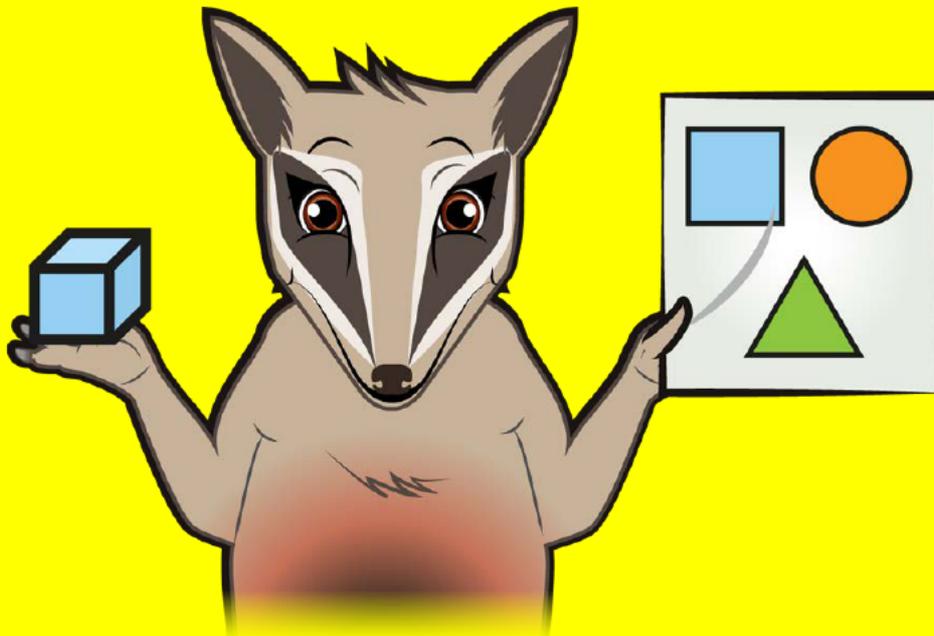


**Mathematics  
Year 1  
Set 4  
Activity Book**

# **Mathematics**

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

## ***Fractions and Shapes***



***Set 4 Activity Book***

First published 2014

Revised 2018

Revised 2020

© Department of Education Western Australia.



<https://creativecommons.org/licenses/by-nc/4.0/>

This resource contains extracts from The Western Australian Curriculum Version 8.1. © School Curriculum and Standards Authority.

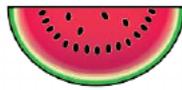
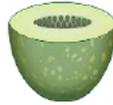
The unaltered and most up to date version of this material is located at <http://wacurriculum.scsa.wa.edu.au/>



# Am I whole?



Loop the objects that are whole.



Loop the objects that are **NOT** whole.



Draw two objects that are whole.



Draw two objects that are **NOT** whole.



**Fruit fun**



A \_\_\_\_\_ .

It does \_\_\_\_\_ have  
any pieces missing.

A \_\_\_\_\_ .

It does \_\_\_\_\_ have  
any pieces missing.

A \_\_\_\_\_ .

It does \_\_\_\_\_ have  
any pieces missing.

I found six other whole items.

They are



Number grid 1 to 60



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60



**Start the day**



Today is

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

The month is

January

February

March

April

May

June

July

August

September

October

November

December

The year is

Today the weather is

sunny



cloudy



windy



rainy



stormy



snowy



cold



warm



hot





**Whole collections**



*This is a whole collection of*  
\_\_\_\_\_ .





# Fruit salad



This is a whole \_\_\_\_\_.

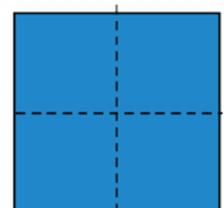
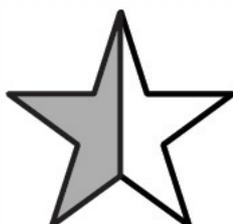
The whole \_\_\_\_\_  
has been divided into  
\_\_\_\_\_ pieces.

This is a whole \_\_\_\_\_.

The whole \_\_\_\_\_  
has been divided into  
\_\_\_\_\_ pieces  
called *halves*.



When you divide an object in half, you will have 2 pieces. Each piece is the same size. Loop the objects that have been divided in half.





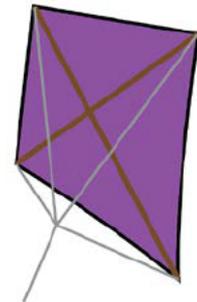
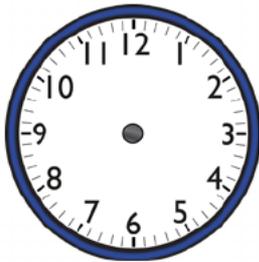
## Locating parts



The first insect is whole. Draw the missing parts on the other insects.



Draw the missing parts on these objects.



*This is not a whole*

*because*



# Months of the year

January

July

February

August

March

September

April

October

May

November

June

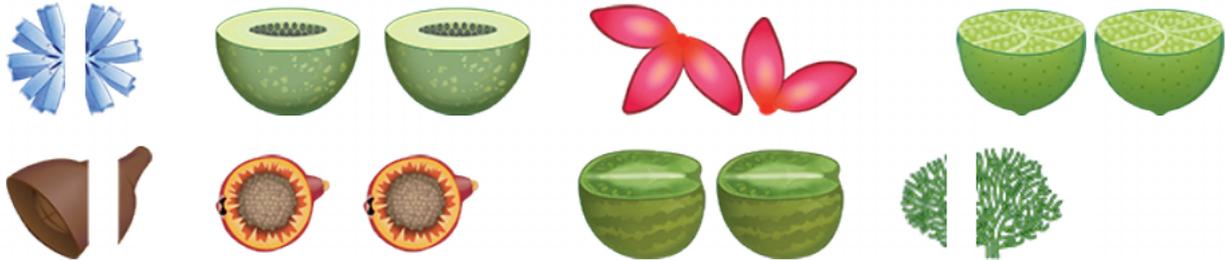
December



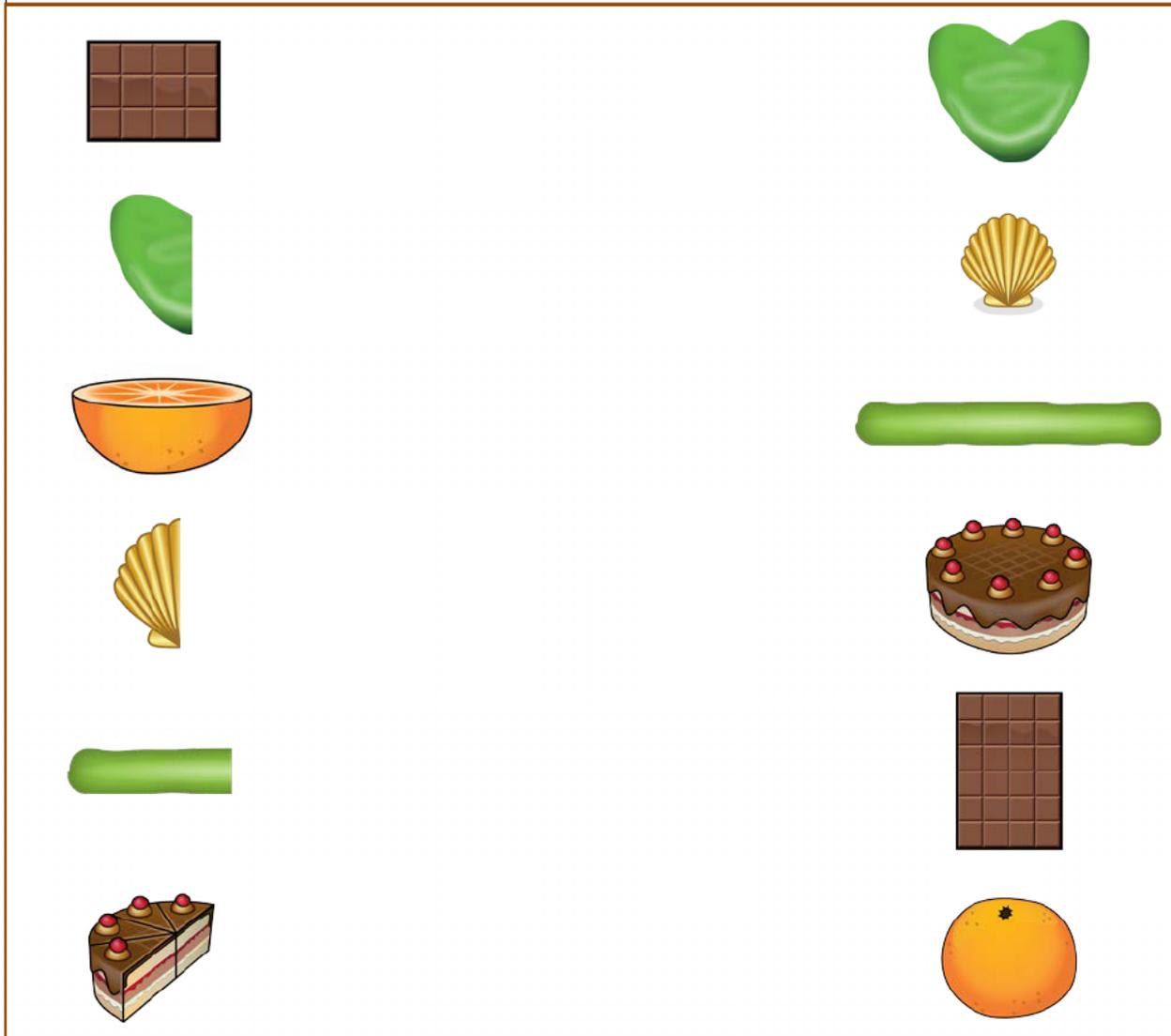
# Narrah's halves



I want to know whether these have been divided into halves. I hope you can help me!  
Loop the things that have been divided into halves.



Match the halves with their wholes.  
Use straight lines and different colours.





## Halving larger collections



Loop the number of cubes in each collection that you could divide in half.

20	21	22	23	24	25	26	27	28	29
----	----	----	----	----	----	----	----	----	----

The collections I divided in half had an \_\_\_\_\_ number of cubes in them.

Whole collection	Quincey's plate	Bella's plate
skip count by 2s to make <b>34</b> cubes	<input type="text"/> cubes	<input type="text"/> cubes
count on from 34 cubes to make <b>37</b> cubes	<input type="text"/> cubes	<input type="text"/> cubes
count on from 37 cubes to make <b>42</b> cubes	<input type="text"/> cubes	<input type="text"/> cubes
count on from 42 cubes to make <b>49</b> cubes	<input type="text"/> cubes	<input type="text"/> cubes
count on from 49 cubes to get to <b>56</b> cubes	<input type="text"/> cubes	<input type="text"/> cubes



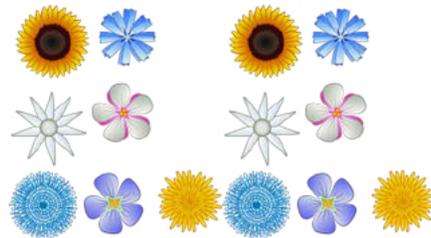
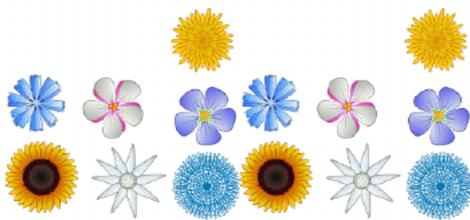
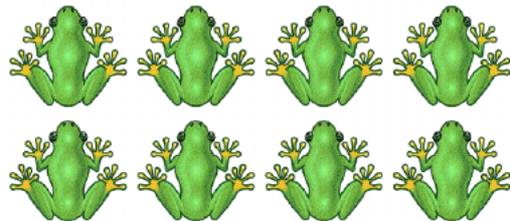
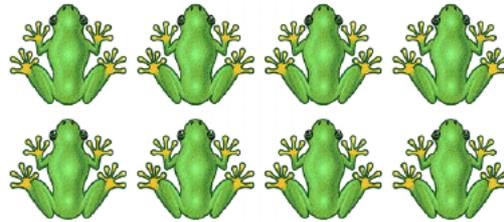
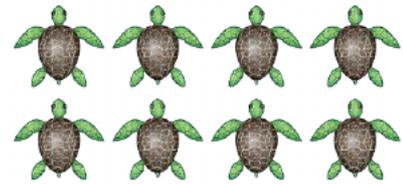
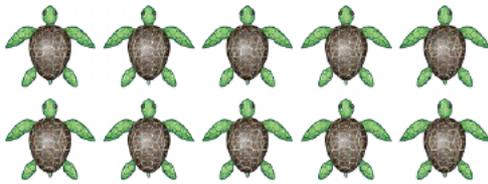
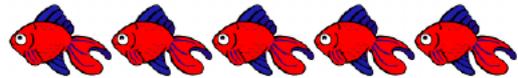
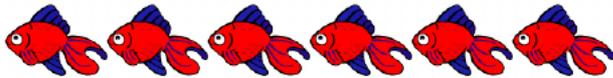
Remember! The **number** of items in each half is important, not where they are placed.



# Is it half?



Tick the collections that have been divided in half.





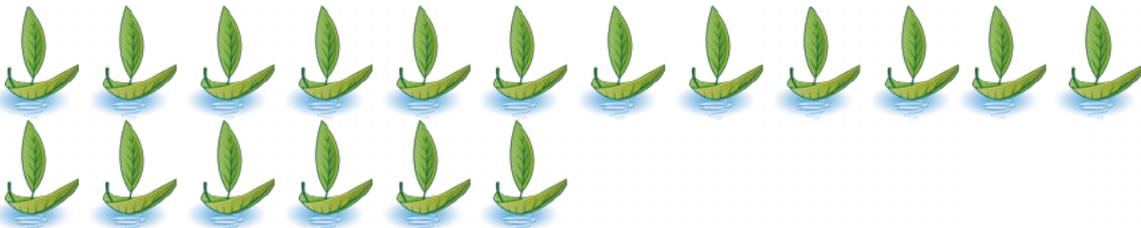
### Leaf boats



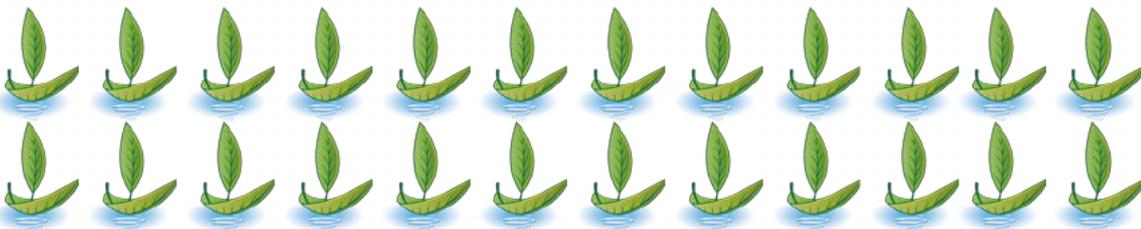
Divide each collection of leaf boats so that Penni and I have half each.



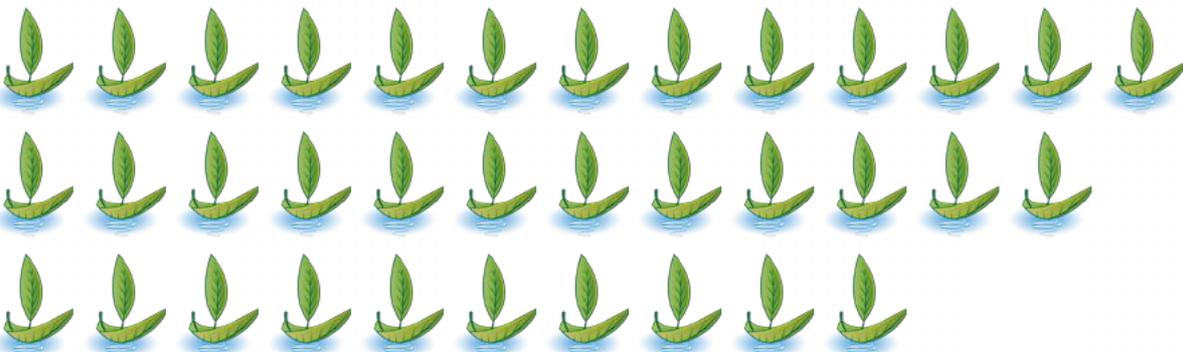
Penni and Narrah each have \_\_\_\_\_ leaf boats.



Penni and Narrah each have \_\_\_\_\_ leaf boats.



Penni and Narrah each have \_\_\_\_\_ leaf boats.



Penni and Narrah each have \_\_\_\_\_ leaf boats.



### Sharing collections



Whole collection	Quincey's plate	Bella's plate



## Cooking with halves 1



I know you will love making and eating these pikelets! Start collecting the things you need.

### Equipment

 <p>mixing bowl</p>	 <p>measuring cups</p>	 <p>measuring jug</p>	 <p>wooden spoon</p>	 <p>whisk</p>
 <p>ladle or tablespoon</p>	 <p>egg slice</p>	 <p>frypan</p>	 <p>plate</p>	

### Ingredients

 <p>1 cup of self raising flour</p>	 <p>1 egg</p>	 <p>1/2 cup of milk</p>
 <p>1/4 cup of sugar</p>	 <p>some butter</p>	 <p>spreads for your pikelets</p>



## Cooking with halves 2



You will use your maths while you cook!

### Directions

1. Measure and pour these ingredients into a mixing bowl:  
1 cup of self raising flour  
 $\frac{1}{4}$  cup of sugar
2. Mix these ingredients together using the wooden spoon.
3. Crack the egg into the bowl with the flour and sugar.
4. Break the egg yolk and mix the egg through the flour and sugar.
5. Measure and pour half a cup of milk into the mixture.
6. Using the whisk, mix the ingredients together until the mixture is smooth.
7. Place the frypan over a moderate heat.
8. Melt half a teaspoon of butter in the frypan.
9. Use a ladle (or pour from the jug) to place enough mixture into the frypan to make a circle approximately 5 cm across the centre.
10. Cook on one side. The pikelet is ready to flip when bubbles appear on the surface.
11. Flip the pikelet and cook on the other side until golden brown.
12. Remove the pikelet from frypan and place on a plate.



