the checklist and complete it at the end of each lesson.



Day 7

Collect and prepare the items listed on the *Materials checklist*

Materials checklist

Activity sheets (please print)	Check
• The seventh day	
• Penni's questions	
• Number chart 6 to 10	
• Investigating 6 to 8	
• Investigating 9 and 10	
• Moving groups	
• Patterns	
Resources	
• Lesson notes – Day 7	
• coloured cubes (from Maths Kit)	
• counters (from Maths Kit)	
Home resources	
• calendar for current year	

Quincey's quest

The seventh day

Materials:

- activity sheet – *The seventh day*
- calendar.

Place the materials on the table.

**Say**

The last Quincey's Quest that we did was the sixth day. What will this be?
Answers will vary, eg the seventh day.

Look at the word 'seventh' in the title. Can you see the word 'seven' hidden inside? **Answers will vary.**

Loop the word 'seven'.

You can complete *Quincey's Quest* yourself. I'll help when you ask.

The student works independently to complete the activity sheet. Help if required.



Mark then store the activity sheet for use on Day 10.

Diving in

Follow my voice

Materials:

- nil.

Say

This is a great memory game. I'll give you some directions to follow. I hope you can do this without asking me to repeat the directions.

Give the student two directions to move around the room. For example, start at the table and walk to the window.

Repeat using different directions, eg take a pencil and walk to the window.

Ask the student to give you two directions to move around the room.

Give the student two directions to move out of the room and into another room. For example, start at the tall window and walk ten steps through the door.

Repeat using different directions, eg walk backwards to the kitchen and tap on the bench.

Ask the student to give you two directions to move out of the room and into another room.

Give the student three directions to move around the room. For example, start at the table and walk to the window and then the door.

Repeat using different directions.

Ask the student to give you three directions to move around the room.

Give the student three directions to move out of the room and into another room. For example, start at the tall window and walk ten steps through the door and then six steps towards the television.

Repeat using different directions.



Penni's questions

Materials:

- activity sheet – *Penni's questions*.

Place the activity sheet on the table.

Say

Penni loves asking maths questions. She has some for you on the activity sheet. Let's read her first speech bubble.

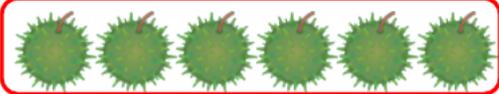
Read the speech bubble with the student.

If required, help the student read the clues.

Ask the student to loop each answer. **orange, sandwich, die**

Read the second speech bubble with the student.

Ask the student to complete the activity.

	or	
	or	
	or	



Mark then store or scan and save the activity sheet.

Burrowing about

Investigating up to 10

Materials:

- activity sheet – *Investigating 6 to 8*
- activity sheet – *Investigating 9 and 10*
- activity sheet – *Number chart 6 to 10*
- cubes.

Place the materials on the table.

Say

Think about the numbers six to ten and tell me anything you know about them. **Answers will vary, eg I am six years old, I have ten fingers and ten toes, I will be seven on my next birthday, ten is the first number with two digits.**

**Say**

Let's read across the chart.

What is the first number? **six**

In the next column, point to the word six and read it to me. **six**

Count the frogs for me. **one, two, three, four, five, six**

How many frogs are there? **six**

Trace the number and word that say 'six'.

Look at the next row. What number is this row about? **seven**

Read me the numbers and words in the row. **seven, seven**

Count the frogs for me. **one, two, three, four, five, six, seven**

How many frogs are there? **seven**

Trace the number and word that say 'seven'.

Continue in the same way down to the number ten

The student counts the frogs to confirm that the number of frogs matches the number in the row, eg eight frogs in the row about eight.

Say

Reading the frog chart has refreshed our memories about the numbers and words for six to ten.

Let's look at the activity sheet *Investigating 6 to 8*.

Look at the table. Let's read what it says in the first box. **Showing numbers 6 to 8.**

Count out six cubes for me.

Look at your number chart. Show me the number 6.

Show me the word 'six'.

Copy the number six and the word 'six' into the box that is next to the title box on the activity sheet.

Draw a square to represent each cube in the number six box.

Using your six cubes, count on to make seven. **six, seven**

Look at your number chart. Show me the number and word for 'seven'.

Copy the number seven and the word 'seven' into the box below the title box.

Draw a square to represent each cube in the number seven box.

Using your seven cubes, count on to make eight. **seven, eight**

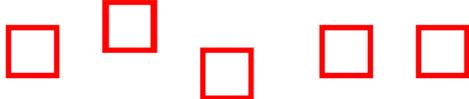
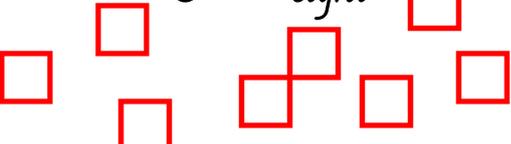
Look at your number chart. Show me the number and word for eight.

Copy the number eight and the word eight into the box.

Draw a square to represent each cube in the number seven box.

Answers will vary, eg

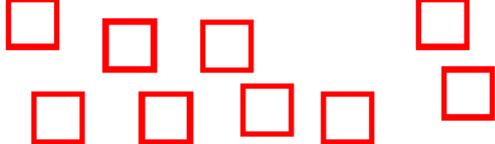
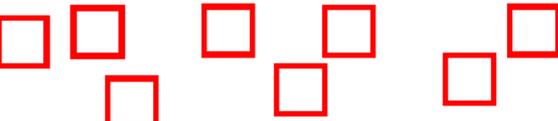


<p><i>Showing numbers</i> 6 to 8</p>	<p>6 six <input type="checkbox"/></p> 
<p><input type="checkbox"/> 7 seven <input type="checkbox"/></p> 	<p>8 eight <input type="checkbox"/></p> 

Ask the student to select the activity sheet *Investigating 9 and 10*.

<p>Say</p>	<p>Using your eight cubes, count on to make nine. eight, nine</p>
	<p>Look at your number chart. Show me the number and word for nine.</p>
	<p>Print the number nine and the word 'nine' into the box next to the title.</p>
	<p>Draw a square to represent each cube in the number nine box.</p>
	<p>Using your nine cubes, count on to make ten. nine, ten</p>
<p>Look at your number chart. Show me the number and word for ten.</p>	
<p>Print the number ten and the word 'ten' into the box below to the title.</p>	
<p>Draw a square to represent each cube in the number ten box.</p>	

Answers will vary, eg

<p><i>Showing numbers</i> 9 and 10</p>	<p>9 nine</p> 
<p><input type="checkbox"/> 10 ten <input type="checkbox"/></p> 	<p><i>My favourite number is</i> <i>Answers will vary</i></p>

Help the student read the sentence in the last box.

Ask him/her to print the answer after the word 'is'.

Ask the student to draw that number of objects in the space below the sentence.



Store or scan and save the activity sheet.



Moving groups

Materials:

- activity sheet – *Moving groups*
- cubes
- counters.

Place the cubes and counters on the table.

Say

Count out eight cubes and eight counters.

Make a pile with the eight counters and a row with the eight cubes.

Do both groups have an equal number of objects in them? **yes**

Does it matter that the groups are made up using different objects? **no**

The groups are arranged differently. You have a pile and a row. Does this mean that each group has a different number of objects in it? **no**

Explain how that works. **Answers will vary, eg I know there are eight objects in each group because I counted them; it does not matter how they are arranged, there are still eight objects in each group.**

Make another group using eight different objects, for example a pencil, a sharpener, a paperclip etc.

