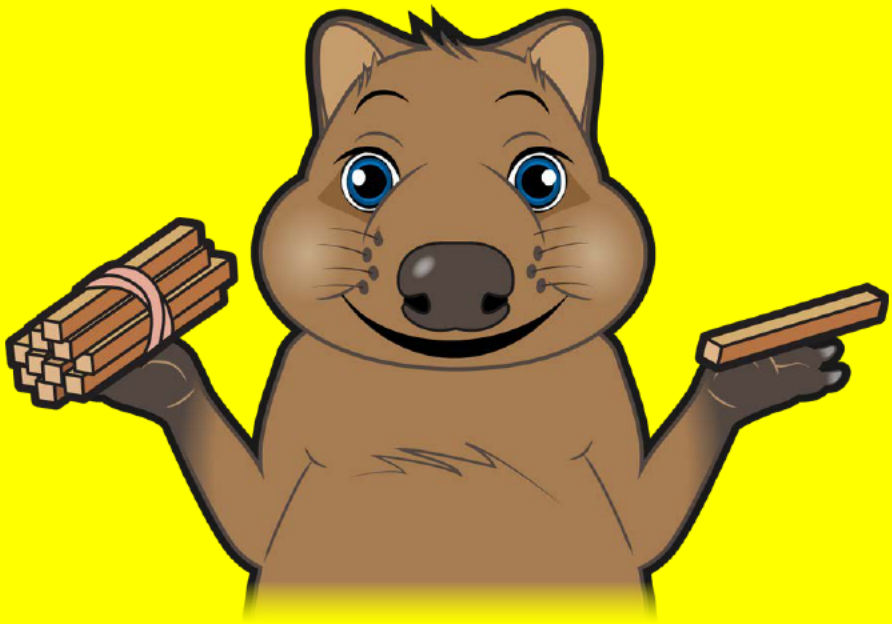
Mathematics
Year 1
Set 2
Activity Book

Mathematics

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

Counting and Calendar



Set 2 Activity Book

First published 2014

Revised 2018

Revised 2020

.

Days of the week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Missing leaves

7	8	9	10	11				

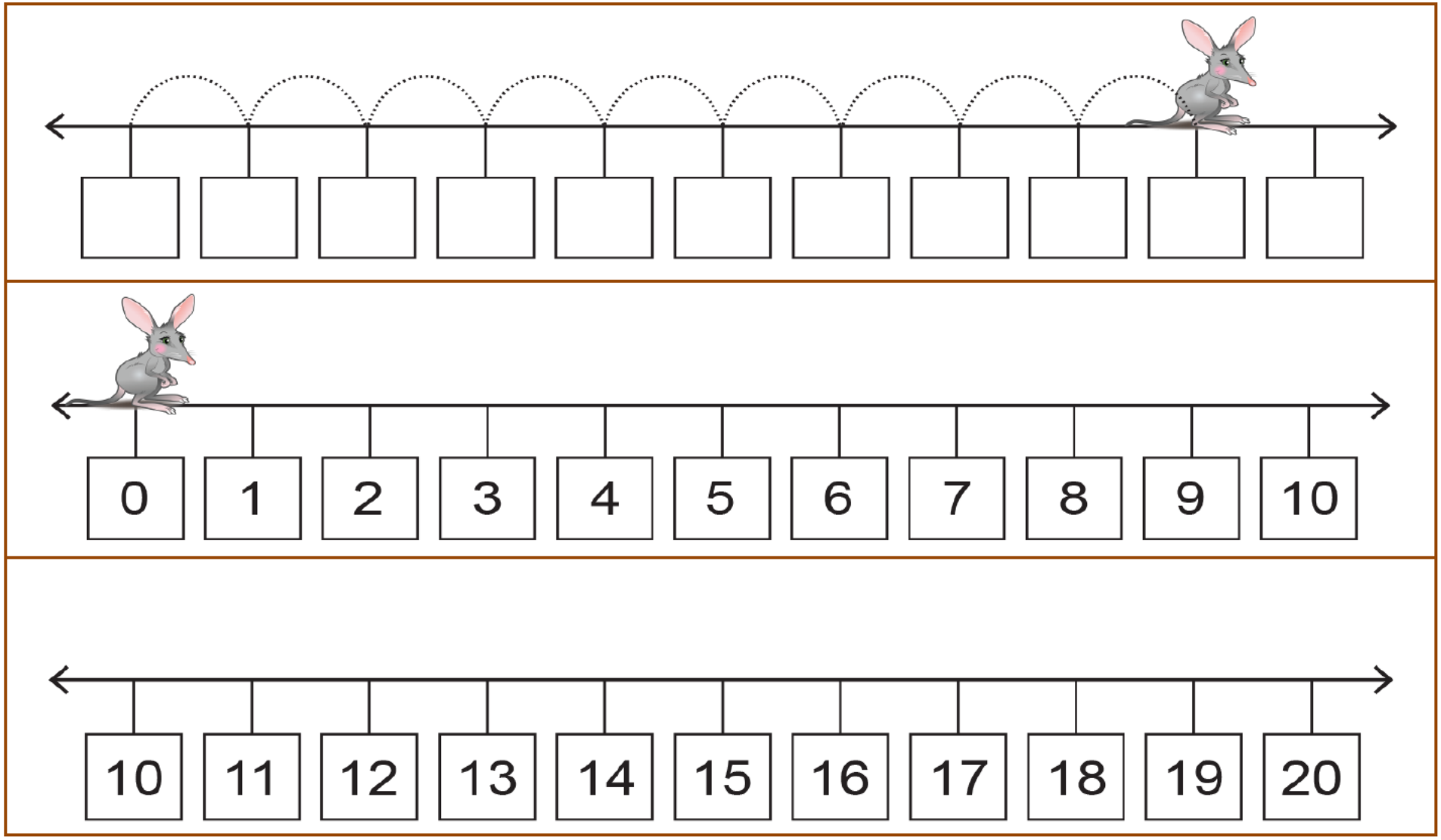
10	11	12			15	16		18

12		14		16		18		20

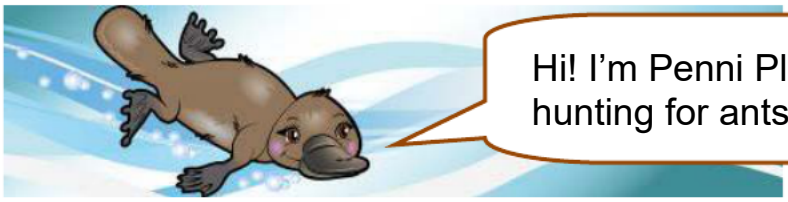
Months of the year

January	July
February	August
March	September
April	October
May	November
June	December

Bella hops along



Hunting for ants



Penni saw _____ ants.

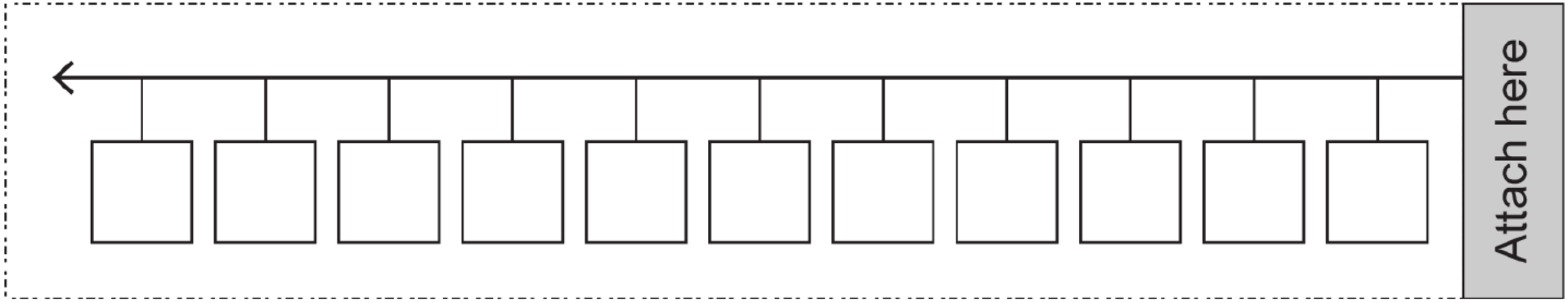
Penni saw _____ ants.

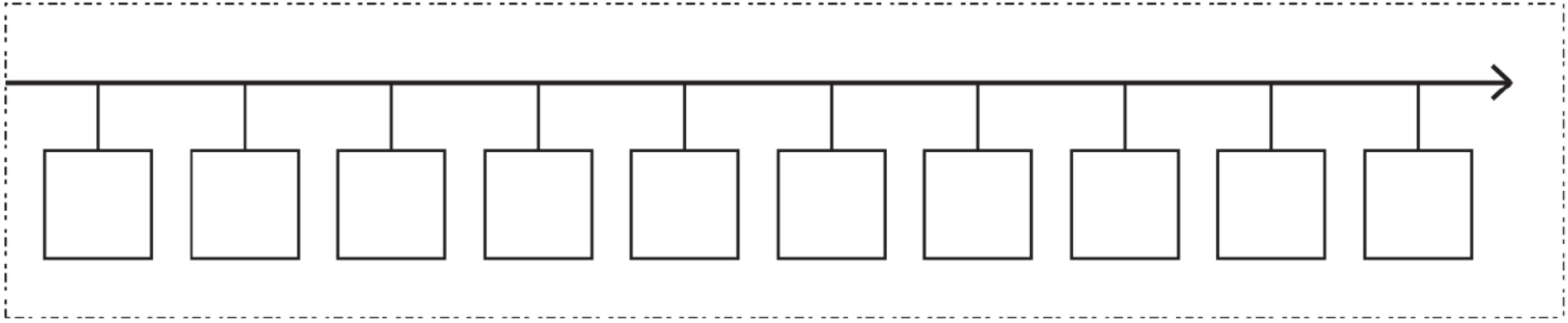
Penni saw _____ ants.

Penni saw _____ ants.

Penni saw _____ ants.

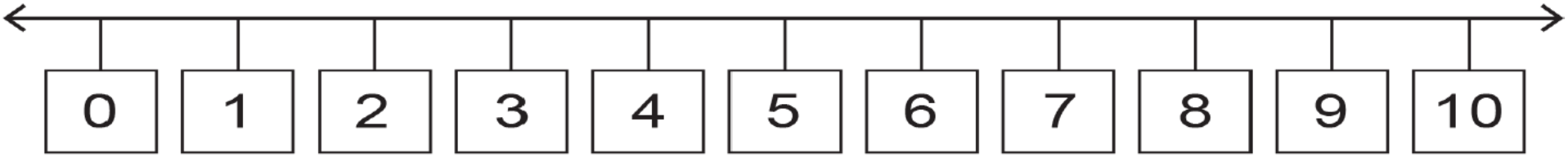
Make your own number line





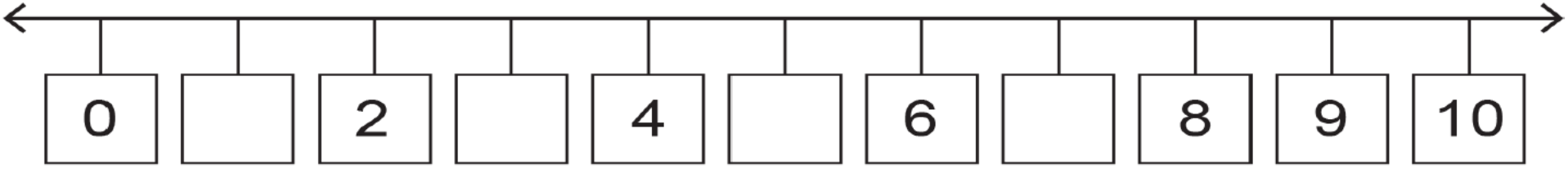
More hops

Bella starts on 0 and hops 7 spaces. Use your pencil to show Bella's hops.

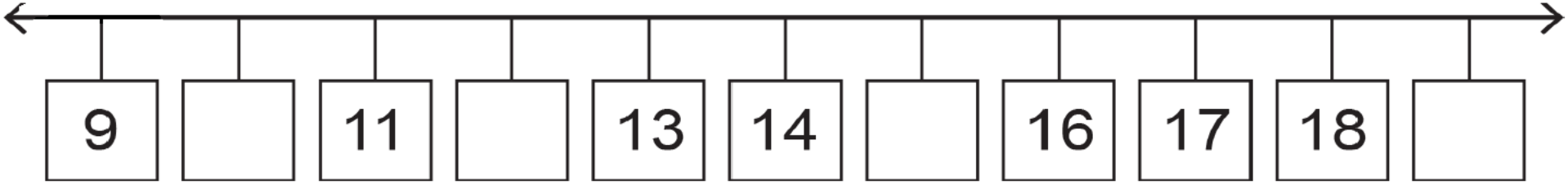


Fill in the missing numbers on this number line.

Bella starts on 0 and hops 2 spaces and then hops another 8 spaces. Show Bella's hops.



Fill in the missing numbers on this number line. Bella starts on 9 and hops 10 spaces. Show Bella's hops.



Missing numbers

Print the missing numbers into each number grid.

Before and after

	5	

	8	

	16	

	19	

Count forwards

11							

Count backwards

							15

Count forwards and backwards

			10				

				17			

Number grid

1					Attach here
					Attach here
					Attach here
				20	

Number names

one	two	four	twelve	thirteen	eighteen
five	three	zero	fifteen	fourteen	0
ten	eight	twenty	sixteen	seventeen	
six	nine	eleven	seven	nineteen	

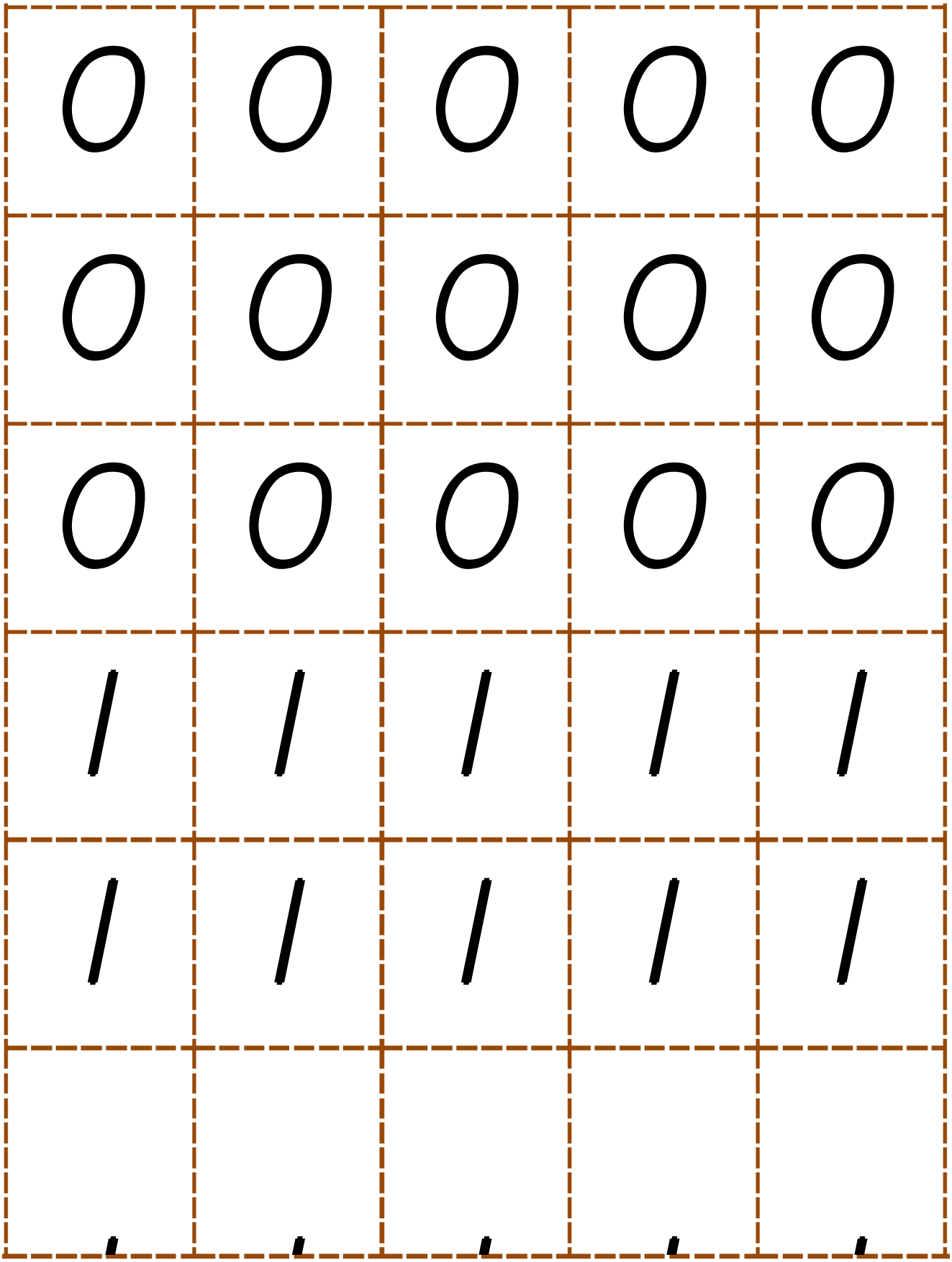
Star patterns

Loop the star that comes next in the pattern

Loop the two stars that come next in the pattern

Dealing with digits 1

Please cut out all cards and store.



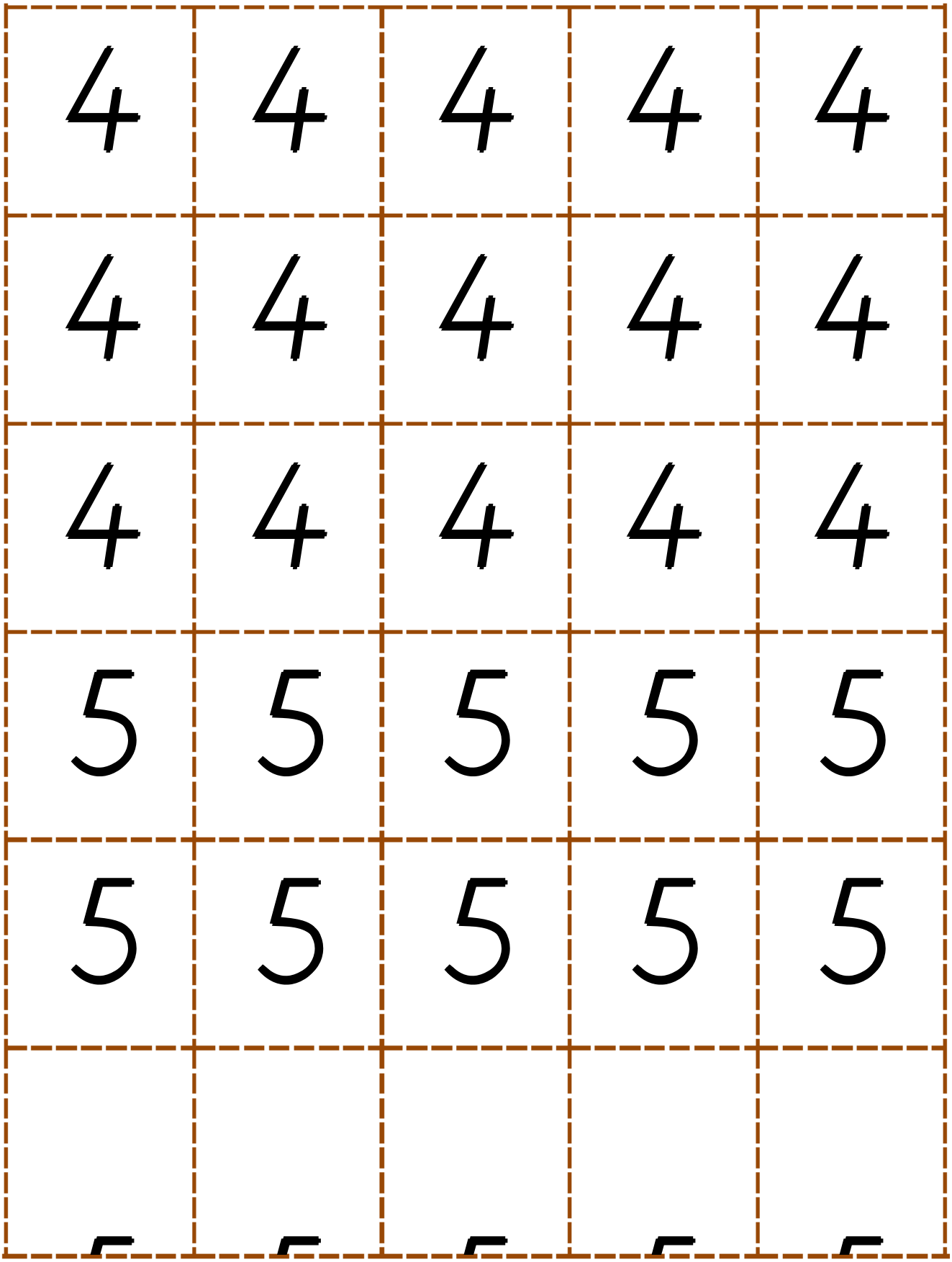
Dealing with digits 2

Please cut out all cards and store.