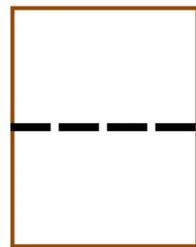
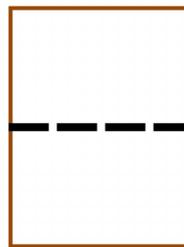
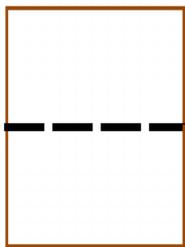


### Half as a number



Let's learn how to print a half using numbers.

One _____ sausage.	
This sausage has been divided in _____.	



 $\frac{1}{2}$ an orange	 $\frac{1}{2}$ a sausage
---	--



Draw four pictures showing halves and print labels using the fraction number.

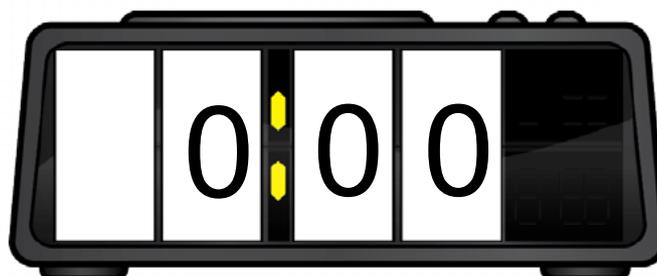
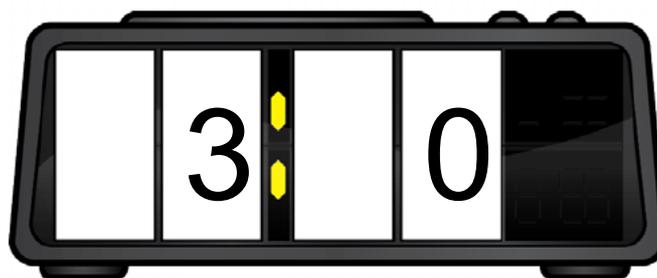
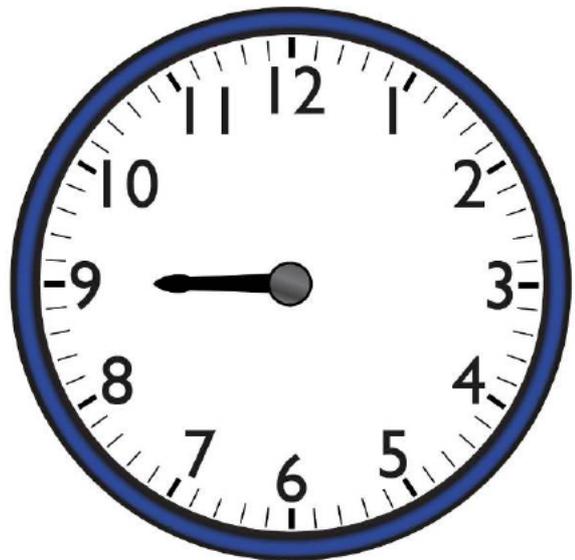
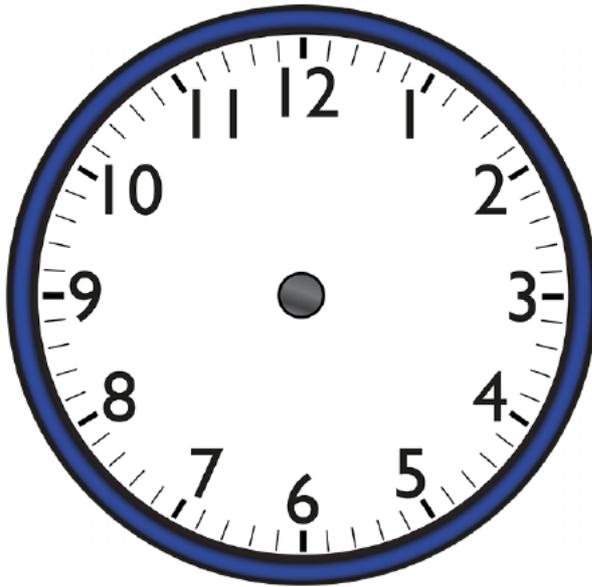





### What's missing?



Draw the missing parts on each clock face.

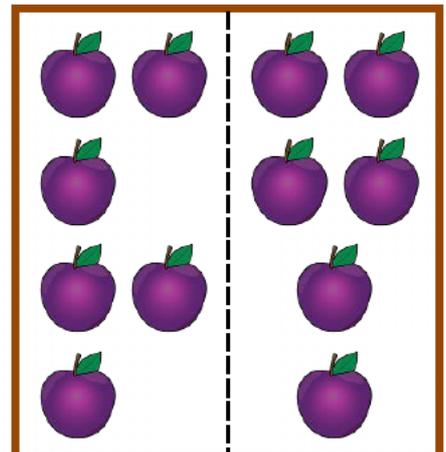
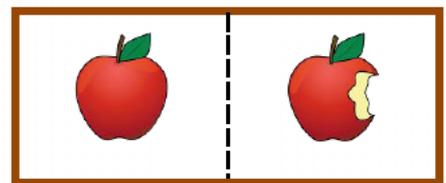
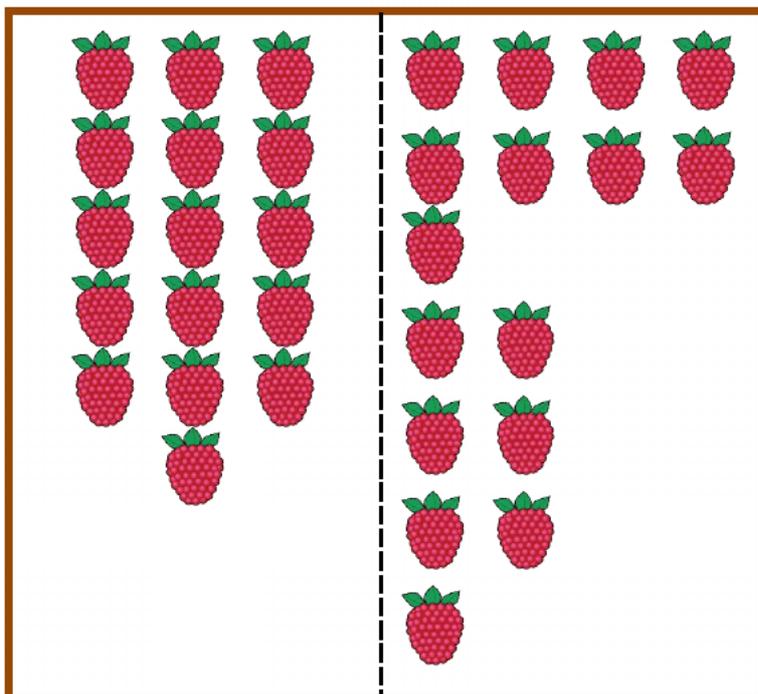
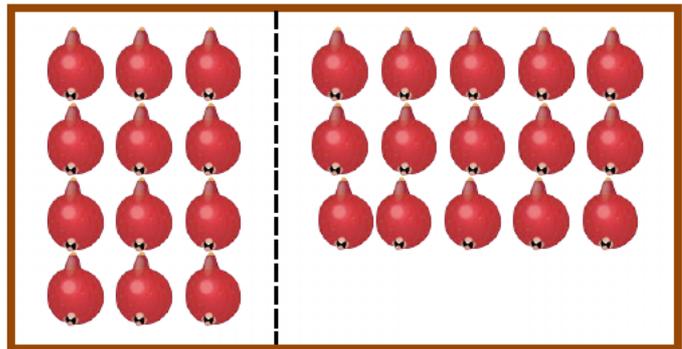
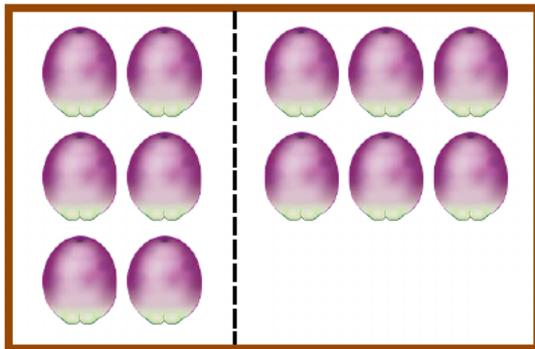
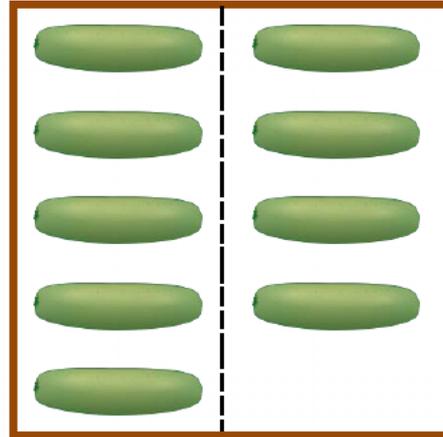
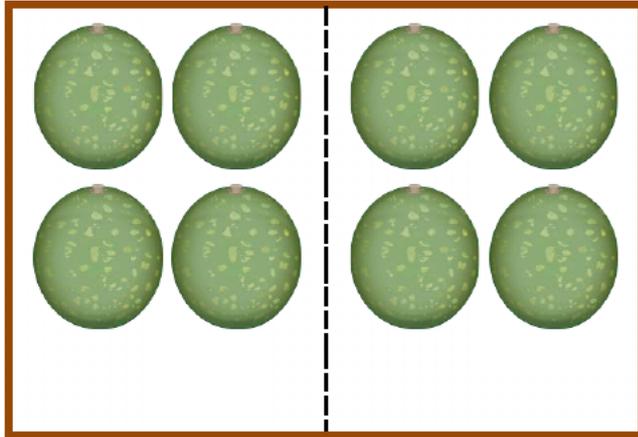




### Bella stores her food



Draw a cross in the boxes that show I have halved my food collections.

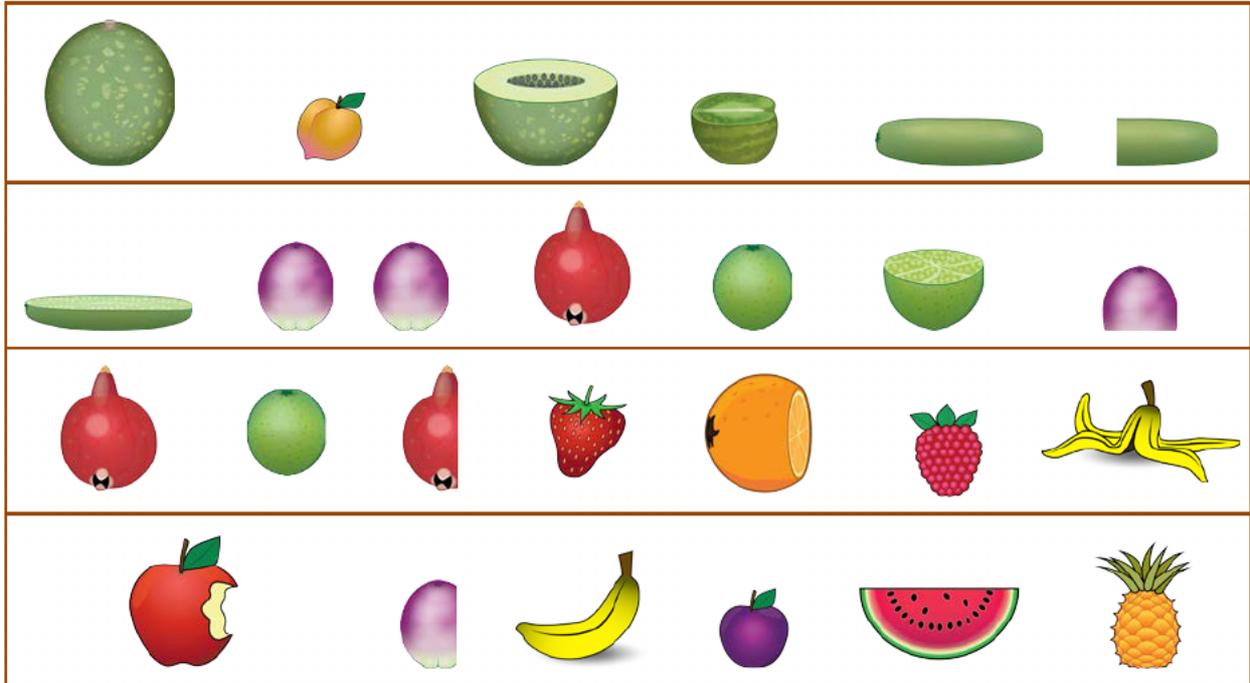




### Bella's pantry



Loop the whole pieces of fruit inside my pantry.



Is this a whole bush lime?



How do you know?

Is this a whole green apple?



How do you know?





## Divide the food

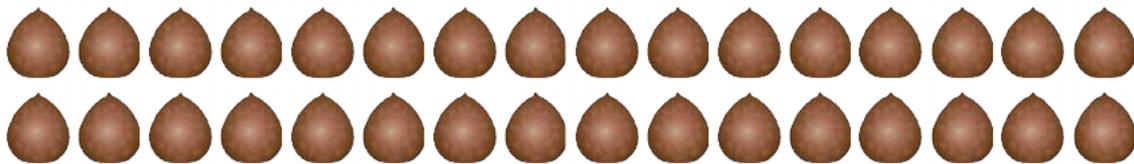


Please divide my food collections into halves and then complete the sentences.



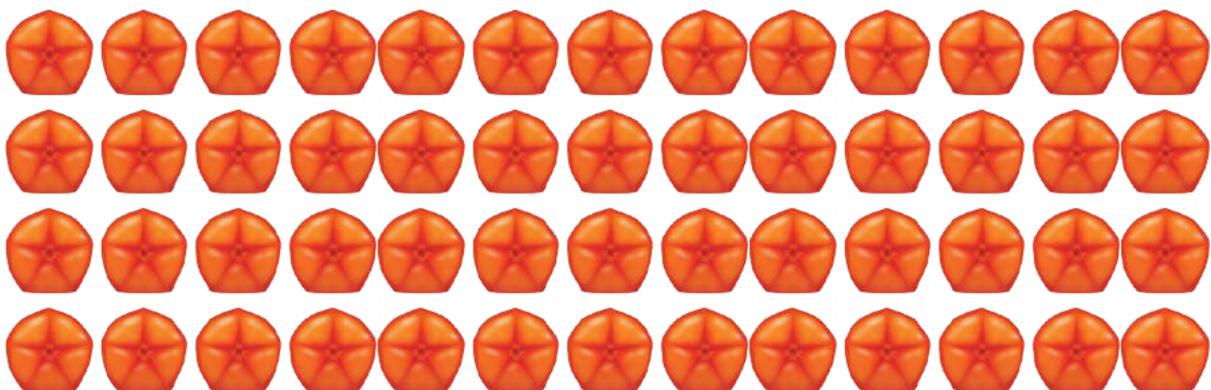
I have \_\_\_\_\_ bush tomatoes in this collection.

There are \_\_\_\_\_ bush tomatoes in each half.



I have \_\_\_\_\_ nuts in this collection.

There are \_\_\_\_\_ nuts in each half.



I have \_\_\_\_\_ ruby bush fruit in this collection.

There are \_\_\_\_\_ ruby bush fruit in each half.



### Midnight feast



Draw a cross next to the pictures that show food that has been divided into halves.


Is this bush tomato cut in half?



How do you know?

Is this plum cut in half?



How do you know?



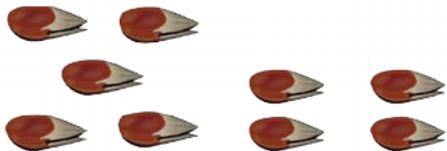
### Penni's collections



Check each collection. Read the sentence.  
Print T for true or F for false into the small box.



I have a collection of 9 wild rice seeds.



This is Penni's whole collection of wild rice seeds.



I have a collection of 24 gumnuts.



This is Penni's whole collection of gumnuts.



I have a collection of 31 flowers.



This is Penni's whole collection of flowers.

Draw a collection of 11 fish for Penni.