Say

Does the new group fit with your groups? **yes**

Explain how it fits. **Answers will vary, eg the new group has eight objects; the new group has an equal amount or number of objects to my groups.**

Does it matter that all our groups are made up using different objects? **no**

What is the important thing about all the groups? **They all have eight objects in them so they are of equal size.**

Does this mean that if I count out eight of any object at all, I will always have this number of objects? **yes**

Ask the student to place six cubes in a row, with each cube touching its neighbour.

Take one cube from the end of the row and place it at the start of the row.

Say

Are there still six cubes in the row? **Answers will vary.** (The student should be able to answer without counting the cubes.)

How do you know? **Answers will vary, eg**

- **I counted six cubes and none have been taken away.**
- **You moved a cube but you did not take it away so the number has not changed.**

If the student is not sure, ask him/her to count the cubes to check that there are six. Explain that changing the shape of the group does not change the number of objects.



Take one cube from the centre of the row and place it at the end of the row. Move the cubes along so they are still touching each other.

Say

Are there still six cubes in the row? **Answers will vary.** (The student should be able to answer without counting the cubes.)

How do you know? **Answers will vary.**

If the student is not sure, ask him/her to count the cubes to check that there are six. Explain that changing the shape of the group does not change the number of objects.

Ask the student to build a structure with the cubes.

Take one cube from the top of the structure and place it in the middle or bottom on the structure.

Say

Are there still six cubes in the structure? **Answers will vary.** (The student should be able to answer without counting the cubes.)

How do you know? **Answers will vary.**

If the student is not sure, ask him/her to count the cubes to check.

Ask the student to count on from the six cubes to make eight cubes.

Ask the student to make two rows of four with the cubes. Each cube should touch its neighbour.

Take one cube from the top row and add it to the bottom row.

Say

Are there still eight cubes in the two rows? **Answers will vary.** (The student should be able to answer without counting the cubes.)

How do you know? **Answers will vary.**

If the student is not sure, ask him/her to count the cubes to check.

Ask the student to make a pile with the cubes. Each cube should touch its neighbour.

Take one cube from the pile and place it somewhere else on the pile.

Say

Are there still eight cubes in the pile? **Answers will vary.** (The student should be able to answer without counting the cubes.)

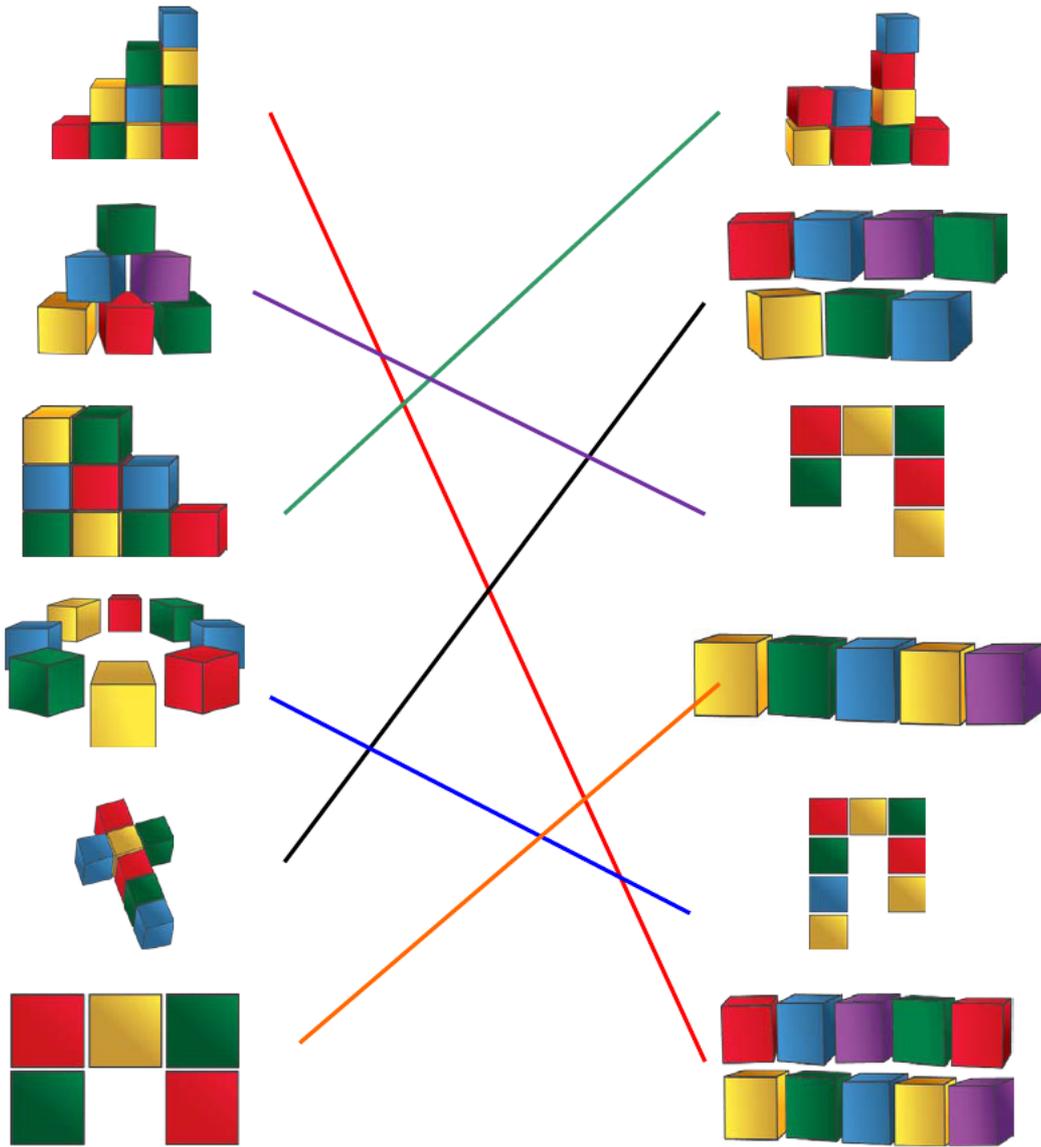
How do you know? **Answers will vary.**

If the student is not sure, ask him/her to count the cubes to check.

Place the activity sheet on the table.

Read the instructions on the *Moving groups* activity sheet together.

Ask the student to complete the activity independently.



 Store or scan and save the activity sheet.

Reaching out

Patterns

Materials:

- activity sheet – *Patterns*
- coloured cubes.

Say

Tell me what you know about patterns. **Answers will vary, eg something is repeated, I can make a clapping pattern, make patterns with beads.**

Let's make some action patterns. Follow me and do what I do.



Make a clapping pattern of two claps, pause, one clap pause. Repeat twice.

Ask the student to join you and then continue the pattern alone for two repetitions.

Use the same steps to get the student to work on these patterns with you:

Tap hands on knees twice, pause, two claps, pause repeat

Tap finger on chin once, finger on nose three times repeat

Say Now it's your turn. You make some action patterns and I will follow you.

Ask the student to make three patterns for you to copy.

Place the coloured cubes on the table.

Make a pattern showing one red cube, one yellow cube, one red cube, one yellow cube in a row.