2	2	2	2	2
2	2	2	2	2
2	2	2	2	2
3	3	3	3	3
3	3	3	3	3

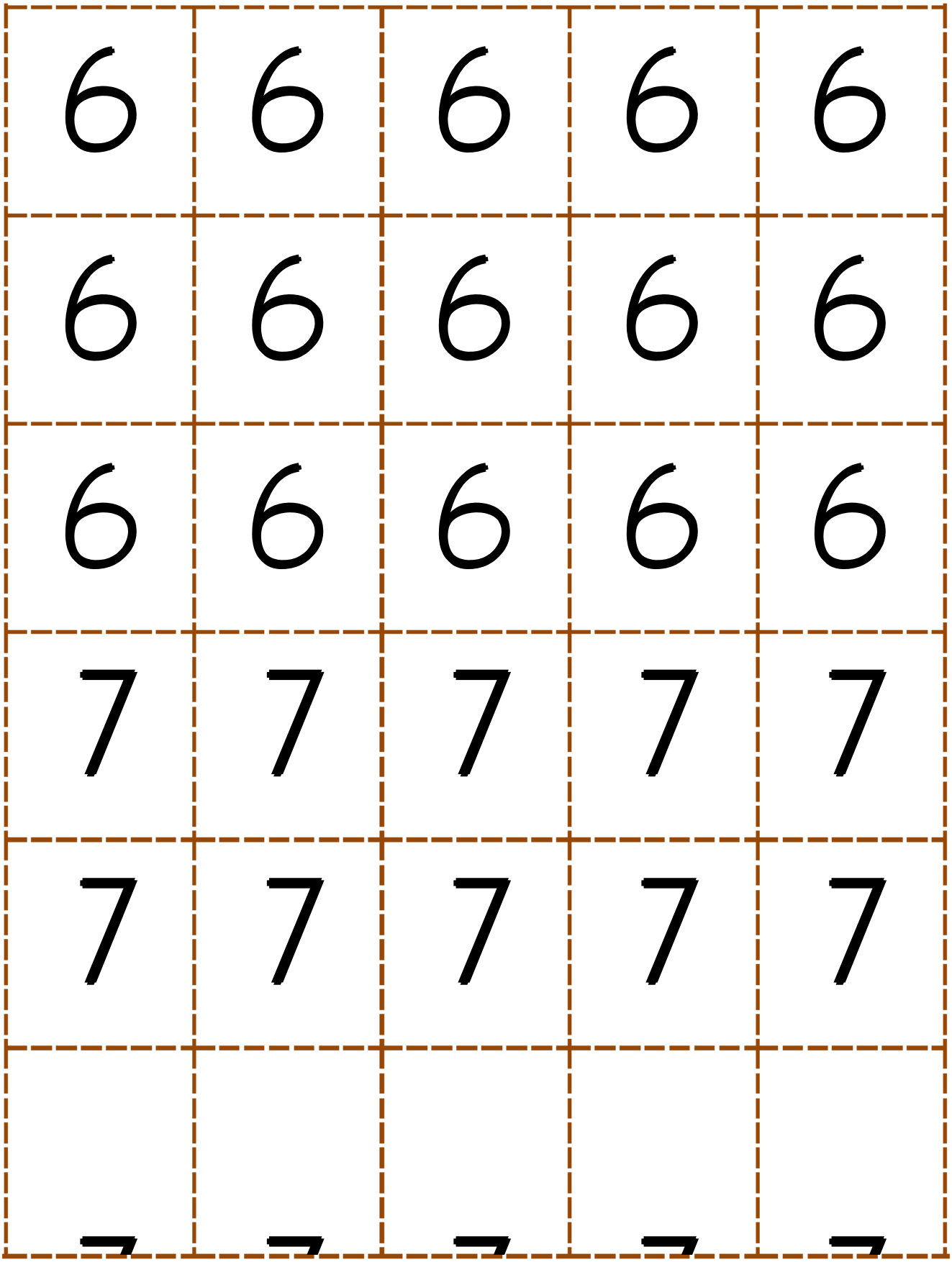
Dealing with digits 3

Please cut out all cards and store.



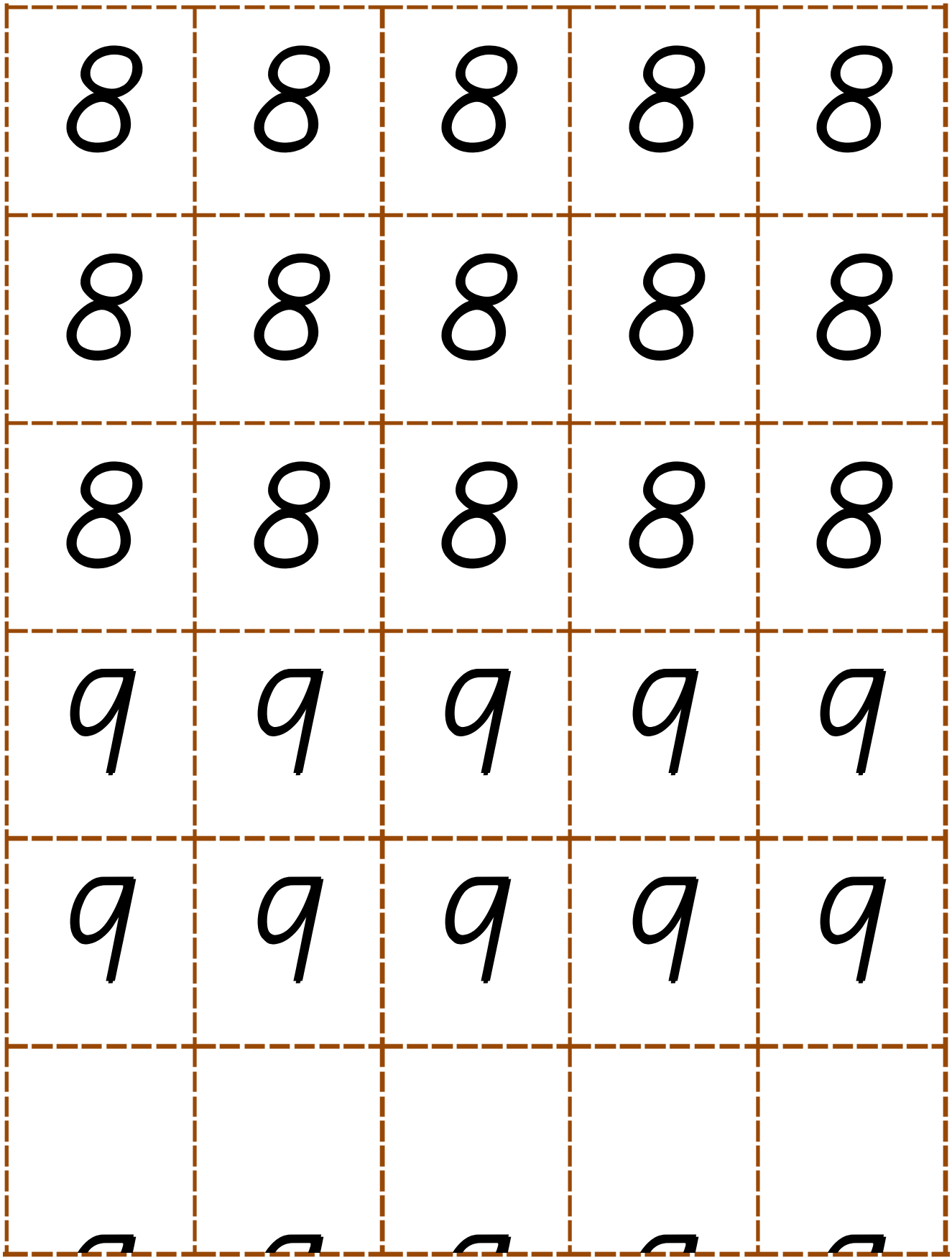
Dealing with digits 4

Please cut out all cards and store.

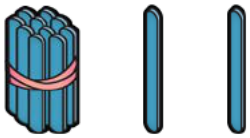
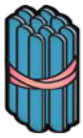
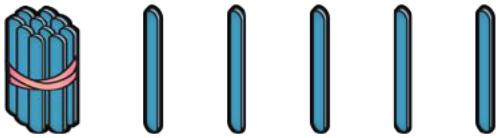
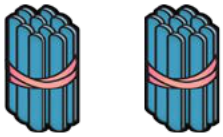
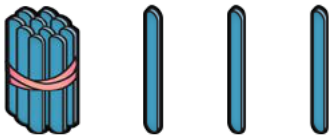
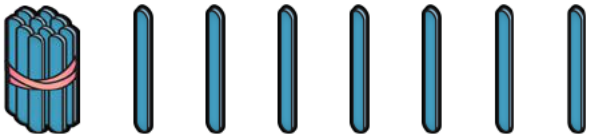


Dealing with digits 5

Please cut out all cards and store.



What's my number?

Pictures	Words	Digits
	twelve	12
	eight	
		
		
	fifteen	
	twenty	
	thirteen	
	zero	
	seventeen	

Bella's bundles

Help me count these pop sticks by looping 10 pop sticks to make a bundle. Print the total number of pop sticks at the end of each row.

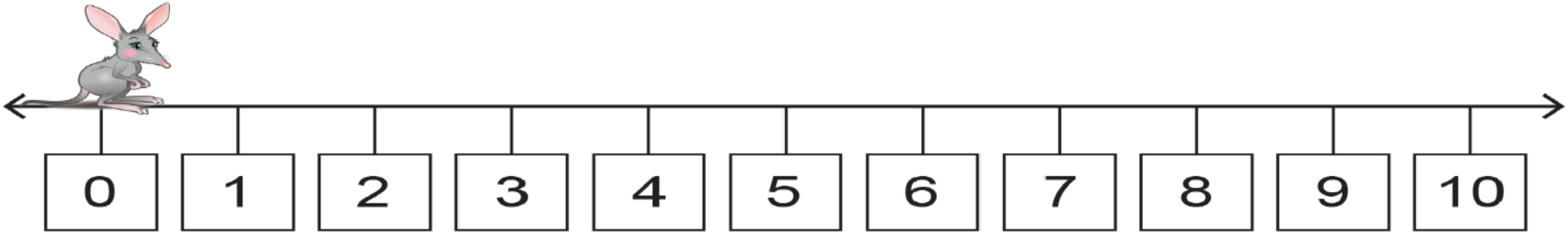
Monday		
Tuesday		
Thursday		

Count the number of pop sticks in each box. Draw a coloured line to match each pop stick group with its total.

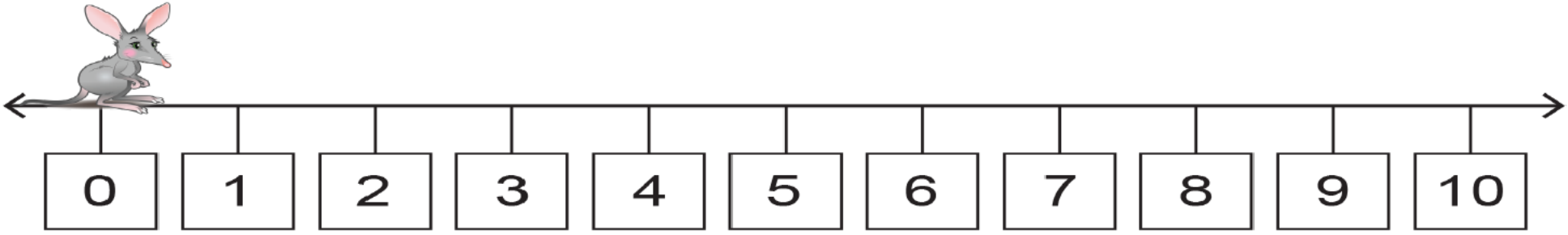
	19
	13
	20
	16
	11

Bouncing Bella

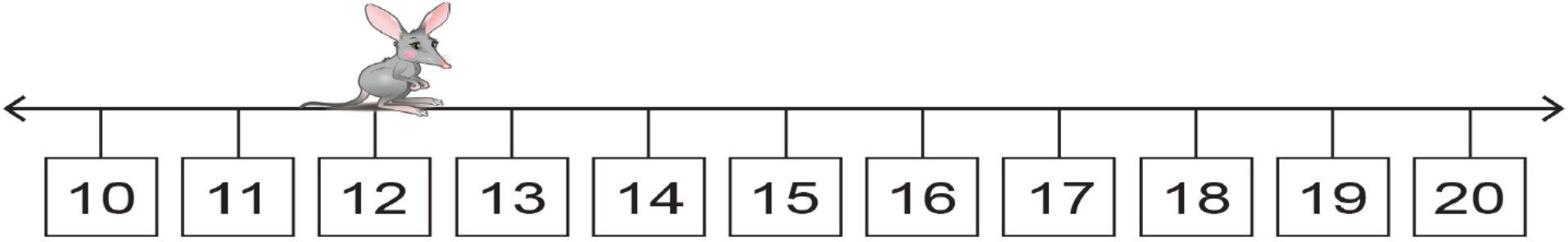
Bella starts on zero and makes 9 hops. Draw her jumps with your pencil and put a cross where she lands.



Bella starts on zero. She jumps 4 spaces and then another 3 spaces. Show the jumps. Put a cross where she lands.



Bella starts on12 and jumps 7 spaces. Show the jumps and put a cross where she lands.



Collecting smooth stones

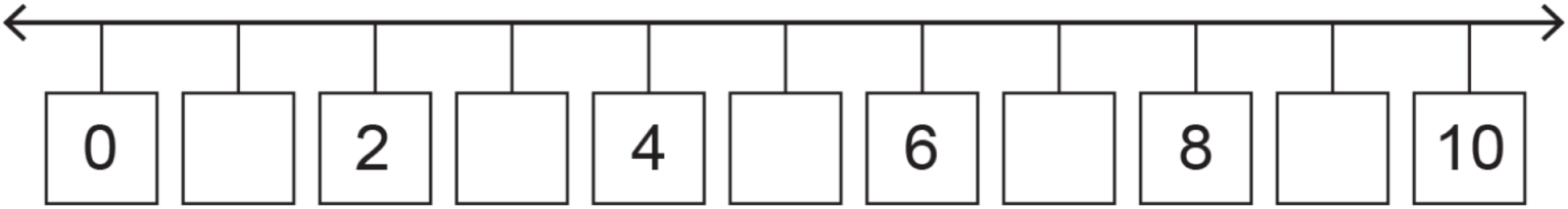
Each day I collected some smooth stones to skip across the water in my billabong. On Monday I collected 9 smooth stones.

Draw pictures to show the stones I found on the other days.

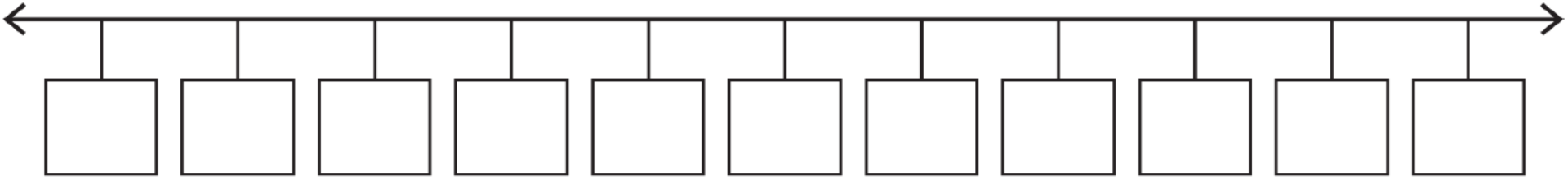
Number	Smooth stones
Monday 9	
Tuesday 11	
Wednesday 18	
Thursday 6	
Friday 15	
Saturday 0	

Counting on with number lines

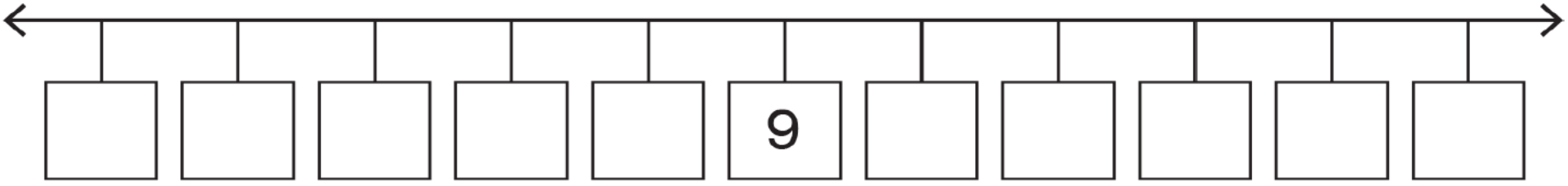
Fill in the missing numbers on this number line.



This number line **starts on 12**. Fill in all the numbers.



Count forwards and backwards from 9 to print the missing numbers on this number line.



Narrah's numbers

Print the missing numbers into this grid for me!

1	2			
6			9	
	12	13		

Use yellow to shade the square containing the largest number.

Tick the smallest number.

Draw a blue loop around the number before 16.

Draw a red loop around the number after 10.

I drew pop sticks to show fourteen. Finish the drawings for the other numbers.

14	☐ | | | |
7	
18	
15	

Penni thinks about digits

WOW! All our numbers can be made using ten different digits!
Print the missing digits into this table.

0	1			
		7		

We can use the digits to make one and two digit numbers.

Loop the one digit numbers in red.

Loop the two digit number in blue.

0	12	3	21	18
110	9	15	34	237

Read the number names and print them using digits.

zero		twenty	
eight		eleven	
thirteen		seventeen	

Reflection

Please complete this reflection to assist with assessment of the student's skills and performance on Days 1 – 5.

The student is not expected to be able to complete the majority of the activities alone. Ticking the 'Some help' or 'Lots of help' columns does not indicate that the student is working below expected levels. Please add additional comments if required.

Please return with the completed set.

The student can	No help	Some help	Lots of help	Comments
read the day names				
say the days of the week in order, from different days				
read the month names				
say the months in order, starting from different months				
understand that dates use ordinal numbers				
read ordinal numbers eg 17th				
count forward by ones between 0 and 20				
count backwards by ones between 0 and 20				
understand the concepts of today, tomorrow and yesterday				
identify number order using a number line				
identify missing numbers in a sequence between 0 and 20				
identify and complete colour patterns				
use one-to-one correspondence when counting				
understand that the last number said describes the total				

The student can	No help	Some help	Lots of help	Comments
understand that the numbers on a number line represent the number of spaces counted				
use a number line to count on				
make predictions about capacity				
use materials to check predictions				
use a number grid to identify number order				
organise numbers into different grid arrangements				
order and read the number names from one to twenty				
match the word for the number name to the corresponding number				
identify objects that are lighter than a given object				
understand that digits are symbols used to write numbers				
identify and make one and two digit numbers between 0 and 20				
bundle pop sticks to model numbers 1 to 20				
recognise that in a two digit number, the left digit refers to the number of tens and the right digit refers to the number of ones				
count on using pop sticks between 0 and 20.				
Other comments				

Birth years

_____ was born in _____.
_____ was born in _____.
_____ was born in _____.
_____ was born in _____.
About me
My name is _____.
I was born in _____.
Last year I was _____ years old.
Next year I will be _____ years old.

Family events

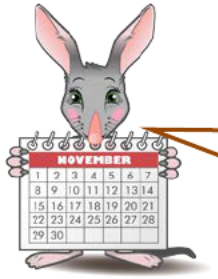
Use this table to record special family events and the years they occurred.

Year	Event
2 0	
2 0	
2 0	
2 0	

Draw a picture of an event that is special to you. Finish the sentence about the event.

In _____ I

Count the days



Learn this rhyme and you can use it to remind yourself how many days in each month, just like I do!

30 days have _____

April, June and _____

All the rest have 3___

Except February alone

which has 2___ and 2___ in each leap year.

February fun

February 2020

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

How many whole weeks in February?

What day is the first day in February?

Which day is the 20th of February?

What is special about February in 2020?

How many days?

Use my rhyme to help you complete this activity.
Colour the months with 31 days yellow.
Colour the months with 30 days green.
Colour the month with 28 or 29 days pink.

January	February	March
April	May	June
July	August	September
October	November	December

My favourite month is

because

Investigating January

January 20____						
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Ordinal numbers				
1st	2nd	3rd	4th	5th
6th	7th	8th	9th	10th
11th	12th	13th	14th	15th
16th	17th	18th	19th	20th
21st	22nd	23rd	24th	25th
26th	27th	28th	29th	30th
31st				

Bella reads Quincey's calendar

I want to meet Quincey before his birthday. I know he's busy so I'm going to check his calendar.

Bella is meeting Quincey on

On the 16th of September Quincey is

Bella's surprise

Matching months

January	July
August	February
March	September
October	April
May	November
December	June

My special month 1

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

My special month 2

How many days in your month?

What day does you month end?

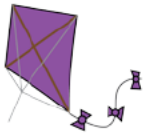
How many full weeks in your month?

How many extra days in your month?

How many Fridays in the month?

I chose this month because

Quincey's special month

September						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
		1 	2 	3 	4 	5 
6	7 	8 	9 	10	11 	12
13 	14 	15	16 	17 	18 	19 
20 	21 	22 	23 	24 	25 	26
27 	28	29 	30 			

Colour your seasons

I am in the **southern** **northern** hemisphere.

I am in _____

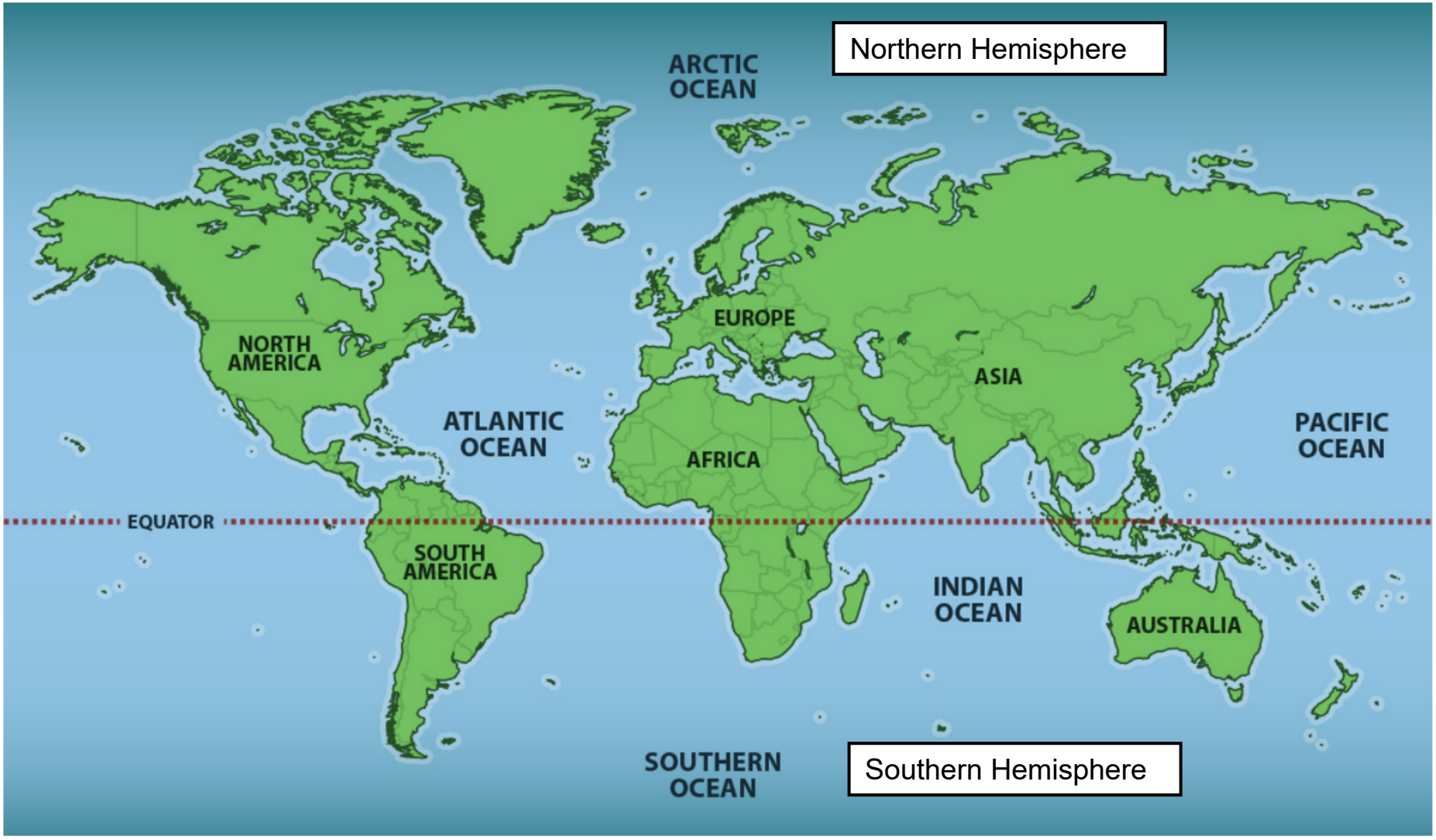
summer	red	winter	blue
spring	green	autumn	orange
wet	green	dry	brown

January	February	March
April	May	June
July	August	September
October	November	December

Draw a picture to show your favourite season. Print its name in the box.