## 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 and say the days of the week in order, from different days				
read and say the months in order, starting from different months				
understand that dates use ordinal numbers				
read ordinal numbers eg 17th				
count by one, twos and tens between 0 and 60				
identify the left, right and middle positions				
identify and describe whole items				
identify and describe whole collections				
demonstrate familiarity with the month names and sequence				
count by twos				
understand that halves means two equal pieces				
divide whole items into halves				
identify halved objects and images				

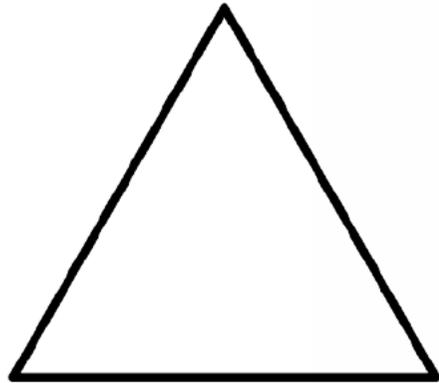


The student can	No help	Some help	Lots of help	Comments
print numbers between 0 and 60				
group shapes according to attributes				
divide collections in half by sharing concrete materials				
explain that when a collection is halved, each half contains the same number of items				
understand that some collections cannot be halved				
identify the different features on a clock face				
give real examples of when the terms half and halves are used				
recognise and print the number fraction $\frac{1}{2}$				
use concrete materials to halve collections				
demonstrate one-to-one correspondence when counting items				
Other comments				





2D shapes



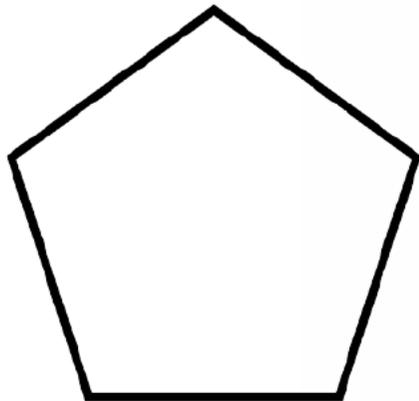
triangle



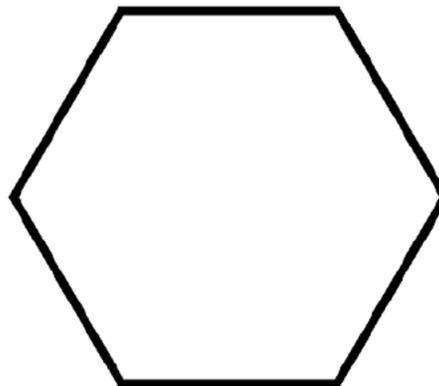
square



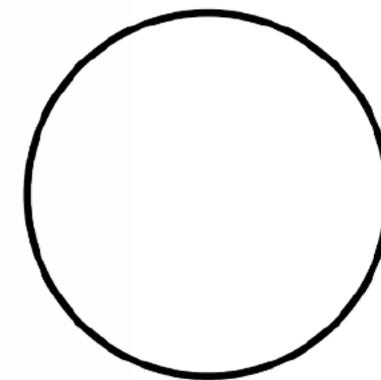
rectangle



pentagon



hexagon



circle



**About today**



Monday      Tuesday      Wednesday  
Thursday      Friday      Saturday      Sunday

the \_\_\_\_\_ of

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

The season is

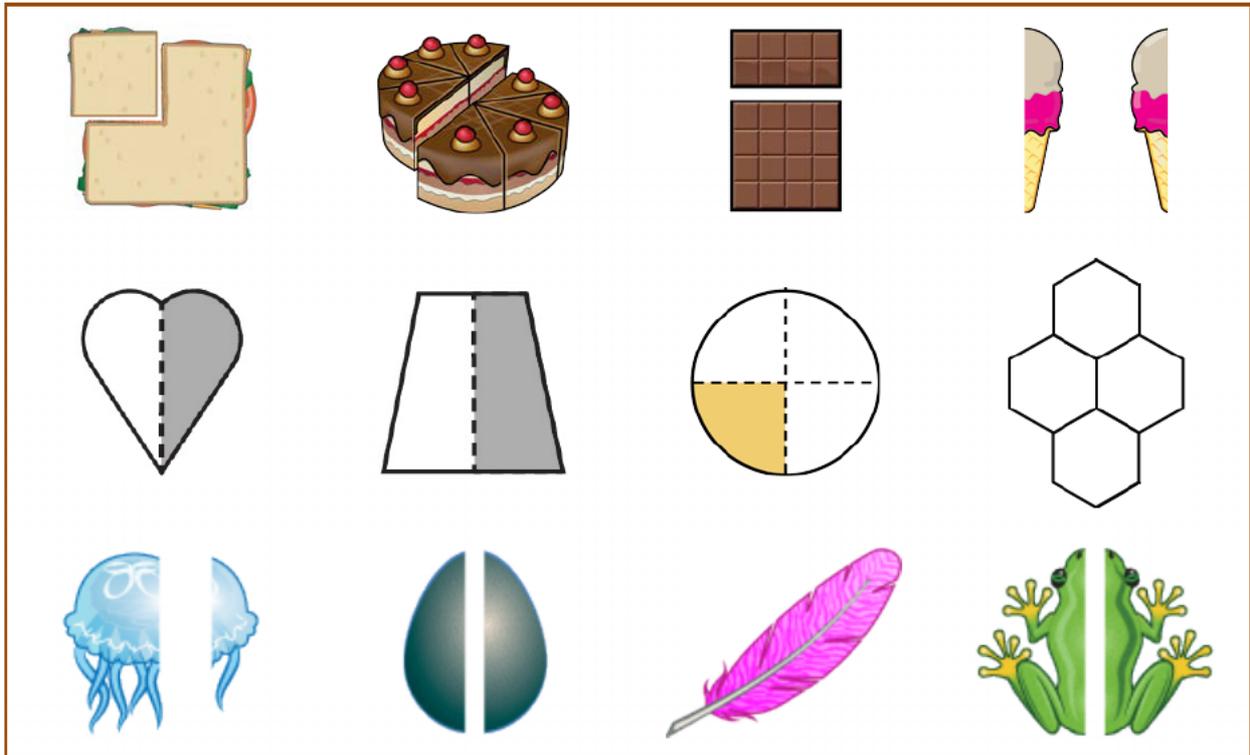
The weather is



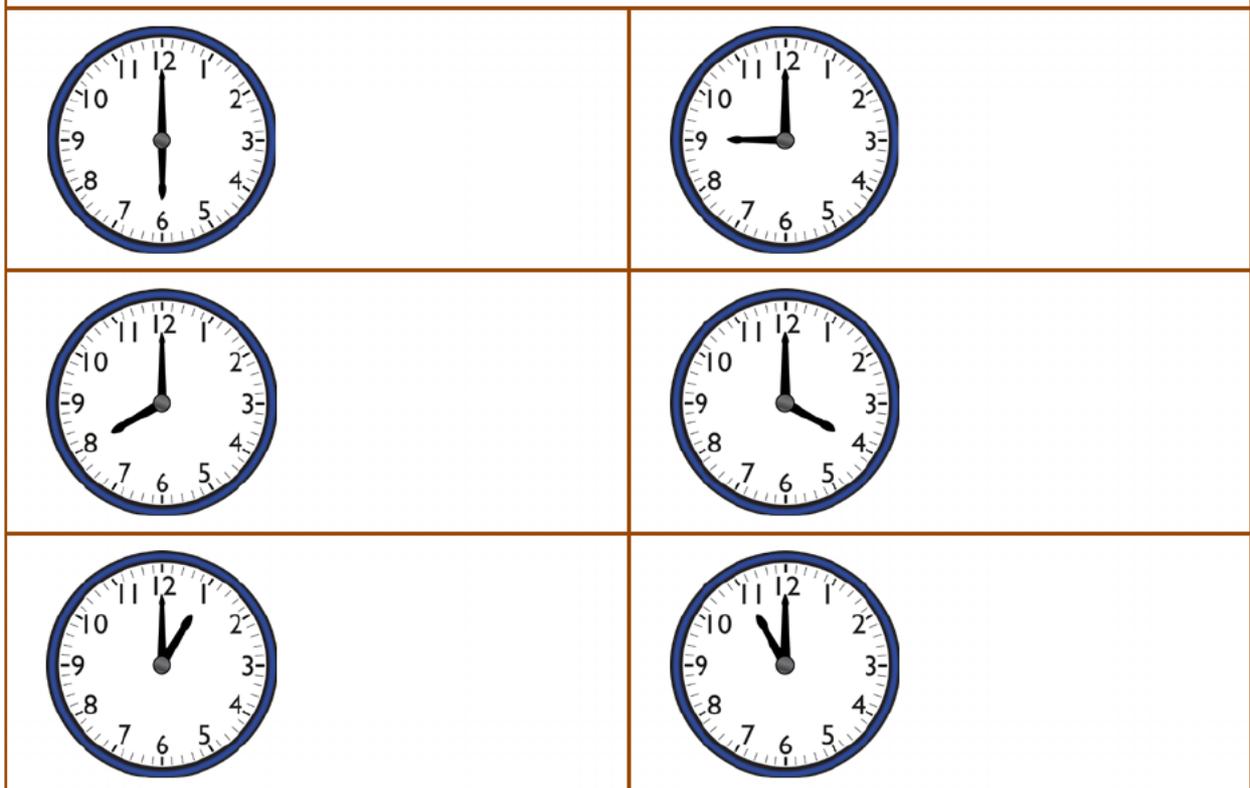
### Penni's puzzles



Tick the pictures that show things divided in half.



Next to each clock, print the time it shows.





## Labelling 2D shapes



Draw each shape and label its parts.

Draw a hexagon.

Draw a square.

Draw a triangle.

Draw a rectangle.



### Penni's photos



Look at these photos I took of my friends. I put them in a frame for my burrow.

 Sam	 Kookie	 Pat
 Otto	 Pam	 Ed
 Daisy	 Gabby	 Max

Print 'yes' or 'no' to show if the statements are correct.

Ed is below Pat.	
Gabby is between Daisy and Max.	
Otto is above Pam.	
Sam is on the right of Ed.	
Max is on the right of Gabby.	
Pat is in the row above Pam.	
Kookie is below Otto.	
Pam is between Ed and Otto.	
Max is above Ed.	





## Sorting shapes



Draw pictures to show two different ways you sorted the attribute shapes.

*I sorted the shapes by \_\_\_\_\_.*

*I made \_\_\_\_\_ groups.*

*I sorted the shapes by \_\_\_\_\_.*

*I made \_\_\_\_\_ groups.*

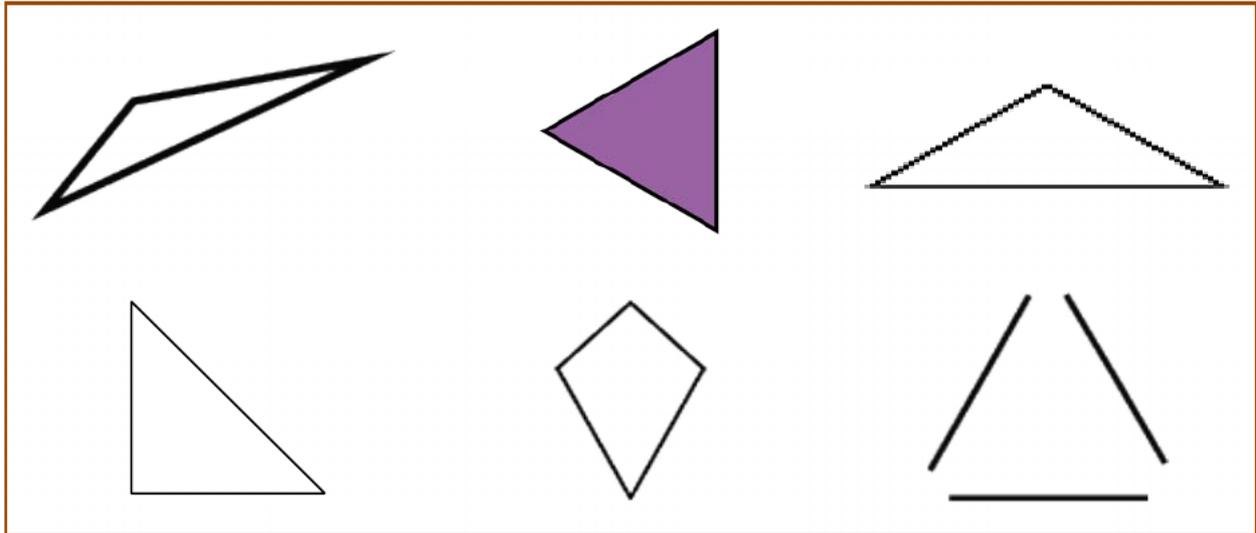




### Narrah's triangles



Loop the pictures that show triangles.



Make and draw triangles to match these descriptions.

Two sides the same length and one side shorter.

One long side and two shorter sides that are the same length.

All sides are different lengths.

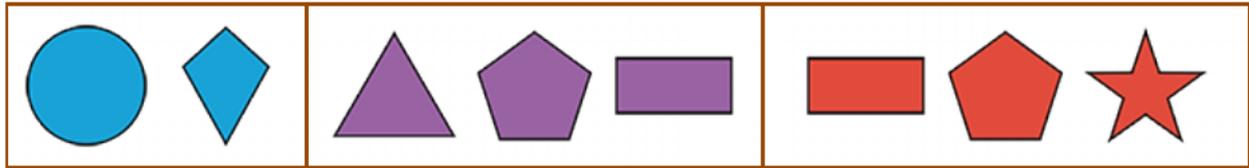
All sides are the same length.



### Bella's shape sort



How did I use to sort each set of shapes?  
Take care! Some rows have more than one answer.

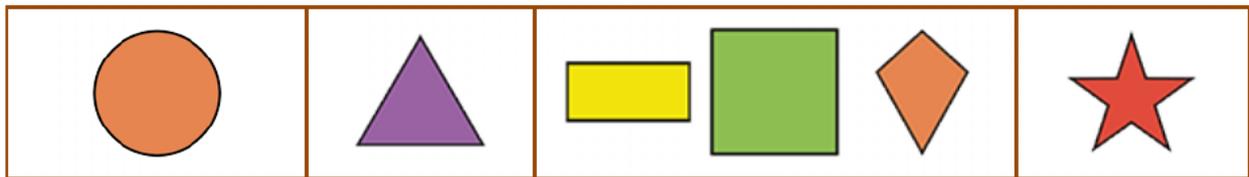


size

colour

sides or edges

corners

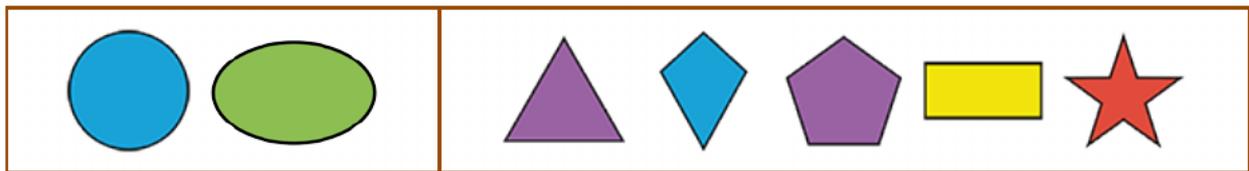


size

colour

sides or edges

corners

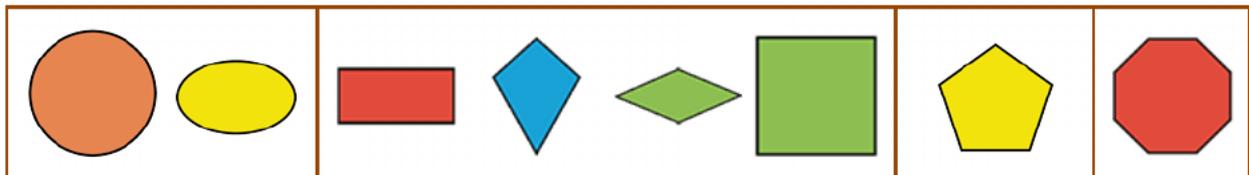


size

colour

sides or edges

corners

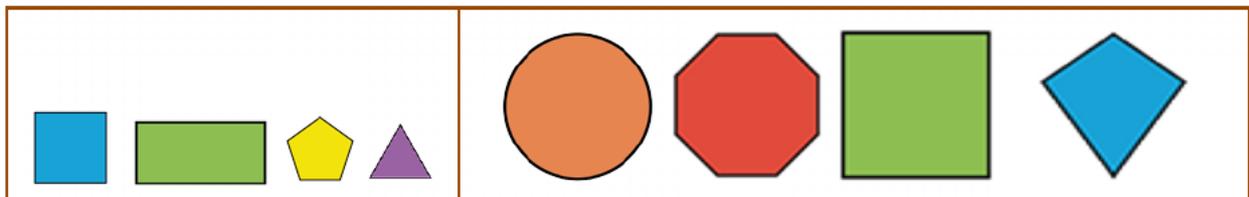


size

colour

sides or edges

corners



size

colour

sides or edges

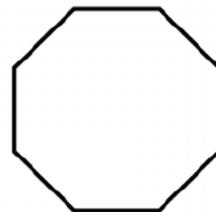
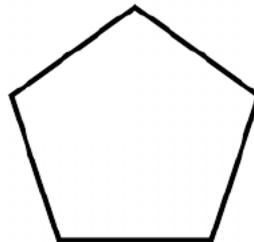
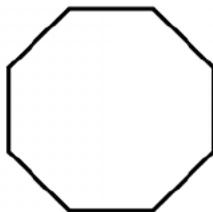
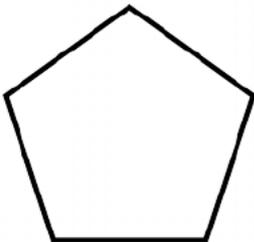
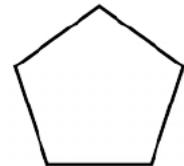
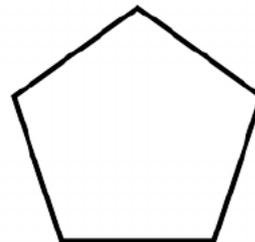
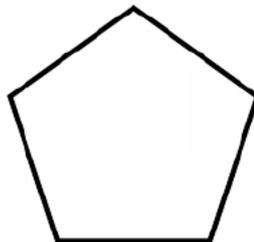
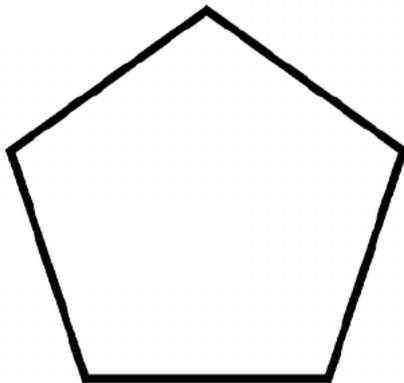
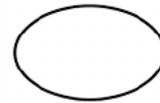
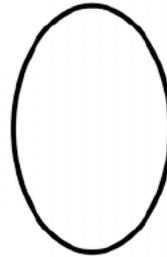
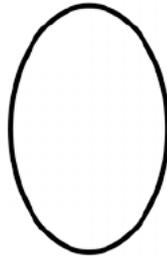
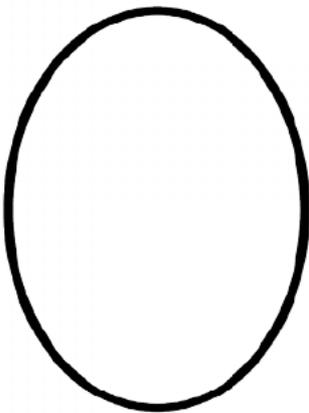
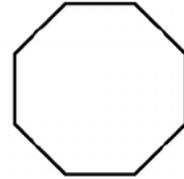
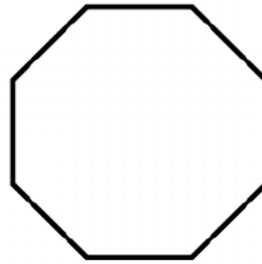
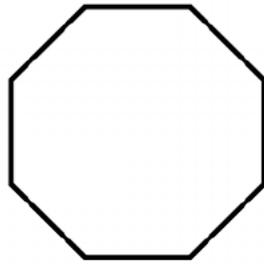
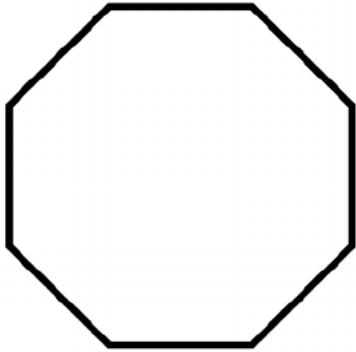
corners