Look at my pattern row.

What have I used to make this pattern? **cubes**

What is it about the cubes that make the pattern? **the colours**

What else is part of the pattern? **the number of cubes**

We are working with colour and number to make these patterns. What colours have I used? **red and yellow**

What is the colour pattern that I have made? **red, yellow, red, yellow**

What is the number pattern? **Answers will vary, eg**

- **one red, one yellow**
- **one, one, one, one.**

Red, yellow, red, yellow. What colour would come next? **red**

What colour would come after the red? **yellow**

Say Use the red and yellow cubes to repeat the pattern twice.

Read the pattern to me. **red, yellow, red, yellow, red, yellow, red, yellow**

Look at the first pattern row.

Take the first red cube from our pattern and place it on top of the red square in the first pattern row. Now take the first yellow cube from our pattern and place it on top of the yellow square in the pattern row.

Continue to move each cube from our pattern onto the pattern row on the sheet.

Each square in the pattern row represents one cube in our pattern.

Move the cubes so they sit just above the pattern row. Colour the squares to match the pattern we made.

Now let's read and complete the sentences that tell us about the pattern. **The colour pattern is**

Which colour comes first? **red**

**Say**

Print the word 'red'. (Help with spelling if required.)

Let's put a comma after the word red. (Help if required.)

Which colour comes next? **yellow**

Print the word 'yellow' and finish with a full stop. (Help with spelling if required.)

What does the next sentence say? **The number pattern is**

The number pattern tells us the number of cubes of each colour in the pattern.

How many red cubes in the pattern? **one**

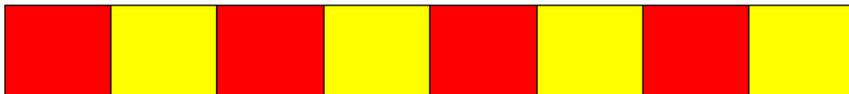
Print the number one after the word 'is'.

How many yellow cubes in the pattern? **one**

Draw a comma after the first number and print the second one.

What is the number pattern? **one, one**

Draw a full stop to finish the sentence.



The colour pattern is **red, yellow**.

The number pattern is **1, 1**

Ask the student to make a two colour pattern using different coloured cubes and the one, one pattern.

Discuss the colour and number pattern the student has made.

Repeat the student's pattern twice.

Ask the student to check that your repetition is correct.

Ask the student to place the cubes above the next row on the activity sheet.

Ask the student to colour the cube pictures to match the pattern.

Ask the student to read and complete the sentences.

Answers will vary, eg



The colour pattern is **blue, green**.

The number pattern is **1, 1**

Make a cube pattern showing three red, one blue, three red, one blue

**Say**

What is the colour pattern for this row of cubes? **red, red, red, blue**

What is the number pattern? **Answers will vary, eg**

- **three red, one blue**
- **three, one.**

Say

Use the cubes to repeat this pattern twice.

Read the pattern to me. **red, red, red, blue, red, red, red, blue, red, red, red, blue, red, red, red, blue**

Ask the student to use four cubes to make a two colour pattern with any number pattern that is not one, one.

The pattern should have four cubes which are then repeated. For example,

- 2, 2 (two yellow, two blue)
- 3, 1 (three red, one green)
- 1, 3 (one purple, three yellow).

Discuss the colour and number pattern the student has made.

Repeat the student's pattern once.

Ask the student to check that your repetition is correct.

Ask the student to place the cubes above the next row on the activity sheet.

Ask the student to colour the cube pictures to match the pattern.

Ask the student to read and complete the sentence.

Answers will vary, eg



The colour pattern is **yellow, yellow, green, green.**

Ask the student to make another pattern using different coloured cubes with any number pattern.

The student can use more than two cube colours.

The pattern should have four cubes which are then repeated. For example

- 2, 2 (two yellow, two blue)
- 3, 1 (three red, one green)
- 1, 3 (one purple, three yellow)
- 2, 1, 1 (two green, one orange, one blue)
- 1, 1, 2 (one green, one orange, two blue)
- 1, 2, 1 (one green, two orange, one blue)



Discuss the colour and number pattern the student has made.

Repeat the student's pattern once.

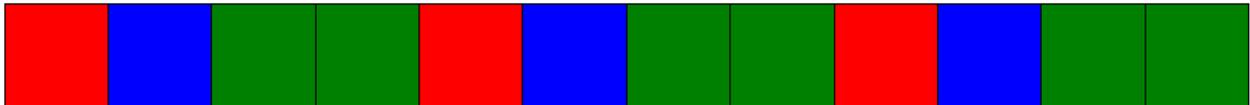
Ask the student to check that your repetition is correct.

Ask the student to place the cubes above the next row on the activity sheet.

Ask the student to colour the cube pictures to match the pattern.

Ask the student to read and complete the sentence.

Answers will vary, eg



The number pattern is **1, 1, 2**



Store or scan and save the activity sheet.

Home tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 5 stored or saved.



Save the checklist and complete it at the end of each lesson.



Day 8

Collect and prepare the items listed on the *Materials checklist*

Materials checklist

Activity sheets (please print)	Check
• The eighth day	
• Helping Penni	
• Number chart 11 to 15	
• Investigating 10 to 12	
• Investigating 13 to 15	
• Guess and check	
• Underground tunnels	
Resources	
• Lesson notes – Day 8	
• coloured cubes (from Maths Kit)	
Home resources	
• calendar for current year	

Quincey's quest

The eighth day

Materials:

- activity sheet – *The eighth day*
- calendar.

Place the materials on the table.

Say

The last Quincey's Quest that we did was the seventh day. What will this be?
Answers will vary, eg the eighth day.

**Say**

Look at the word 'eighth' in the title. Can you see the word 'eight' hidden inside? **Answers will vary.**

Loop the word 'eight'.

Today you can do some word tracing when you complete Quincey's Quest. Read Quincey's speech bubble. **Today is**

Read the day names and trace the one that matches today. **Answers will vary.**

Read Quincey's speech bubble. **The month is**

Read the month names and loop the one that is this month's name. **Answers will vary.**

Use the calendar to work out today's ordinal number. **Answers will vary.**

You can complete Quincey's weather yourself. I'll help when you ask.

The student works independently to complete the activity sheet. Help if required.



Store the activity sheet for use on Day 10.

Diving in

Backwards from 20

Materials:

- nil.

Say

I am going to begin counting backwards. When I stop, I would like you to keep counting backwards until you get to ten.

15, 14, 13 **12, 11, 10**

20, 19, 18 **17, 16, 15, 14, 13, 12, 11, 10**

18, 17, 16 **15, 14, 13, 12, 11, 10**

16, 15, 14 **13, 12, 11, 10**

Helping Penni

Materials:

- activity sheet – *Helping Penni*
- ruler.

Place the activity sheet and ruler on the table.



Say

Penni needs some help with her maths. Let's read her first speech bubble to find out what she needs.

Read the speech bubble with the student.

Ask the student to read the top line of number and tell you what is missing.

Ask the student to print the numbers into the spaces.

Ask the student to complete the task independently.

Read the second speech bubble with the student.

Place the ruler below the first pattern line.

Say

Read the pattern. **blue flower, yellow flower, blue flower, yellow flower, blue flower**

How many items in the pattern? **two**

What are they? **blue flower, yellow flower**

What comes next? **yellow flower**

Loop the yellow flower.