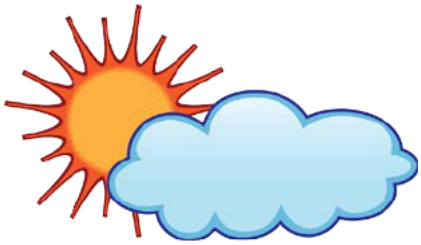
Map of Australia

Map of the world

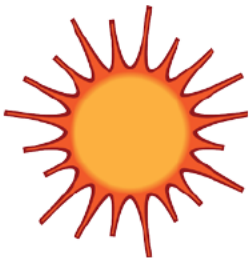


Seasons around the world 1

winter



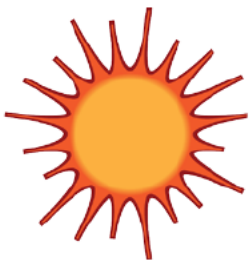
spring



summer

autumn

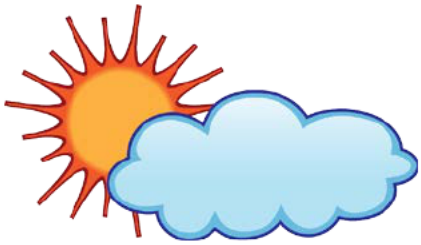
wet



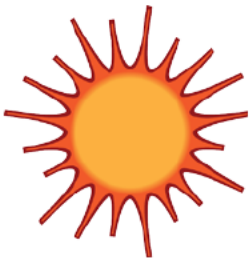
dry

Seasons around the world 2

winter



spring



summer

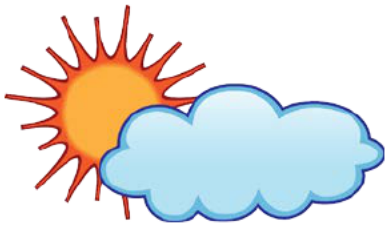
autumn

southern hemisphere

northern hemisphere

Seasons

winter



spring

summer

autumn

wet

dry

Things are different in the north

The wet season

The wet season lasts for six months, from November through to April. Most of the rain falls in heavy thunderstorms. The weather is hot and humid. All the plants are green and sometimes the rivers flood.

January	February	March	April	May	June
July	August	September	October	November	December

The dry season

The dry season lasts for six months, from May through to October. The weather is still warm but much cooler than during the wet season. It does not rain much so it is a dry time of year. Reptiles love living in this climate so you will find lots of lizards and snakes in the north.

January	February	March	April	May	June
July	August	September	October	November	December

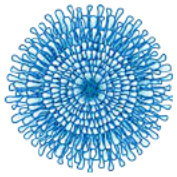
I like the _____ season because

Which one is different?

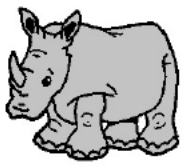
Each row has a picture that does not fit in the group. Loop the picture that is different.







9 31 12 25

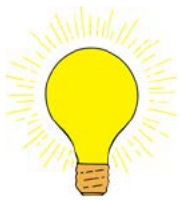







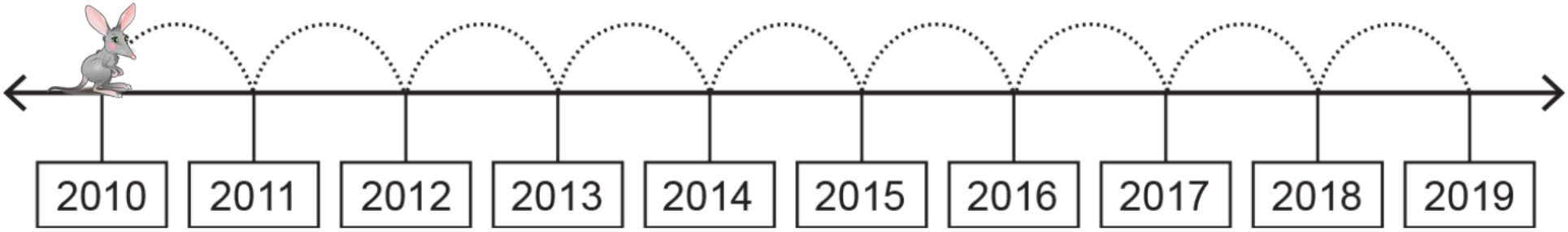






Bella's years on a number line

I have made a number line to show the years of my life. The spaces between the numbers are equal to one year.
Trace over my hops on the number line to help you answer the questions.



Bella was born in 2010. When will she be 6 years old?
How old will Bella be in 2013?
When will Bella be 5 years old?
How old will Bella be in 2019?

Bush tomatoes

I love eating bush tomatoes.
Count how many I ate each day last week.

Day	Bush tomatoes	Number
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

December

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Draw a **red** loop around the 1st of December.

Draw a **blue** loop around the 11th of December.

Draw a **green** loop around the 23rd of December.

Loop the answers to these questions.

How many full weeks in December?	3	4	5
What is the date of the 4th Thursday in December?	18th	25th	31st
What is the last day in December?	Friday	Wednesday	
How many Mondays in December?	4	5	6
How many Fridays in December?	3	4	5

Seasons

What are the four seasons we have in the south of Australia?
Loop their names in this table.

the wet	winter
autumn	the dry
spring	summer

What are the two seasons we have in the north of Australia?

_____ and _____

Think about the order of the seasons. Read these statements and loop true or false.		
Spring comes after winter.	true	false
Summer comes after autumn.	true	false
Autumn comes before winter.	true	false

Think about the weather we have during these Australian seasons.
Loop the pictures that match the weather in each season.

Seasons	cloudy	sunny	windy	rainy	stormy
autumn					
spring					
summer					
winter					
the wet					
the dry					

Sort them out

Somebody has mixed up the names of the days of the week with the months of the year. I wonder who it was.

December	May
Wednesday	Tuesday
January	August
March	Monday
Friday	April
June	Sunday
Saturday	October
February	November
September	July
Thursday	

What comes next?

Use your charts to help you answer these questions.

Which day comes after Friday?

Sunday Tuesday Saturday

Which day comes after Wednesday?

Thursday Monday Sunday

Which month comes after December?

October January March

Which month comes after July?

June September August

Which ordinal number comes next?

1st 2nd 3rd 4th

Which ordinal number comes next?

18th 19th 20th 21st

Reflection

Please complete this reflection to assist with assessment of the student's skills and performance on Days 6 – 10.

The student is not expected to be able to complete the majority of the activities alone. Ticking the 'Some help' or 'Lots of help' columns does not indicate that the student is working below expected levels. Please add additional comments if required.

Please return with the completed set.

The student can	No help	Some help	Lots of help	Comments
read the day names				
say the days of the week in order, from different days				
read the month names				
say the months in order, starting from different months				
understand that dates use ordinal numbers				
understand that ordinal numbers are created by adding certain letters to each number				
read ordinal numbers eg 17th				
understand that years are named using numbers in sequence				
read year numbers in two formats, ie two thousand and nineteen; twenty nineteen				
identify and record the appropriate daily weather				
read number names from zero to twenty				
match numbers with number names				
identify shapes in objects				

The student can	No help	Some help	Lots of help	Comments
print the number names for various years				
identify different calendars, their parts and their uses				
locate information on a calendar				
count on 5 numbers starting at any number between 0 and 20				
identify the positions of objects in relation to other objects				
read numbers and count to 31				
bundle pop sticks to model numbers				
understand a year is broken into months, weeks and days				
know there are 12 months in a year				
know there are 7 days in a week				
understand there are four whole weeks in a month				
understand that the day names on a calendar page may be abbreviated				
use one-to-one correspondence when counting to 31				
make predictions about quantities				
interpret events on a calendar				
identify numbers that are more or less than a given number				
identify an object that does not fit into a group				

The student can	No help	Some help	Lots of help	Comments
understand that the Aboriginal and non Aboriginal people in Australia may follow different seasonal patterns				
identify the six seasons experienced in northern and southern Australia (summer, winter, autumn, spring, wet, dry)				
understand that the seasons follow a continuous cycle				
identify the order of the seasons				
match the months of the year to the six seasons				
understand that the northern and southern hemispheres experience the seasons at different times of the year				
use charts and a calendar to record the current date				
respond to questions based on a number line				
identify the weather that occurs during each of the six seasons				
Other comments				

Set return checklist

Day	Item	Check
1	Missing leaves	
2	Hunting for ants	
	Bella hops along	
	More hops	
3	Star patterns	
	Missing numbers	
4	What's my number?	
5	My calendar on the fifth day – video recording	
	Penni thinks about digits	
	Collecting smooth stones	
	Counting on with number lines	
	Bouncing Bella	
	Bella's bundles	
	Narrah's numbers	
	Reflection Days 1 – 5	
6	Birth years	
	Family events	
7	Investigating January	
	February fun	
	How many days?	

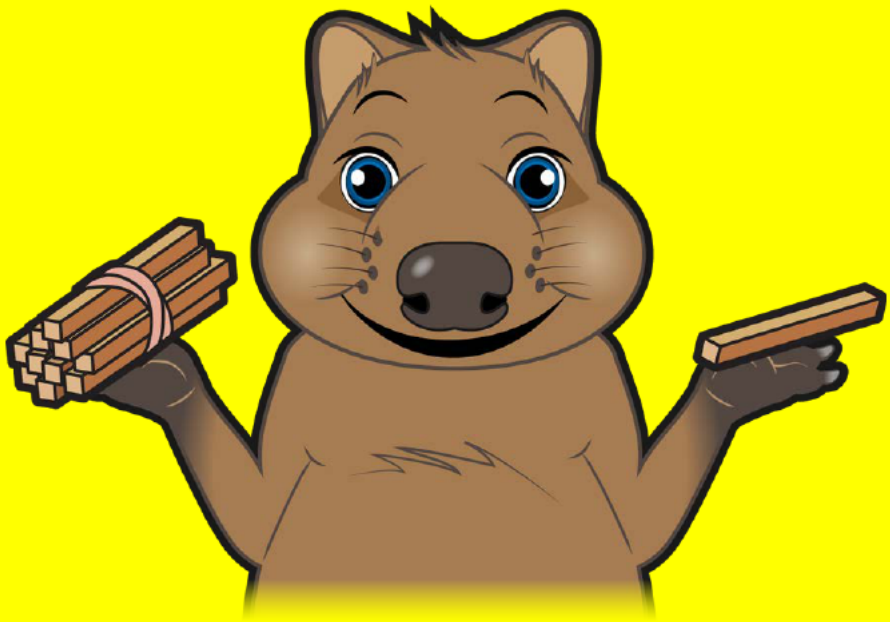
Day	Item	Check
8	Bella reads Quincey's calendar	
	My special month 1 and 2	
	Special dates – student work	
9	Which one is different?	
	Things are different in the north	
	Colour your seasons	
10	I can print the date – video recording	
	What comes next?	
	Bush tomatoes	
	Sort them out – photograph/s	
	December	
	Bella's years on a number line	
	Seasons	
	Reflection Days 6 – 10	

Mathematics
Year 1
Set 2
Lesson Notes

Mathematics

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

Counting and Calendar



Set 2 Lesson Notes

First published 2014

Revised 2018

Revised 2020

.

Day 1

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

Materials checklist

Activity sheets (please print)	**Check**
• Days of the week chart	
• Months of the year chart	
• Missing leaves	
Resources	
• Lesson notes – Day 1	
• counters (from Maths kit)	
Home resources	
• large sheet of paper (A3)	
• calendar for current year, showing the days and dates for the current month	
• small container	
• thick dark coloured felt tip pen	

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

My calendar

Materials:

- large (A3) sheet of blank paper
- activity sheet – *Days of the week*
- activity sheet – *Months of the year*
- calendar.

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 *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.)

Place the sheet of paper on the table.

Help the student fold the paper as shown in this diagram – 6 columns and 5 rows.

Ask the student to print 'My calendar' across the first row, ignoring the column folds.

Help the student print these headings into the first column: day, date, month, year.

My calendar					
day					
date					
month					
year					

Ask the student to reread the days of the week from the chart and stop at today's name, eg Monday.

Ask the student to copy 'Monday' into the second column, next to the 'day' heading.

Ask the student to reread the month names from the chart and stop at today's month, eg February.

Ask the student to copy 'February' into the second column, next to the 'month' heading.

My calendar					
day	Monday				
date					
month	February				

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.**

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. **Answers will vary, eg 5, 12, 19, 16**

Run a finger down the (eg Tuesday) column.

Say

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

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.**

Print the number into the second column, next to the 'date' heading.

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. (eg 21st, 23rd, 24th).

Each year has a different number. We count the years in order. Last year was (eg 2017) and this year is (eg 2018). Find the year number on the calendar.

Copy the year number into the second column, next to the 'year' heading.

Say

The year number can be read as (point to the numbers as you read) two thousand and (eg eighteen) or (point to the numbers as you read) twenty (eg eighteen).

What year were you born? **Answers will vary.**

You have lived through the years (eg 2013, 2014, 2015, 2016, 2017) and now you are in (eg 2018).

Let's read the date you have made for today. You point to each filled box as we read.

Help the student read the date in the format 'Monday the fifth of February two thousand and twenty'.

Ask the student to read the date independently.

Repeat, reading the date in the format 'Monday the fifth of February twenty eighteen'.

Ask the student to read the date independently.

My calendar					
day	Monday				
date	5th				
month	February				
year	2018				

Display or store the *My calendar* sheet. It will be used on Day 2.

Store the charts and calendar for future use.

Diving in

Counting forwards and backwards

Materials:

- nil.

Say

Count to 10 starting from 0 **zero, one, two, three, four, five, six, seven, eight, nine, ten**

Count backwards from 10 to 0 **ten, nine, eight, seven, six, five, four, three, two, one, zero**

Starting from 10 count forwards stopping at 20 **ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty**

Say	Start at 20 and count backwards until you get to 10. **twenty, nineteen, eighteen, seventeen, sixteen, fifteen, fourteen, thirteen, twelve, eleven, ten**

Yesterday, tomorrow

Materials:

- *Days of the week* chart
- counters (from Maths kit).

Place the materials on the table.

Say	Place a counter on the day names as I say them. Wednesday, Sunday, Thursday, Monday, Friday, Tuesday, Saturday. Take one counter off any day name and read the name to me. **Answers will vary.** Take another counter off a day name and read the name to me. **Answers will vary.**

Continue until all the day names have been uncovered.

Say	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 today’s name and place a counter on it. Say the name for tomorrow and place a counter on it. Say the name for yesterday and place a counter on it. Remove the counters.

Repeat three times, using different days as ‘today’.

Store the materials.

Burrowing about

Leaf lines

Materials:

- container to collect leaves (or cut 20 leaves from paper)
- thick, dark coloured felt tip pen.

Take the student into the garden to collect 20 large leaves in the container. The leaves should not be brittle as the student will be printing on them.

Place the 20 leaves on the floor to make a curved path. The leaves should be spaced approximately one step apart.

Say	We are going to play a game called *Follow the leaves*. Step next to the leaves, not on them. Count the leaves as you step.

Help the student to step next to each leaf and say the number belonging to that leaf.

Ask the student to follow the path again, and as he/she steps alongside each leaf, help the student print its number on the leaf, using the felt tip pen.

Say	Now step alongside each leaf and read each number.

Ask the student to look away while you remove one leaf.

Say	Read the numbers again and tell me which one is missing.

Repeat this activity four times, removing a different leaf each time.

Ask the student to collect the twenty leaves and place them in a straight line on the floor with the numbers in order from 1 to 20.

Say	We call this a leaf line. What numbers are on your leaf line? **1, 2, 3, … 20**

Ask the student to look away while you remove one leaf.

Ask the student which leaf is missing. To find the answer, the student could read each leaf number as he/she steps alongside it.

Repeat the missing leaf number activity twice, removing two leaves each time.

Say	Is it easier to work out the missing number when the leaves are placed in a curved pathway or when they are placed in a straight line? **straight line** Why do you think that is? **Answers will vary. Possible responses include:** • **I can easily see where a leaf/number is missing in the straight line.** • **In the straight line I can see the space where a leaf is missing.** • **It is easier to see the order of the numbers in a straight line.**

Leave the leaves in a line for in the next activity.

Before, after and between

Materials:

- leaves in a line (from previous activity).

Say

Place your finger on leaf number 5. What number comes before 5? **4**

Which number comes after 5? **6**

Which number comes after 8? **9**

Which number comes before 15? **14**

Which number is between 6 and 8? **7**

Which number comes after 10? **11**

Which number comes before 12? **11**

Which number is between 11 and 13? **12**

Which number comes after 17? **18**

Which number comes before 13? **12**

Which number is between 16 and 18? **17**

Which number comes after 15? **16**

Which number comes before 19? **18**

Which number is between 18 and 20? **19**

Leave the leaves in a line for in the next activity.

Starting anywhere on a leaf line

Materials:

- leaves in a line (from previous activity).

Say

Look at your leaf line.

Let's start at a number and read the next three numbers. You choose a number to start**. Answers will vary, eg the student chooses 11 and reads 12, 13, 14.**

Repeat the task four times, starting on a different number each time.

Ask the student to read the numbers on the leaf line forwards and backwards.

Remove the leaves numbered 1 to 5.

Say	What number does the leaf line start with now? **6** Read the numbers from six to thirteen. **6, 7, 8, 9, 10, 11, 12, 13**

Remove the leaves numbered 6 and 7.

Say	What number does the leaf line start with now? **8** Read the numbers from eight to sixteen. **8, 9, 10, 11, 12, 13, 14, 15, 16,**

Remove the leaves numbered 8 and 9.

Say	What number does the leaf line start with now? **10** Start at 10 and read to the end of the leaf line. **10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20**

Remove the leaves numbered 10 and 12.

Say	What number does the leaf line start with now? **14** Start at 14 and read to the end of the leaf line. **14, 15, 16, 17, 18, 19, 20**

Ask the student to put the leaves back in order from 1 to 20.

Remove the leaves numbered 17 to 20.

Say	This time we are going to read backwards. What is the last number on the leaf line? **16** Start at sixteen and read backwards to one. **16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1**

Remove the leaves numbered 12 to 16.

Say	What is the last number on the leaf line? **11** Read the numbers backwards from 11. **11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1** We can change the beginning and end of our leaf line so it starts and finishes at any number. Make a leaf line that starts on three and ends on thirteen.

Remove two leaves and ask the student to identify the missing leaves.

Repeat this task three times.

Ask the student to make a leaf line from 11 to 19.

Remove two leaves and ask the student to identify the missing leaves.

Repeat this task three times.

Store the leaves for use on Day 2.

Reaching out

Missing leaves

Materials:

- activity sheet – *Missing leaves.*

Place the activity sheet on the table.

Say

How many leaf lines are on this page? **3 leaf lines**

What number does the first line start with? **7**

What number does the next line start with? **10**

What number does the next line start with? **12**

Each line starts with a different number. Look at the first line.

Read the numbers as you point to each leaf. **7, 8, 9, 10, 11**

There are some leaves missing from this leaf line. Count the empty boxes and tell me how many leaves are missing. **4**

Draw the missing leaf into each box.

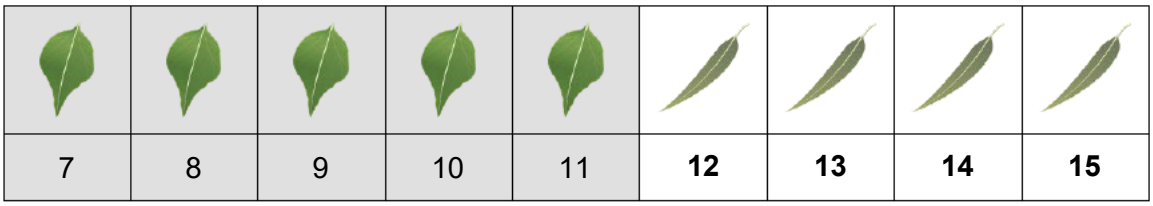
Count on to find the numbers for these new leaves**. 12, 13, 14, 15**

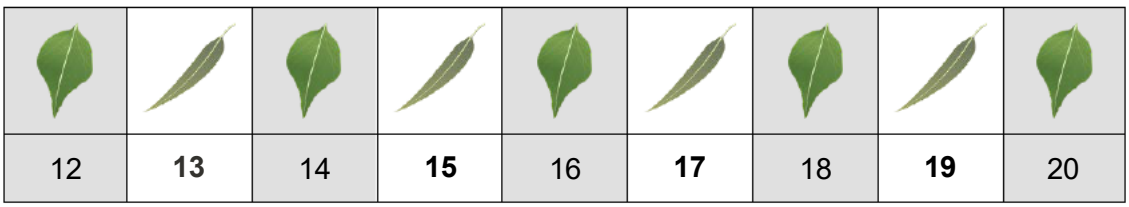
Print the missing numbers underneath the leaves.

Draw the missing leaves into the next line.

Read along the leaf line and print the missing numbers.

Complete the last leaf line on your own.





M S Mark then 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 1 stored or saved, ready to be returned to the teacher.

 Store the checklist for use on Day 2.

Day 2

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

Materials checklist

Activity sheets (please print)	**Check**
• Hunting for ants	
• Make your own number line	
• Bella hops along	
• More hops	
Resources	
• Lesson notes – Day 2	
• My calendar – student sheet (from Day 1)	
• Days of the week chart (from Day 1)	
• Months of the year chart (from Day 1)	
• 2 cm coloured cubes (from Maths kit)	
• counters (from Maths kit)	
• 20 leaves numbered 1 to 20 (from Day 1)	
Home resources	
• calendar for current year	
• tape measure	
• ruler	
• scissors	
• glue	

Quincey's quest

My calendar on the second day

Materials:

- *My calendar* – student sheet (from Day 1)
- *Days of the week* chart (from Day 1)
- *Months of the year* chart (from Day 1)
- calendar.

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

Read the title with the student.

Say

How many days in one week? **seven**

Say their names for me, starting on Monday. **Monday, Tuesday …Sunday**

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

Read the title with the student.

Say

How many months in one year? **twelve**

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.)

Place the *My calendar* sheet on the table.

Ask the student to reread the days of the week from the chart and stop at today's name, eg Tuesday.

Ask the student to copy the day name into the third space in the 'day' row.

Ask the student to reread the month names from the chart and stop at today's month, eg February.

Ask the student to copy the month name into the third space in the 'month' row.

My calendar					
day	Monday	Tuesday			
date					
month	February	February			

Place the calendar on the table.

Say

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

Point to the day names on the calendar page and we will read them together.

Explain the abbreviated versions if necessary.

Run a finger down the column for the current day.

Say

These numbers are the dates for the (eg Tuesdays) this month. Let's read them. **Answers will vary, eg 5, 12, 19, 16**

Run a finger down the (eg Wednesday) column.