*My favourite shape is a.*





More 2D shapes 1

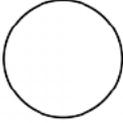
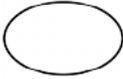
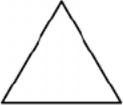
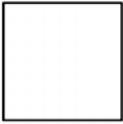
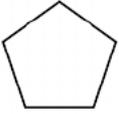
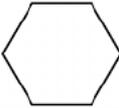
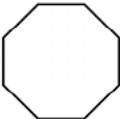




### More 2D shapes 2



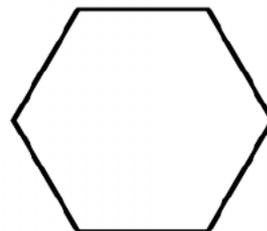
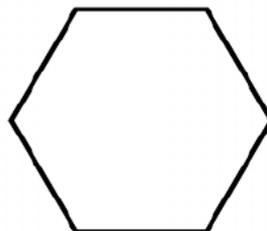
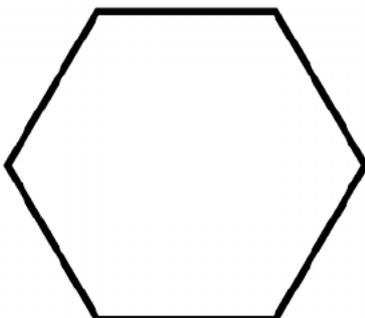
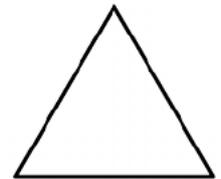
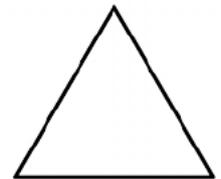
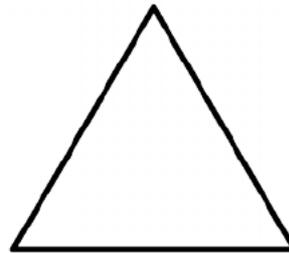
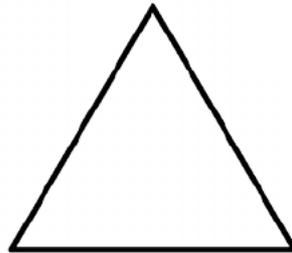
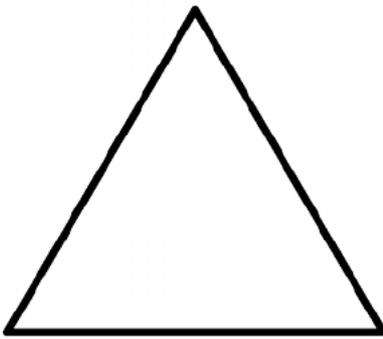
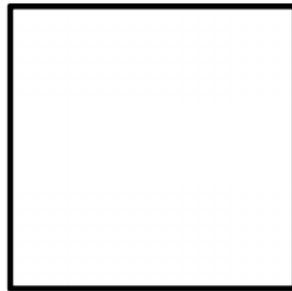
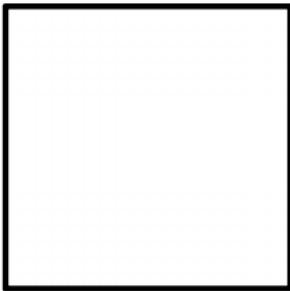
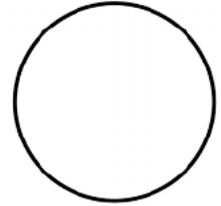
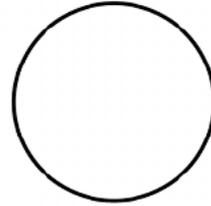
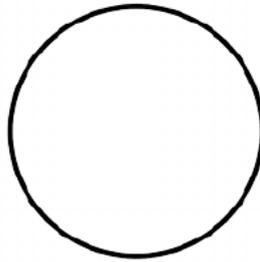
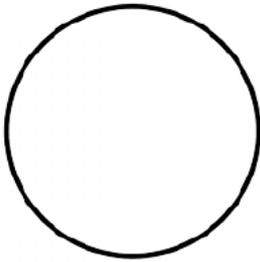
Count the straight sides, curved edges and corners on each shape and print the numbers into each row.

Shape	Straight sides	Curved edges	Corners
 circle			
 oval			
 triangle			
 square			
 rectangle			
 pentagon			
 hexagon			
 octagon			





# My shape picture





Odd one out



Look at the times in each row.  
Cross the one that does not fit.



one o'clock

11 o'clock

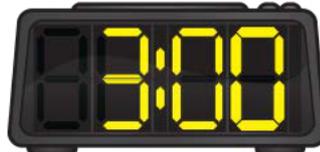


6 o'clock



3 o'clock

3:00



9 o'clock



8 o'clock



8:00

eleven o'clock



11 o'clock



1/2 past 7

7 o'clock

seven o'clock



### Shape pictures



Count the number of different 2D shapes in each picture.

Print each total next to the shape name.

	hexagons
	squares
	triangles
	rectangles
	circles

The yacht was drawn using \_\_\_\_\_ 2D shapes.

	hexagons
	squares
	triangles
	rectangles
	circles

The robot was drawn using \_\_\_\_\_ 2D shapes.

Which picture has the most 2D shapes?

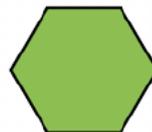
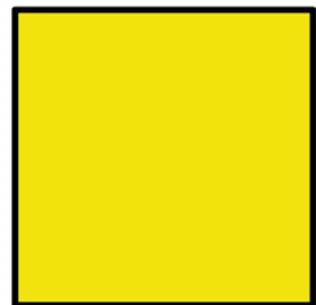
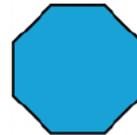
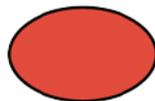
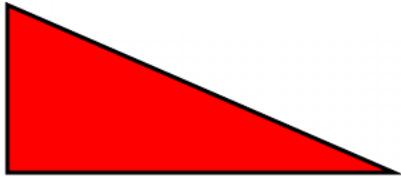
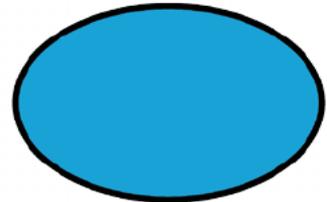
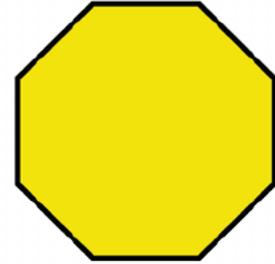
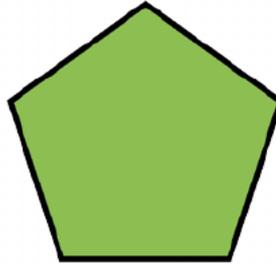
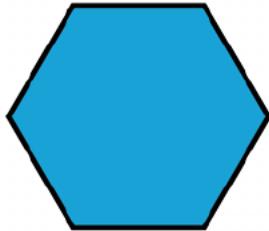
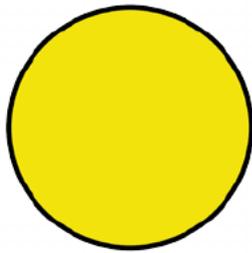




## Features of 2D shapes 1



Please cut out these shapes before the lesson.





## Features of 2D shapes 2



Use the shapes and this table to record the features of each shape.

shape	straight sides	curved edges	corners	Draw the shape
triangle				
rectangle				
square				
circle				
pentagon				
oval				
octagon				
hexagon				





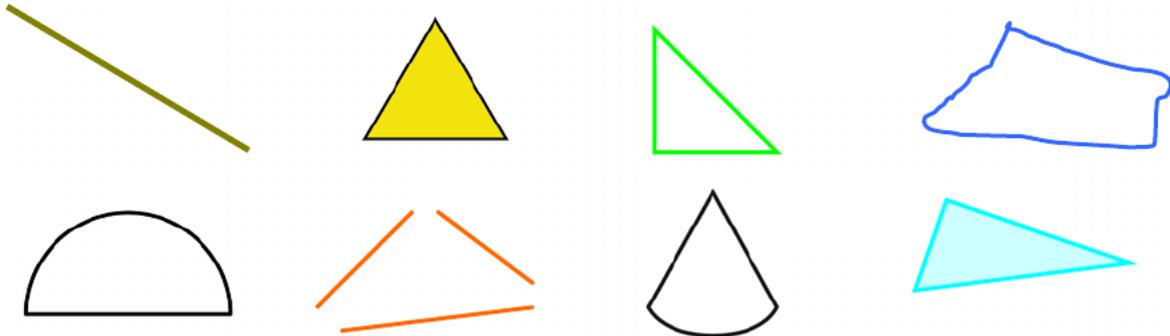
Is this a ... ?



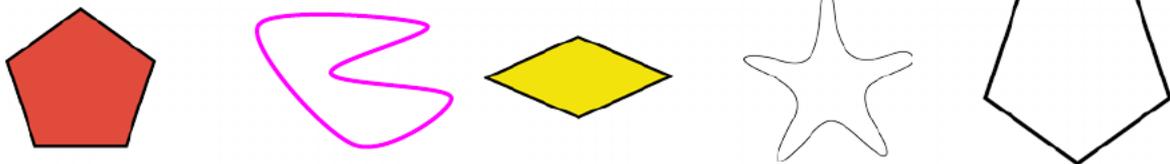
Loop the shapes that match each box label.



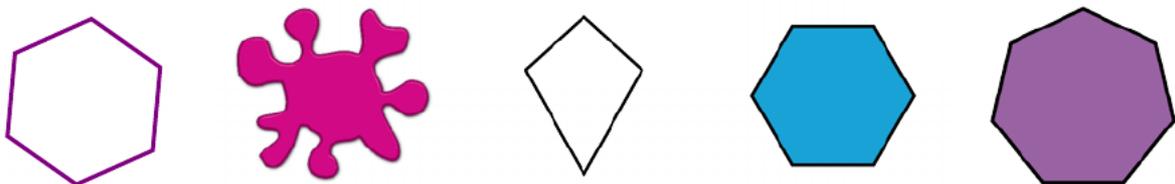
triangles



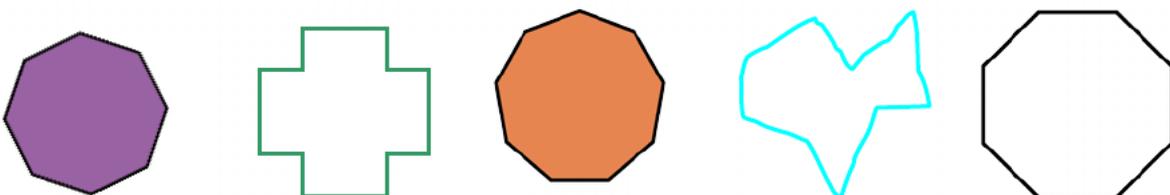
pentagons



hexagons



octagons

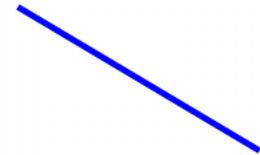
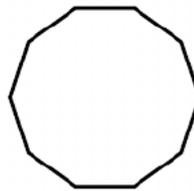
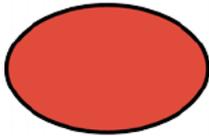




### Lines and shapes



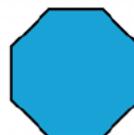
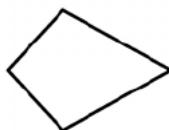
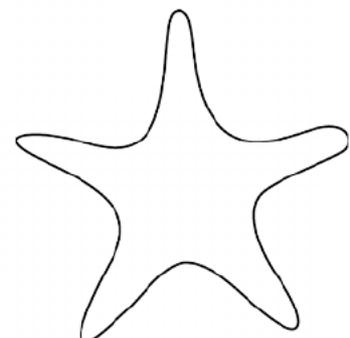
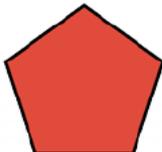
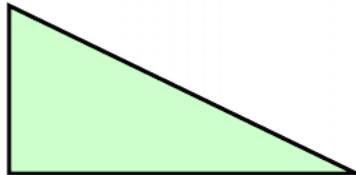
Loop the lines and complete the sentence.



Lines have \_\_\_\_\_ dimension.



Loop the 2D shapes and complete the sentence.



2D shapes have \_\_\_\_\_ dimensions.



### Owl and cat



Count the different shapes used in the pictures.  
 Print the numbers next to the shape names.  
 Use counting on to find the total number of shapes.

	hexagons
	squares
	triangles
	rectangles
	circles

The owl is made from \_\_\_\_\_ 2D shapes.

	hexagons
	squares
	triangles
	rectangles
	circles

The cat is made from \_\_\_\_\_ 2D shapes.

Which animal is drawn using the most shapes?

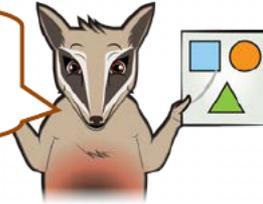




## Sort the 2D shapes



Sort the 2D shapes into groups and paste the groups into this space.



*I sorted these shapes by \_\_\_\_\_.*

*I made \_\_\_\_\_ groups.*



## 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 and say the days of the week starting from different days				
read and say the months starting from different months				
understand that dates use ordinal numbers				
read ordinal numbers eg 17th				
read year numbers in two formats, ie two thousand and nineteen; twenty nineteen				
count forwards and backwards by twos from a given number				
identify halved objects				
match analogue to digital times				
understand that a line has one dimension – length				
understand that lines are used to make two-dimensional shapes				
understand that 2D shapes have two dimensions – length and width, and cannot be picked up				
identify the features of two-dimensional shapes				
use the terms 'straight sides', and 'corners' to describe two-dimensional shapes				



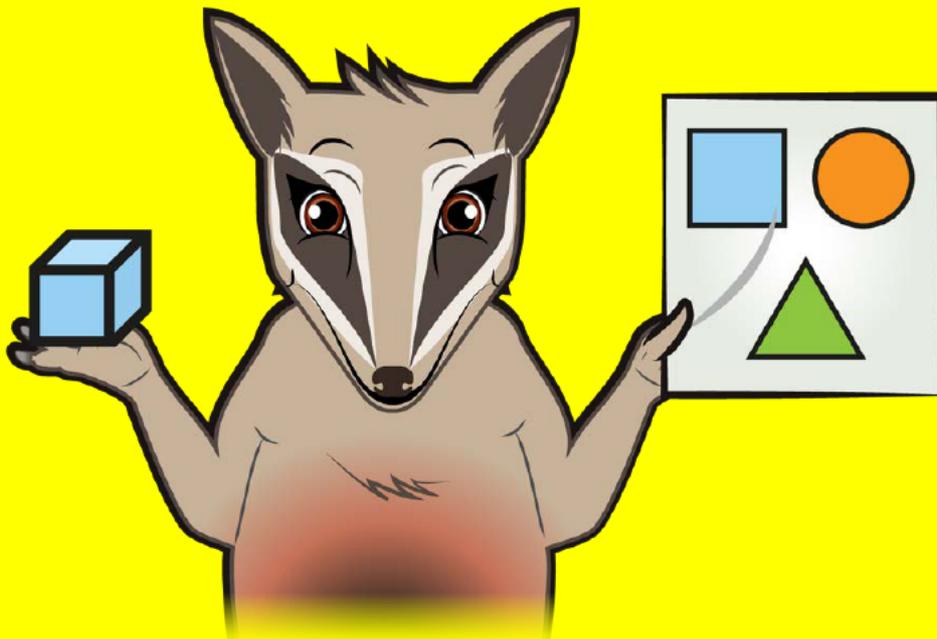
The student can	No help	Some help	Lots of help	Comments
use concrete materials to make two-dimensional shapes				
identify two-dimensional shapes in the environment				
identify shapes that tessellate				
show numbers using bundles of tens and single ones				
use positional terminology				
sort two-dimensional shapes according to familiar attributes				
describe and label the features of two-dimensional shapes				
identify, copy and make patterns				
explain that changing the size or colour of a two-dimensional shape does not change its name				
understand that the sides of a triangle may be different lengths				
read times and choose the one that does not match				
understand that some 2D shapes are named according to their number of angles or sides				
identify and record the attributes of common 2D shapes				
identify the attributes used to sort groups of shapes				
Other comments				



# Mathematics

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

## *Fractions and Shapes*



*Set 4 Lesson Notes*

First published 2014

Revised 2018

Revised 2020

This resource contains extracts from The Western Australian Curriculum Version 8.1. ©  
School Curriculum and Standards Authority.