Ask the student to complete the activity, using the ruler to highlight the pattern he/she is exploring.

7	8	9	10	11
11	12	13	14	15

20	19	18	17	16
13	12	11	10	9





Mark then store or scan and save the activity sheet.

Burrowing about

Investigating 10 to 15

Materials:

- activity sheet – *Investigating 10 to 12*
- activity sheet – *Investigating 13 to 15*
- activity sheet – *Number chart 11 to 15*
- cubes.

Place the materials on the table.

Say

Let's look at the *Investigating 10 to 12* activity sheet and read the title inside the table on the page. **Showing numbers ten to twelve**

Although we are focusing on numbers eleven to fifteen, I want you to do some work using the number that comes before eleven.

Which number comes before eleven? **ten**

On the activity sheet, trace the number and word for 'ten' in the ten box.

Look at the two small tables in the box. These tables are drawings of mats or groups of cubes. Each square in the mat represents one cube.

Count the squares in one mat and tell me the number of cubes. **ten**

Count out ten blue cubes.

Form the ten cubes into a mat that looks like the cube mat on the activity page. (two rows of five cubes)

Shade the squares on the activity page to match the mat you have made.

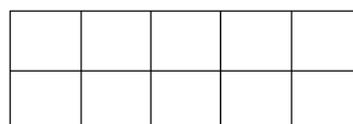
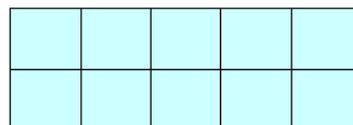
How many cubes do you have? **ten**

How many squares have you shaded? **ten**

Showing
numbers
10 to 12

10

ten





The numbers we are going to explore today are larger than ten.

Think about the numbers eleven to fifteen and tell me anything you know about them. **Answers will vary, eg I have an eleven year old sister; eleven is one more than ten; some of those numbers are teens, thirteen, fourteen and fifteen; all those numbers have two digits; I can write all those numbers.**

Count from zero to fifteen for me. **zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen**

Let's read across the jellyfish number chart for eleven to fifteen.

What is the first number? **eleven**

Read and trace the number and the word. **eleven, eleven**

Count the jellyfish for me. **one, two, three, four, five, six, seven, eight, nine, ten, eleven**

How many jellyfish are there? **eleven**

Describe the way the eleven jellyfish have been arranged. **Answers will vary. Possible responses include:**

Say

- **they are in rows**
- **there are two rows**
- **the top row is longer than the bottom row**
- **there is a group of ten and one more to make eleven.**

Look at the next row. What number is this row about? **twelve**

Read and trace the number and the word. **twelve, twelve**

Count the jellyfish for me. **one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve**

How many jellyfish are there? **twelve**

Describe the way the twelve jellyfish have been arranged. **Answers will vary. Possible responses include:**

- **they are in rows**
- **there are two rows**
- **the rows are the same length**
- **there is a group of ten and two more to make twelve.**

Assist the student to continue reading the chart and tracing to the number fifteen.

Ask the student to read each row and count the jellyfish.

Ask the student about the jellyfish organisation to support the understanding that these numbers are made up of a group of ten plus more.

Say

Look at the words for thirteen, fourteen and fifteen on your jellyfish chart. What can you tell me about them? **Answers will vary, eg they all end in teen, I can see the word four in fourteen.**



Find the eleven box on the activity page.

Trace the number and word.

Count out ten blue cubes and place them in a row.

Count on from ten to eleven and add yellow cubes to make eleven cubes altogether.

How many yellow cubes did you add? **one**

(Point to the ten cubes.) Eleven can be made from ten plus one.

Say

Inside the eleven box there are two groups of squares. Count the number of squares in each group. **ten**

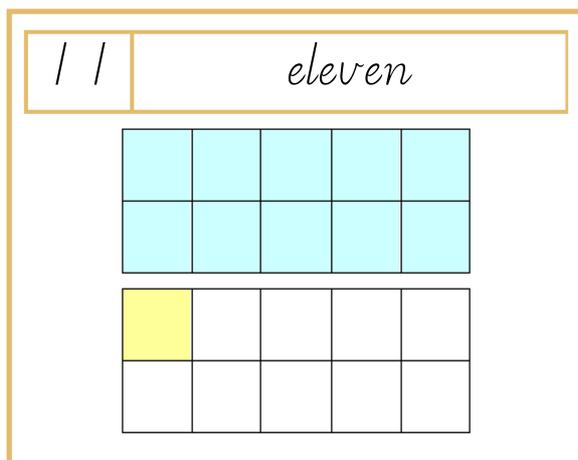
Change ten blue cubes from your row into a mat to match the one on the activity page. (two rows of five cubes)

Shade the first table to show your ten cubes.

How many yellow cubes do you have? **one**

Shade one square in the second mat to show that cube.

How many squares have you shaded altogether? **eleven**



Put your eleven cubes into one group.

Break the group of eleven cubes into two groups. How many cubes do you have in each group? **Answers will vary, eg two and nine, three and eight.**

Break up the group of eleven in a different way.

What grouping did you make? **Answers will vary, eg two and nine, three and eight, four and seven, six and five.**

Say

Eleven can be made in more than one way.

Find the twelve box on the activity page.

Trace the number and word.

Make a row using your ten blue cubes.

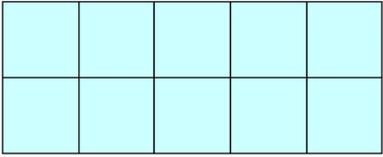
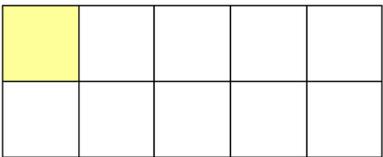
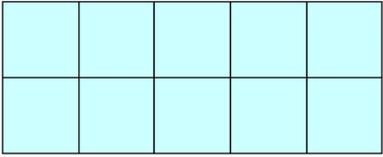
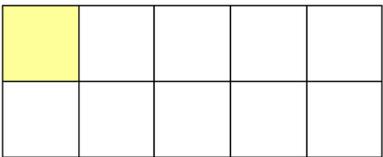
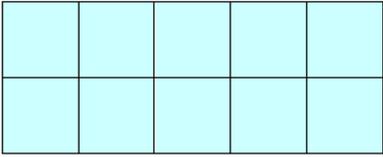
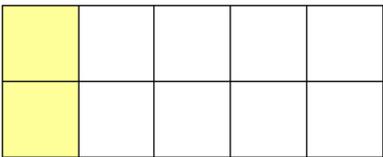
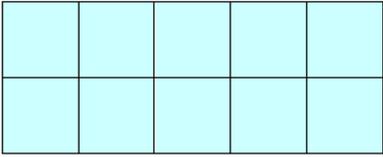
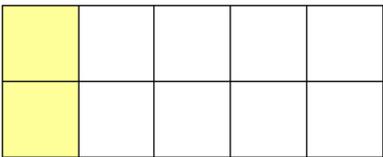
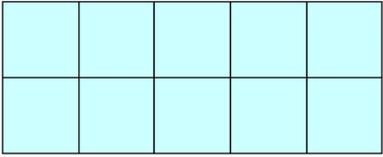
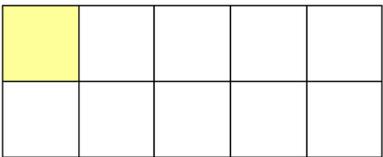
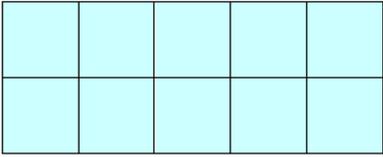
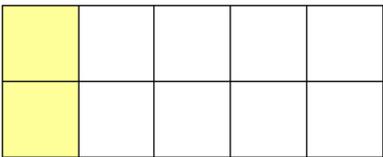
Count on from ten to twelve and add yellow cubes to make twelve cubes altogether.