Say

These numbers are the dates for the (eg Wednesdays) this month. Let's read them. **Answers will vary.**

Repeat for another day 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.**

Print the number into the third column, in the 'date' row.

The numbers used in the date are ordinal numbers. The number for today is X. To make it into an ordinal number we add the letters (st/nd/rd/th).

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

We count the years in order. Last year was (eg 2017) and this year is (eg 2018). Find the year number on the calendar.

The year doesn't change until the end of December so print the same year into the 'year' row for today.

Point to the numbers as you read it. **Answers will vary, eg two thousand and eighteen or twenty eighteen.**

My calendar					
day	Monday	Tuesday			
date	5th	6th			
month	February	February			
year	2018	2018			

Help the student read the date in the format 'Monday the fifth of February two thousand and twenty'.

Ask the student to read the date independently.

Repeat, reading the date in the format ‘Monday the fifth of February twenty eighteen’.

Ask the student to read the date independently.

Display or store the *My calendar* sheet. It will be used on Day 3.

Store the charts and calendar for future use.

Diving in

Making patterns

Materials:

- 2cm coloured cubes (from Maths kit).

Place the cubes on the table.

Make a line pattern using seven cubes to make a row of yellow and blue cubes as shown below.

Y	B	Y	B	Y	B	Y

Say

Point to each cube and read the colour pattern along the row. **yellow, blue; yellow, blue; yellow, blue; yellow**

What cube comes next in the pattern? **blue**

Add the cube to the pattern. **The student adds the blue cube to the pattern.**

Now add three more cubes to continue the pattern. **The student adds yellow, blue, yellow.**

Read the pattern, pointing to each cube as you say its colour.

Make a line pattern using nine cubes to make a row of yellow, blue and green cubes as shown below.

Y	B	G	Y	B	G	Y	B	G

Say

What is the pattern made by these cubes? **yellow, blue, green; yellow, blue, green; yellow, blue, green**

What cube comes next in the pattern? **yellow**

Add the cube to the pattern. **The student adds the yellow cube to the pattern.**

Now add four more cubes to continue the pattern. **The student adds blue, green, yellow, blue.**

Take out six blue and three yellow cubes and arrange them with two blues followed by a yellow as shown below.

B	B	Y	B	B	Y	B	B	Y

Ask the student to point to each cube and say the colours in sequence.

Say

What is the pattern in this line? **blue, blue, yellow**

Add six more cubes to continue this pattern for me. **The student repeats the pattern by placing cubes in the same sequence, blue, blue, yellow; blue, blue, yellow**.

Take out seven yellow and three red cubes.

Sequence them yellow, yellow, red as shown below.

Y	Y	R	Y	Y	R	Y	Y	R	Y

Say

What is the pattern in this sequence? **yellow, yellow, red or two yellows and a red**

Which coloured cube would you choose to continue this pattern? **yellow**

Now choose the next two cubes in the pattern**. red followed by yellow**

Arrange coloured cubes in the following patterns and ask the student to choose the next cube in each pattern.

G	Y	Y	G	Y	Y	G	Y	Y	**green**

G	R	Y	G	R	Y	G	R	**yellow**

G	B	Y	R	G	B	Y	R	G	**blue**

Store the materials.

Hunting for ants

Materials:

- activity sheet – *Hunting for ants*
- counters (from Maths kit).

Place the counters on the table.

Say	Let's do some counting. Count out 5 counters for me. Now count these counters as I point to them. (Point to 7 counters.) Count out 3 counters for me. Now count these counters as I point to them. (Point to 9 counters.) Count out 15 counters for me. Now count these counters as I point to them. (Point to 19 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 ants and print the number on the line in the sentence below.

Ask the student to read the sentence. **Penni saw 5 ants.**

The student works independently to complete the counting tasks.

Mark then store or scan and save the activity sheet.

Burrowing about

Leaf to line

Materials:

- 20 leaves numbered 1 to 20 (from Day 1)
- a ruler
- a tape measure.

Ask the student to place the numbered leaves in a straight line, ordered from 1 to 20.

Say	Your leaf line is a line of numbers. How many numbers can you see? **20** What number does your leaf line start with? **1** Remember you can start counting anywhere on your leaf line. Start on 7 and read forward to 17**. 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17** You can also use your leaf line to count backwards. Start on 19 and read the numbers backwards to 6. **19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6**

Ask student to look at the ruler.

Say	What can we use a ruler for? **Answers will vary, eg to measure things; to rule straight lines; to help me count.**

Say

Look carefully at the starting numbers on your leaf line and the ruler. Are they the same or different? **different**

What number does the ruler start on? **0** (If the ruler does not have the zero marked, please point to the first long mark and explain that this is the zero starting point.)

You used your leaf line to help you count and find missing numbers. You can use your ruler to do the same.

Point to and read the numbers 0 to 20 on the ruler. **0, 1, 2 …. 20.**

Use the ruler to help you count backwards from 20. **20. 19, 18 …0**

Start at the number 6 and read to the end of the ruler. **6, 7, 8 … 20**

Put your finger on 10. Count backwards from 10. **10, 9, 8 …0**

Put your finger on 17. Count backwards from 17. **17, 16, 15 …0**

Look at your ruler. Which number comes before 19? **18**

Which number comes after 19? **20**

Which number comes after 13? **14**

Which number comes before 12? **11**

Give the student four more opportunities to practise counting backwards and forwards, starting on different numbers each time.

Say

Have you heard of a number line? **Answers will vary.**

What do you think it is? **Answers will vary.**

The leaf line and the ruler are both number lines. Why do you think they are called this? **Answers will vary, eg both have numbers in a line, both have numbers in order.**

What do you notice about the spaces between the numbers on the ruler? **They are the same size.**

Show the student a tape measure.

Say

Look at the tape measure. Is this a number line? **Answers will vary.**

Why do you think that? **Answers will vary, eg it has numbers in order; same sized spaces between the numbers.**

We can call it a number line too. What is the starting number? **0** (If the tape does not have the zero marked, please point to the first long mark and explain that this is the zero starting point.

What is the last number on the tape? **Answers will vary**. (Help the student read the number if necessary.)

Put your finger on the number 0.

Count from 0 to 10. Use your finger to point to the numbers as you read them.

Say

Put your finger on 20. Now read the numbers backwards from 20 to 10.

Put your finger on 20. Can you count forwards? Read as far as you can along the tape measure. (Help the student to read the numbers to at least 30.)

Store the materials.

Make your own number line

Materials:

- activity sheet – *Make your own number line*
- scissors
- glue.

Place the materials on the table.

Say

We are going to make our own number line. Let's cut along the dashed lines.

Help the student cut along the dashed lines.

Put some glue on the 'attach here' box.

Place the beginning of the second piece of number line on top of the 'attach here' part of the first piece.

NOTE: The space between the 10 and 11 boxes needs to be the same size as the spaces between the other boxes on the number line.

Do not print any numbers onto the number line.

Say

Look at your number line. What can you see? **Answers will vary, eg**

- **a straight line**
- **marks on the line**
- **the marks join to boxes**
- **an arrow each end**
- **spaces between the marks.**

Are there any numbers? **no**

To make this a number line what do we need? **numbers**

We need some numbers, in order. This number line starts on zero. Print the number zero into the first box.

Look at the next box on the number line. What number will you print in this box? **1**

Say

Print a 1 into the box.

What number do you think will go in the next box? **2**

Print the 2 into the box.

Continue numbering each box until you get to the end of the number line.

Help the student to complete the number line up to 20.

Say

The number line has an arrow on each end. Do you know why? **Answers will vary.**

We can continue counting forever. Just when you think you have reached the last number, you can add one more and keep going! The arrows show that numbers go on forever and the number line can go on forever too.

The numbers to the left of the zero are called negative numbers and the numbers to the right of the zero are called positive numbers. We use the positive numbers in our maths.

Look at your number line. Start on zero and move your finger to number 1. How many spaces have you moved? **one**

Move your finger to number 2. How many spaces have you moved now? **two**

Move your finger to number 3. How many spaces have you moved now? **three**

How many more spaces do you need to move to get to number 5? **two**

Move forward those two spaces to 5.

How many more spaces do you need to move to get to number 9? **four**

Move forward those four spaces to 9.

Move forward one more space. Which number are you on now? **ten**

Guess how many spaces you need to move back to 0. **Answers will vary.**

How can we check your guess? **Count the spaces back to zero.**

Put your finger on 10. Check your answer by moving your finger along the line, counting each space as you move back to zero.

How many spaces did you count? **ten**

Put your finger on zero and count the spaces to get to 7. How many spaces did you count? **7**

Put your finger on zero and count the spaces to get to 12. How many spaces did you count? **12**

Put your finger on zero and count the spaces to get to 15. How many spaces did you count? **15**

Put your finger on zero. How many spaces will you count to get to 13? **Answers will vary**

Count the spaces to check. **13**

Say

Put your finger on zero. How many spaces will you count to get to 19? **Answers will vary.**

Count the spaces to check. **19**

Place your finger on 10 and count forward five spaces. Which number did you land on? **15.**

Start with your finger on 13. Move along the number line until you reach 18. Count the number of spaces as you move. How many spaces did you move along? **5**

Start with your finger on 0. How many spaces to get to 17**? 17.**

Check your answer by moving your finger along the line.

If you count on 3 more spaces from 17, what number do you reach? **20.**

Check your answer by moving your finger along the line.

How many spaces from 20 to 14? **6 spaces.**

Check your answer by moving your finger along the line.

How many spaces from 14 to 20? **6 spaces.**

Check your answer by moving your finger along the line.

How many spaces from 12 to 19? **7 spaces.**

Check your answer by moving your finger along the line.

How many spaces from 19 to 12? **7 spaces.**

Check your answer by moving your finger along the line.

Store the number line for use in future activities.

Bella hops along

Materials:

- activity sheet – *Bella hops along.*

Place the activity sheet on the table.

Ask the student to point to the first number line.

Say

How do you know this is a number line? **Answers will vary, eg**

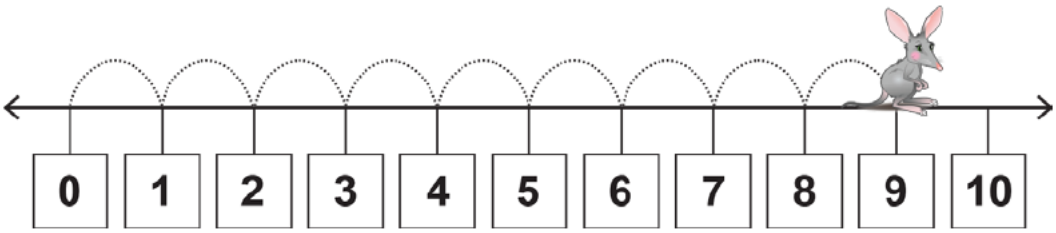
- **it is a straight line**
- **it has even spaces marked along the line**
- **it has an arrow at each end**
- **it looks like the one I made.**

Say

What is missing from this number line**? the numbers**

Let's print some numbers on the line. Remember a number line can start anywhere as long as the numbers are in counting order. Let's start this number line at zero.

Help the student to number the first number line from 0 to 10.



Say

Bella likes to hop along number lines.

What number has Bella hopped to on this number line? **9**

Which number did she start hopping from? **zero**

Put your finger on the zero mark on the line. Hop over one space, tracing over the dotted line with your finger.

Which number are you on? **one**

How many spaces have you hopped? **one**

Now hop three more spaces. Which number are you on now? **four**

How many spaces have you hopped altogether? **four**

Now your finger is on 4. Keep moving your finger over the spaces until you get to 9**.**

Which number are you on? **nine**

How many spaces have you hopped altogether? **nine**

Let's check. Go back to zero and count how many spaces you need to reach number 9. **nine spaces**

Use the first number line to answer these questions.

If Bella Bilby started on 0 and hopped two spaces, which number would she land on? **two**

Bella is now on number 2. She hops another 5 spaces and has a rest. Which number is she on now? **seven**

Bella is now on number 7. She hops another 3 spaces and has a drink. Which number is she on now? **ten**

How many spaces has she travelled altogether? **ten**

Trace Bella's hops to nine using a coloured pencil. Count each space as you trace the hops. **1, 2, 3 … 9**

The numbers on the number line represent the number of spaces Bella has hopped.

Say

Look at the second number line. Where is Bella starting? **on zero**

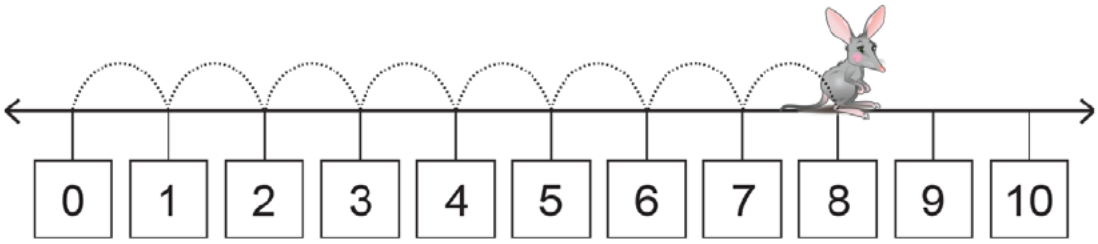
Bella hops eight spaces. Start on zero and use your pencil to show me Bella's eight hops.

The student uses a pencil to mark the hops.

Ask the student to count each hop as he/she completes it.

Say

What number does she land on? **8**



Say

Look at the third number line. What is different about this number line? **It starts on number 10.**

With your finger, start on the number 10 and count how many spaces Bella needs to hop to get to 20. **10 spaces**

Put your finger on 10 again. This time count six spaces and tell me which number you land on? **16**

Put your finger on 10 again. This time count eight spaces and tell me which number you land on? **18**

Put your finger on 10 again. This time count two spaces and tell me which number you land on? **12**

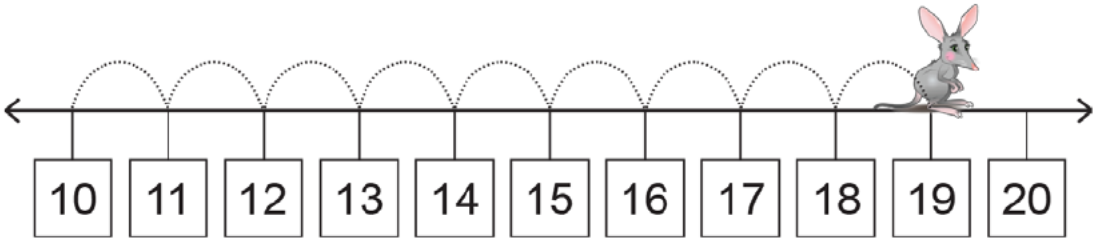
How many more spaces does Bella need to hop over to get from 12 to 17? **5**

How many more spaces does Bella need to hop over to get from 17 to 20? **3**

Put your pencil on 10. Bella hops 9 spaces. Use your pencil to show Bella's hops.

Which number does she land on? **19**

Draw Bella to show where she lands.



Store or scan and save the activity sheet.

Reaching out

More hops

Materials:

- activity sheet – *More hops.*
- number line from the *Make your own number line* activity.

Place the number line on the table.

Say

Let's use your number line to read some numbers. We can start counting at any number on the number line. Let's start on the number 5.

Put your finger on the number 5. Read the numbers from 5 to 15. Move your finger along the number line, saying each number as you reach it. **5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15**

Now start on 15 and read backwards to 5**. 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5**

Put your finger on 17. Move your finger along the number line, reading the numbers forwards from 17. **18, 19, 20**

How many spaces did you move? **3**

Read the numbers backwards from 17 to 9. Move your finger along the number line as you read. **17, 16, 15, 14, 13, 12, 11, 10, 9**

Use the number line to find the answer to these questions. Which number comes before 20? **19**

Which number comes before 14? **13**

Which number comes after 14? **15**

Which number comes after 11? **12**

Which number comes before 11? **10**

Which number comes before 16? **15**

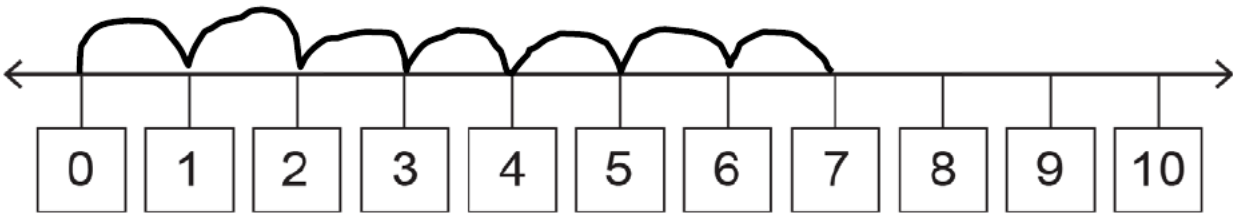
Which number comes after 19? **20**

Which number comes before 19? **18**

Ask the student to look at the printed sheet *More hops.*

Read the instructions for each number line with the student. The student uses a coloured pencil to complete each number line according to the instructions.

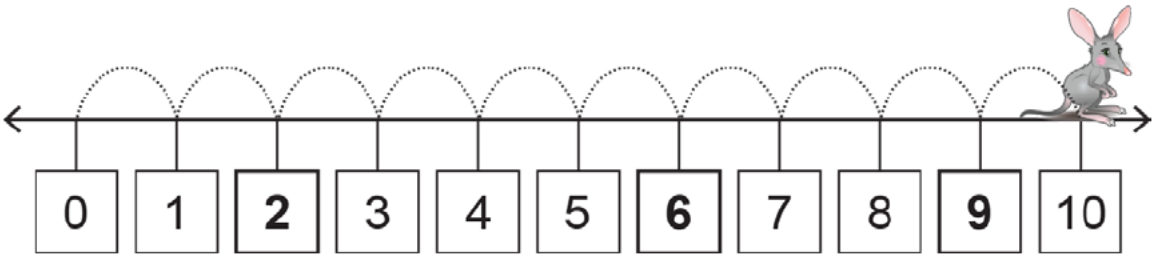
Bella starts on 0 and hops 7 spaces. Use your pencil to show Bella's hops.



Fill in the missing numbers on this number line.

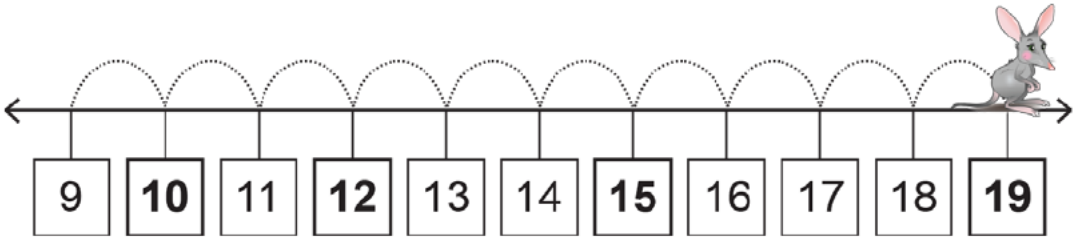
Bella started on 0 and hopped 2 spaces and then hopped another 8 spaces.

Use your pencil to show Bella's hops.



Fill in the missing numbers on this number line.

Bella starts on the number 9 and hops ten spaces.



Mark then 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 2 stored or saved, ready to be returned to the teacher.

Store the checklist for use on Day 3.

Day 3

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

Materials checklist

Activity sheets (please print)	**Check**
• Star patterns	
• Number grid	
• Missing numbers	
• Number names	
Resources	
• Lesson notes – Day 3	
• My calendar – student sheet (from Day 1)	
• Days of the week chart (from Day 1)	
• Months of the year chart (from Day 1)	
• Number line (from Day 2)	
Home resources	
• calendar for current year	
• rice or dry sand	
• large bowl or tray	
• teaspoon	
• three small containers of different shapes and sizes, eg yoghurt, small box, small bowl, ¼ cup measuring cup, egg cup	
• paper scraps	
• scissors	
• glue	

Quincey's quest

My calendar on the third day

Materials:

- *My calendar* – student sheet (from Day 1)
- *Days of the week* chart (from Day 1)
- *Months of the year* chart (from Day 1)
- calendar.

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

Read the title with the student.

Say

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.)

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

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

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

Read the title with the student.

Say

How many months in one year? **twelve**

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.)

Place the *My calendar* sheet on the table.

Ask the student to copy the day name into the fourth space in the 'day' row.

Ask the student to copy the month name into the fourth space in the 'month' row.

My calendar					
day	Monday	Tuesday	Wednesday		
date					
month	February	February	February		

Place the calendar on the table.

Say

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

Point to the day names on the calendar page and we will read them together.

Explain the abbreviated versions if necessary.

Run a finger down the column for the current day.

Say

These numbers are the dates for the (eg Wednesdays) this month. Let's read them. **Answers will vary, eg 5, 12, 19, 16**

Run a finger down the (eg Thursday) column.

Say

These numbers are the dates for the (eg Thursdays) this month. Let's read them. **Answers will vary.**

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.**

Print the number into the fourth column, in the 'date' row.

Do you remember the special name for date numbers? **ordinal**

The numbers used in the date are ordinal numbers. The number for today is X. To make it into an ordinal number we add the letters (st/nd/rd/th).

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

Find the year number on the calendar.

The year doesn't change until the end of December so print the same year into the 'year' row for today.

Point to the numbers as you read it. **Answers will vary, eg two thousand and eighteen or twenty eighteen.**

My calendar					
day	Monday	Tuesday	Wednesday		
date	5th	6th	7th		
month	February	February	February		
year	2018	2018	2018		

Help the student read the date in the format of 'Monday the fifth of February two thousand and twenty'.

Ask the student to read the date independently.

Repeat, reading in the format 'Monday the fifth of February twenty eighteen'.

Ask the student to read the date independently.

Display or store the *My calendar* sheet. It will be used on Day 4.

Store the charts and calendar for future use.

Diving in

Which holds more?

Materials:

- rice or dry sand
- large bowl or tray
- teaspoon
- three small containers of different shapes and sizes, eg yoghurt, small box, small bowl, ¼ cup measuring cup, egg cup
- paper scraps.

Place the materials on the table.

Ask the student to pour the rice into the large bowl.

Say

Look at the four containers. Which one do you think will hold the most rice? **Answers will vary.**

Place that container on the left.

Which container do you think will hold the least rice? **Answers will vary.**

Place that container on the right.

What can you tell me about the amount of rice the other container will hold? **Answers will vary, eg more than the one on the right and less than the one on the left.**

Place that container between the other two.

Look at the spoon. How many spoons of rice will fit in the container on the left? **Answers will vary.**

Print that number on a scrap of paper and place it under the container.

Repeat for the other two containers.

Say

How can we find out if you are right with your predictions? **Answers will vary, eg use the spoon to put rice in the containers and count the spoonsful.**

Let's try counting the number of spoonsful as you fill the containers.

The student fills each container using the spoon and counting as he/she works. The student prints the number counted onto the scrap of paper using a coloured pencil.

Say	Let's check your guesses. How many spoonsful did you think would fit in the container on the left? **Answers will vary.** How many spoonsful did fit? **Answers will vary.** Were you correct or was your guess higher or lower? **Answers will vary.**

Repeat for the other two containers.