The unaltered and most up to date version of this material is located at  
<http://wacurriculum.scsa.wa.edu.au/>



## Overview

### Year 1 Set 4: Fractions and shapes

#### Western Australian Curriculum

#### Early Childhood Mathematics

##### Content strands

Number and Algebra	
Measurement and Geometry	
Statistics and Probability	

##### Content Descriptions

##### Number and Algebra

##### Number and place value

Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero ([ACMNA012](#))

Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line ([ACMNA013](#))

Count collections to 100 by partitioning numbers using place value ([ACMNA014](#))

Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts ([ACMNA015](#))

##### Fractions and decimals

Recognise and describe one-half as one of two equal parts of a whole ([ACMNA016](#))

##### Money and financial mathematics

Recognise, describe and order Australian coins according to their value ([ACMNA017](#))

##### Number and Algebra

##### Patterns and algebra

Investigate and describe number patterns formed by skip-counting and patterns with objects ([ACMNA018](#))



<b>Measurement and Geometry</b>	
<b>Using units of measurement</b>	
Measure and compare the lengths and capacities of pairs of objects using uniform informal units ( <a href="#">ACMMG019</a> )	
Tell time to the half-hour ( <a href="#">ACMMG020</a> )	
Describe duration using months, weeks, days and hours ( <a href="#">ACMMG021</a> )	
<b>Shape</b>	
Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features ( <a href="#">ACMMG022</a> )	
<b>Location and transformation</b>	
Give and follow directions to familiar locations ( <a href="#">ACMMG023</a> )	
<b>Statistics and Probability</b>	
<b>Chance</b>	
Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' ( <a href="#">ACMSP024</a> )	
<b>Data representation and interpretation</b>	
Choose simple questions and gather responses and make simple inferences ( <a href="#">ACMSP262</a> )	
Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays ( <a href="#">ACMSP263</a> )	



## General Capabilities and Cross Curriculum Priorities

<b>General capabilities</b>	
Literacy	
Numeracy	
Information and communication technology (ICT) capability	
Critical and creative thinking	
Personal and social capability	
Ethical understanding	
Intercultural understanding	

<b>Cross-curriculum priorities</b>	
Sustainability	
Aboriginal and Torres Strait Islander histories and cultures	
Asia and Australia's engagement with Asia	

This resource contains extracts from The Western Australian Curriculum Version 8.1. © School Curriculum and Standards Authority.

The unaltered and most up to date version of this material is located at <http://wacurriculum.scsa.wa.edu.au/>



Day	Activity	Content focus.
1	Start the day	Practise day and month names in order; represent and read the date.
	Counting on	Count on by ones, twos and tens between 0 and 60 from given numbers.
	Where are we?	Use position terms to identify location.
	Fruit fun	Discuss and describe whole objects.
	Am I whole?	Identify whole objects.
	Whole collections	Discuss and describe whole collections.
	Out and about hunting collections	Identify whole collections in the environment.
2	Start the day	Practise day and month names in order; represent and read the date.
	Mixing months	Interpret clues to identify months and their order.
	Counting pairs	Counting on by twos.
	Locating parts	Identify missing parts from whole objects.
	Fruit salad	Explore halves using fruit.
	Making halves	Make halves from whole objects using concrete materials.
	Narrah's halves	Identify images that show halves.





Day	Activity	Content focus.
3	Start the day	Practise day and month names in order; represent and read the date.
	Draw on my back	Identify and draw numbers to 60.
	Grouping shapes	Group shapes according to attributes.
	Sharing collections	Explore and share collections using concrete materials.
	Halving larger collections	Halve collections of concrete materials and images.
	Is it half?	Identify halved collections using a variety of skills.
	Leaf boats	Explore collections, share by labelling.
4	Start the day	Practise day and month names in order; represent and read the date.
	I can count to	Share counting.
	What's missing?	Identify and draw missing parts of analogue and digital clock faces.
	Half as a number	Explore, understand and print half as a number.
	Hunting for halves	Explore halves, half and halving in daily life.
	Cooking with halves	Read and use halves in a cooking activity.
	Let's share	Share the cooked food.



Day	Activity	Content focus.
5	Start the day	Practise day and month names in order; represent and read the date.
	Moving backwards and forwards	Count forwards and backwards by ones, twos and tens.
	Penni's collections	Check collections and respond to questions with true or false.
	Bella's pantry	Identify and explain whole objects.
	Midnight feast	Identify and explain halved objects.
	Bella stores her food	Identify and explain halved collections.
	Divide the food	Divide collections in half.
6	About today	Represent and read the date, seasons and weather.
	Counting by twos	Count backwards and forwards by twos.
	Penni's puzzles	Identify halved objects; read and print times for analogue clocks.
	Lines and shapes	Explore lines and how they make shapes; 1 and 2 dimensions.
	Shapes I know	Explore and record personal knowledge about shapes.
	Making shapes	Make 2D shapes using a geoboard; discuss attributes.
	Shapes that fit	Explore tessellation.



Day	Activity	Content focus.
7	About today	Represent and read the date, seasons and weather.
	Bundling numbers	Make numbers using tens and ones.
	Penni's photos	Use positional terminology to describe location.
	Sorting shapes	Group 2D shapes according to their attributes.
	Labelling 2D shapes	Label 2D shapes.
	Can you guess?	Use a game to revise 2D shape attributes.
	Shape trails	Make trails according to 2D shape attributes.
8	About today	Represent and read the date, seasons and weather.
	Making sound patterns	Copying and making sound patterns.
	Penni's patterns	Identifying, copying and making colour patterns.
	Is it still a ?	Explore the concept of size and 2D shapes.
	An extra shape in the box	Explore circles.
	Tricky triangles	Explore different shaped triangles.
	Narrah's triangles	Make triangles to match a description.





Day	Activity	Content focus.
9	About today	Represent and read the date, seasons and weather.
	To sixty and back	Counting backwards and forward between 0 and 60.
	Odd one out	Read times and identify the one that does not tell the correct time.
	More 2D shapes	Explore and record the attributes of common 2D shapes.
	Bella's shape sort	Identify how 2D shapes have been sorted.
	Shape pictures	Count the 2D shapes in pictures.
	My shape picture	Use 2D shapes to make a picture.
10	About today	Represent and read the date, seasons and weather.
	Let's count	Oral count; use tens and ones to make and count numbers.
	Owl and cat	Count the 2D shapes in pictures.
	Lines and shapes	Identify lines and 2D shapes.
	Features of 2D shapes	Identify and record the attributes of 2D shapes.
	Sort the 2D shapes	Sort 2D shapes according to their attributes.
	Is this a ?	Identify 2D shapes.



## Day 1

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

### Materials checklist

Activity sheets (please print)	Check
<ul style="list-style-type: none"><li>Start the day</li></ul>	
<ul style="list-style-type: none"><li>Number grid 1 to 60</li></ul>	
<ul style="list-style-type: none"><li>Fruit fun</li></ul>	
<ul style="list-style-type: none"><li>Am I whole?</li></ul>	
<ul style="list-style-type: none"><li>Whole collections</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>Lesson notes – Day 1</li></ul>	
<ul style="list-style-type: none"><li>counters (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>green 2 cm cubes (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>pegs (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>counters (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>pop sticks (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>straws (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>animal shapes (from Maths kit)</li></ul>	
<b>Home resources</b>	
<ul style="list-style-type: none"><li>current calendar</li></ul>	
<ul style="list-style-type: none"><li>poster putty</li></ul>	
<ul style="list-style-type: none"><li>scrap paper</li></ul>	
<ul style="list-style-type: none"><li>scissors</li></ul>	
<ul style="list-style-type: none"><li>3 small objects, eg pencil sharpener, cube, counter</li></ul>	
<ul style="list-style-type: none"><li>3 plastic cups that will fit over each object (not transparent)</li></ul>	



• 3 whole pieces of fruit	
• camera	
• computer	

## 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 required 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

### Start the day

#### Materials:

- activity sheet – *Start the day*
- current calendar
- counters (from Maths kit)
- poster putty
- scrap paper
- scissors.

Place the materials on the table.

**Say**

Look through the calendar and tell me what you can about it. **Answers will vary, eg these are the month pages, this is the year, the day names, these are pictures of places in Australia, the numbers are the dates.**

We are going to use this *Start the day* chart to show the date and weather for each day this week.

Read and discuss the image across the top of the activity sheet.

**Say**

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

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

What days do we usually do school work? **Answers will vary.**

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.)

Use the poster putty to attach a counter on the left of today's day name.

How many months in a year? **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.)

Use the poster putty to attach a counter on the left of the month name.

Find the month page in the calendar.

Point to the day names and read them.

**Say**

Point to the day numbers.

What is the first day number? **Answers will vary, eg one, first.**

We say the day numbers as ordinal numbers. Day one is called the first.

What is the last day number? **Answers will vary, eg thirty, thirtieth.**

How many days in (month name)? **Answers will vary, eg thirty, thirty one.**

Ask the student to point to each number as he/she reads it.

**Say**

Let's read the numbers as ordinal numbers. **first, second, third etc**

Point to the day name for today.

Trace your finger down the column until you come to the number for today.

Today it is the (eg fifth).

Help the student print '5th' on a scrap of paper.

Help the student cut out the number and attach it to a counter using poster putty.

Ask the student to use poster putty to attach the counter to the right of today's day name.

**Say**

Each year has a number. Do you know the number for this year? **Answers will vary.**

It is (year number, eg two thousand and twenty). The sentence starter below the month names says 'The year is'. Say the year number as you print it in the space. (Help if required.)

Let's read what you have done on the chart.

Read the page together, starting from the first sentence and pointing to the words and numbers as you read, eg **Today is Monday the 5th. The month is March. The year is two thousand and twenty.**

**Say**

What is the last section about? **weather**

Go outside and check the weather.

Use the poster putty to attach counters above any words that describe the weather.

Read your weather sentence for me. **Answers will vary, eg the weather is cloudy, windy, warm.**



Display the chart. It will be used on Day 2.

Store the other materials.



## Diving in

### Counting on

#### Materials:

- activity sheet – *Number grid 1 to 60*.

The student can use the *Number grid 1 to 60* if required.

**Say**

I am going to begin counting. When I stop, please tell me the next number. Listening carefully because I might be counting by ones, twos or tens!

30, 31, 32, 33 **34**

What was I counting by? **ones**

4, 6, 8, 10, 12 **14**

What was I counting by? **twos**

10, 20, 30 **40**

What was I counting by? **tens**

Count by tens to sixty for me. Start on thirty. **30, 40, 50, 60**

Finish this pattern. 100, 90, 80, 70, 60. **60, 50. 40, 30, 20, 10, 0**



Store the number grid.

### Where are we?

#### Materials:

- 3 small objects, eg pencil sharpener, cube, counter
- 3 plastic cups that will fit over each object (not transparent).

Place the 3 objects on the table.

**Say**

Tell me the name of each object. **Answers will vary.**

Which object is on the right? **Answers will vary.**

Which object is in the middle? **Answers will vary.**

Which object is on the left? **Answers will vary.**

Move the middle object so it is on the left.

Which object is on the right now? **Answers will vary.**

Which object is in the middle now? **Answers will vary.**

**Say**

Move the right object so it is on the left.  
Which object is on the right now? **Answers will vary.**  
Which object is in the middle now? **Answers will vary.**  
Close your eyes.

Place one plastic cup over each object.

**Say**

Open your eyes.  
Which object is under the cup on the left? **Answers will vary.**  
Take off the cup and check.  
Put the cup back.  
Which object is under the cup on the right? **Answers will vary.**  
Take off the cup and check.  
Put the cup back.  
Which object is under the cup in the middle? **Answers will vary.**  
Take off the cup and check.  
Put the cup back.

Slide the cups around so they are in different positions.

**Say**

Use 'left', 'right' or 'middle' to answer these questions. Which cup is hiding the (object name)? **Answers will vary.**  
Take off the cup and check.  
Put the cup back.  
Which cup is hiding the (different object name)? **Answers will vary.**  
Take off the cup and check.  
Put the cup back.

Slide the cups around so they are in different positions.

**Say**

Which object is under the cup on the left? **Answers will vary.**  
Take off the cup and check.  
Put the cup back.  
Which object is under the cup on the right? **Answers will vary.**  
Take off the cup and check.  
Put the cup back.  
Which object is under the cup in the middle? **Answers will vary.**  
Take off the cup and check.



Store the materials.

## Burrowing about

### Fruit fun

#### Materials:

- activity sheet – *Fruit fun*
- three whole pieces of fruit.

Place the three pieces of fruit on the table.

Say

This activity is called *Fruit fun*. What do you think it is about? **Answers will vary, eg shapes, counting fruit, eating fruit, sorting fruit, fruit I like.**

Let's start by looking at our fruit. How many do we have? **three**

What colours can you see on each piece of fruit? **Answers will vary.**

Choose one piece of fruit. Tell me about it. **Answers will vary, eg**

- rough, smooth skin
- hairy/furry
- oval, round, long, sphere
- soft/hard
- can/cannot be peeled
- I do/don't like it.

Ask the student to tell you about the other two pieces of fruit.

Say

We have three whole pieces of fruit. Choose one whole piece of fruit. Do you know why it is a whole piece of fruit? **Answers will vary, eg**

- nothing has been cut from it
- it still looks like it did when it was picked from the tree/bush
- it does not have any pieces missing.

It is a whole piece of fruit because it does not have any pieces missing. This is how it grew on the bush/tree and its shape has not been changed.

In the space at the beginning of the first row on the *Fruit fun* activity sheet, draw your piece of fruit.

The student can colour the drawing.

Help the student complete the sentences beside his/her drawing.

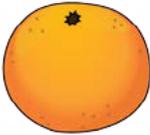
A **whole** (name of fruit).

It does **not** have any pieces missing.



Ask the student to complete the sheet by drawing two more pieces of fruit, printing 'whole' on or below the pictures and completing the sentences.

**Answers will vary. Possible responses include:**

 <p>This is a <b>whole orange</b>. It does <b>not</b> have any pieces missing.</p>	 <p>This is a <b>whole pear</b>. It does <b>not</b> have any pieces missing.</p>
---	---

Ask the student to tell you six other items that he/she can see that are whole.

**Answers will vary, eg pencil sharpener, pencil case, glass, plate, ball, toy.**

The student should not include any items that are partially used such as a sharpened pencil, a used eraser or half a piece of bread, fruit etc.

Help the student complete the last sentence on the *Fruit fun* activity sheet by listing these whole items. **Answers will vary.**



Store or scan and save the activity sheet.

## Am I whole?

### Materials:

- activity sheet – *Am I whole?*

Place the activity sheet on the table.

**Say**

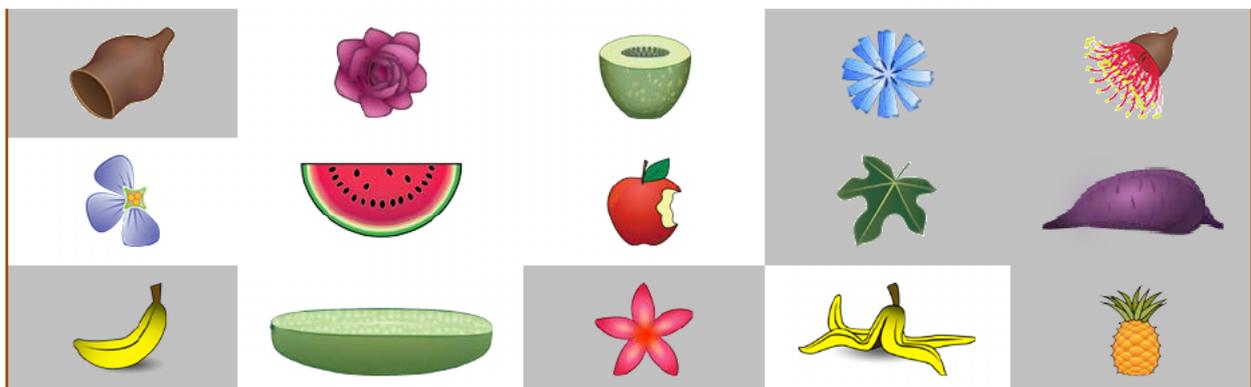
What do you notice about the pictures on the activity sheet? **Some are whole and some are not.**

Let's read Bella's speech bubble.

The student completes the activity independently.

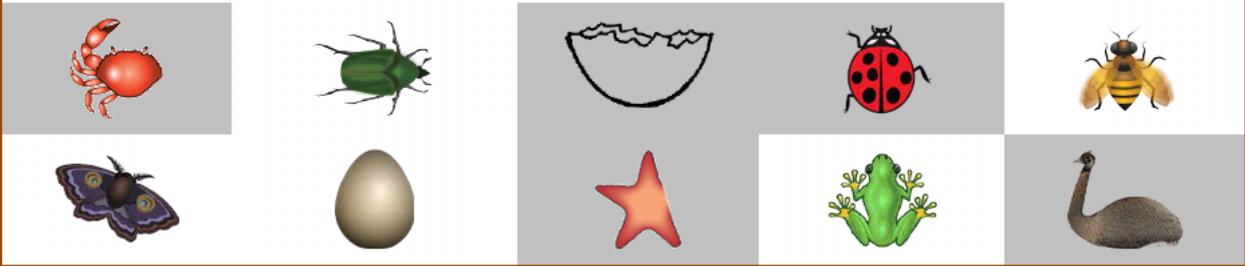
Help the student read each speech bubble.

The student completes the activities independently.





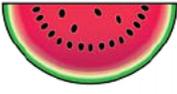
Loop the objects that are **NOT** whole.



Draw two objects that are whole. **Answers will vary.**

Draw two objects that are **NOT** whole. **Answers will vary.**

Ask the student to tell you what is missing from the objects that are not whole.

 part of the melon	 most of the watermelon	 two petals
 the banana fruit	 a bite	 top of the cucumber
 claw and legs	 rest of the shell	 three legs
 one arm	 two legs	



Mark then store or scan and save the activity sheet.