Say

How many yellow cubes did you add? **two**
 (Point to the ten cubes.) Twelve can be made from ten plus two.
 How many cubes are shown in each mat in the twelve box? **ten**
 How do you know? **Answers will vary, eg I counted them; the mat is the same size as the other mats; I can tell by looking; I guessed.**
 Change ten blue cubes from your row into a mat to match the mat on the activity page. (two rows of five cubes)
 Shade the squares in the first mat to represent your mat.
 How many yellow cubes do you have? **two**
 Shade the squares in the second mat to show your yellow cubes.
 How many cubes do you have? **twelve**
 How many squares have you shaded altogether? **twelve**

The actual squares that the student chooses to shade in the second mat may vary from the example shown below but encourage them to start as shown.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; padding: 5px;">11</td> <td style="padding: 5px;"><i>eleven</i></td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 10px;">  </td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 10px;">  </td> </tr> </table>	11	<i>eleven</i>					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; padding: 5px;">12</td> <td style="padding: 5px;"><i>twelve</i></td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 10px;">  </td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 10px;">  </td> </tr> </table>	12	<i>twelve</i>				
11	<i>eleven</i>												
													
													
12	<i>twelve</i>												
													
													

Say

Put your twelve cubes into one group.
 Break the group of twelve cubes into two groups. How many cubes do you have in each group? **Answers will vary, eg three and nine, six and six.**
 Break up the group of twelve in a different way. **Answers will vary.**
 Twelve can be made in more than one way.

Place the *Investigating 13 to 15* activity sheet in front of the student.

Help the student explore these numbers using the same steps and discussion, completing the box for each number.

The student uses the same ten blue cubes to begin making each new number, counting on as he/she adds the extra yellow cubes.





The actual squares that the student chooses to shade in the second mat may vary from the example shown below. Encourage the student to shade yellow boxes in groups of two as shown.

Answers will vary. The student should shade one complete mat and extra cubes in the second mat depending on the number.



Store or scan and save the activity sheets.

Store the number chart.

Guess and check

Materials:

- cubes
- activity sheet – *Guess and check*.

Ask the student to place eleven cubes in a row, with each cube touching its neighbour.

Take one cube from the end of the row and place it at the start of the row.

Say

Are there still eleven cubes in the row? **Answers will vary.**

How do you know? **You moved a cube but you did not take it away so the number has not changed.**

If the student is not sure, ask him/her to count the cubes to check that there are eleven.

Ask the student to place twelve cubes in a row, with each cube touching its neighbour.

Take two cubes from the centre of the row and place them at the end of the row. Move the cubes along so they are still touching each other.

Say

Are there still twelve cubes in the row? **Answers will vary.**

How do you know? **You moved two cubes but you did not take any away so the number has not changed.**

Ask the student to build a structure using the thirteen cubes.

Take two cubes from the structure and place them somewhere else on the structure.

Say

Are there still thirteen cubes in the building? **Answers will vary.**

How do you know? **You moved two cubes but you did not take any away so the number has not changed.**

Repeat the building activity using fourteen and fifteen cubes.

Place the activity sheet on the table.



Read Bella’s speech bubble with the student.

Ask the student to quickly look at the first pair of pictures and guess whether they show the same number of items.

Ask the student to print ‘Y’ for ‘yes’ into the ‘Guess’ column box if he/she thinks the pictures show the same number and ‘N’ if he/she thinks the pictures do not show the same number.

Ask the student to count the number of items in each picture and print ‘Y’ or ‘N’ in the ‘Check’ column depending on the result.

Ask the student to continue the guess and check activity until he/she reaches Bella’s next speech bubble.

Read Bella’s speech bubble and ask the student to finish the guess and check activity.

Answers will vary in the ‘Guess’ column.

			Y
			Y
			N
			Y
			Y
			N



Store or scan and save the activity sheet.

Store the cubes.



Reaching out

Underground tunnels

Materials:

- activity sheet – *Underground tunnels*.

Ask the student to select four different coloured pencils.

Read the activity heading and Narrah's speech bubble with the student.

Explain that this picture shows underground tunnels. Ask the student to find the four animals that are underground.

Ask the student to find the surface opening where the animals can climb out of the tunnel and onto the grass.

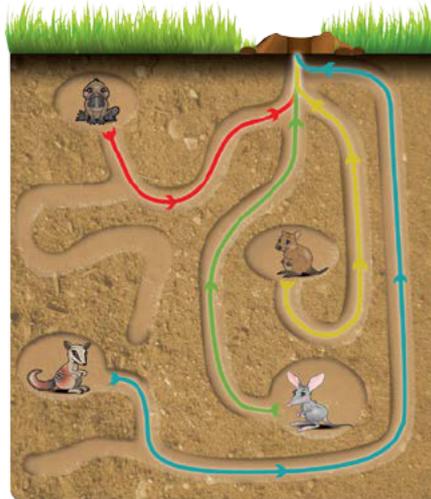
Explain that each animal must follow the tunnels to get back to the surface.

Ask the student to use a finger to trace a path from Penni through the tunnels to the surface opening.

Ask the student to use a pencil to draw the path for Penni.

Ask the student to use a finger to trace the paths from Narrah, Quincey and Bella through the tunnels to the surface opening.

Ask the student to use different coloured pencils to draw the paths for the animals to get back to the surface.



Store or scan and save the activity sheet.

Home tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 8 stored or saved.



Save the checklist and complete it at the end of each lesson.



Day 9

Collect and prepare the items listed on the *Materials checklist*

Materials checklist

Activity sheets (please print)	Check
• The ninth day	
• Penni's collections	
• Number chart 16 to 20	
• Investigating 16 to 18	
• Investigating 19 and 20	
• Prove it!	
• Up and down and all around	
Resources	
• Lesson notes – Day 9	
• coloured cubes (from Maths Kit)	
Home resources	
• calendar for current year	

Quincey's quest

The ninth day

Materials:

- activity sheet – *The ninth day*
- calendar.

Place the materials on the table.

Say

The last Quincey's Quest that we did was the eighth day. What will this be?
Answers will vary, eg the ninth day.

Read Quincey's speech bubble. **Today is**

**Say**

Read the day names and trace the one that matches today. **Answers will vary.**

Read Quincey's speech bubble. **The month is**

Read the month names and loop the one that is this month's name. **Answers will vary.**

Use the calendar to work out today's ordinal number. **Answers will vary.**

You can complete Quincey's weather yourself. I'll help when you ask.

The student works independently to complete the activity sheet. Help if required.



Store the activity sheet for use on Day 10.

Diving in

Making patterns

Materials:

- nil.

Say

I am going to make some patterns by tapping by knees and clapping. I want you to watch, listen and then copy my pattern.