Say	Did you have the containers in the correct order? Was the one that holds the most on the left? **Answers will vary.** Was the container that holds the least on the right? **Answers will vary.** Was the container that holds the amount between the other two in the middle? **Answers will vary.**

Store the materials.

Star patterns

Materials:

- activity sheet – *Star patterns.*

Place the activity sheet on the table.

Say	What is a pattern? **Answers will vary, eg something that is repeated.** This activity sheet has some star patterns. Let's read the instructions. **Loop the star that comes next in the pattern.** Read the colour pattern in the first row. **green, green, yellow, green, green, yellow, green, green** Look at the three stars at the end of the row. Which colour comes next in the pattern? **Answers will vary.** Loop the star. You can complete the next two on your own.

The student works independently to complete the two tasks.

Read the next instruction with the student. Explain if required.

Say	Read the colour pattern in the first row. **green, yellow, yellow, red, green, yellow, yellow, red, green, yellow** Look at the two pairs of stars at the end of the row. Which two stars come next in the pattern? **Answers will vary.** Loop the star. You can complete the last row on your own.

Mark then store or scan and save the activity sheet.

Burrowing about

Number grid

Materials:

- activity sheet – *Number grid*
- the number line (made on Day 2)
- scissors
- glue.

Place the *Number grid* activity sheet on the table.

Ask the student to count the squares in the grid.

Help the student number the squares from 1 to 20.

Say

Look at your number line and number grid.

What is the same about the number line and the grid? **Answers will vary. eg they both go to 20, they both have numbers in sequence.**

What is different? **Answers will vary. Possible responses include:**

- **the line starts on 0 and the grid starts on 1**
- **the grid has lots of rows but the number line is a straight line**
- **the grid has four rows but the number line is a straight line.**

A number grid has rows and columns. Rows go across the grid. Trace a row with your finger.

Columns go down the grid. Trace a column with your finger.

Let's look at your number line. Bella has been hopping along your number line. She started on zero and ended on twenty. Use a pencil to draw curved lines to show her hops along your number line.

Help the student to draw curved lines to show the spaces between zero and twenty.

Say

Each hop or curved line represents one space. Count the spaces between the numbers. How many are there? **20**

Now look at the grid you numbered. How many squares are there? **20**

Why do we get 20 both times? **On the number line we count spaces and on the grid we count squares.**

Cut the grid along the dashed lines and help the student paste the strips together to make the grid into a number line.

Lay the grid number line under the original number line.

Say

What have you done to the number grid? **I have made it into a number line.**

What can you tell me about the number grid line and the number line?
Answers will vary. Possible responses include:

- **they both go to 20**
- **they both have numbers in sequence**
- **the line starts on 0 and the grid line starts on 1**
- **they can both be used for counting up to twenty.**

Use the grid line to tell me the number before 13? **12**

Check your answer on the number line. Is twelve correct? **yes**

Use the grid line to tell me the number before 11? **10**

Check your answer on the number line. Is ten correct? **yes**

Use the grid line to tell me the number after 14. **15**

Check your answer on the number line. Is fifteen correct? **yes**

Use the grid line to tell me the number between 17 and 19. **18**

Check your answer on the number line. Is eighteen correct? **yes**

Put your finger on 11 on the grid line and count forwards 5 squares. Which number are you on now? **16**

Now check your answer using the number line. Is the answer the same? **yes**

Put your finger on 11 on the grid line and count backwards 5 squares. Which number are you on now? **6**

Now check your answer using the number line. Is the answer the same? **Yes**

What can you tell me about the grid line and the number line? **I can use them to help me when I am counting.**

The grid line will be used in the next activity.

Store the number line to use in other activities.

Cut them up

Materials:

- *Number grid* (from previous activity)
- scissors.

Help the student to cut the grid line into 20 squares, with one number in each square.

Shuffle the squares and ask the student to place the numbers in order from 1 to 20.

Say

We will use the numbered squares to make some number grids.

How many numbered squares do you have? **20**

Rearrange the numbered squares to make two equal rows, one under the other. Keep the numbers in the correct order from one to twenty.

How many numbered squares in each row? **ten**

Read the numbers in the first row. **1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

Read the numbers in the second row. **11, 12, 13, 14, 15, 16, 17, 18, 19, 20**

Make another number grid by putting four squares in each row. The numbers should stay in the correct order from one to twenty.

How many rows do you get? **5 rows**

How many numbered squares altogether? **20**

Make another number grid by putting five squares in each row. The numbers should stay in the correct order from one to twenty.

How many rows do you get? **4 rows**

How many numbered squares altogether? **20**

Make another number grid by putting two squares in each row. The numbers should stay in the correct order from one to twenty.

How many rows do you get? **10 rows**

How many numbered squares altogether? **20**

What have you noticed about all these different arrangements? **There are 20 numbered squares every time.**

What does that tell us? **There are lots of ways of arranging the numbered squares.**

How can you check that you have the numbers in the right order? **read the numbers on the squares**

Keep the grid laid out on the table for use in the next activity.

Missing numbers

Materials:

- *Number grid* (from previous activity)
- activity sheet – *Missing numbers*

Place the activity sheet on the table.

Help the student read the instructions.

The student may use the number grid to help find the missing numbers

Before and after

4	5	**6**

7	8	**9**

15	16	**17**

18	19	**20**

Count forwards

11	**12**	**13**	**14**	**15**	**16**	**17**	**18**

Count backwards

8	**9**	**10**	**11**	**12**	**13**	**14**	15

Count forwards and backwards

7	**8**	**9**	10	**11**	**12**	**13**	**14**

13	**14**	**15**	**16**	17	**18**	**19**	**20**

Mark then store or scan and save the activity sheet.

The number cards will be used in the next activity.

Reaching out

Number names

Materials:

- number cards (from previous activity)
- activity sheet – *Number names*
- scissors.

Shuffle the number cards and place them in a pile to one side.

Place the activity sheet on the table.

Say

What can you see on this grid? **Answers will vary, eg words, number names, zero.**

Most of the squares have number names in them. Point to each square in the top row and read the number name if you know it. I'll tell you those that you don't know.

Continue for the other rows on the grid.

Help the student to cut out the cards.

Place the zero number card on the number card pile.

Make the number name cards into a pile.

Say

Make a number line from zero to twenty using the number cards.

Take the top card from the pile of number names and place it below its matching number.

The student reads each number name and matches it to the corresponding numbers from 1 to 20. Help with reading if required. eg

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten

Say

Look at your number line. What number does it start on? **zero**

Let's make a number grid using the number words. The number grid will start with one. Which number name won't be used in the grid? **zero**

A number grid uses rows and columns. Sort the number names into a grid. The grid should have an equal number of cards in each row. **Answers will vary, eg**

five columns and four rows

one	two	three	four	five
six	seven	eight	nine	ten
eleven	twelve	thirteen	fourteen	fifteen
sixteen	seventeen	eighteen	nineteen	twenty

- **four columns and five rows**
- **two columns and ten rows**
- **ten columns and two rows**
- **twenty columns and one row.**

Ask the student to place each number card on top of its matching number name.

Answer will vary.

Say

Make another number grid using the number name cards. Arrange the rows and columns in a different way. Remember that you must have an equal number of cards in each row. **Answer will vary.**

Say	Place the matching number cards on the number name cards. Let's play a game. Collect all the cards into one pile and shuffle or mix them. Add the zero cards to the pile.

NOTE: this game is for two to four players.

One player deals five cards face down, to all players.

The remaining cards are placed face down in a pick-up stack between the players.

Each player picks up his/her five cards.

Say	Do you have any number and name cards that make a matching pair? **Answers will vary.** If you do, put the pairs together and place them face up on the table.

Check any pairs are correctly matched.

Player 1 takes a card from the top of the pick-up stack and tries to match it to those in his/her hand.

Any pairs are placed on the table.

Player 1 starts a discard stack by placing one card face up from his/her cards onto the table next to the pick-up stack.

Player 2 can take the card from the top of the discard stack or from the top of the pick-up stack to add to his/her cards.

Any pairs are placed on the table.

Player 2 places a card on the discard stack.

Continue playing until all the cards are paired.

If a player has paired all his/her cards, he/she takes another five cards from the stack.

If the stack runs out, the discard stack is turned face down and becomes the pick-up stack.

Ask the players to read all the name cards in his/her pairs.

Store the cards for use in future activities.

Home tutor

Set return checklist

Complete the checklist to ensure you have all the required items for Day 3 stored or saved, ready to be returned to the teacher.

Store the checklist for use on Day 4.

Day 4

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

Materials checklist

Activity sheets (please print)	**Check**
• Dealing with digits 1 to 5 (cards cut out and stored)	
• What's my number?	
Resources	
• Lesson notes – Day 4	
• Days of the week chart (from Day 1)	
• Months of the year chart (from Day 1)	
• My calendar – student sheet (from Day 1)	
• pop sticks (from Maths kit)	
• elastic bands (from Maths kit)	
Home resources	
• calendar for current year	

Quincey's quest

My calendar on the fourth day

Materials:

- *My calendar* – student sheet (from Day 1)
- activity sheet – *Days of the week*
- activity sheet – *Months of the year*
- calendar.

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

Read the title with the student.

Say

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.)

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

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

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

Read the title with the student.

Say

How many months in one year? **twelve**

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.)

What month will it be next month? **Answers will vary.**

What month was it last month? **Answers will vary.**

Place the *My calendar* sheet on the table.

Ask the student to copy the day name into the fifth space in the 'day' row.

Ask the student to copy the month name into the fifth space in the 'month' row.

My calendar					
day	Monday	Tuesday	Wednesday	Thursday	
date					
month	February	February	February	February	

Place the calendar on the table.

Say

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

Point to the day names on the calendar page and we will read them together.

Explain the abbreviated versions if necessary.

Run a finger down the column for the current day.

Say

These numbers are the dates for the (eg Thursdays) this month. Let's read them. **Answers will vary, eg 5, 12, 19, 16**

Let's find the number for today. Yesterday it was the X. What is it today?

If required, help the student find the date for today

Say

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

Print the number into the fifth column, in the 'date' row.

Do you remember the special name for date numbers? **ordinal**

The number for today is X. To make it into an ordinal number we add the letters (st/nd/rd/th).

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

Find the year number on the calendar.

The year doesn't change until the end of December so print the same year into the 'year' row for today.

Point to the numbers as you read it. **Answers will vary, eg two thousand and eighteen or twenty eighteen.**

My calendar					
day	Monday	Tuesday	Wednesday	Thursday	
date	5th	6th	7th	8th	
month	February	February	February	February	
year	2018	2018	2018	2018	

Help the student read the date in the format 'Monday the fifth of February two thousand and twenty'.

Ask the student to read the date independently.

Repeat, reading the date in the format 'Monday the fifth of February twenty eighteen'.

Ask the student to read the date independently.

Display or store the *My calendar* sheet. It will be used on Day 5.

Store the charts and calendar for future use.

Diving in

Which is lighter?

Materials:

- nil.

Say

If one object is lighter than another, what does it mean? **Answers will vary, eg it does not weigh as much.**

Walk around the room and point to two items that are lighter than a chair. **Answers will vary.**

Walk around the room and point to two items that are lighter than you. **Answers will vary.**

Choose a book from the (shelf/table). Walk around the room and point to two items that are lighter than the book. **Answers will vary.**

Walk around the room and point to two items that are lighter than a ruler. **Answers will vary.**

Walk around the room and point to two items that are lighter than a cat. **Answers will vary.**

Tell me two items that are lighter than a shoe. **Answers will vary.**

Burrowing about

Dealing with digits

Background information

In this activity the student will use the term 'digit'. Digits are symbols used to represent numbers. There are ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. These digits are used to represent all our numbers. For example:

- the digit 5 is used to represent the number 5
- the digit 1 is used to represent the number 11
- the digits 5 and 0 can be used to represent the numbers 50, 500, 505 etc
- the digits 3 and 4 can be used to represent 34 and 43.

The term 'number' refers to a quantity and the term 'digit' refers to the symbols we use to represent the number. The written number is often called a 'numeral' but in these lessons we refer to it as a number.

Materials:

- activity sheets – *Dealing with digits* 1 – 5 (cards cut out).

Ask the student to make one set of digit cards (one card 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9) and spread them face up on the table.

Ask the student to place them in a row, in order from 0 to 9.

Say

These cards have symbols on them. The symbols are called 'digits'. Digits are used to show numbers.

How many digits are there? Count the cards. **10**

Name the ten digits for me. **0, 1, 2, 3, 4, 5, 6, 7, 8 and 9**

Say

These 10 digits are used to make all our numbers.

Point to the digit you would use to show the number 8. **8**

How many digits did you use? **one**

Point to the digit you would use to show the number 7. **7**

How many digits did you use? **one**

Point to the digit you would use to show the number 3. **3**

How many digits did you use? **one**

All these numbers have one digit. We call them one digit numbers.

Ask the student to adjust the row of 0 to 9 digit cards so there is a three finger space between each digit.

Give the student the other digit cards.

Ask the student to sort the cards into stacks of the same digit.

Say

Choose digit cards to show the number ten.

How many digits did you use? **2**

What are they? **1 and 0**

We say ten is a two digit number because we use two digits to make it. Place the digits for ten below the zero digit in the first row. Make sure the two zeros are in line.

0	1	2	3	4	5	6	7	8	9
10									

Say

Which digits do we use to show the number eleven? **two ones**

Make the number eleven**.**

Place the digits for eleven below the one digit in the first row. Make sure the two ones are in line.

Now make the number twelve.

What digits did you use? **one and two**

Place the digits for twelve below the two digit in the first row. Make sure the two twos are in line.

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

Continue in the same way for numbers fourteen to nineteen.

Say

Look at the numbers in the second row. What is the same in all of them? **Answers will vary, eg all have a 1; all have two digits**

Point to the 1 in each. Where is the one? **at the start of each number**

Read the digits in the first row. **0, 1, 2, 3, 4, 5, 6, 7, 8, 9**

Point to the second row of numbers.

Read the digits in the second place if each number. **0, 1, 2, 3, 4, 5, 6, 7, 8, 9**

What did you notice? **They are the same/same order as the digits in the first row.**

The digits make a pattern. Think about the number twenty. Use the digit cards to make it.

What digits did you use? **two and zero**

Is 20 a two digit number? **yes**

Why? **You need two digits to make it.**

Place the digits for twenty in the zero column. Make sure the three zeros are in line.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20									

Say

Look at the digit pattern and use it to help you make the numbers 20 to 29.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29

Say

Read the number you made. **twenty one, twenty two … twenty nine**

If you know the digit pattern, you can make any number.

The digit cards will be used in the next activity. Leave the cards set up as they are.

Let's count tens

Materials:

- Digit cards 0 – 9 (from previous activity)
- pop sticks
- elastic bands.

Ask the student to remove the numbers twenty one to twenty nine and place them to one side.

Ask the student to rearrange the numbers 0 – 20 into a single row in the correct sequence.

Leave a space equal to the width of the student's hand between each number.

Say	What is the first number in the row? **zero** How many pop sticks do you need to show zero? **none** Let's leave zero and move on to one. How many pop sticks do you need to show one? **one** Place one pop stick above the number one. How many pop sticks do you need to show the next number? **two** Take the pop sticks and place them above the number two.

Continue in the same way until the student has represented all the numbers up to and including 9. Each set of pop sticks is placed above its number.

Ask the student to look at and read the next set of numbers from 10 to 20.

Say	What is the next number you will make with the pop sticks? **10** Is this a one digit or two digit number? **two digit number** Count out and place the correct amount of pop sticks above the number 10. What is the next number? **11** Count out the number of pop sticks and place them above the number. Is this a one digit or two digit number? **two digit number** What is the next number? **12** Is this a one digit or two digit number? **two digit number** How many pop sticks do you need to put out? **12** Count out the number of pop sticks and place them above the number. There are so many pop sticks. Go back to number ten. Pick up the ten pop sticks in one hand. How many pop sticks do you have in your hand? **ten** If we bundle these pop sticks together we will have a bundle of 10.

Help the student wrap an elastic band around the pop sticks to make a bundle.

Ask the student to place the bundle of ten above the number 10.

Say

Let's look at what we have done. The ten pop sticks are much easier to handle now they have the elastic band around them. We know the bundle has ten pop sticks so we don't need to count them.

Look at the number 10.

What does this digit in this place say? (point to the 1) **one**

How many bundles of 10 do you have? **one**

Move the bundle of 10 so it sits above this 1.

What does this digit in this place say? (point to the 0) **zero**

How many single ones do you have left over? **none**

We do not need any single pop sticks to place above the zero.

So one bundle of 10 (point to the 1) and 0 single ones (point to the 0) make 10.

Bundles of ten are very useful to make larger numbers.

Ask the student to pick up the 11 pop sticks.

Say

Look at the pop sticks you set out for eleven. We can't really see there are eleven pop sticks. What can we do so it's clear that there are eleven pop sticks? **Answers will vary, eg make a bundle of ten.**

Ask the student to count ten pop sticks and make them into a bundle.

Say

How many pop sticks do you have in the bundle? **ten**

Do you have any pop sticks left over? **yes**

How many? **one**

You have 1 bundle of ten and 1 single pop stick. Look at the number 11.

What digits did you use to show the number 11? **a one and another one**

(Point to the 1 on the left.) What does the digit in this place say? **one**

How many bundles of 10 do you have? **one**

Place the bundle of ten above this one.

(Point to the 1 on the right.) What does the digit in this place say? **one**

How many single ones do you have left over? **one**

Place the single pop stick above this one.

This digit (point to the 1 on the left) tells us how many bundles of ten we have.

This digit (point to the 1 on the right) tells us how many single pop sticks we have.

Eleven is made up of 1 bundle of 10 (point to the 1) and 1 single pop stick (point to the 1).

What is the next number? **twelve**

Say

Use some of the twelve pop sticks to make a bundle of ten.

How many bundles of ten did you make? **one**

Where will you place the bundle of ten? **above the one digit in the number twelve**

Place the bundle of ten in the correct spot.

How many single pop sticks do you have? **two**

Where will you place the two single pop sticks? **above the two digit**

What number does one bundle of ten and two single pop sticks make? **twelve**

Look at the number 12.

What does the digit in this place say? (Point to the 1) **one**

How many bundles of 10 do you have? **one**

(Point to the 2) What does the digit in this place say? **two**

How many single pop sticks do you have? **two**

One bundle of 10 (point to the 1) and two single pop sticks (point to the 2) makes twelve.

Ask the student to read the next number.

Say

What two digits make the number thirteen? **one and three**

How many bundles of ten do you need to make thirteen? **one**

How do you know? **The first digit in thirteen is a one and that means one bundle of ten.**

Use some pop sticks to make the one bundle of ten and place it in the correct spot above the number thirteen. (The bundle is placed above the 1.)

How many single pop sticks do you need? **three**

How do you know? **The second digit in thirteen is a three and that means three single pop sticks.**

Place three single pop sticks in the correct spot above the number thirteen.

How did you show thirteen? **one bundle of ten and three single pop sticks**

That is quite a few words to use to describe thirteen. We can make it easier to say. The bundle of ten pop sticks is called a ten and the single pop sticks are called ones.

The number thirteen is made from one ten (point to the bundle) and (point to the three single pop sticks) three ones. We will use these names from now on to make our maths easier.

Let's describe the number ten pop sticks in the same way. Point to the bundle and say 'one ten'. **one ten**

Point to the empty space beside the bundle and say 'zero ones'. **zero ones**

Say	Let's describe the number eleven pop sticks in the same way. Point to the bundle and say 'one ten'. **one ten** Point to the single pop sticks and say 'one one'. **one one** Look at the number twelve pop sticks. Point to the bundle and single ones and tell me what you have. **one ten and two ones**

Ask the student to look at the number 14 and think about how he/she could show it.

Point to the digit 1 on the 14 number cards.

Say	What does the digit in this place mean? **1 ten** Make your bundle of ten and place it in the correct position above the number.

Point to the digit 4 on the 14 number cards.

Say	What does the digit in this place mean? **4 ones** Place the correct number one single pop sticks above the 'ones' number. What have you used to show fourteen? **1 ten and 4 ones**

Ask the student to look at the 15 number cards.

Say	What does the digit in this place mean? (point to the 1) **1 ten** What does the digit in this place mean? (point to the 5) **5 ones** How can we make 15? **1 ten and 5 ones** Use pop sticks to make the number and place them above the correct digits. What have you used to show fifteen? **1 ten and 5 ones**

Continue in the same way until all numbers to 19 have been shown using pop sticks.

Ask the student to read the one digit numbers. **0, 1, 2, 3, 4, 5, 6, 7, 8, 9**

Say	Look at the pop sticks that match the one digit numbers. What did you notice? **They are single pop sticks.** Look at the pop sticks that match the two digit numbers. What did you notice? **They all have a bundle of ten.**

Ask the student look at the twenty number cards.

Say	What digits show the number twenty? **two and zero** How is the number twenty different to the other two digit numbers you have shown? **It starts with a two instead of a one.** How do you think you will make pop stick twenty? **Answers will vary.**

Say

Count out twenty pop sticks.

What a lot of pop sticks. I think we need to make a bundle of ten. Make a bundle for me.

How many bundles of ten do you have? **one**

Count the left over pop sticks. **ten**

What happens when we have ten pop sticks? **We make a bundle of ten.**

Make the bundle.

How many bundles of ten do you have now? **two**

Look at the number 20. Point to the digit that tells us there are 2 tens. **2**

How many ones are left over? **zero**

Point to the digit that tells us there are no ones left over. **0**

Where do you place the two bundles of ten? **above the two**

Put the two bundles in place.

What number does 2 bundles of 10 show? **20**

Please store the 12 bundles of pop sticks and digit cards for future use.

Counting on

Materials:

- one bundle of ten pop sticks (from previous activity)
- loose pop sticks.

Place the materials on the table.

Say

How many pop sticks in this bundle? **10**

Did you have to count the pop sticks again? **no**

Why? **I know there are ten pop sticks in the bundle.**

Let's use the bundle to help us count on. Counting on means you start on any number and continue counting.

Place another pop stick next to the bundle.

Let's whisper count the pop sticks in this bundle while I tap it. Call out 'ten!' when we get to ten and then keep counting in a normal voice.

Whisper count 1, 2, 3, 4, 5, 6, 7, 8, 9 with the student as you tap the bundle.

Call out **10** and continue in a normal voice to say 'eleven'.

Add five single pop sticks to the one pop stick, making a row.

Say	Let's count on to find out how many pop sticks we have now. We know there are ten pop sticks in the bundle, so we whisper count to 10 and then count on.

Count 1, 2, 3, 4, 5, 6, 7, 8, 9 in a very quiet whisper with the student.

Call out **10** and continue in a normal voice to 16.

Say	How many pop sticks are there? **16**

Add two more pop sticks to make eighteen.

Say	Let's count on to find out how many pop sticks we have. We know there are ten pop sticks in the bundle so we can start on ten and count on. Point to the bundle and say 'ten'. **ten** Now count on the single pop sticks. **eleven, twelve …eighteen** How many pop sticks? **18**

Add one more pop stick to make nineteen.