## Whole collections

### Materials:

- activity sheet – *Whole collections*
- all the green 2 cm cubes (from Maths kit)
- pegs (from Maths kit)
- counters (from Maths kit)
- pop sticks (from Maths kit)
- straws (from Maths kit)
- animal shapes (from Maths kit).



Ask the student to take out all the green 2 cm cubes.

**Say**

This is a collection of all our green cubes. Count the cubes and tell me many cubes are in the whole collection. **Answers will vary.**

This group is called a 'collection' because all the cubes are collected together.

Make a collection using the pegs.

How many pegs in your whole collection? **Answers will vary.**

Make a collection using the pop sticks.

How many pop sticks in your whole collection? **Answers will vary.**

Repeat using the counters, straws and animal shapes. Emphasise that the student is counting the **whole** collection.

**Say**

How many whole collections did you make? **six**

Which is the largest whole collection? **Answers will vary.**

How do you know? **Answers will vary. Possible responses include:**

- **this collection has more items than the other collections**
- **this collection has twenty items and the others have less than twenty items.**

Which is the smallest whole collection? **Answers will vary.**

How do you know? **Answers will vary. Possible responses include:**

- **this collection has less items than the other collections**
- **this collection has seven items and the others have more than seven items.**

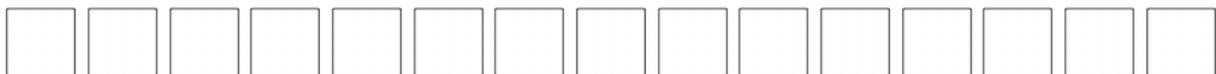
Place the whole collections in order from smallest number of items to largest number of items.

In the top row on the activity sheet, draw one of your collections.

Drawings should be simple. Suggest the student draws a square for a cube, a rectangle for a peg and a stick or stroke for a straw.

Help the student read and complete the sentence below the collection.

**Answers will vary, eg**



This is a whole collection of **15 cubes.**

Ask the student to complete the *Whole collections* activity sheet,



Mark then store or scan and save the activity sheet.



## Reaching out

### Out and about hunting collections

#### Materials:

- camera
- computer.

**Say**

Look around the room and tell me any collections you can see. **Answers will vary, eg collection of pencils, chairs, books.**

Let's go for a walk and find some other collections. You can take photographs of the collections you find.

Ask the student to identify and photograph four whole collections, eg flowers in a vase or on a bush, birds in a tree, eggs in a carton, pencils in a pencil case.

Sit with the student at the computer.

Help the student download the photographs onto the computer.

Help the student open a blank document.

Help the student paste the photographs into the blank document.

Help the student label the collections and type a sentence to explain why the photograph shows a whole collection, eg "This is a whole collection of my dog's toys. It is a whole collection because it is all the toys he has."



Save the document into the Set 4 folder.

## 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
<ul style="list-style-type: none"><li>Months of the year chart</li></ul>	
<ul style="list-style-type: none"><li>Locating parts</li></ul>	
<ul style="list-style-type: none"><li>Fruit salad</li></ul>	
<ul style="list-style-type: none"><li>Narrah's halves</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>Lesson notes – Day 2</li></ul>	
<ul style="list-style-type: none"><li>Start of the day (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>counters (from Maths kit)</li></ul>	
<b>Home resources</b>	
<ul style="list-style-type: none"><li>calendar for current year</li></ul>	
<ul style="list-style-type: none"><li>poster putty</li></ul>	
<ul style="list-style-type: none"><li>scrap paper</li></ul>	
<ul style="list-style-type: none"><li>scissors</li></ul>	
<ul style="list-style-type: none"><li>2 whole pieces of fruit (that can be easily divided into equal parts, eg orange, kiwi fruit)</li></ul>	
<ul style="list-style-type: none"><li>knife</li></ul>	
<ul style="list-style-type: none"><li>chopping board</li></ul>	
<ul style="list-style-type: none"><li>play dough or plasticine (2 cups)</li></ul>	
<ul style="list-style-type: none"><li>pop stick or blunt knife</li></ul>	
<ul style="list-style-type: none"><li>video camera</li></ul>	



## Quincey's quest

### Start the day

#### Materials:

- activity sheet – *Start the day* (from Day 1)
- current calendar
- counters (from Maths kit)
- poster putty
- scrap paper
- scissors.

Place the materials on the table.

<b>Say</b>	<p>Read the information we recorded on the chart yesterday. <b>Answers will vary, eg Today is Monday the 5th. The month is March. The year is two thousand and twenty. Today the weather is cloudy, windy, warm.</b></p> <p>Point to and read the seven day names to me. I'll help you if you need it.</p> <p>What days make up the weekend? <b>Saturday and Sunday</b></p> <p>Point to today's day name.</p> <p>Read the day names in order, starting from today. (Help if required.)</p> <p>Swap the day counter to today's day name.</p> <p>How many months in a year? <b>twelve</b></p> <p>Point to and read the month names to me. I'll help you if you need it.</p> <p>Do you know what month it is? <b>Answers will vary.</b></p> <p>Has the month name changed? <b>Answers will vary.</b></p> <p>Let's read the month names in order, starting from this month. (Help if required.)</p>
------------	---

If the month name has changed, ask the student to move the counter to the new month.

Ask the student to remove the ordinal number for yesterday from the chart.

<b>Say</b>	<p>Find the month page in the calendar.</p> <p>Point to the day names and read them.</p> <p>Point to the day numbers.</p> <p>We say the day numbers as ordinal numbers. Let's read the numbers as ordinal numbers. <b>first, second, third etc</b></p>
------------	--

Ask the student to point to each number as he/she reads it.

**Say**

Point to the day name for today.

Trace your finger down the column until you come to the number for today.

Do you know how to say that number as an ordinal number? **Answers will vary, eg sixth.**

Help the student print the ordinal number (eg '6th') on a scrap of paper.

Help the student cut out the number and attach it to a counter using poster putty.

Ask the student to use poster putty to attach the counter to the right of today's day name.

**Say**

Each year has a number. Do you know the number for this year? **Answers will vary.**

It is (year number, eg two thousand and twenty). Read the sentence about the year number. **Answers will vary, eg The year is two thousand and twenty.**

What is the last section about? **weather**

Go outside and check the weather.

Use the poster putty to attach counters above any words that describe the weather.

Read the page together, starting from the first sentence and pointing to the words and numbers as you read, eg **Today is Tuesday the 6th. The month is March. The year is two thousand and twenty. Today the weather is cloudy, windy, warm.**



Display the chart. It will be used on Day 3.

Store the other materials.

## Diving in

### Mixing months

#### Materials:

- activity sheet – *Months of the year chart*
- counters (from Maths kit).

Place the materials on the table.

**Say**

Think about the months in the year. How many months are there? **twelve**

Place a counter on the name of the first month.

Read the name. **January**

What are the names of two other months that start with J? **June and July**

**Say**

Place counters on those names.

What is the last month? **December**

Place a counter on December.

What month comes before December? **November**

Place a counter on December.

Which two month names begin with M? **March and May**

Place counters on those names.

Say the names of the three months that come after August. **September, October, November**

Say the names of the three months that come after January. **February, March, April**

Take off the counters.

Choose three counters of the same colour.

Place the counters on the months that make up the summer season in Australia. **December, January and February**

Choose three counters of another colour.

Place the counters on the months that make up the winter season in Australia. **June, July and August**

Which months make up spring? **September, October, November**

Which months make up autumn? **March, April, May.**



Store the chart. the counters will be used in the next activity.

## Counting pairs

### Materials:

- counters (from the Maths kit).

Place the counters on the table.

Ask the student to make two rows of eight counters, one below the other.

Ask the student to count the counters by twos and tell you the total number. **16**

Ask the student to add five counters to each row.

Ask the student to count the counters by twos and tell you the total number. **26**

Ask the student to add seven counters to each row.

**Say**

You had twenty six counters. Count on by twos and tell me how many you have now. **26, 28, 30, 32, 34, 36, 38, 40**



Ask the student to add ten counters to each row.

Ask the student to count on and tell you the total. **40, 42, 44 ...60**

Ask the student to move the top row away from the bottom row.

Ask the student to count the top row by twos to find the total. **30**

**Say**

How many counters do you think are in the other row? **Answers will vary.**

Count them by twos and tell me. **30**

Was your guess correct or close? **Answers will vary.**



Store the counters.

## Burrowing about

### Locating parts

#### Materials:

- activity sheet – *Locating parts*.

Place the activity sheet on the table.

**Say**

Some objects are not whole. If you take a bite from a sandwich, is it whole? **no**

What is missing? **the bite**

If you sharpen a new pencil, is it whole? **no**

What is missing? **the part you sharpened away**

If you eat part of a chocolate bar, is it whole? **no**

What is missing? **the part you ate**

Read the first sentence on the activity sheet with me. **The first insect is whole.**

Look at the insect. Tell me the parts you can see. **Answers will vary, eg legs, feelers/antennae, head, body.**

Read the second sentence with me. **Draw the missing parts on the other insects.**

Look at the second insect. What is missing? **its head**

Draw the head.

Ask the student to examine and finish the other insects. **feelers/antennae; three legs.**

Read the next instruction with the student.

Ask the student to finish the drawings. **hands on clock; handle on umbrella; handle on spade; tail on kite**



Take the student (with the activity sheet, pencils and something to lean on) for a walk outside to hunt for items that are not whole.

Ask the student to find four objects that are not whole.

Ask the student to tell you about the missing parts.

Ask the student to draw one of the objects into the space on the activity sheet.

Help the student read and complete the activity sheet to record the information about the drawn object.

**Answers will vary, eg**

	This is not a whole <b>cake</b> because <b>one piece has been taken away.</b>
---	---



Store or scan and save the activity sheet.

## Fruit salad

### Materials:

- activity sheet – *Fruit salad*
- 2 whole pieces of fruit (that can be easily divided into equal parts, eg orange, kiwi fruit)
- knife
- chopping board.

Place the materials on the table.

<b>Say</b>	We have investigated whole pieces of fruit and whole collections. How many whole pieces of fruit do we have? <b>two</b> Choose one piece of fruit and place it on the chopping board. I don't want this (fruit name) to be whole. What can I do to it so it is not whole? <b>Answers will vary, eg break off a piece, cut some off, cut it into pieces, bite some off.</b>
------------	---

On the *Fruit salad* activity sheet, help the student complete the first section in the top box by drawing the whole fruit. **Answers will vary, eg**

 This is a whole <b>apple</b> .	The _____ has been divided into _____ pieces.
---	---



Cut or break a small piece off the fruit.

**Say**

How many pieces do I have? **two**

Point to the small piece.

Is this a whole (fruit name)? **no**

Why not? **Answers will vary, eg**

- **It is a small piece from the whole (fruit name).**
- **It has been cut off the whole (fruit name).**
- **Some of it is missing.**

Point to the large piece. Is this a whole (fruit name)? **no**

Why not? **Answers will vary, eg**

- **It is a large piece from the whole (fruit name).**
- **It has been cut off the whole (fruit name).**
- **Some of it is missing.**

If I put the two pieces back together, would they make a whole (fruit name)?  
**yes**

Look at both pieces. Are they the same size? **no**

These pieces are not the same size. They are not equal. If we were sharing the (fruit name), would it be fair to cut it like this? **no**

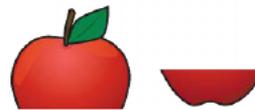
Why not? **Answers will vary, eg**

- **one person would get more than the other**
- **one piece is larger/smaller than the other**
- **we would not get the same amount to eat.**

In the other section of the top box on the *Fruit salad* activity sheet, ask the student to draw the fruit divided into two pieces and complete the sentence.



This is a whole **apple**.



The whole **apple** has been divided into **2** pieces.

Put the two pieces of fruit to one side.

Place the other piece of fruit on the board.

Ask the student to draw the whole fruit into the second box on the activity sheet.



 <p>This is a whole <b>orange</b>.</p>	<p>The whole _____ has been divided into _____ pieces called <b>halves</b>.</p>
---	---

**Say** Look at this (fruit name). There are two of us to share this (fruit name). How many pieces will I cut the whole (fruit name) into so we get a piece each? **two**

We both want a fair share of the (fruit name). How can I make sure this happens when I cut the fruit? **Answers will vary, eg**

- **cut the (fruit name) so both pieces are the same/equal size**
- **cut the (fruit name) in half.**

Place the knife on various parts of the fruit and ask the student if this is the correct place to make the cut so the fruit is divided into two equal pieces.

When the student identifies the correct cutting place, cut the fruit into two equal pieces. Lay the pieces of fruit side by side.

**Say** How many (fruit name) did we have? **one**

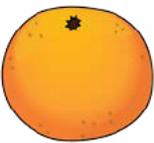
How many cuts did I make? **one**

How many equal pieces do we have? **two**

These pieces have a special name. What do you think it is? **a half**

When you divide a whole object into two equal pieces, each piece is called one half. The word half is a fraction name. If the pieces are not equal, then the whole object has not been divided into halves.

On the *Fruit salad* activity sheet, Ask the student to draw the fruit divided into two pieces and complete the sentence.

 <p>This is a whole <b>orange</b>.</p>	 <p>The whole <b>orange</b> has been divided into <b>2 equal</b> pieces called <b>halves</b>.</p>
---	---

Place the two cut pieces from the first piece of fruit above the two halves from the second piece of fruit.



Look at the two pieces of fruit and tell me what is the same. **Answers will vary, eg**

- both whole fruits were cut into two pieces
- there are two pieces of (fruit name) and two pieces of (fruit name).

What is different about the two pieces of fruit? **Answers will vary, eg**

**Say**

- the (fruit name) is cut into two equal pieces
- the (fruit name) is cut into halves
- the (fruit name) is cut into two pieces that are not equal
- the (fruit name) is cut into two pieces that are different sizes
- the (fruit name) is cut into two pieces that are not halves.

Let's read Narrah's speech bubble.

Ask the student to complete the task. **star and orange**

Ask the student to explain why the snake and square have not been divided in half.

**Snake: the pieces are not equal**

**Square: it has four pieces.**



Mark then store or scan and save the activity sheet.

## Making halves

### Materials:

- play dough or plasticine (2 cups)
- pop stick or blunt knife
- video camera.

Help the student to make these three play dough sausage shapes:

- a sausage as thick as his/her thumb and as long as the distance from his/her wrist to end of the little finger
- a sausage as thick as his/her thumb and as long as his/her thumb
- a sausage as thick as his/her thumb and as long as the distance from his/her wrist to end of the middle finger.

Lay the sausages lengthways across the table. 

Use the pop stick (or blunt knife) to vertically divide the first sausage into two different sized pieces.

**Say**

Have I divided this sausage in to two pieces? **yes**

Have I divided the sausage in half? **no**

How do you know? **The pieces are not the same/equal size.**

How can we check that the pieces are not the same size? **Answers will vary, eg use a ruler, lay them side by side.**

Ask the student to compare the lengths to confirm his/her prediction.

Roll the divided sausage dough back into one piece and ask the student to show you how the sausage should be divided into halves.

Place the halves at the top of the table.

Use the pop stick (or blunt knife) to horizontally (lengthways) divide the second sausage into halves.

**Say**

Have I divided this sausage in to two pieces? **yes**

Have I divided the sausage in half? **yes**

How do you know? **The pieces are the same/equal size.**

How can we check that the pieces are not the same size? **Answers will vary, eg use a ruler, lay them side by side.**

Ask the student to compare the lengths to confirm his/her prediction.

Place the halves at the top of the table, under the first divided sausage.

Use the pop stick (or blunt knife) to vertically divide the third sausage into three different sized pieces.

**Say**

Have I divided the sausage in half? **no**

How do you know? **The sausage has been divided into three pieces and the pieces are not the same/equal size.**

Roll the divided sausage dough back into one piece and ask the student to divide the sausage into halves.

Encourage the student to experiment, breaking and measuring the sausage until he/she has made two equal pieces.

Place the halves at the top of the table.

**Say**

Look at all the dough sausages. What can you tell me about them? **Answers will vary, eg**

- **each sausage was a different length**
- **each sausage is divided into halves**
- **some sausages are divided horizontally/longways/lengthways**
- **some sausages are divided vertically/cut across.**

We have divided different shaped fruit and dough sausages into halves. Let's record some of our halving.



Please video the student's actions and any discussion as he/she works through the next activities. Ensure the video shows the student's hands as he/she manipulates the dough.

Ask the student to use two pieces of dough from one of the halved sausages to make a whole sausage.

Ask the student to divide the sausage in half.

Encourage the student to experiment, breaking the sausage and measuring the pieces until he/she has made two equal pieces.

**Say**

How do you know the sausage is divided into halves? **Answers will vary, eg I placed the pieces side by side and they are the same length and thickness.**



Ask the student to make a sausage as thick as his/her middle finger and as long as the distance around his/her wrist.

Ask the student to make the sausage into a ring by joining the ends together.



Ask the student to divide the ring into halves.

Encourage the student to experiment and check until he/she has made two equal pieces.

**Say**

How did you check that the ring is divided in half? **Answers will vary.**  
Has the ring been divided into halves? **Answers will vary.**



Ask the student to use the dough to make a round, flat shape.  
The shape should be about 2cm thick.



Ask the student to divide the dough circle into halves.

Encourage the student to experiment and check until he/she has made two equal pieces.

**Say**

How did you check that the circle shape is divided into halves? **Answers will vary, eg lay the two curved pieces on top of each other to check that they are the same size.**

Has the circle been divided in half? **Answers will vary.**

What other shapes could you make with the dough to divide in half? **Answers will vary, eg cube, ball, heart, triangle, square, rectangle.**



Ask the student to use the dough to make a shape of his/her choice.

Ask the student to divide the shape in half.

Encourage the student to experiment and check until he/she has made two equal pieces.

**Say** How did you check that the shape is divided in half? **Answers will vary.**  
Has the X been divided in half? **Answers will vary.**

eg



Save the video recording into the Set folder.

Store the materials.