Make these actions to show the student the patterns.

clap, clap, clap, pause, clap, clap, clap, pause

Copy the pattern for me. **clap, clap, clap, pause, clap, clap, clap, pause**

clap, pause, clap, pause, clap, pause, clap

Copy the pattern for me. **clap, pause, clap, pause, clap, pause, clap**

knee tap, knee tap, pause, knee tap, knee tap, pause

Copy the pattern for me. **knee tap, knee tap, pause, knee tap, knee tap, pause**

clap, pause, knee tap, clap, pause, knee tap

Copy the pattern for me. **clap, pause, knee tap, clap, pause, knee tap**

Penni's collections

Materials:

- activity sheet – *Penni's collections*.

Place the activity sheet on the table.

**Say**

Let's read what Penni has to say today. I believe Narrah has been playing tricks on her. Let's read her first speech bubble to find out what happened.

Read the speech bubble with the student.

Ask the student to look at the top line of images and tell you what he/she sees, eg sea stars, four red and one yellow.

Ask the student to loop the one he/she thinks does not fit. **yellow sea star**

Ask the student to explain why he/she chose that image. **The other sea stars are red.**

Ask the student to complete the next three rows, explaining his/her choices. **Answers will vary, eg the lizard because it is a reptile, has four legs, does not have wings.**

The echidna because it does not live in the water, has four legs.

The brown leaf because all the others are green.

Mark the work.

Read the second speech bubble with the student.

Say

Let's think of some other pairs that go together. I can think of salt and pepper. What can you think of? **Answers will vary, eg ice cream and jelly, left and right, toothbrush and toothpaste, brush and comb.**

Look at the first picture. What is it? **dog**

Look at the other four pictures. What will pair with dog? **Bone**

Why? **Answers will vary, eg dogs like to chew/eat/bury bones.**

Loop the bone.

Ask the student to complete the activity, explaining his/her choices.

All choices and responses are acceptable if the connection can be made. **Answers will vary, eg**

- **feather and bird because the bird has pink feather**
- **flower and kangaroo paw because they are both flowers**
- **bee and hive because a bee lives in a hive.**



Mark then store or scan and save the activity sheet.



Burrowing about

Getting to 20

Materials:

- activity sheet – *Number chart 16 to 20*
- activity sheet – *Investigating 16 to 18*
- activity sheet – *Investigating 19 and 20.*

Think about the numbers sixteen to twenty and tell me anything you know about them. **Answers will vary, eg twenty is the largest number, some of those numbers are teens, all those numbers have two digits.**

Count from zero to twenty for me. **zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty**

Let's look at the sixteen to twenty jellyfish number chart.

What is the first number? **sixteen**

Read and trace the number and the word. **sixteen, sixteen**

Count the jellyfish for me. **one, two, three, four, five, six, seven, eight, nine, ten, eleven, , twelve, thirteen, fourteen, fifteen, sixteen**

How many jellyfish are there? **sixteen**

Say

Describe the way the jellyfish have been arranged. **Answers will vary, eg they are in rows, both rows are equal, there is a group of ten and then some more.**

Point to the group of ten jellyfish.

How many extra jellyfish are there? **six, three in the top row and three in the bottom row**

Read me the number and word in the next row. **seventeen, seventeen**

Count the jellyfish for me. **one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen**

How many jellyfish are there? **seventeen**

Describe the way the jellyfish have been arranged. **Answers will vary.**

Point to the group of ten jellyfish.

How many extra jellyfish are there? **seven, four in the top row and three in the bottom row**

Assist the student to continue reading the chart and counting the jellyfish to the number twenty.

Ask the student about the jellyfish organisation to support the understanding that these numbers are made up of a group of ten plus more.

**Say**

Look at the words for sixteen, seventeen, eighteen and nineteen on your jellyfish chart. What can you tell me about them? **Answers will vary, eg they all end in teen; I can see the word six in sixteen, seven in seventeen, eight in eighteen and nine in nineteen.**

The teen in all the number names means ten. Sixteen means six plus ten and seventeen means seven plus ten.

What does eighteen mean? **eight plus ten**

What does nineteen mean? **nine plus ten**

What about fourteen? four plus ten

Think carefully about this one. What does fifteen mean? **five plus ten**

What does thirteen mean? **three plus ten**

Let's read the titles on the activity page.

What numbers are we working with on this page? **sixteen, seventeen and eighteen**

Find the sixteen box in the table.

Write in the number sixteen and trace the word sixteen

Count out ten green cubes and place them in a row.

Count on from ten to sixteen and add red cubes to make sixteen cubes altogether.

How many red cubes did you add? **six**

Sixteen can be made from ten plus six.

Inside the sixteen box you can see two cube mats.

How many cubes are shown in each mat? **ten**

How do you know? **Answers will vary, eg I counted them; I can tell by looking; I guessed; I remember from yesterday's lesson.**

Make your ten green cubes into a mat to match the one on the activity page.

What did you do to make the mat? **I made two rows of five cubes.**

Shade the first mat green to show your ten green cubes.

How many red cubes do you have? **six**

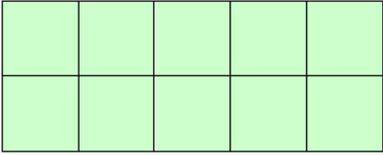
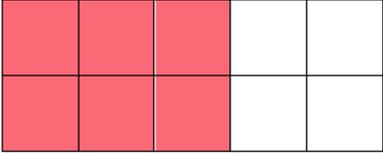
(Point to the cubes.) Sixteen can be made from ten plus six.

Shade the squares in the second mat to show those cubes. (Encourage the student to shade the red cubes in groups of two.)

How many squares have you shaded altogether? **sixteen**

The actual squares that the student chooses to shade in the second mat may vary from the example shown below.



Showing numbers 16 to 18	16	<i>sixteen</i>
		

Put your sixteen cubes into one group.

Break your sixteen cubes into two groups. How many cubes do you have in each group? **Answers will vary, eg one and fifteen, four and twelve.**

Break up the group of twelve in a different way. **Answers will vary.**

Sixteen can be made in more than one way.

Find the seventeen box on the activity page.

Trace and read in the number and word. **seventeen, seventeen**

Make a row using your ten green cubes.

Count on from ten to seventeen and add red cubes to make seventeen cubes altogether.

How many red cubes did you add? **seven**

(Point to the cubes.) Seventeen can be made from ten plus seven.

Say

Make your ten green cubes into a mat to match the mat on the activity page.

Shade the squares in the first mat to represent your mat.

How many red cubes do you have? **seven**

Shade the squares in the second mat to show your red cubes. (Encourage the student to shade the red cubes in groups of two.)

How many cubes do you have? **seventeen**

How many squares have you shaded altogether? **Seventeen**

Put all your seventeen cubes into one group.

Break your seventeen cubes into two groups. How many cubes do you have in each group? **Answers will vary, eg four and thirteen, seven and ten.**

Seventeen can be made in more than one way.

Break up the group of seventeen in a different way. What grouping did you make? **Answers will vary.**



Continue to investigate the remaining numbers up to twenty with the student, completing the activity page for each number.

Leave the favourite number box empty.

Answers will vary. The student should shade one complete mat and extra cubes in the second mat depending on the number.