Say	Point to the bundle and say 'ten'. **ten** Now count on the single pop sticks. **eleven, twelve …nineteen** How many pop sticks? **19** Let's practice counting on from ten. Start with the number 10. Count to 13. **10, 11, 12, 13** Count to 17. **10, 11, 12, 13, 14, 15, 16, 17** Count to 20. **10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20** Well done. Now you can use counting on to help make counting large numbers easier.

Store the materials.

Reaching out

What's my number?

Materials:

- activity sheet – *What's my number?*

Read the headings on the activity sheet and ask the student to explain each one.

Ask the student to look at the first row in the table.

Say

Look at the picture of the pop sticks. What do you see? **one bundle of ten and some single pop sticks/two pop sticks**

Use counting on to work out how many pop sticks are shown. **10, 11, 12**

Point to the box that shows the number twelve as a word. Trace over the word and then read it. **twelve**

In the end box we have the number 12 shown in digits. What does the digit 1 mean? **1 ten**

What does the digit 2 mean? **2 ones**

Trace the digits.

On this page you have three different ways to show the number 12. What are the three ways? **pictures, words and digits**

Look at the second row. Count the pop sticks. **8**

Point to the word. Read and trace the word. **eight**

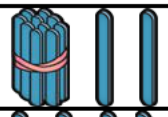
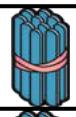
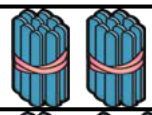
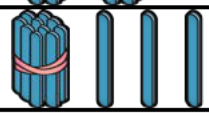
What is missing from this row? **the digits**

Print the missing digit. **8**

Your job is to fill in the missing information in each row and trace or print any number names.

The student works independently to complete the activity.

Ask the student to read each completed row, eg 'one ten and three ones'; thirteen, digits 1 and 3 show thirteen.

Pictures	Words	Digits
	twelve	12
	eight	8
	six	6
	ten	10
	fifteen	15
	twenty	20
	thirteen	13

	zero	0
	seventeen	17

Mark then 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 4 stored or saved, ready to be returned to the teacher.

Store the checklist for use on Day 5.

Day 5

Day 5 is a review day where the student demonstrates his/her understanding of the concepts learned during Days 1 to 4. Encourage the student to complete the activities independently. If the student requires prompting or other help (not including the reading of instructions, speech bubbles etc), please note on the *Reflection* sheet.

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

Materials checklist

Activity sheets (please print)	**Check**
• Penni thinks about digits	
• Collecting smooth stones	
• Counting on with number lines	
• Bouncing Bella	
• Bella's bundles	
• Narrah's numbers	
• Reflection sheet	
Resources	
• Lesson notes – Day 5	
• Days of the week chart (from Day 1)	
• Months of the year chart (from Day 1)	
• My calendar – student sheet (from Day 1)	
Home resources	
• calendar for current year	
• video camera	

Quincey's quest

My calendar on the fifth day

Materials:

- *My calendar* – student sheet (from Day 1)
- *Days of the week* chart (from Day 1)
- *Months of the year* chart (from Day 1)
- calendar
- video camera.

Place the materials on the table.

Ask the student to find the *Days of the week* chart.

Ask the student to read the day names and select today's name.

Ask the student to copy the day name into the last column on the 'day' row of the *My calendar* sheet.

Ask the student to find the *Months of the year* chart.

Ask the student to read the month names and select this month's name.

Ask the student to copy the month name into the last column on the 'month' row.

Ask the student to open the calendar to the current month.

Say

Point to the day names on the calendar page and read them.

Run a finger down the column for today and find the date number. Yesterday it was the X. What is it today? **Answers will vary.**

Ask the student to copy the number into the last column on the 'date' row.

Say

Do you remember the special name for date numbers? **ordinal**

The number for today is X. To make it into an ordinal number we add the letters (st/nd/rd/th).

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

Find the year number on the calendar and print the year into the 'year' row for today.

My calendar					
day	Monday	Tuesday	Wednesday	Thursday	Friday
date	5th	6th	7th	8th	9th
month	February	February	February	February	February
year	2018	2018	2018	2018	2018

Ask the student to read the date independently, using the two formats used during the week.

Make a video recording of the student showing his/her calendar and reading any two dates using the known formats.

Save the video recording into the set folder.

Display the *My calendar* sheet. Store the charts and calendar for future use.

Diving in

Penni thinks about digits

Materials:

- activity sheet – *Penni thinks about digits.*

Help the student read Penni's speech bubbles and any instructions for each task.

Allow the student to independently complete each task.

Print the missing digits into this table.

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

Loop the one digit numbers in red.

Loop the two digit numbers in blue.

0	12	3	21	18
110	9	15	34	237

zero	**0**	twenty	**20**
eight	**8**	eleven	**11**
thirteen	**13**	seventeen	**17**

Mark then store or scan and save the activity sheet.

Collecting smooth stones

Materials:

- activity sheet – *Collecting smooth stones.*

Read the instructions with the student.

Ask the student to complete the activity independently.

Number	Smooth stones
Tuesday 11	
Wednesday 18	
Thursday 6	
Friday 15	
Saturday 0	

Mark then store or scan and save the activity sheet.

Burrowing about

Counting on with number lines

Materials:

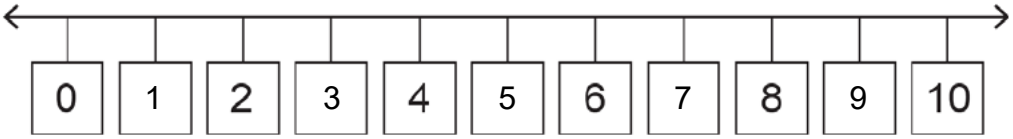
- activity sheet – *Counting on with number lines.*

Place the activity sheet on the table.

Read the first instruction with the student.

The student completes the task independently.

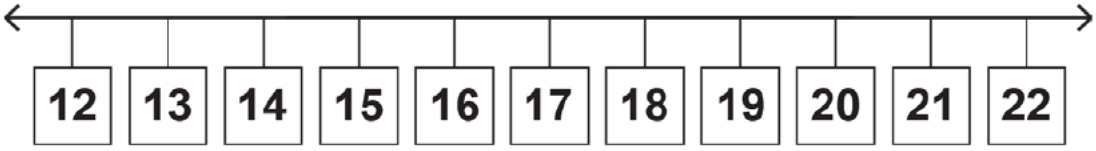
Fill in the missing numbers on this number line.



Read the second instruction with the student.

The student completes the task independently.

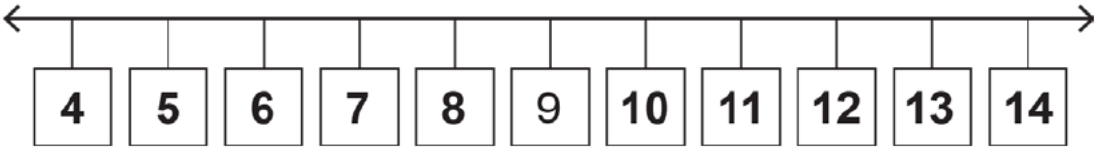
This number line starts on 12. Fill in all the numbers.



Read the third instruction with the student.

The student completes the task independently.

Count forwards and backwards from 9 to complete this number line.



Mark then store or scan and save the activity sheet.

Bouncing Bella

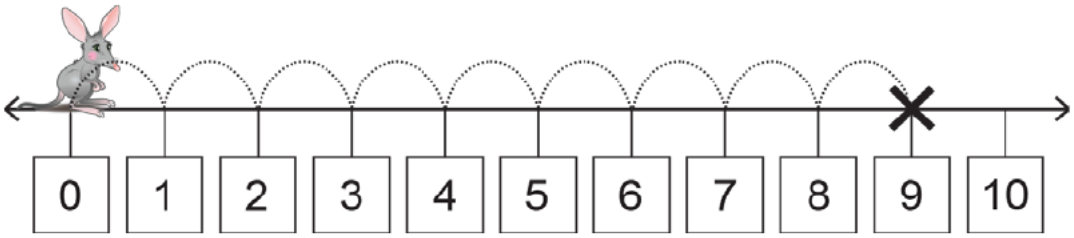
Materials:

- activity sheet – *Bouncing Bella.*

Place the activity sheet on the table.

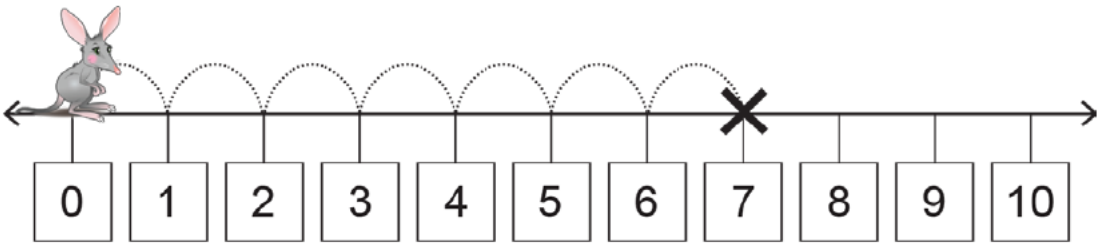
Read the instructions for the first number line.

The student works independently to complete the task.



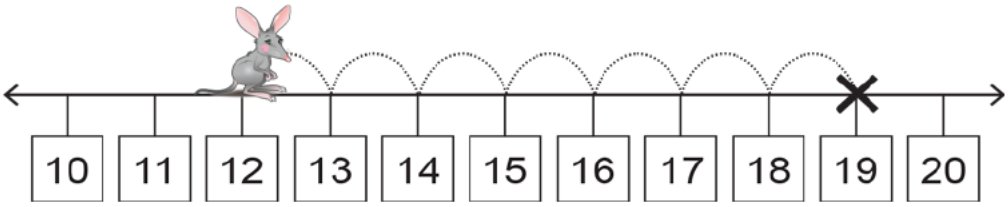
Read the instructions for the second number line.

The student works independently to complete the task.



Read the instructions for the third number line.

The student works independently to complete the task.



Mark then store or scan and save the activity sheet.

Bella's bundles

Materials:

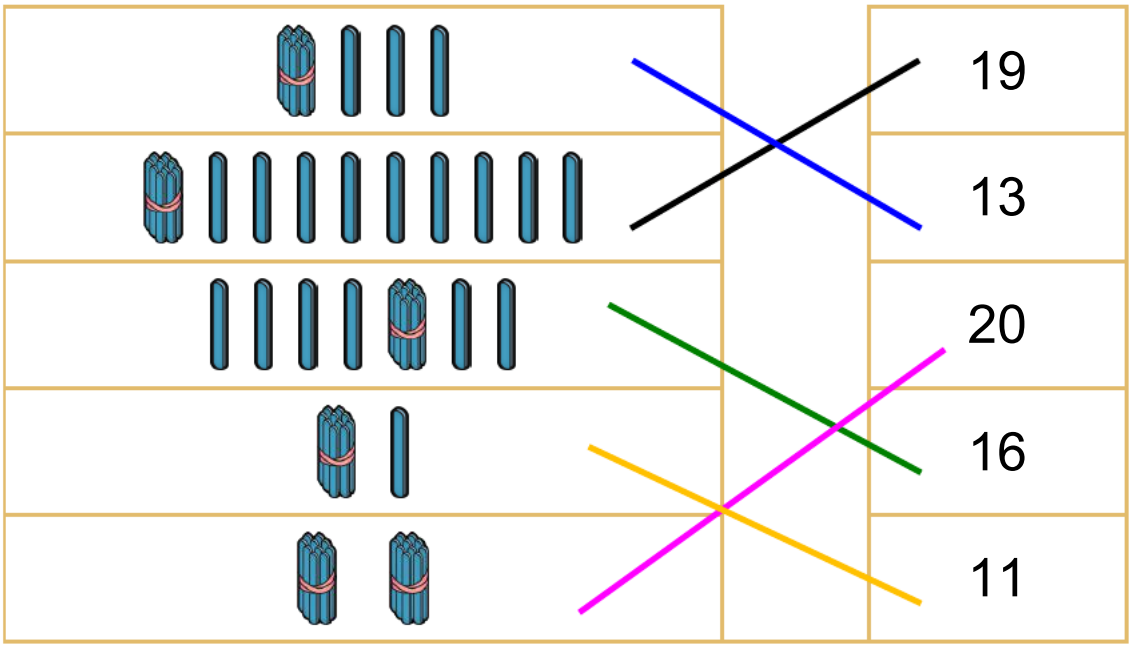
- activity sheet – *Bella's bundles.*

Help the student read Bella's speech bubbles.

Allow the student to independently complete each task.

Monday		15
Tuesday		14
Thursday		17

Draw a coloured line to match each pop stick group with its total.



Mark then store or scan and save the activity sheet.

Reaching out

Narrah's numbers

Materials:

- activity sheet – *Narrah's numbers.*

Help the student read Narrah's speech bubbles and any instructions.

The student independently completes each task.

1✓	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

14	☐ IIII
7	I I IIIII
18	☐ IIIIIIII
15	☐ IIIII

Mark then store or scan and save the activity sheet.

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.

Store or scan and save the *Reflection* for return with the completed set.

Set return checklist

Complete the checklist to ensure you have all the required items for Day 5 stored or saved, ready to be returned to the teacher.

Store the checklist for use on Day 6.

Day 6

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

Materials checklist

Activity sheets (please print)	**Check**
• Birth years	
• Family events	
Resources	
• Lesson notes – Day 6	
• Days of the week chart (from Day 1)	
• Months of the year chart (from Day 1)	
• Number cards (from Day 3)	
• Number names cards (from Day 3).	
• Attribute shapes (from Maths kit)	
Home resources	
• calendar for current year	
• large sheet of paper (A3)	
• A4 sheet of paper	
• selection of calendars, eg wall calendar, desk calendar, calendar on computer, calendar in the beginning of a diary	

Quincey's quest

Today is

Materials:

- *Days of the week chart* (from Day 1)
- *Months of the year chart* (from Day 1)
- calendar
- large sheet of paper (A3).

Place the materials on the table.

Say

How many days in one week? **seven**

Say their names for me, starting on Monday. **Monday, Tuesday …Sunday**

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

Point to that day name on the *Days of the week* chart.

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

How many months in one year? **twelve**

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

Point to that month name on the *Months of the year* chart.

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

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

Point to the day names on the calendar page and we will read them together.

Run a finger down the column for the current day.

Say

What are these numbers? **The dates for the (eg Tuesdays) this month.**

Let's read them. **Answers will vary, eg 5, 12, 19, 16.**

Let's find the number for today. (Help if required.)

Place the large sheet of paper on the table.

Help the student to fold it into five rows.

Say

In the top row you can print today's date. What is the day name? **Answers will vary.**

Copy the day name at the beginning of the top row.

Help the student print a comma after the day name.

Say

What is today's number? **Answers will vary.**

Print the number after the comma.

You need to turn the number into an ordinal number. Do you know what (number, eg 10) says as an ordinal number? **Answers will vary.**

Say	To make (number) say (ordinal number) we add the letters (st/nd/rd/th). Print these letters after the number (eg 21st, 23rd, 24th).

Help the student print 'of' after the ordinal number.

Say	What does your date say so far? **Answers will vary, eg Monday 23rd of** The month comes next. Copy the month name next.

Help the student print a comma after the month name.

Say	We count the years in order. Find the year number on the calendar. Print the year numbers after the comma. Point to the numbers as you read it. **Answers will vary, eg two thousand and eighteen or twenty eighteen.**

Ask the student to read the date, reading the year in two different formats:

'two thousand and twenty'

'twenty eighteen'

Monday, 23rd of February, 2018

Ask the student to go outside to check the weather.

Ask the student to draw a picture at the end of the date to show what the weather.

Display or store the *Today is* student sheet. It will be used on Day 7.

Store the charts and calendar for future use.

Diving in

Reading number names

Materials:

- number cards from *Number grid* activity (from Day 3)
- *Number names* cards (from Day 3).

Place all the cards face up on the table.

Ask the student to point to and read the numbers and number names.

Ask the student to pair up the number and number name cards as you say the numbers in random order, eg ten, fifteen, three etc.

Ask the student to spread and mix the cards, face up on the table.

Give the student clues to collect each card, eg

- the number that is after ten.
- the word name for the largest number.

Continue until all the cards have been collected.

Store the cards.

Shape hunt

Materials:

- attribute shapes (from Maths kit).

Ask the student to identify the shapes in the attributes shapes box. **circle x 2; square x 2; rectangle x 2; triangle x 2; hexagon x 2**

Say

Choose a circle.

Walk around the room, looking for objects that have a circle shape.

Place the circle shape near the object and check you are right.

Tell me the object. **Answers will vary, eg light shade edge, pattern on carpet, top of a cup.**

Find two more objects that have a circle shape.

Repeat for the triangle, rectangle, square and hexagon.

Discuss why triangular and hexagonal shapes are more difficult to find.

Store the attribute shapes.

Burrowing about

Birth years

Materials:

- activity sheet – *Birth years.*

Say

We have talked about the date and year numbers, which are part of the date. Our years are counted and have numbers to help us keep a record of when events happen. The years are numbered in the same order that we use when counting. We are up to the year two thousand and (appropriate year). That is a lot of years!

Let's record some year numbers to show when people in our family were born.

Place the activity sheet on the table.

Ask the student to choose someone to record on the sheet, eg mum, pop, sibling, friend, pet.

Help the student print the name to begin the sentence.

Help the student read the sentence, eg Nana was born in.

If the year is known, tell the numbers to print and then read the sentence together.

Leave blank if the year is not known.

Continue until each sentence has a name (and year if known).

Read the *About me* section of the activity sheet with the student.

Help the student complete the information.

Ask the student to read the completed sentences to you.

Ask the student to draw a picture of him/herself to accompany the information.

If any birth years are not known, help the student contact the relevant people to find the information and add it to the activity sheet.

Ask the student to read the completed information to you.

Store or scan and save the activity sheet.

Family events

Materials:

- activity sheet – *Family events*
- A4 sheet of paper.

Discuss important family events and when they happened, eg births, wedding or anniversary dates, special holidays, buying a new house, car or caravan.

From the discussion, help the student select four events and print the details on the blank sheet of paper, eg 2011 I got a dog, 2009 first tooth.

Help the student order the selected events from earliest to most recent by numbering them 1 – 4.

Place the activity sheet on the table.

Read Bella's speech bubble.

The student copies the years (in sequence) from the A4 sheet into the *Year* column in the table.

The student prints some words and/or draws simple pictures in the *Event* column to show which event occurred in each year. **Answers will vary.**

Read Bella's speech bubble and ask the student to complete the drawing and sentence. Help as required. **Answers will vary, eg In 2015 I went to Bali.**

Store or scan and save the activity sheet.

All about calendars

Materials:

- selection of calendars, eg wall calendar, desk calendar, calendar on computer, calendar in the beginning of a diary.

Say

What do you know about calendars? **Answers will vary.**

Where do you see calendars in everyday life? **Answers will vary.**

Why do people use calendars? **Answers will vary.**

Explore the different calendars with the student, discussing the information, the way the information is presented and other features.

Say

Tell me what you see on these calendars. **Answers will vary, eg pictures, days, numbers, the names of the months, holidays.**

Tell me things that are the same or different about these calendars. **Answers will vary. Possible responses include:**

- **The wall calendar has 12 pages and pictures.**
- **The desk calendar has a page for each day.**
- **The mobile phone calendar can be changed to show a day, month or the whole year.**
- **The diary has a year calendar on one page.**
- **Some calendar pages start on Monday and some start on Sunday.**
- **Some calendars have the full name of the weekdays and some have one letter or a few letters.**

Which calendar would be most useful for you to use? **Answers will vary.**

Why? **Answers will vary.**

Store the calendar. The wall calendar will be used in the next activity.

Reaching out

Dividing the year

Materials:

- wall calendar.

Place the calendar on the table.

Say

Each year is divided into parts to help us remember when events happened and to plan for new events.

Open to the calendar page that shows all the months of the year.

Say

This page shows one year. What is the year divided into? **months**

How many months are there? **twelve**

Point to the month names and read them in order.

Which month is your birthday? **Answers will vary.**

Turn to that month page in the calendar.

Describe the picture for (month name). **Answers will vary.**

What date is your birthday? **Answers will vary.**

Let's find out the day your birthday happens. Put your finger on your birthday number.

Help the student run his/her finger up the column to find the day name.

Say

What day is your birthday? **Answers will vary.**

Discuss other special dates with the student, eg Christmas Day, Easter Sunday, Anzac Day, Hanukkah, Western Australia Day, beginning of Eid, mum's birthday.

Ask the student to choose a special date from those discussed, to find in the calendar.

Say

What month is (special day)? **Answers will vary.**

Turn to that month page in the calendar.

Describe the picture for (month name). **Answers will vary.**

What date is (special day)? **Answers will vary.**

It's the (date). Put your finger on 25.

Help the student run his/her finger up the column to find the day name.

Say

What day is (special day)? **Answers will vary.**

Repeat for two other anniversary days.

 Store the calendar.

Home tutor

Set return checklist

Complete the checklist to ensure you have all the required items for Day 6 stored or saved, ready to be returned to the teacher.

 Store the checklist for use on Day 7.

Day 7

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

Materials checklist

Activity sheets (please print)	**Check**
• Count the days	
• Investigating January	
• Ordinal numbers chart	
• February fun	
• How many days?	
Resources	
• Lesson notes – Day 7	
• Days of the week chart (from Day 1)	
• Months of the year chart (from Day 1)	
• Today is – student page (from Day 6)	
• Attribute shapes (from Maths kit)	
• bundled and single pop sticks (from Maths Kit)	
• 2 cm coloured cubes	
Home resources	
• calendar for current year	
• wall calendar	
• selection of calendars, eg desk calendar, calendar on computer, calendar in the beginning of a diary	

Quincey's quest

Print the date

Materials:

- *Days of the week chart* (from Day 1)
- *Months of the year chart* (from Day 1)
- calendar
- *Today is* – student page (from Day 6).

Place the materials on the table.

Say

Say the day names for me, starting on Wednesday. **Wednesday, Thursday, Friday …Tuesday**

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

Point to that day name on the *Days of the week* chart.

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

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

Point to that month name on the *Months of the year* chart.

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

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

Point to the day names on the calendar page and we will read them together.

Run a finger down the column for the current day.

Say

What are these numbers? **The dates for the (eg Tuesdays) this month.**

Let's read them. **Answers will vary, eg 5, 12, 19, 16.**

Let's find the number for today. (Help if required.)

Place the *Today is* sheet of paper on the table.

Monday, 23rd of February, 2018

Say	In the second row you can print today's date. What is the day name? **Answers will vary.** Copy the day name at the beginning of the second row.

Help the student print a comma after the day name.

Say	What is today's number? **Answers will vary.** Print the number after the comma. You need to turn the number into an ordinal number. Do you know what (number, eg 10) says as an ordinal number? **Answers will vary.** To make (number) say (ordinal number) we add the letters (st/nd/rd/th). Print these letters after the number (eg 21st, 23rd, 24th).

Ask the student to print 'of' after the ordinal number.

Say	What does your date say so far? **Answers will vary, eg Monday 23rd of** The month comes next. Copy the month name on the line.