## Reaching out

### Narrah's halves

#### Materials:

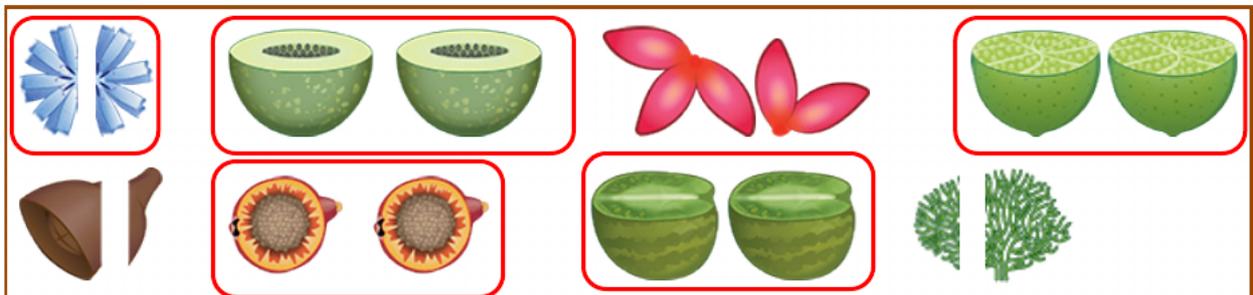
- activity sheet – *Narrah's halves*.

Place the activity sheet on the table.

Read Narrah's first speech bubble with the student.

Ask the student to explain what he/she has to do.

Ask the student to complete the task.

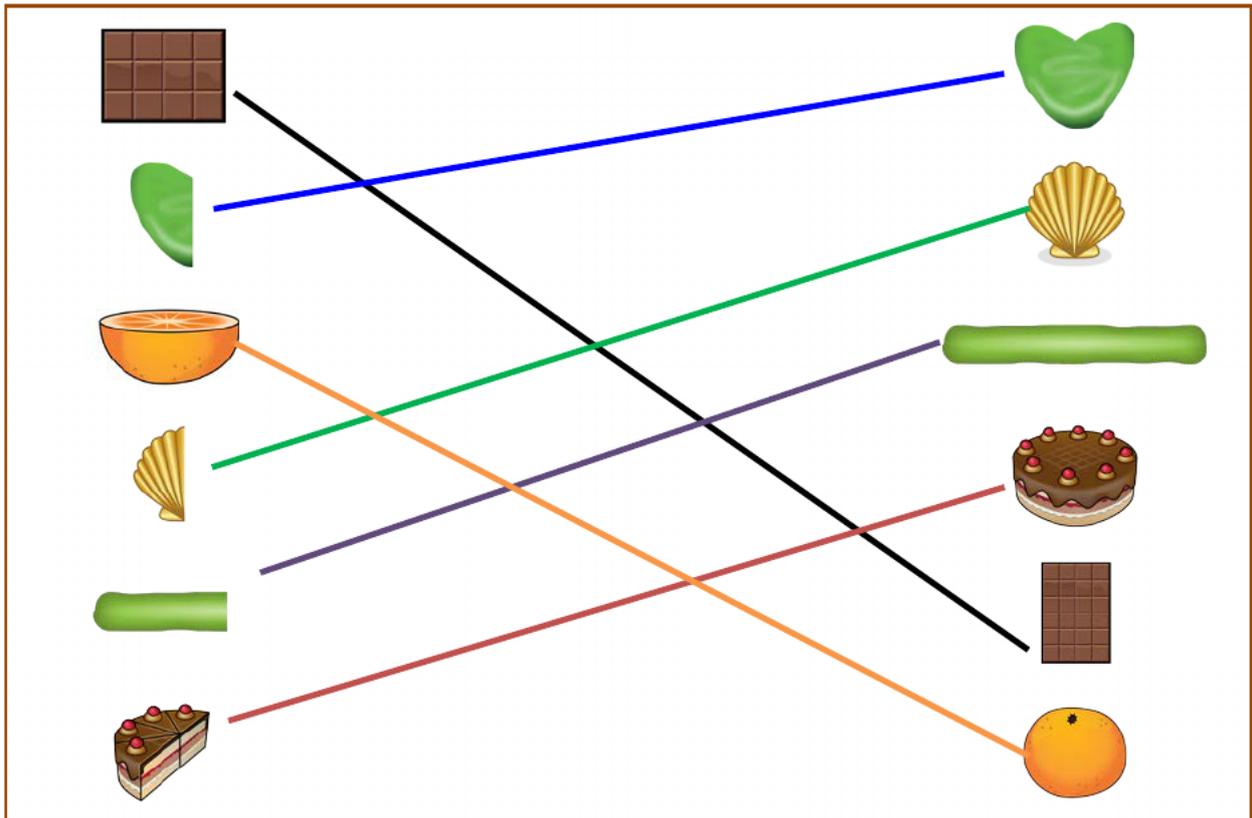


Read Narrah's second speech bubble with the student.

Ask the student to explain what he/she has to do.

Ask the student to complete the task.





Mark and 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
<ul style="list-style-type: none"><li>Sharing collections</li></ul>	
<ul style="list-style-type: none"><li>Halving larger collections</li></ul>	
<ul style="list-style-type: none"><li>Is it half?</li></ul>	
<ul style="list-style-type: none"><li>Leaf boats</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>Lesson notes – Day 3</li></ul>	
<ul style="list-style-type: none"><li>Start of the day (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>counters (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>attribute shapes (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>2 cm cubes (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>pegs (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>straws (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>plastic animals (from Maths kit)</li></ul>	
<b>Home resources</b>	
<ul style="list-style-type: none"><li>calendar for current year</li></ul>	
<ul style="list-style-type: none"><li>poster putty</li></ul>	
<ul style="list-style-type: none"><li>scrap paper</li></ul>	
<ul style="list-style-type: none"><li>scissors</li></ul>	
<ul style="list-style-type: none"><li>two paper or plastic plates</li></ul>	
<ul style="list-style-type: none"><li>felt tip pen</li></ul>	



## Quincey's quest

### Start the day

#### Materials:

- activity sheet – *Start the day* (from Day 1)
- current calendar
- counters (from Maths kit)
- poster putty
- scrap paper
- scissors.

Place the materials on the table.

<b>Say</b>	Read the information we recorded on the chart yesterday. <b>Answers will vary, eg Today is Monday the 5th. The month is March. The year is two thousand and twenty. Today the weather is cloudy, windy, warm.</b>
	Point to today's day name.
	Read the day names in order, starting from today. (Help if required.)
	Swap the day counter to today's day name.
	Do you know what month it is? <b>Answers will vary.</b>
	Has the month name changed? <b>Answers will vary.</b>
Let's read the month names in order, starting from this month. (Help if required.)	

If the month name has changed, ask the student to move the counter to the new month.

Ask the student to remove the ordinal number from the chart.

<b>Say</b>	Find the month page in the calendar.
	Point to the day names and read them.
	Point to the day numbers.
	We say the day numbers as ordinal numbers. Let's read the numbers as ordinal numbers. <b>first, second, third etc</b>

Ask the student to point to each number as he/she reads it.

<b>Say</b>	Point to the day name for today.
	Trace your finger down the column until you come to the number for today.
	Do you know how to say that number as an ordinal number? <b>Answers will vary, eg sixth.</b>



Help the student print the ordinal number (eg '6th') on a scrap of paper.

Help the student cut out the number and attach it to a counter using poster putty.

Ask the student to use poster putty to attach the counter to the right of today's day name.

**Say**

Read the sentence about the year number. **Answers will vary, eg The year is two thousand and twenty.**

What is the last section about? **weather**

Go outside and check the weather.

Use the poster putty to attach counters above any words that describe the weather.

Read the page together, starting from the first sentence and pointing to the words and numbers as you read, eg **Today is Tuesday the 6th. The month is March. The year is two thousand and twenty. Today the weather is cloudy, windy, warm.**



Display the chart. It will be used on Day 4.

Store the other materials.

## Diving in

### Draw on my back

#### Materials:

- nil.

Sit in a position so the student can stand behind you and use his/her finger to draw on your back.

Ask the student to draw fifteen different numbers on your upper back.

The numbers should be between 0 and 60, eg 12, 21, 35, 47, 39, 43, 55, 60, 58.

Swap places.

Draw fifteen different numbers on the student's upper back.

The numbers should be between 0 and 60, eg 12, 21, 35, 47, 39, 43, 55, 60, 58.

Ask the student to identify the numbers.



## Grouping shapes

### Materials:

- attribute shapes (from the Maths kit).

Ask the student to place all the large shapes on the table.

Ask the student to group the shapes in any way he/she likes. **Answers will vary, eg by colour, shape, thickness, round and not round.**

Ask the student to explain how he/she has grouped the shapes. **Answers will vary.**

Mix the shapes together.

Ask the student to group the shapes in a different way. **Answers will vary.**

Ask the student to explain how he/she has grouped the shapes. **Answers will vary.**

Group the shapes as 'thick' and 'thin'.

Ask the student to tell you how you have grouped the shapes.

Make two groups, one with circles and one with all the other shapes.

Ask the student to tell you how you have grouped the shapes. **Answers will vary, eg round and non-round; straight edges and no straight edges.**

Make two groups, one with circles, triangles and hexagons and one with squares and rectangles.

Ask the student to tell you how you have grouped the shapes. **Answers will vary, eg four sides and not four sides; four corners and not four corners.**



Store the cubes.

## Burrowing about

### Sharing collections

#### Materials:

- activity sheet – *Sharing collections*
- two paper or plastic plates
- 2 cm cubes (from Maths kit)
- pegs (from Maths kit)
- straws (from Maths kit)
- plastic animals (from Maths kit)
- felt tip pen.

**Say**

What is a collection? **a group of two or more items**

Use some of our counting items to make three different collections.

Describe your collections to me. **Answers will vary, eg a collection of ten pegs; a collection of 19 red cubes; a collection of animals.**

We often share collections with our friends. You might share your toy collection with a friend. Make a collection of two red cubes.

How many cubes are in the whole collection? **two**

Help the student print 'Quincey' on one plate and 'Bella' on the other.

**Say**

Quincey and Bella want to share the collection of cubes equally between them. Share the cubes between the two paper plates so Quincey and Bella each have an equal number. (The student places one cube on each plate.)

How many cubes were in the whole collection? **two**

How many cubes did Quincey receive? **one**

How many cubes did Bella receive? **one**

Did Quincey and Bella receive the same number of cubes? **yes**

You have shared the whole collection of cubes equally between the two friends.

Move Quincey's cube to a different position on the plate.

**Say**

I have moved one cube. Is the collection still divided equally? **yes**

How do you know? **Quincey and Bella still have one cube each.**

Think back to when you divided the whole play dough sausage into two equal parts. What was the fraction name for each part? **a half**

Tell me a sentence that uses the fraction name 'half' to describe what you have done to the whole collection of cubes. **Answers will vary, eg**

- **I divided the collection in half.**
- **I gave half of the collection to Bella and half to Quincey.**

Look at your plates. What is half of two? **one**

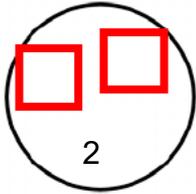
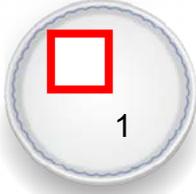
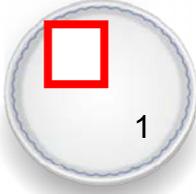
Look at the *Sharing collections* activity sheet. What can you see? **A table with plates and circles drawn into it.**

Read the column headings with the student.

Ask the student to complete the first row of the table as follows:

- draw a square to represent each cube in the whole collection, inside the circle
- print the number of cubes in the whole collection inside the circle (2)
- draw a square to represent the cubes on Quincey's and Bella's plates
- print the number of cubes in each half on the plates (1). (see below)



Whole collection	Quincey's plate	Bella's plate
		

Ask the student to make a collection of three cubes.

**Say** How many cubes are in the whole collection? **three**

Quincey and Bella want to share this collection of cubes equally. Share the cubes between the two paper plates so Quincey and Bella have an equal number each.

What happened? **Answers will vary, eg**

- **I can't share the three cubes equally.**
- **After I give Bella and Quincey a cube, there is one cube left over.**
- **I can't divide this collection in half.**

Can you divide this collection in half? **no**

Why not? **After I give Bella and Quincey a cube, there is one cube left over so I cannot make two equal groups.**

Ask the student to make a collection of four cubes.

**Say** Do you think you can divide this collection in half? **Answers will vary.**

Let's check your answer. Use the plates to divide the cubes equally between Bella and Quincey.

How many cubes were in the whole collection? **four**

How many cubes did Quincey receive? **two**

How many cubes did Bella receive? **two**

Did Quincey and Bella receive the same number of cubes? **yes**

Did you divide the collection in half? **yes**

Explain how you know the collection has been divided into halves. **I divided the whole collection equally into two groups. The two groups are the same. Each group is half of the collection.**

What is half of 4? **two**

Change the position of one of the cubes on Bella's plate.

**Say** I have moved one cube. Is the collection still divided equally? **yes**

Is the collection still divided in half? **yes**

How do you know? **Quincey and Bella still have two cubes each.**



Change the position of both the cubes on Quincey's plate.

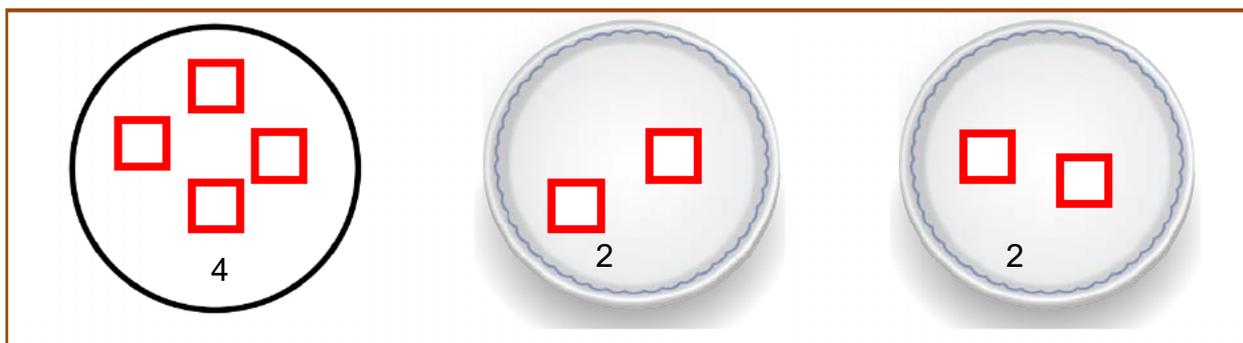
**Say**

I have moved one cube. Is the collection still divided equally? **yes**

Is the collection still divided in half? **yes**

How do you know? **Quincey and Bella still have two cubes each.**

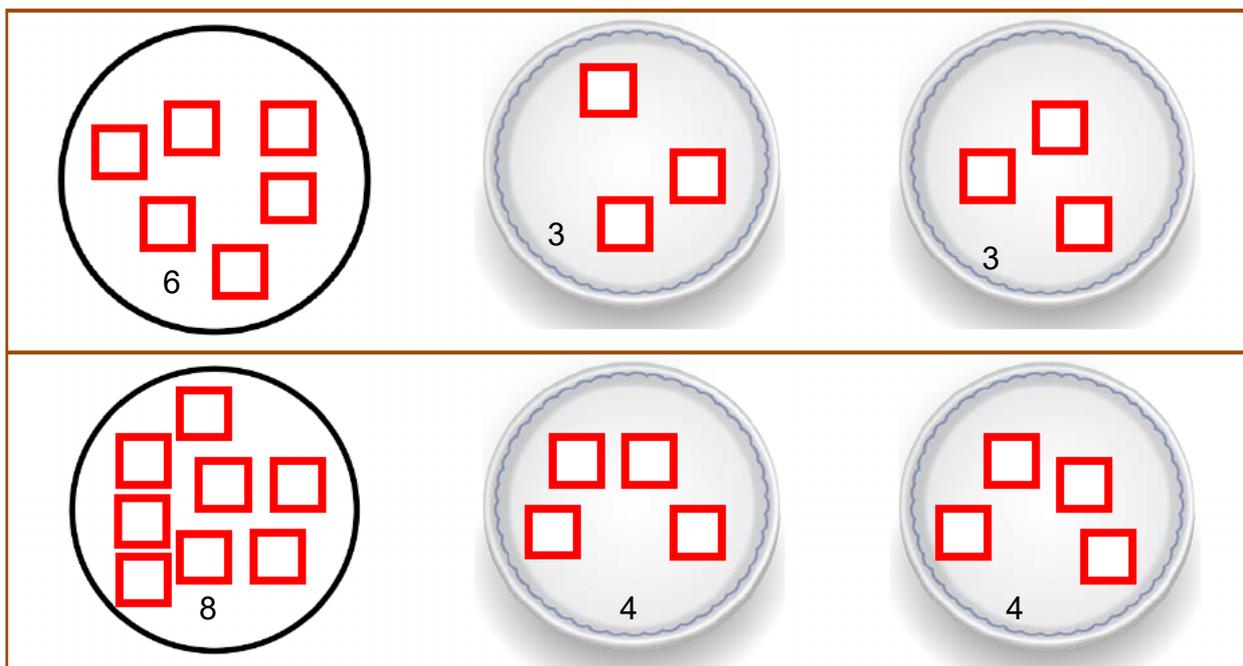
Complete the next row on the *Sharing collections* activity sheet to show what you have done.



Repeat the activity, asking the student to make collections of 5, 6, 7 and 8 cubes.

Use the questions to help the student understand that some collections cannot be divided into halves.

Ask the student to complete the activity sheet for the collections that can be divided into halves.



**Say**

After you halved the collections of 2, 4, 6 and 8 cubes, I moved the position of some of the cubes. You said that even though I moved the cubes on the plate, the collections were still divided in half.

**Say**

When you divide a collection in half, what is important, the number of cubes in each half or the position of the cubes? **the number of cubes**

That is a very important fact to remember. When you divide collections in half, it is the number of items in each half that is important, not their position.