Ask the student what he/she can tell you about the twenty mats. **Answers will vary.**

Possible responses include:

- **both mats are coloured in**
- **two groups/mats of ten equals twenty**
- **I have used up all the mats.**

Ask the student to choose a favourite number between ten and twenty.

Ask the student to make the number using cubes and then complete the box on the activity page to show the favourite number.

The student may need the appropriate number chart to copy the number name.



Store or scan and save the activity sheet.

Prove it!

Materials:

- cubes
- activity sheet – *Prove it!*

Say

Think about the work we have done with the numbers zero to twenty this week. How did we show that, no matter how we arrange cubes or counters, we still have the same number? **Answers will vary, eg**

- **put cubes in a row and moved some to different places in the row**
- **made buildings and shifted the cubes to different positions.**

Choose a number between sixteen and twenty and count out that number of cubes.

I want you to use two different ways to show me that the number of cubes always stays the same, no matter how you arrange them.

The student works independently to experiment with the cubes to show and explain his/her two chosen ways. As part of the experiment, the student should check he/she still has the same number of cubes by counting them.

**Say**

How do you know that you still have the same number of cubes, even though you have been changing their positions? **Answers will vary, eg**

- I know that if I do not take a cube away from the group, I still have the same number.
- I know that I am only moving the cubes around, not taking any away so I still have the same number.
- I can check by counting the cubes.

Look at the *Prove it!* activity sheet and read the speech bubble together.

Ask the student to use drawings and words to complete the task. Help with spelling.

Answers will vary.



Store or scan and save the activity sheet.

Reaching out

Up and down and all around

Materials:

- activity sheet – *Up and down and all around*.

Say

Think about the position of your body parts on your body.

My head is above my neck. Tell me something about the position of one of your body parts. **Answers will vary, eg my feet are below my ankles; my nose is between my eyes; my thumb is next to my pointer finger.**

Discuss other body part positions using vocabulary including:

- under, on top of
- above, below
- next to
- between
- alongside
- inside (My heart is inside my chest.)
- outside (My skull is outside my brain.)

Say

Let's play a game called 'I say'. I will give you five directions to follow. Each direction will start with the words I say.

**Say**

I say tap something above your neck. (The student may touch lips, chin etc.)

I say touch something below your waist.

I say rub something under your foot.

I say scratch something next to your little finger.

I say use your elbow to point to something on your arm.

Now it's your turn. You have to start your direction by saying 'I say'.

Let's look at the *Up, down and all around* activity sheet.

What can you see on the activity sheet? **Bella, Narrah, Penni and Quincey**

I want you to add some things to the pictures. Let's start with Narrah and Bella.

Draw a tree between Bella and Narrah.

Draw a sun above Narrah's head.

Draw a little pond behind Bella.

Draw a leaf in front of Bella's toes.

Draw a bell hanging from the end of Narrah's tail.

Read through the drawing list again so the student can check he/she has drawn all the items.

Say

Now let's add some things to the picture with Penni and Quincey.

Draw a crown on Penni's head.

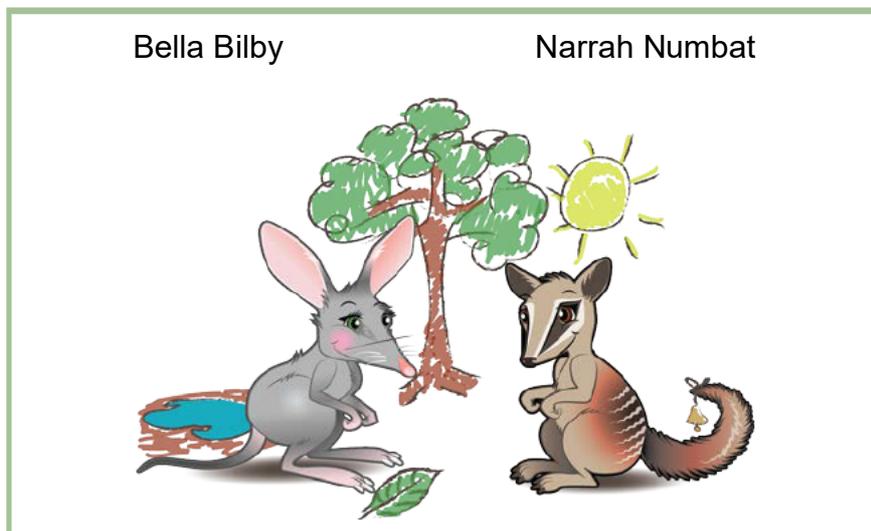
Draw a bird on Quincey's back.

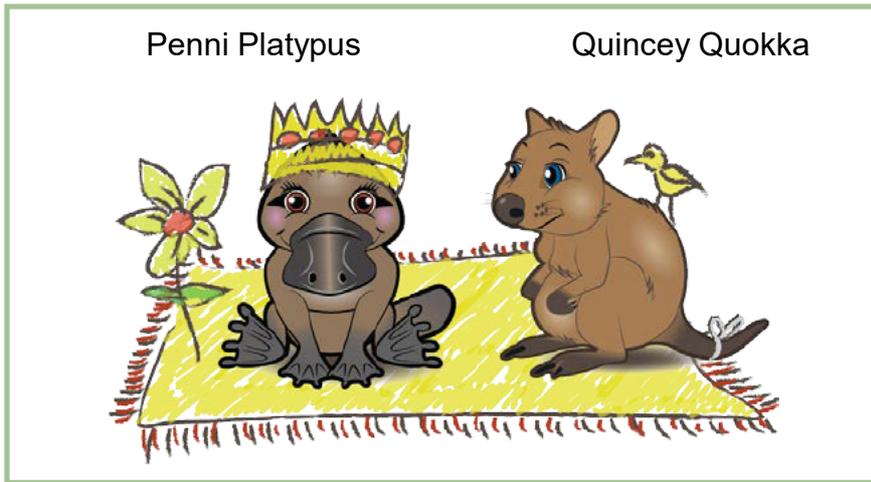
Draw a piece of string tied around Quincey's tail.

Draw a flower that is beside Penni but it is not next to Quincey.

Quincey and Penni are sitting on a mat. Draw the mat.

Answers will vary. The illustrations should demonstrate an understanding of the terms used in the activity.





Mark then store or scan and save the activity sheet.

Home tutor

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 9 stored or saved.



Save the checklist and complete it at the end of each lesson.



Day 10

Collect and prepare the items listed on the *Materials checklist*.

Materials checklist

Activity sheets (please print)	Check
• The tenth day	
• Penni's numbers	
• Which is heavier?	
• Which is?	
• Which holds more?	
• Cubes on a plate	
Resources	
• Lesson notes – Day 10	
• Quincey's Quest activity sheets from Days 1 – 9	
• coloured cubes (from Maths Kit)	
Home resources	
• calendar for current year	
• video camera	
• small cloth	
• 2 plates	

Quincey's quest

The tenth day

Materials:

- activity sheet – *The tenth day*
- calendar
- *Quincey's Quest* activity sheets from Days 1 – 9.



Place the calendar and *The tenth day* activity sheet on the table.

Say

The last Quincey's Quest that we did was the ninth day. What will this be?
Answers will vary, eg the tenth day.

You can complete Quincey's Quest yourself today. I'll help when you ask.

The student works independently to complete the activity sheet. Help if required.



Mark the activity sheet for the student.