Help the student print a comma after the month name.

Say	What is the year? **Answers will vary.** Print the year numbers after the comma. Point to the numbers as you read it. **Answers will vary, eg two thousand and eighteen or twenty eighteen.**

Ask the student to read the date, reading the year in two different formats:

'two thousand and twenty'

'twenty eighteen'

Monday, 23rd of February, 2018
Tuesday, 24th of February, 2018

Ask the student to go outside to check the weather.

Ask the student to draw a picture at the end of the date to show what the weather.

Display or store the *Today is* student sheet. It will be used on Day 8.

Store the charts and calendar for future use.

Diving in

Count on five numbers

Materials:

- nil.

Say	Let's do some counting on. We can use our fingers to help us. Choose a number for me between 0 and 20.

The student chooses a number, for example 13.

Hold up one hand and say 'thirteen'.

Use a finger from your other hand to touch each finger as you count on; 14, 15, 16, 17, 18.

Say	What was the last number I said? **18** Now it's your turn. Your starting number is four. Say four and then point to each finger to count on five numbers. **4, 5, 6, 7, 8, 9** What number did you end on? **9** This time start on 11. Say eleven and then point to each finger to count on five numbers. **11, 12, 13, 14, 15, 16** What number did you end on? **16** The next number is 3. Say three and then point to each finger to count on five numbers. **3, 4, , 5, 6, 7, 8** What number did you end on? **8** This time start on 14. Say fourteen and then point to each finger to count on five numbers. **14, 15, 16, 17, 18, 19** What number did you end on? **19** The next number is 9. Say nine and then point to each finger to count on five numbers **9, 10, 11, 12, 13, 14** What number did you end up on? **14**

Positions

Materials:

- attribute shapes (from Maths kit).

Ask the student to take out a large circle, square, rectangle, triangle and hexagon from the box.

Ask the student to place the shapes in this order from left to right – rectangle, circle, triangle, square, hexagon.

Say

The rectangle is at the start of the line. Which shape is at the end of the line? **hexagon**

Which shape is in front of the triangle? **circle**

Which shape is behind the square? **hexagon**

Which shape is in front of the circle? **rectangle**

Which shape is between the triangle and the hexagon? **square**

Which shape is between the rectangle and the triangle? **circle**

Move the square so it is at the start of the line.

Move the triangle so it is at the end of the line.

Place the rectangle on top of the circle.

Place the square under the circle.

Tell me the shape names, from bottom to top. s**quare, circle, rectangle**

Store the attribute shapes.

Burrowing about

Count the days

Materials:

- wall calendar
- single pop sticks (from Maths kit)
- 4 pop stick bundles (from Day 4)
- activity sheet – *Count the days*
- *Months of the year* chart.

Place the calendar on the table.

Say

We know each year is divided into months. What is each month divided into? **Answers will vary, eg days, weeks.**

Let's look at the calendar to find out the number of days in each month.

Open the calendar to January.

Look at the day numbers. What is the first number? **one**

Point to each number and read it. **1, 2, 3, 4 …31** (Help if required.)

Each number represents one day. What was the last number? **thirty one**

How many days in January? **thirty one**

Place the bundled and single pop sticks on the table.

Say

Let's make thirty one using the pop sticks. Which two digits make thirty one? **three and one**

Which is the tens number? **three**

How many bundles of ten do you need? **three**

Choose three bundles and place them at the top of the table.

How many ones do you need? **one**

Place it next to the tens bundles.

(Point to the three bundles) thirty (point to the single pop stick) one. There are thirty one days in January.

Turn to the February page in the calendar.

Look at the day numbers. What is the first number? **one**

Point to each number and read it. **1, 2, 3, 4 …28/29** (Help if required.)

Each number represents one day. What was the last number? **twenty eight/nine**

How many days in February? **twenty eight/nine**

Let's make twenty eight (or nine) using the pop sticks. Which two digits make twenty eight (or nine)? **two and eight/nine**

Which is the tens number? **two**

How many bundles of ten do you need? **two**

Choose two bundles and place them at the top of the table.

How many ones do you need? **eight/nine**

Place them next to the tens bundles.

Point to the pop sticks and read the number for me. **twenty eight (or nine)**

What month comes next? Turn the calendar page to find out. **March**

How many days in March? **31 days**

Have you made thirty one using pop sticks? **yes**

Point to the pop sticks that show thirty one.

What day is the first day in March? **Answers will vary.**

What day is the last day in March? **Answers will vary.**

Which month comes after March? **April**

Turn to the April page.

How many days in April? **30 days**

Have you made thirty using pop sticks? **no**

Which is the tens number? **three**

How many bundles of ten do you need? **three**

Choose three bundles and place them at the top of the table.

Say

How many ones do you need? **zero**

Point to the pop sticks and read the number for me. **thirty**

What day is the first day in April? **Answers will vary.**

What day is the last day in April? **Answers will vary.**

What month comes next? Turn the calendar page to find out. **May**

How many days in May? **31 days**

Have you made thirty one using pop sticks? **yes**

Point to the pop sticks that show thirty one.

What day is the first day in May? **Answers will vary.**

What day is the last day in May? **Answers will vary.**

Continue in the same way for the remaining months.

Say

This is a lot to remember. There is an easy way to remember how many days in each month. It is a little poem.

Place the activity sheet *Count the days* on the table.

Say

Look at the rhyme on the activity sheet. What do you notice? **There are some words and numbers missing.**

We will read the rhyme together and see if we can work out what is missing. You can print in the missing words and numbers. Let's read first two lines of the rhyme together.

Thirty days have. Four months have 30 days. Do you remember any of them? **Answers will vary, eg April, June, September and November.**

The missing month is September. Copy 'September' off the *Months of the year* chart onto the line.

Let's read the next line. April, June and. Do you know which month is missing? **Answers will vary.**

It's November. Copy 'November' off the *Months of the year* chart onto the line.

Let's read the next line. **All the rest have three**

The three represents thirty. Some months have thirty days and the rest have? **thirty one**

Print a 'one' on the line after the three so it says thirty one.

Let's read the next two lines**.** Except February alone, which has two.

The two represents twenty. Most years February has twenty eight days. Print the number 'eight' so it says twenty eight.

Let's read on. And two. The two represents twenty.

Most years February has twenty eight days but every four years its gets and extra day so it has twenty nine days.

Say

Print the number 'nine' so it says twenty nine.

Let's read the last few words. In each leap year. A leap year happens every four years and has an extra day in it.

Let's read the poem now we have finished it.

Read the poem twice with the student.

Store the materials. The poem will be used in the *Reaching out* activity.

Investigating January

Materials:

- activity sheet – *Investigating January.*
- 2 cm cubes (from Maths kit)
- different calendars
- *Ordinal numbers* chart.

Place the materials on the table.

Say

Look at the activity sheet. What month and year does this calendar page show us? **January 20**

What year is it this year? **Answers will vary.**

Print the last two numbers for this year on the line. (Help if required.)

I think a calendar page is like a number grid. Why do I think that? **Answers will vary, eg both have numbers in order, the numbers start at 1, there are rows and columns.**

What do you see in the first row of the January page? **the names of all the days of the week**

Point to each day name and read it.

How many days go across the table? **7 days**

Look at the numbers on the page. Read them to me. **1, 2, 3, … 29, 30, 31**

Each number represents one day in January. How many days are there in January? **31**

Put your finger on the number one. What does this number mean? **It is the first day in January.**

Ask the student to look at the day name that is above the number one.

Say

What day of the week is the first day in January? **It is a Monday.**

How many days in a whole week? **7 days**

Say	Place one red cube on each day in the first week of January. You have covered the first whole week in January. Choose a different colour cube and cover the second week in January. How many whole weeks have you covered? **two** Count the days in two weeks. **14 days**

Ask the student to choose two more cube colours and cover the third and fourth weeks in January.

Say	Choose another colour and cover the days in the last week of January. What is different about this week? **It only has three days.** Is it a full week? **no** Count the whole weeks in January. **four** How many days are left over? **three** There are four full weeks in every month so people usually say there are 4 weeks in a month, even though there are usually a few extra days. Take the cubes off the calendar. You know that the numbers used in the date are called ordinal numbers and they are used to order the days of the month. What is special about them? **Each number has letters written after it.** Let's look at the *Ordinal numbers* chart.

Help the student to read the numbers on the *Ordinal numbers* chart, pointing out the letters that have been added.

Say	We use ordinal numbers to say and write the date but they are not written on calendars. Calendars use digits, however we know that we read the date from the calendar using ordinal numbers. Look at the January calendar sheet. Place your finger on the one. We say this as the 'first'. Look at your *Ordinal numbers* chart. What letters do we put with the one to make it say first? **st** Place your finger on the two. We say this as the 'second'. Look at your *Ordinal numbers* chart. What letters do we put with the two to make it say second? **nd**

Continue working through the numbers on the calendar, helping the student make the connection between them and the appropriate ordinal numbers.

Say	Look at the Monday column on the calendar sheet. Read me the dates or numbers in the column using ordinal numbers. **1, 8, 15, 22, 29 or 1st, 8th, 15th, 22nd, 29th** How many Mondays are there altogether? **five**

Ask the student to put a finger on the Tuesday column.

Say

Read the numbers or dates under Tuesday. **2nd, 9th, 16th, 23rd, 30th**

How many Tuesdays are there in January? **five**

Ask the student to look at January in the other calendars and compare them to the printed sheet *Investigating January.*

Say

What is the same about the January page on the calendars and your activity sheet? **Answers will vary, eg all have 31 days; all have the days of the week at the top.**

What is different about them? **Answers will vary, eg the numbers start in different places; the days of the week names are written differently.**

People use calendars to record events. Let's record some events on the January calendar page. Find the first of January. This is the first day of the year and is called New Year's Day. We can write in that event.

Help the student print in the event. Add 'Australia Day' to the 26th of January.

Discuss family events that happen in January such as birthdays, sport training or games, visitors etc. Ask the student to print words or draw pictures to represent at least six events.

Store or scan and save the activity sheet.

February fun

Materials:

- activity sheet – *February fun.*

The student can read the year as twenty twenty or two thousand and twenty.

Say

What month and year are shown on this calendar page? **February 2020**

Is it 2020 this year? **Answers will vary.**

How many days in February 2020? **29 days**

Let's look at the February pages on some of the other calendars.

How many days does February have on these calendars? **28/29 days**

February usually has 28 days however every fourth year, February has 29 days. Do you remember the special name for these years? **leap year**

Each year when the calendar is worked out, part of one day is left over. Every four years, all the parts are combined to make the twenty ninth day in the leap year. 2020 is a leap year.

Look at the letters in the first row of the calendar page. Think about the calendars you have investigated.

What do you think the letters represent? **the names of days of the week**

Say

What is unusual about them? **they only have part of the day names**

(Point to *Mon*.) This calendar starts on Monday so what are the letters Mon short for? **Monday**

Point to each abbreviated form of the day names and ask the student to say the full name of each day. Discuss the missing letters. '**day' for Monday, Tuesday, Thursday, Friday, Saturday and Sunday; 'nesday' for Wednesday**

Say

Point to day two on the calendar. This is the second day of February. What day is this? **Tuesday**

What are the numbers or dates of the other Tuesdays? **9, 16, 23 or 9th, 16th, 23rd**

Which day of the week is the thirteenth of February? **Saturday**

Which day of the week is the twenty fourth February? **Wednesday**

The date of the last day in February is the twenty ninth of February. What date is the first Sunday in February? **seventh of February**

What date is the second Sunday in February? **fourteenth of February**

What date is the third Sunday in February? **twenty first of February**

What date is the fourth Sunday in February? **twenty eighth of February**

Read the first question on the activity sheet with the student.

Say

What do we mean by a whole week? **7 days**

How can you count the whole weeks in February? **Put my finger on the start of each whole week and run it across as I count them.**

Are all the weeks in February whole weeks? **no**

How do you know? **The last week has one day so it's not a whole week.**

Count the whole weeks and print your answer on the line.

Help the student to read each question. All day names should be printed in full. The student may refer to the *Days of the week* chart to copy the day names correctly.

How many whole weeks in February? **4 weeks**

What day is the first day in February? **Monday**

Which day is the 20th of February? **Saturday**

What is special about February in 2020? **Answers will vary, eg It is a leap year; It has 29 days instead of 28; It has an extra day.**

Ask the student to shade the extra day in February.

Ask the student to shade all the Thursdays in February.

Mark then store or scan and save the activity sheet.

Reaching out

How many days?

Materials:

- activity sheet – *How many days?*
- activity sheet – *Count the days.*

Place the materials on the table.

Read Narrah's speech bubble on the activity sheet with the student.

The student completes the activity independently. Help with reading when required.

January (Y)	May (Y)	September (G)
February (P)	June (G)	October (Y)
March (Y)	July (Y)	November (G)
April (G)	August (Y)	December (Y)

My favourite month of the year is _____ because….**Answers will vary.**

Mark then store or scan and save the activity sheet *How many days*?

Store the rhyme sheet for future use.

Home tutor

Set return checklist

Complete the checklist to ensure you have all the required items for Day 7 stored or saved, ready to be returned to the teacher.

Store the checklist for use on Day 8.

Day 8

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

Materials checklist

Activity sheets (please print)	**Check**
• Matching months	
• Quincey's special month	
• Bella reads Quincey's calendar	
• My special month 1 and 2	
Resources	
• Lesson notes – Day 8	
• Days of the week chart (from Day 1)	
• Months of the year chart (from Day 1)	
• Today is – student page (from Day 6)	
• Ordinal number chart (from Day 7)	
• 2 cm cubes – 31 cubes in a container (from Maths kit)	
Home resources	
• calendar for current year	
• scissors	
• large sheet of blank paper (A3)	

Quincey's quest

Today's date

Materials:

- Days of the week chart (from Day 1)
- Months of the year chart (from Day 1)
- calendar
- *Today is* – student page (from Day 6)
- Ordinal number chart (from Day 7).

Place the materials on the table.

Say

Read the day names for me, starting on Saturday. **Wednesday, Thursday, Friday …Tuesday**

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

Point to that day name on the *Days of the week* chart.

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

Point to that month name on the *Months of the year* chart.

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

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

Point to the list of dates for (current day). **Answers will vary.**

Run a finger down the dates column for the current day.

Say

Let's read them. **Answers will vary, eg 5, 12, 19, 16.**

Let's find the number for today. (Help if required.)

Place the *Today is* sheet of paper on the table.

Say

In the third row you can print today's date. What is the day name? **Answers will vary.**

Copy the day name at the beginning of the third row.

Help the student print a comma after the day name.

Say

What is today's number? **Answers will vary.**

Print the number after the comma.

You need to turn the number into an ordinal number. Do you know what (number, eg 10) says as an ordinal number? **Answers will vary.**

Say	Find the correct ordinal number on the *Ordinal numbers chart.* Copy it onto the line.

Ask the student to print 'of' after the ordinal number.

Say	What does your date say so far? **Answers will vary, eg Monday 23rd of** The month comes next. Copy the month name on the line.

Help the student print a comma after the month name.

Say	What is the year? **Answers will vary.** Print the year numbers after the comma. Point to the numbers as you read it. **Answers will vary, eg two thousand and eighteen or twenty eighteen.**

Ask the student to read the date, reading the year in two different formats:

'two thousand and twenty'

'twenty eighteen'

Monday, 23rd of February, 2018
Tuesday, 24th of February, 2018
Wednesday, 25th of February, 2018

Ask the student to go outside to check the weather.

Ask the student to draw a picture at the end of the date to show what the weather.

Display or store the *Today is* student sheet. It will be used on Day 9.

Store the charts and calendar for future use.

Diving in

Counting to 31

Materials:

- 31 2 cm cubes in a container (from Maths kit).

Say	I have a container of cubes. Do you think there are more or less than eleven cubes? **Answers will vary.** Count out eleven cubes.

Say	Are there more cubes in the container? **yes** Was your prediction correct? **Answers will vary.** Return the cubes into the container. Do you think there are more or less than nineteen cubes? **Answers will vary.** Count out nineteen cubes. Are there more cubes in the container? **yes** Was your prediction correct? **Answers will vary.** Return the cubes into the container. Do you think there are more or less than twenty six cubes? **Answers will vary.** Count out twenty six cubes. Are there more cubes in the container? **yes** Was your prediction correct? **Answers will vary.** Return the cubes into the container. How many cubes do you think there are in the container? **Answers will vary.** Count them to find out. How many did you count? **thirty one** Was your prediction correct or close? **Answers will vary.** What do you know about the number thirty one and the months of the year? **some months have thirty one days** Tell me the names of any months you think have thirty one days. **Answers will vary, eg January, March, May, July, August, October, December.** Most of the other months have thirty days. Count thirty cubes back into the container. How many days does February usually have? **twenty eight** Count out twenty eight cubes. Count out one more cube. How many do you have? **twenty nine** Sometimes February has twenty nine days.

Store the materials.

Matching months

Materials:

- activity sheet – *Matching months*
- scissors.

Place the materials on the table.

Say

What do you see on the activity sheet? **Answers will vary, eg words, month names.**

These are the month names. Cut along the dashed lines to make them into cards.

Help the student with the cutting if required.

Mix the cards and place them in a row on the table.

Say

Which letter does the month name 'October' begin with? **o**

Point to the card and read it, then turn it over.

Which month starts with the letter 'S'? **September**

Point to the card and read it, then turn it over.

What letter does 'December' start with? **D**

Point to the card and read it, then turn it over.

Find the month name that starts with /N/? **November**

Turn it over.

What letter does February start with? **F**

Point to the card and read it, then turn it over.

Find the months that start with the letter 'A'.

How many months start with 'A'? **2**

Read their names and turn them over. **April, August**

Find 'March' and 'May'. What is the same about them? **both start with /M/ or Ma**

Read their names and turn them over. **March, May**

Look at the remaining cards. What is the same about them? **all begin with /J/**

How many months start with /J/? **3**

Read their names and turn them over. **January, June, July**

Turn all the cards face up.

What is the first month on the calendar? **January**

Place January at the start of the row.

What is the last month on the calendar? **December**

Place December at the end of the row.

Organise the other months into calendar order between January and December.

Ask the student to read the completed row to you. Help the student make any required corrections to the order.

Say

Pick up the month name that comes after May.

Pick up the month name that comes before November.

Pick up the month name that comes between February and April.

Continue giving clues until the student has collected all the cards.

Store the cards for use on Day 9.

Burrowing about

Quincey's special month

Materials:

- activity sheet – *Quincey's special month*
- *Ordinal numbers* chart (from Day 7)

Place the sheets on the table.

Ask the student to look at the activity sheet *Quincey's special month.*

Read the title together.

Say

What month is this calendar page showing? **September.**

Look at the first row. What do these shortened words mean? **They show the short way to write the days of the week.**

Read them for me, using the long form for each one. **Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday**

Look at the rows of numbers. How may numbers are in each row? **7**

Why are there seven numbers in each row? **because there are seven days in a week**

Read me all the numbers on the display. **1, 2, 3, 4, … 30**

Each number shows a day in September. How many days in September? **thirty**

The number 1 shows us the first day in September. What day of the week is this? **Wednesday**

The full date for this Wednesday would be Wednesday the first of? **September**

We know that we use ordinal numbers when we read or write the date. Let's read through the ordinal numbers on your *Ordinal numbers* chart.

Quincey has a lot of activities organised in September. Let's see what he is doing each day. Point to the first of September. What do you think the picture is telling us? **Answers will vary, eg Quincey is going shopping.**

Say

Point to the second of September. What do you think the picture is telling us? **Answers will vary, eg Quincey is going to fly/make/buy a kite.**

What day is the third of September? **Friday**

There isn't anything on this day. What do you think Quincey is doing? **Answers will vary, eg have a rest, stay in bed.**

Look at the other dates when the day is free. Read them to me. **3rd, 4th, 6th, 7th, 10th, 12th, 15th, 17th, 22nd, 26th, 27th**

Count the free days and tell me how many Quincey has. **12**

Look at the first Friday in the month. What is the date? **5th**

What is Quincey doing? **Answers will vary, eg going to the beach.**

Look at the second week of September. What date does it start on? **6th**

Tell me the date when Quincey has to go to the dentist. **Wednesday, the 8th of September**

What happens on Thursday, the 9th of September? **Answers will vary, eg Quincey is cooking; cleaning the oven.**

Who is Quincey seeing on the 11th? **Penni Platypus**

What do you think they are going to do? **Answers will vary, eg go swimming.**

Look at the third week of September. What date does it start on? **13th**

Someone is meeting Quincey for a walk in the bush. Who is it? **Narrah Numbat**

The 14th of September is a special day. Why? **It's Quincey's birthday.**

When is Quincey having his birthday party? **Sunday the 19th of September**

Look at the fourth week. Tell me the things that are happening in this week. **Answers will vary, eg Quincey is going to the library on the 20th; having a didgeridoo lesson on the 21st; cleaning on the 23rd; seeing Bella on the 24th and watering the garden on the 25th.**

Quincey has a special event with his friends on the last day in September. What is it? **a bush picnic**

What date is Quincey visiting his grandmother this week? **Saturday, 20th of February**

Let's look through week four to see what Quincey has planned. (Read the dates and events with the student.)

What happens on Thursday, 25th of February? **Quincey has a didgeridoo lesson**

Why do you think Quincey chose September as his special month? **Answers will vary, eg it's his birthday; he sees lots of friends.**

The activity sheet and chart will be used in the next activity.

Bella reads Quincey's calendar

Materials:

- activity sheet – *Quincey's special month*
- activity sheet – *Bella reads Quincey's calendar.*

Place the materials on the table.

Help the student read Bella's speech bubble.

Say

Look at Quincey's calendar and tell me the dates he can see Bella. Remember, it has to be before his birthday. **3rd, 4th, 6th, 7th, 10th, 12th**

Bella is busy in the first week of September so she can't meet Quincey. What dates are free in the second week? **6th, 7th, 10th, 12th**

Choose one of those dates for Bella and Quincey to meet. Draw a little picture in the box to show the meeting. **Answers will vary.**

Read the sentence beginning on Bella's activity sheet.

Ask the student to print the meeting date, eg Friday (the) 10th (of) September.

Say

Bella is interested in some of the other activities Quincey is doing in September. Read the sentence starter on Bella's page and use the calendar to help you answer it. **Answers will vary, eg picking flowers; going to a flower show; buying a plant.**

Help the student with spelling if required.

Ask the student to look at the last three days of the month and tell you what he/she thinks Quincey is doing. **Answers will vary, eg shopping for the picnic, putting food in the esky for the picnic; going to the picnic.**

Ask the student to print a sentence to explain what is happening on those days. **Answers will vary, eg Quincey is getting food ready for the picnic on Thursday.**

Say

Bella is bringing a special surprise for Quincey when she sees him before his birthday. Think about what that surprise might be and draw it in the last line, after the words 'Bella's surprise'.

Ask the student why he/she decided Bella would bring that surprise.

Store or scan and save the activity sheet *Bella reads Quincey's calendar*.

Store or discard the other activity sheet.

My special month

Materials:

- activity sheets – *My special month 1* and *2*
- a current calendar.

Place the materials on the table.

Ask the student to choose a month in the calendar that has special events of personal significance.

Ask the student to print the month name in the space provided above the calendar table on the *My special month 1* activity sheet.

Ask the student to find the chosen month on the calendar.

Say

We want to make a calendar page on the activity sheet that looks like the one in the calendar. How many days in this month? **Answers will vary.**

What day of the week is the first day? **Answers will vary.**

Put your finger on the day name.

Trace your finger down to the box below the day name.

Print a number one in the box.

Print a number two in the next box.

Help the student number the days on the activity sheet.

Say

Why is this month special for you? **Answers will vary, eg my birthday; we are going on holiday; Christmas; new pet.**

Discuss the events and help the student mark the relevant dates with pictures to signify the events.

Say

What are four other events you would like to mark on the calendar? **Answers will vary, eg started/finished a new set; nana visited; went to a movie.**

Help the student mark the relevant dates with pictures to signify the events.

Place the *My special month 2* on the table.

Help the student read each question. He/she works independently to find and print the answer.

Read the sentence starter and discuss the student's ideas.

Ask the student to complete the sentence. Help with spelling.

Mark then store or scan and save the activity sheets.

Reaching out

Special dates

Materials:

- large sheet of blank paper (A3)
- drawing materials.

Discuss days and dates that are important to your family, eg birthdays, Sunday lunches with family, a wedding etc.

Help the student fold the sheet into four rectangles.

Help the student print one important date (include year if relevant) and the event in the bottom of each rectangle, eg

I got my dog on Friday 10th May 2018.	My birthday 12th July.
I was a flower girl Sunday 23rd April 2011.	Fireworks Friday 31st December.

Ask the student to draw, paint or collage a picture (or glue on a photograph) to show each event.

Store or photograph and save the sheet.

Home tutor

Set return checklist

Complete the checklist to ensure you have all the required items for Day 8 stored or saved, ready to be returned to the teacher.

Store the checklist for use on Day 9.

Day 9

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

Materials checklist

Activity sheets (please print)	**Check**
• Which one is different?	
• Map of Australia	
• Seasons chart	
• Things are different in the north	
• Map of the world	
• Seasons around the world 1 and 2	
• Colour your seasons	
Resources	
• Lesson notes – Day 9	
• Days of the week chart (from Day 1)	
• Months of the year chart (from Day 1)	
• Today is – student page (from Day 6)	
• Ordinal number chart (from Day 7)	
• Months of the year cards (from Day 8)	
Home resources	
• calendar for current year	
• spoon	
• fork	
• highlighter pen	
• scissors	

Quincey's quest

It's a date

Materials:

- Days of the week chart (from Day 1)
- Months of the year chart (from Day 1)
- calendar
- *Today is* – student page (from Day 6)
- Ordinal number chart (from Day 7).

Place the materials on the table.

Say

Read the day names for me, starting on Sunday. **Wednesday, Thursday, Friday …Tuesday**

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

Point to that day name on the *Days of the week* chart.

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

Point to that month name on the *Months of the year* chart.

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

Point to the list of dates for (current day). **Answers will vary.**

Let's find the number for today. (Help if required.)

Place the *Today is* sheet of paper on the table.

Say

In the fourth row you can print today's date. Copy the day name at the beginning of the third row.

Help the student print a comma after the day name.

Say

What is today's number? **Answers will vary.**

Print the number after the comma.

You need to turn the number into an ordinal number. Do you know what (number, eg 10) says as an ordinal number? **Answers will vary.**

Find the correct ordinal number on the *Ordinal numbers chart.*

Copy it onto the line.

Ask the student to print 'of' after the ordinal number.

Say	What does your date say so far? **Answers will vary, eg Monday 23rd of** The month comes next. Copy the month name on the line.

Help the student print a comma after the month name.

Say	What is the year? **Answers will vary.** Print the year numbers after the comma. Point to the numbers as you read it. **Answers will vary, eg two thousand and eighteen or twenty eighteen.**

Ask the student to read the date, reading the year in two different formats:

'two thousand and twenty' or 'twenty eighteen'

Monday, 23rd of February, 2018
Tuesday, 24th of February, 2018
Wednesday, 25th of February, 2018
Thursday, 26th of February, 2018

Ask the student to go outside to check the weather.

Ask the student to draw a picture at the end of the date to show what the weather.

Display or store the *Today is* student sheet. It will be used on Day 10.

Store the charts and calendar for future use.

Diving in

More or less?

Materials:

- nil.

Say	Here are some questions about the numbers up to thirty one. Let's see if you can answer them. Is thirteen more or less than seven? **more** Is six more or less than twelve? **less** Is twenty one more or less than twenty seven? **less** Is twenty nine more or less than thirty? **less** Is zero more or less than three? **less** Is thirty one more or less than nineteen? **more**

Say	Tell me three numbers that are more than twenty three. **Answers will vary.** Tell me three numbers that are less than twenty eight. **Answers will vary.** Tell me three numbers that are more than zero. **Answers will vary.** Tell me three numbers that are less than twelve. **Answers will vary.**

Which one is different?

Materials:

- activity sheet – *Which one is different?*
- a printing pencil
- two coloured pencils
- spoon
- fork.

Place the pencils on the table.

Say	Look at these three pencils. How are they alike or similar? **Answers will vary, eg all pencils.** How are they different? **Answers will vary, eg one is for printing and two are for colouring/are coloured.** Which one doesn't for with the other two? **Answers will vary.** Why not? **Answers will vary.**

Place the fork and spoon beside one of the pencils.

Say	Look at these three objects. Tell me their names. **pencil, spoon and fork** How are they alike or similar? **Answers will vary, eg all long and straight.** How are they different? **Answers will vary, eg one is for printing and two are for eating; the fork has tines; the pencil doesn't have a handle.** Which one doesn't for with the other two? **Answers will vary.** Why not? **Answers will vary.**

Place the activity sheet on the table.

Help the student read the speech bubble.

Say	Look at the pictures in the top row. What are they? **balloons** Which one doesn't fit in the group? **Answers will vary, eg yellow one.** Loop your answer. Why doesn't it fit? **Answers will vary, eg it's a different colour.**

If the answer and explanation make sense, place two ticks at the end of the row. If either the looped choice or explanation do not fit, give one tick.

Say

Look at the pictures in the second row. What are they? **cat, goat, flower**

Which one doesn't fit in the group? **Answers will vary, eg flower.**

Loop your answer.

Why doesn't it fit? **Answers will vary, eg it isn't an animal.**

If the answer and explanation make sense, place two ticks at the end of the row. If either the looped choice or explanation do not fit, give one tick.

Continue in the same way for the remaining rows. Accept all choices as correct if the student has a reasonable explanation.

Store or scan and save the activity sheet.

Burrowing about

Exploring the seasons

Materials:

- activity sheet – *Map of Australia*
- activity sheet – *Seasons chart.*

Say

What can you tell me about the seasons? **Answers will vary, eg**

- **there are four seasons**
- **the seasons are called summer, winter, autumn and spring**
- **it snows in winter**
- **the hottest season is summer**
- **we have two seasons where I live.**

In Australia there are a number of different seasons. The Aboriginal people recognise between three and eight seasons, depending on where they live. Their seasons are based on natural changes to animal behaviour, plant growth and the weather. These seasons are not related to the months of the year.

Let's look at our map of Australia to explore the seasons followed by non-Aboriginal people. The people who live in the north of Australia (Point to the Kimberley, Pilbara, upper Northern Territory and Queensland areas, above the dotted line.) usually experience two seasons that are based on the weather. These seasons are called the Wet and the Dry.

The central band across Australia (Point to the band between the two dotted lines.) is a dry desert area with a hot, dry season and a cooler season.

Say

The people in the southern parts of Australia (Point to the areas of southern Australia, below the lower dotted line.) have four seasons. These seasons are based on the weather, plant growth, animal behaviour and the months of the year. We will be exploring these four seasons.

Let's look at our *Seasons* chart. The first season is spring. What does the picture tell you about the weather? **Answers will vary, eg cloudy, some sun, warm not hot.**

What do you like to do when the weather is warm and a bit cloudy? **Answers will vary.**

The season that follows spring is summer. What does the picture tell you about the weather? **Answers will vary. Possible responses include:**

- **it's hot**
- **it's sunny.**

What do you like to do when the weather is hot and sunny? **Answers will vary.**

The season the follows summer is autumn. What does the picture tell you about the weather? **Answers will vary. Possible responses include:**

- **it's windy**
- **it's cloudy with some rain**
- **it's cooler than summer.**

What do you like to do when the weather is cooler and maybe windy? **Answers will vary.**

The season that follows autumn is winter. What does the picture tell you about the weather? **Answers will vary. Possible responses include:**

- **it's rainy**
- **it's colder**
- **it's cooler than autumn**
- **it can be stormy.**

What do you like to do when the weather is cold and maybe wet or stormy? **Answers will vary.**

Each year there is one spring, one summer, one autumn and one winter.

The seasons repeat every year. Read the names of the seasons with me and point to each season as we read it.

Help the student read the seasons three times, starting from a different season each time.

Store the charts for future use.

Things are different in the north

Materials:

- activity sheet – *Things are different in the north*
- highlighter pen.

Place the activity sheet on the table.

Say

Look at the picture at the top of the page. What does it show? **Answers will vary, eg part of Australia, north of Australia.**

We can see the most northern parts of Australia. (Point to each part as you say) This is the north of Western Australia, this is the north of the Northern Territory and this is the north of Queensland.

How many seasons do the people of northern Australia have? **two**

Tell me their names if you can remember them. **wet and dry**

Let's read about the dry season.

Point to and read 'The wet season' title with the student. Ask the student to use the highlighter to highlight the word 'wet'.

Read the information with the student, helping the student highlight words that describe the season. **Answers will vary.**

The wet season

The wet season lasts for six months, from November through to April. Most of the rain falls in heavy thunderstorms. The weather is hot and humid. All the plants are green and sometimes the rivers flood.

Say

What words are printed into the grid below the information? **months of the year**

What is the first month of the wet season? **November**

Shade 'November' using a green pencil.

What is the last month of the wet season? **April**

Shade 'April' using a green pencil.

Now we need to shade the other wet season months. Which month comes after November? **December**

Shade December green

Which month comes after December? **January**

Shade January green.

Continue in the same way until the months between November and April have been shaded green.

Discuss some of the activities that people could be involved in during the wet season.

Point to and read 'The dry season' title with the student. Ask the student to use the highlighter to highlight the word 'dry'.

Read the information with the student, helping the student highlight words that describe the season. **Answers will vary.**

The dry season

The dry season lasts for six months, from May through to October. The weather is still warm but much cooler than during the wet season. It does not rain much so it is a dry time of year. Reptiles love living in this climate so you will find lots of lizards and snakes in the north.

Say

What words are printed into the grid below the information? **months of the year**

What is the first month of the dry season? **May**

Shade 'May' using a brown pencil.

What is the last month of the wet season? **October**

Shade 'October' using a green pencil.

Now we need to shade the other dry season months. Which months are between May and October? **June, July, August and September**

Shade them brown.

Discuss some of the activities that people could be involved in during the dry season.

Discuss which season the student would prefer and what he/she would do in that season.

Read the sentence starter with the student and ask him/her to print the season name and an ending for the sentence.

Store or scan and save the activity sheet.

Seasons around the world

Materials:

- activity sheet – *Map of the world*
- activity sheets – *Seasons around the world 1* and *2*
- *Months of the year* cards (from Day 8)
- scissors.

Place the *Seasons around the world 1* activity sheet on the table.

Ask the student to read the season names, using the pictures and initial letters as clues for each word.

Ask the student to cut out the cards along the dashed lines.

Place the 'wet' and 'dry' cards to one side. They will not be used in this activity.

Place the *Map of the world* on the table.

Say

Let's look at the world map and find the line that divides the world in half. (Point to the equator.) This line is called the equator.

(Point to the area above the equator.) This part of the world is called the northern hemisphere (point to the label).

(Point to the area below the equator.) This part of the world is called the southern hemisphere (point to the label).

Let's find Australia.

Is Australia in the northern or southern hemisphere? **southern**

Let's find a country in the northern hemisphere. (If possible, choose a country that is known to the student.)

Let's find some other countries that we know and see whether they are in the northern or southern hemispheres.

Seasons are different across Australia and they are different in different parts of the world. Let's make a chart to show the seasons in different parts of the world.

Place the *Seasons around the world 2* activity sheet on the table.

Ask the student to read the season names, using the pictures and initial letters as clues for each word.

Help the student read the hemisphere names.

Ask the student to cut out the cards along the dashed lines.

Place the month name cards on the table.

Help the student place the month and hemisphere labels as shown below.

			Southern hemisphere	Northern hemisphere
March	April	May		
June	July	August		
September	October	November		
December	January	February		

Give the student one set of the four season name cards.

Say

When is spring in Australia? **September, October and November**

Place the spring card in the *Southern hemisphere* column, next to those months.

When is winter in Australia? **June, July, August**

Place the winter card in the *Southern hemisphere* column, next to those months.

Repeat for autumn and winter.

			Southern hemisphere	Northern hemisphere
March	April	May	autumn	
June	July	August	winter	
September	October	November	spring	
December	January	February	summer	

Say

Those are the seasons that match most of Australia and the southern hemisphere. Do you know anything about the seasons in the northern hemisphere? **Answers will vary, eg it snows for Christmas; it's summer in July.**

Use any information the student knows to help him/her work out one or more of the seasons. Ask the student to place the second set of season label/s beside the matching months.

When one season and the matching months are known, the student can use the season order to work out the other seasons.

			Southern hemisphere	Northern hemisphere
March	April	May	autumn	spring
June	July	August	winter	summer
September	October	November	spring	autumn
December	January	February	summer	winter

Say

When we are in summer in the southern hemisphere, what season is it in the northern hemisphere? **winter**

When we are in autumn in the southern hemisphere, what season is it in the northern hemisphere? **spring**

When we are in winter in the southern hemisphere, what season is it in the northern hemisphere? **summer**

When we are in spring in the southern hemisphere, what season is it in the northern hemisphere? **autumn**

What can you tell me about the seasons in the southern hemisphere compared to the seasons in the northern hemisphere? **they are the opposite**

Tell me the months for summer in both hemispheres. **southern hemisphere – December, January and February; northern hemisphere – June, July, August**

Say	If it's May, what season is it in each hemisphere? **southern hemisphere – autumn; northern hemisphere – spring**

Ask four more similar questions that compare and the seasons and hemispheres.

Leave the cards set out in the table for use in the next activity.

Reaching out

Colour your seasons

Materials:

- Table set out using *seasons, months and hemisphere cards* from the previous activity
- 'wet' and 'dry' season labels
- activity sheet – *Colour your seasons.*

Say	What hemisphere are we currently living in? **Answers will vary.** What country are we living in? **Answers will vary.** Do we have four seasons or two seasons? **Answers will vary.**

Place the activity sheet on the table.

Read the first sentence with the student and ask him/her to circle the correct hemisphere name.

Read the sentence beginning with the student and help him/her print the country (or state if in Australia or the USA) name on the line.

Say	Do we have four seasons or two seasons? **Answers will vary.**

NOTE: If the student says two seasons, ask him/her to rearrange the months and seasons as shown below, before continuing onto the next task.

wet	dry
November	**May**
December	**June**
January	**July**
February	**August**
March	**September**
April	**October**

Read the colour key with the student.

Ask the student to use the table he/she made to help him/her colour the month names to match the seasons of the place where he/she is currently living or visiting.

Answers will vary, depending on the hemisphere and location, eg northern hemisphere

January blue	February blue	March green
April green	May green	June red
July red	August red	September orange
October orange	November orange	December blue

southern hemisphere

January red	February red	March orange
April orange	May orange	June blue
July blue	August blue	September green
October green	November green	December red

wet and dry

January green	February green	March green
April green	May brown	June brown
July brown	August brown	September brown
October brown	November green	December green

Read the last instruction with the student and ask him/her to complete the task.

Store or scan and save the activity sheet *Colour your seasons*.

Store the other materials.

Home tutor

Set return checklist

Complete the checklist to ensure you have all the required items for Day 9 stored or saved, ready to be returned to the teacher.

 Store the checklist for use on Day 10.

Day 10

Day 10 is a review day where the student demonstrates his/her understanding of the concepts learned during Days 6 to 10. Encourage the student to complete the activities independently. If the student requires prompting or other help (not including the reading of instructions, speech bubbles etc), please note on the *Reflection* sheet.

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

Materials checklist

Activity sheets (please print)	**Check**
• What comes next?	
• Bush tomatoes	
• Sort them out	
• December	
• Bella's years on a number line	
• Seasons	
• Reflection sheet	
Resources	
• Lesson notes – Day 10	
• Days of the week chart (from Day 1)	
• Months of the year chart (from Day 1)	
• Ordinal number chart (from Day 7)	
• Today is – student sheet (from Day 6)	
Home resources	
• calendar for current year	
• video camera	
• scissors	
• camera	

Quincey's quest

I can print the date

Materials:

- Days of the week chart (from Day 1)
- Months of the year chart (from Day 1)
- calendar
- *Today is* – student page (from Day 6)
- Ordinal number chart (from Day 7)
- video camera.

Place the materials on the table.

Say

You have used the charts and calendar to help you print the date each day. I have helped you too. Today you can print the date on the last line, using the charts and calendar yourself.

Arrange the materials so they are ready to use.

What will you do first? **Answers will vary, eg print the day name on the line.**

The student works independently to complete the date. Give help if the student does not know what to do next.

Ask the student to read the date, reading the year in two different formats:

'two thousand and twenty'

'twenty eighteen'

Monday, 23rd of February, 2018
Tuesday, 24th of February, 2018
Wednesday, 25th of February, 2018
Thursday, 26th of February, 2018
Friday, 27th of February, 2018

Ask the student to go outside to check the weather.

Ask the student to draw a picture at the end of the date to show what the weather.

Ask the student to read the date independently, using the two formats used during the week.

Make a video recording of the student showing his/her date page and reading any two dates using the known formats.

Save the video recording into the set folder.

Display the *Today is* sheet. The charts will be used in the next activity. Store the calendar for future use.

Diving in

What comes next?

Materials:

- activity sheet – *What comes next?*
- Days of the week chart (from Day 1)
- Months of the year chart (from Day 1)
- Ordinal number chart (from Day 7).

Place the materials on the table.

Help the student read Penni's speech bubble and the questions if required.

Allow the student to independently complete each task.

In the first four tasks, the student loops the answer.

In the last two tasks, the student prints the next ordinal number in the series.

Which day comes after Friday?		
Sunday	Tuesday	Saturday
Which day comes after Wednesday?		
Thursday	Monday	Sunday
Which month comes after December?		
October	January	March
Which month comes after July?		
June	September	August
Which ordinal number comes next?		
1st 2nd 3rd 4th	5th	

Which ordinal number comes next?

18th 19th 20th 21st 22nd

MS Mark then store or scan and save the activity sheet.

Bush tomatoes

Materials:

- activity sheet – *Bush tomatoes.*

Place the sheet on the table.

Read Penni's speech bubble with the student.

Ask the student to complete the activity independently.

Day	Bush tomatoes	Number
Monday		**20**
Tuesday		**15**
Wednesday		**19**
Thursday		**25**
Friday		**22**
Saturday		**27**

Sunday		**30**

Mark then store or scan and save the activity sheet.

Burrowing about

Sort them out

Materials:

- activity sheet – *Sort them out*
- scissors
- camera.

Read what Bella has to say on the sheet.

Ask the student to read the two lists of mixed month and day names.

Help the student cut along the dashed lines to make separate cards.

Spread the labels face up on the table.

The student works independently on the tasks.

Ask the student to sort the cards into two groups, one for day names and one for month names.

Ask the student to put the day names in order, to make a list. He/she should start from either Sunday or Monday.

Ask the student to put the month names in order, to make a list. He/she should start from January.

Help the student take a photograph of each list (or one photograph that shows both lists).

Save the photograph/s into the Set folder.

Store the cards and encourage the student to play sorting and reading games with them.

December

Materials:

- activity sheet – *December.*

Read through the questions with the student. Help the student if needed and note it on the *Reflection*.

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Loop the answers to these questions.			
How many full weeks in December?	3	4	5
What is the date of the 4th Thursday in December?	18th	25th	31st
What is the last day in December?	Friday	Wednesday	
How many Mondays are there in December?	4	5	6
How many Fridays are there in December?	3	4	5

Mark then store or scan and save the activity sheet.

Bella's years on a number line

Materials:

- activity sheet – *Bella's years on a number line.*

Place the activity sheet on the table.

Say

Let's read Bella's speech bubble.

How are the years represented on this sheet? **as marks/boxes on number lines**

Let's explore number line before you use it to answer the questions. What can you tell me about the number line? **Answers will vary, eg Bella is sitting on/above the number line; Bella is sitting above the year 2010, Bella has hopped along the number line and you can see her hops; the number line has an arrow at each end; the numbers start at two thousand and ten; the numbers are years.**

Say	What year does the number line start on? **two thousand and ten** Let's read the years together. **two thousand and ten, two thousand and eleven…two thousand and nineteen** Bella was born in two thousand and ten so you start working out the answers to the questions from there. Point to the number two thousand and ten. Use your finger to trace over one jump. What does one jump show? **one year** Bella was born in 2010. How old is she in 2011? **one year old**

Read the first sentence and question with the student.

Say	How can we find out which year Bella will turn 6? **Start on 2010 when Bella was born and trace six jumps.** Use your finger to trace and count the six jumps. When will Bella be six? **2016** Print your answer on the line.

Read the next question with the student.

Say	How can you find out how old Bella will be in two thousand and thirteen? **Start on 2010 when Bella was born and count how many jumps to 2014.** Do that for me. Print your answer on the line. **3 years old**

Read the remaining questions with the student. The student works independently to work out the answers.

Bella was born in 2010. When will she be 6 years old? **2016**

How old will Bella be in 2013? **3 years old**

When will Bella be 5 years old? **2015**

How old will Bella be in 2019? **9 years old**

Mark then store or scan and save the activity sheet

Reaching out

Seasons

Materials:

- activity sheet – *Seasons.*

Place the activity sheet on the table.

The student should be able to complete each task independently.

Please assist by reading instructions and questions when required.

The student can refer to the *Seasons* chart. If he/she does so, please note this on the *Reflection*.

What are the four seasons we have in the south of Australia?

Loop their names in this table.

the wet	winter
autumn	the dry
spring	summer

What are the two seasons we have in the north of Australia?

the wet and **the dry**

Think about the order of the seasons. Read these statements and loop true or false.		
Spring comes after winter	true	false
Summer comes after autumn.	true	false
Autumn comes before winter	true	false

Think about the weather we have during these Australian seasons.
Loop the pictures that match the weather in each season. **Answers will vary, eg**

autumn					
spring					
summer					
winter					
the wet					
the dry					

Mark then 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.

Store or scan and save the *Reflection* for return with the completed set.

Set return checklist

Complete the checklist to ensure you have all the required items for Day 10 stored or saved, ready to be returned to the teacher.

Store or scan and save the checklist to send back to the teacher.