Place the other activity sheet on the table.

Ask the student to order them from Day 1 to Day 10.

Ask the student to point to and read the day names selected on each sheet, eg Monday, Tuesday, Thursday, Friday, Saturday.

Say

Are the day names the same or different? **different.**

Why? **I worked on different days and each day has a different name.**

Are the day names in order? **Answers will vary, eg yes, some are missing.**

Are some of the day names missing? **Answers will vary.**

Why? **Answers will vary, eg I didn't work on Tuesday because we went out all day.**

Ask the student to point to and read the month names selected on each sheet.

Say

Are the month names the same or different? **Answers will vary.**

Why? **Answers will vary, eg months have lots of days so the month hasn't changed; we finished one month and started another.**

Are the month names in order? **yes**

Point to the date ordinal numbers and read them. **Answers will vary, eg fourth, fifth, seventh.**

Are the ordinal numbers the same or different? **different**

Why? **I worked on different days and each day has a different number.**

Are the ordinal numbers in order? **Answers will vary, eg yes; some are missing.**

Are some of the ordinal numbers missing? **Answers will vary.**

Why? **Answers will vary, eg the second was on the weekend so I didn't do school work.**

Look at the weather you selected for each day. Is it the same or different?
Answers will vary.

Which day do you think had the best weather? **Answers will vary.**

What was the weather we had the most often? **Answers will vary.**



Store or scan and save the activity sheets from Days 5 and 10.
Store or discard the other sheets.

Diving in

Counting on and back

Materials:

- video camera
- coloured pencils – one each of white, red, blue, yellow, orange, green, purple, black, brown, pink (or objects with these colours).



Please video this activity.

I would like you to do some counting for me.

Count from zero to twenty. **0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20**

S

Count from eight to sixteen. **8, 9, 10, 11, 12, 13, 14, 15, 16**

Count backwards from twenty to zero. **20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0**

Count backwards from seventeen to eight. **17, 16, 15, 14, 13, 12, 11, 10, 9, 8**

Start counting at ten and keep going until I say stop.

Ask the student to stop counting when he/she reaches thirty five, or before if errors are made.

Place the coloured pencils or objects on the table.

Ask the student to point to each pencil and say its colour.

The student can point to other pencils and say their colour names if known, eg grey, silver, gold, light blue.



Save the video recording into the Set folder.

Penni's numbers

Materials:

- activity sheet – *Penni's numbers*.

Place the activity sheet on the table.

Read the title and Penni's speech bubble with the student.



Say

Choose a coloured pencil.
 What is the first number? **zero**
 Point to the word that says ‘zero’.
 Draw a straight line from the number to the word.
 Look for a picture that shows ‘zero’.
 What can you see? **zero spots on a ladybird**
 Draw a straight line from the word to the picture.
 Choose a different coloured pencil and match the next number to its word and picture.

The student works independently to complete the task.



Mark the completed work by ticking each correct matching line.



Store or scan and save the activity sheet.

Burrowing about

Which is heavier?

Materials:

- activity sheet – *Which is heavier?*

Place the activity sheet on the table.

Read Bella’s speech bubble with the student and ask him/her to complete the looping task.

Ask the student to explain each answer choice.

Based on the student’s explanations, guide him/her to tick the smile box that best fits how well he/she explained the answer choices.

		
I clearly explained all my choices.	I clearly explained most of my choices.	I needed help to select and/or explain my choices.



Mark the completed work.

Answers: milk carton, bird, caravan, pineapple.

Read the drawing activity instruction with the student and ask him/her to complete it.

Answers will vary.



Ask the student to explain his/her choice.



Store or scan and save the activity sheet.

Which is ?

Materials:

- activity sheet – *Which is?*

Read the first instruction with the student and ask him/her to complete the looping.

Ask the student to explain each answer choice.

Read the second instruction with the student and ask him/her to complete the looping.

Ask the student to explain each answer choice.

Based on the student's explanations, guide him/her to tick the smile box that best fits how well he/she explained the answer choices.

		
I clearly explained all my choices.	I clearly explained most of my choices.	I needed help to select and/or explain my choices.



Mark then store or scan and save the activity sheet.

Which holds more?

Materials:

- activity sheet – *Which holds more?*

Place the activity sheet on the table.

Read the instructions with the student and ask him/her to complete the looping and drawing.

Ask the student to explain each answer choice.

Based on the student's explanations, guide him/her to tick the smile box that best fits how well he/she explained the answer choices.

		
I clearly explained all my choices.	I clearly explained most of my choices.	I needed help to select or explain my choices.



Mark then store or scan and save the activity sheet.

Reaching out

Cubes on a plate

Background information

Subitising is the ability to recognise the number of items in a group without counting each item. We frequently use this skill when estimating the size of groups. For example, the number of plates in a pile, chocolates in a box and spots on a domino block.

Materials:

- activity sheet – *Cubes on a plate*
- coloured cubes
- small cloth
- 2 plates.

Place the materials on the table. Place one plate and the cloth in front of yourself and one plate in front of the student. Place the cubes in a group between you both.

Ask the student to close his/her eyes.

Place one cube in the centre of the plate, and cover it with the cloth.

Say I am going to show you what is on my plate. When I show you the plate, I want you to look at what I have done.

Uncover the tray and silently count to five to give the student time to look at the cube. Cover the plate.

Say Copy my cube arrangement on your plate. Try to use the same colour cube and place it in the same position.

Reveal your plate and ask the student to check the two plates.

Discuss what the student has done and identify how the student's plate does or does not match yours.

Ask the student to close his/her eyes.

Place three (same colour) cubes in a row on the plate. (Cubes should not touch each other.) Cover them with the cloth.

Say I am going to show you what is on my plate. Look carefully before I cover the plate again.



Uncover the plate and silently count to five to give the student time to look at the cube arrangement.

Cover the plate.

Say Copy my cube arrangement on your plate. Use the same colour and number of cubes and put them in the same position.

Reveal your plate and ask the student to check the two plates.

Discuss what the student has done and identify how the student’s plate does or does not match yours.

Continue the covered plate activity, mixing the number of cubes (1 to 10), their colours and arrangement.

Place the cubes in recognised arrangements. For example, five could be one row of five or a row of three and a row of two, or arranged as we see the spots on a die or playing card.

For cube numbers larger than 5, count to ten to allow the student enough time to look at the arrangement.

Repeat the activity for the number three, arranging the cubes in a triangle.

After the student has made his/her version of your plate, ask him/her to draw it on the activity sheet.

Reveal your plate.

Ask the student to tick the face that shows how successful he/she was in matching his/her plate to yours.

		
My plate is an exact match (number, colour and positions in relation to each other).	My plate is a near match (number and colour or positions of cubes match).	My plate has the same number of cubes.

Repeat the activity for the numbers six and eight, arranging the cubes differently to previous arrangements.

Answers will vary.



Store or scan and save the activity sheet.



Home tutor

Reflection

Please complete the Days 6 – 10 *Reflection*. Write your observations and comments about how capably the student worked on the activities.

Detailed information will provide the teacher with an insight into any strengths or weaknesses you have noticed as the student completed the activities each day.



Save the *Reflection sheet* for return with the completed set.

Set return checklist

Please complete the *Set return checklist* provided to ensure you have all the required items for Day 10 stored or saved.



Save the checklist and complete it at the end of each lesson.