Store or scan and save the activity sheet.

The plates and cubes will be used in the next activity.

## Halving larger collections

### Materials:

- Bella and Quincey's plates
- activity sheet – *Halving larger collections*
- 2 cm wooden cubes.

**Say**

You shared small collections between Bella and Quincey. What did you discover about some collections? **Some collections cannot be divided in half because there is one cube/item left over.**

Do you think this is true for larger collections? **Answers will vary.**

Let's divide some larger collections into halves to find out.

Count out 20 cubes.

Share the cubes between the two plates by placing one cube on each plate until all the cubes are used.

Count the cubes on each plate.

How many cubes are there in each half? **10**

Could you divide the collection of 20 cubes in half? **yes**

How do you know? **both plates have the same number of cubes**

Are there any cubes left over? **no**

Look at the *Halving larger collections* activity sheet. Let's read the instruction.

Can you loop the number twenty? **yes**

Why? **Because I divided the twenty cubes in half**

Loop the number twenty.

Make one collection of twenty cubes from the cubes on the plates.

Count on to make a collection of twenty one cubes.

Share the cubes between the two plates by placing one cube on each plate until all the cubes are used.

**Say**

Count the cubes on each plate.

Could you divide the collection of twenty one cubes in half? **no**

Why not? **Answers will vary, eg**

- **there was an extra cube on one plate**
- **one plate has ten cubes and the other has eleven**

Can you loop the 21 on the activity sheet? **no**

Why not? **Because I could not divide the collection in half.**

Put the collection back together and count on so you have 22 cubes.

Share the cubes between the two plates by placing one cube on each plate until all the cubes are used.

Count the cubes on each plate.

Could you divide the collection of twenty two cubes in half? **yes**

How many cubes on each plate? **11**

Are there any cubes left over? **no**

Can you loop the number twenty two? **yes**

Why? **Because I divided the collection of twenty two cubes in half.**

Loop the number twenty two.

Continue with this activity, asking the student to divide collections of 23, 24, 25, 26, 27, 28 and 29 cubes and looping the appropriate numbers.

**Say**

Read the numbers you have looped. **20, 22, 24, 26, 28**

Now read the digits at the end of each number. **0, 2, 4, 6, 8**

How were you counting when you read those numbers? **by twos**

Numbers that end in 0, 2, 4, 6 or 8 are even numbers.

Is 32 an even number? **yes**

Is 44 an even number? **yes**

Is 56 an even number? **yes**

Is 30 an even number? **yes**

If a collection has an even number of items in it, you can divide it in half.

Read the numbers you have not looped. **21, 23, 25, 27, 29**

Now read the digits at the end of each number. **1, 3, 5, 7, 9**

Numbers that end in **1, 3, 5, 7 or 9** are odd numbers.

Is 9 an odd number? **yes**

Is 37 an odd number? **yes**

Is 43 an odd number? **yes**

**Say**

Is 51 an odd number? **yes**

If a collection has an odd number of items in it, you cannot divide it in half.

Help the student read and complete the sentence.

20	21	22	23	24	25	26	27	28	29
----	----	----	----	----	----	----	----	----	----

The collections I divided in half had an **even** number of cubes in them.

**Say**

Let's work with some larger collections to check that what I have told you is correct.

What is the heading of the first column on the table? **whole collection**

Let's read the instruction in the box below the heading. **skip count by 2 to make 34 cubes**

Is thirty four an even number or an odd number? **even**

Can you divide a collection of thirty four cubes in half? **yes**

How do you know? **Thirty four is an even number and even numbers can be divided in half.**

Let's check. Skip count cubes by twos to make a collection of thirty four cubes.

Share the cubes between the two plates by placing one cube on each plate until all the cubes are used.

Count the cubes and tell me how many on each plate. **17**

Do both plates have the same number? **yes**

Have you divided the collection in half? **yes**

How do you know? **both groups have the same number of cubes**

Your prediction that you could divide the collection of 34 cubes in half was correct.

Look at how the cubes are arranged on the plates. Do the arrangements look the same? **Answers will vary.**

Change the position of some of the cubes on one plate.

**Say**

Is the collection still divided in half? **yes** (If the student is not sure, ask him/her to count the cubes on each plate.)

How do you know? **There are still 17 cubes on each plate.**

Does it matter if I change the position of the cubes? **no**

What if I take Bella's cubes off the plate and put them on the table? **That does not matter because Bella still has seventeen cubes.**



**Say**

Let's complete the top row on the activity sheet to show the number of cubes in each half of the collection.

Whole collection	Quincey's plate	Bella's plate
Skip count by 2s to get 34 cubes	<input type="text" value="17"/> cubes	<input type="text" value="17"/> cubes

Ask the student to move the cubes off both plates and back into one collection of thirty four cubes.

Read the next instruction on the activity sheet with the student.

**Say**

Is thirty seven an even number or an odd number? **odd**  
 Can you divide a collection of thirty seven cubes in half? **no**  
 How do you know? **Thirty seven is an odd number and odd numbers cannot be divided in half.**  
 Let's check. Count on from thirty four to make a collection of thirty seven cubes.  
 Share the cubes between the two plates by placing one cube on each plate until all the cubes are used.  
 Count the cubes and tell me how many on each plate. **18 on one plate and 19 on the other plate**  
 Do both plates have the same number? **no**  
 Have you divided the collection in half? **no**  
 How do you know? **one plate has more cubes than the other**  
 Your prediction that you could not divide the collection of 37 cubes in half was correct.  
 Let's complete the second row on the activity sheet to show the number of cubes on each plate.

Count on from 34 cubes to get to 37 cubes	<input type="text" value="18"/> cubes	<input type="text" value="19"/> cubes
---	---------------------------------------	---------------------------------------

Continue read each instruction and use the same questions and actions to support the student as he/she completes the remaining rows of the activity sheet.

Check the shared collections and discuss whether they divide into halves.

Ask the student to tick the collections that divided into halves. **The collections of 34, 42 and 56 cubes will be ticked.**

Read Quincey's speech bubble with the student.



Count on from 37 cubes to get to 42 cubes	<b>21</b> cubes	<b>21</b> cubes
Count on from 42 cubes to get to 49 cubes	<b>25</b> cubes	<b>24</b> cubes
Count on from 49 cubes to get to 56 cubes	<b>28</b> cubes	<b>28</b> cubes



Store or scan and save the activity sheet.

Store the materials.

## Is it half?

### Materials:

- activity sheet – *Is it half?*

Place the activity sheet on the table.

Read Bella's speech bubble.

Look at the collection of crabs pictured on the sheet. Has the collection been divided in half? **Answers will vary.**

How can you check? **Count the number of crabs in each group.**

Count the crabs.

Has the collection been divided in half? **yes**

How do you know? **Answers will vary, eg both groups have five crabs/the same number of crabs.**

Tick each group to show they are equal.

**Say** Look at the collection of fish. Has the collection been divided in half? **Answers will vary.**

How can you check? **Count the number of fish in each group.**

Count the fish.

Has the collection been divided in half? **no**

How do you know? **Answers will vary, eg one group has six fish and one group has five.**

Can you tick these groups? **no**

You can finish the activity sheet yourself.



The student works independently to complete the tasks.

**The frogs and both sets of flowers should be ticked.**

Discuss which collections were easiest to see if they were halved and why.



Store or scan and save the activity sheet.

## Reaching out

### Leaf boats

#### Materials:

- activity sheet – *Leaf boats*.

Read Narrah's speech bubble on the activity sheet.

Say

Count the leaf boats in the first collection. **twelve**

How can you show which leaves belong to Penni and which leaves belong to Quincey? **Answers will vary.**

An easy way is to print 'P' on Penni's leaf boats and 'N' on Narrah's leaf boats.

Print 'P' on a leaf boat for Penni.

Write 'N' on a leaf boat for Narrah.

Help the student to label each leaf boat in turn until all the leaf boats are labelled.

Say

Check the two groups to see if you have divided the collection of leaf boats in half. (The student counts the leaf boats in each group.)

Have you divided the collection in half? **yes**

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

- **Both groups have the same number of leaf boats.**
- **Penni and Narrah have six leaf boats each.**



Penni and Narrah each have **6** leaf boats.

The student works independently to complete the next two leaf boat tasks. The student may wish to label the leaf boats in pairs or rows.

Penni and Narrah each have **9** leaf boats.

Penni and Narrah each have **12** leaf boats.



The last group has an uneven number of boats.

Help the student print a sentence under the table about the extra leaf boat, eg

Penni and Narrah each have **17** leaf boats.

**There is one leaf boat left over.**



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 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
<ul style="list-style-type: none"><li>What's missing?</li></ul>	
<ul style="list-style-type: none"><li>Half as a number</li></ul>	
<ul style="list-style-type: none"><li>Cooking with halves 1 and 2</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>Lesson notes – Day 4</li></ul>	
<ul style="list-style-type: none"><li>Start of the day (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>counters (from Maths kit)</li></ul>	
<b>Home resources</b>	
<ul style="list-style-type: none"><li>calendar for current year</li></ul>	
<ul style="list-style-type: none"><li>poster putty</li></ul>	
<ul style="list-style-type: none"><li>scrap paper</li></ul>	
<ul style="list-style-type: none"><li>scissors</li></ul>	
<ul style="list-style-type: none"><li>play dough</li></ul>	
<ul style="list-style-type: none"><li>measuring cups and jugs showing 'half' or <math>\frac{1}{2}</math></li></ul>	
<ul style="list-style-type: none"><li>bowl of water</li></ul>	
<ul style="list-style-type: none"><li>several small containers, eg yoghurt, egg cup, mug</li></ul>	
<ul style="list-style-type: none"><li>highlighter pen</li></ul>	
<ul style="list-style-type: none"><li>blunt knife</li></ul>	
<ul style="list-style-type: none"><li>camera</li></ul>	
<ul style="list-style-type: none"><li>pikelet toppings</li></ul>	



• plates	
• cutlery	

## Quincey's quest

### Start the day

#### Materials:

- activity sheet – *Start the day* (from Day 1)
- current calendar
- counters (from Maths kit)
- poster putty
- scrap paper
- scissors.

Place the materials on the table.

Read the information we recorded on the chart yesterday. **Answers will vary, eg Today is Friday the 8th. The month is March. The year is two thousand and twenty. Today the weather is windy and rainy.**

Point to today's day name.

**Say**

Read the day names in order, starting from today. (Help if required.)

Swap the day counter to today's day name.

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

Has the month name changed? **Answers will vary.**

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

If the month name has changed, ask the student to move the counter to the new month.

Ask the student to remove the ordinal number from the chart.

Find the month page in the calendar.

Point to the day names and read them.

**Say**

Point to the day numbers.

We say the day numbers as ordinal numbers. Let's read the numbers as ordinal numbers. **first, second, third etc**

Ask the student to point to each number as he/she reads it.



**Say**

Point to the day name for today.  
Trace your finger down the column until you come to the number for today.  
Do you know how to say that number as an ordinal number? **Answers will vary, eg sixth.**

Help the student print the ordinal number (eg 6th) on a scrap of paper.  
Help the student cut out the number and attach it to a counter using poster putty.  
Ask the student to use poster putty to attach the counter to the right of today's day name.

**Say**

Read the sentence about the year number. **Answers will vary, eg The year is two thousand and twenty.**  
What is the last section about? **weather**  
Go outside and check the weather.  
Use the poster putty to attach counters above any words that describe the weather.

Read the page together, starting from the first sentence and pointing to the words and numbers as you read, eg **Today is Saturday the 9th. The month is March. The year is two thousand and twenty. Today the weather is cloudy, windy, warm.**



Display the chart. It will be used on Day 5.

Store the other materials.

## Diving in

### I can count to

#### Materials:

- nil.

**Say**

Let's do some counting together. we can take turns to say the numbers.

19	<b>20</b>	21	<b>22</b>	23	<b>24</b>						
27	<b>28</b>	29	<b>30</b>	31	<b>32</b>	33	<b>34</b>				
37	<b>38</b>	39	<b>40</b>	41	<b>42</b>						
39	<b>40</b>	41	<b>42</b>	43	<b>44</b>	45	<b>46</b>	47	<b>48</b>	49	<b>50</b>

Let's see how high we can count this time.

49 **50** 51 **52** (continue counting until the student is unsure of the next number or 100 is reached.)





## What's missing?

### Materials:

- activity sheet – *What's missing?*

Place the activity sheet on the table.

Read Penni's speech bubble with the student.

Ask the student to tell you what is missing from the analogue clock faces. **Long (minute) and short (hour) hands; short (minute) hand**

Remind the student that the clock must show a real time when it is completed.

The student works independently to complete each clock face.

Ask the student to tell you the time he/she has made on the first clock. **Answers will vary.**

Ask the student to print the time in the row below the clock.

Ask the student to tell you the time he/she has made on the second clock. **Answers will vary. The correct answer is 9:00 because the short hand is pointing to the 9. The student should have drawn the long hand pointing to the 12.**

Ask the student to print the time he/she has shown in the row below the clock.

Ask the student to tell you what is missing from the digital clock faces. **0 in the minutes; a number in the hours.**

Remind the student that the clock must show a real time when it is completed.

The student works independently to complete each clock face.

Ask the student to tell you the time he/she has made on the first clock. **3 o'clock**

Ask the student to tell you the time he/she has made on the second clock. **Answers will vary. The correct answer is 10:00 because this is the only time that has 0 in the second hour box.**

Review the analogue clocks with the student and discuss the 9:00 clock if the student made and printed a different time.

Review the digital clocks with the student and discuss the 10:00 clock if the student made a different time.



Mark then store or scan and save the activity sheet.

## Burrowing about

### Half as a number

#### Materials:

- activity sheet – *Half as a number*
- play dough.



Place the materials on the table.

Ask the student to make a play dough sausage about 10 cm long.

**Say** Look at the whole sausage.  
In the first section of the activity sheet, draw the sausage above the words.  
Let's complete the sentence so it matches your drawing. **One whole sausage.**  
How many pieces are there? **one**  
Print the number one in the box at the end of the row.

 One <b>whole</b> sausage.	<b>1</b>
--	----------

**Say** Let's cut the whole sausage in half. How will we know it is divided into halves?  
**There will be two pieces the same size.**  
Divide the sausage in half.  
Check the sausage is divided in half. Make some changes if you haven't divided it evenly.  
Have you divided the sausage into halves? **yes**  
How many halves do you have? **two**  
One half or a half is the name given to each piece.  
Point to one half. Point to the other half.  
In the next row on the activity sheet, draw the divided sausage.  
One word is missing from the sentence. Let's read the sentence to find out what it is. This sausage has been divided in **half**.  
Print half onto the line.  
How many halves do you have? **two**  
Print the number two into the box at the end of the row.

 This sausage has been divided in <b>half</b> .	<b>2</b>
---	----------

**Say** We use the words half or halves when we are talking and often when we are writing. Sometimes one half is written using numbers instead of letters.  
Look at the boxes where you wrote the one and the two. They show you how the fraction half is written. Look at the one, the line under the one and the two.  
(Point to the 1) The one means one whole object.  
(Point to the 2) The two means divided into two equal pieces.



**Say**

You have printed the fraction number for one half.

Read the fraction number. **one half**

You can practise printing the one half fraction number in the row of boxes.

In the first box, print the number one in the top space.

Trace over the dividing line.

Under the line, print the number two.

Help the student to complete the writing of the fraction number in the remaining three boxes.

1
2

1
2

1
2

1
2

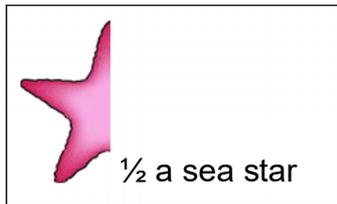
**Say**

Look at the pictures in the next row.

Read the labels. **half an orange, half a sausage**

Let's read Quincey's speech bubble.

Help the student complete the activity page. **Answers will vary, eg**



Store or scan and save the activity sheet.

## Hunting for halves

### Materials:

- measuring cups and jugs showing  $\frac{1}{2}$  or 'half'
- bowl of water
- several small containers, eg yoghurt, egg cup, mug.

Place the materials on the table.

Ask the student to locate any instances of the word or fraction number for one half on the cups or jugs.

**Say**

Tell me some times when you use half or halves when you are talking. **Answers will vary, eg**

- asking for food, eg, half an apple, half a sandwich, half a cup of water
- asking for something to be divided equally, eg, cut a sandwich in half/halves, share a packet of lollies equally
- asking for a share, eg, Could I have half your orange/blocks?
- telling the time
- amount of time, eg, half an hour.

Can you think of where you might have seen the words half or halves written? **Answers will vary, eg**

- in a recipe
- on a measuring cup or jug
- on price tags or signs
- in a book/magazine/comic
- on a television show
- on a computer game/activity.

Let's fill up some containers to show half.

Help the student fill the  $\frac{1}{2}$  cup measuring cup and pour it into a cup measuring cup or a jug with ' $\frac{1}{2}$  cup' quantity measured on it. Discuss what happens.

Ask the student to half fill the three containers. Discuss what happens, eg was it easy to do? how do you know it is half full?



Store the measuring materials.

## Cooking with halves

### Materials:

- activity sheets – *Cooking with halves 1* and *2*
- utensils listed on *Cooking with halves 1* (place in a box or bag)
- ingredients listed on *Cooking with halves 1*. (do not measure, place in a box or bag)
- highlighter pen
- blunt knife.

Place the activity sheet on the table where you will be cooking.

Read Bella's speech bubble and discuss what you will be doing.

Place the box of collected equipment on the table.



Read the equipment list and ask the student check and unload the utensils.

Place the box of collected ingredients on the table.

Read the ingredients list and ask the student check and unload the ingredients.

Ask the student to reread the ingredients list and ask the student to highlight any instances of a half.

Read the recipe on *Cooking with halves 2* with the student and ask him/her to highlight any instances of a half in the instructions.

One half means one item or collection is divided into two parts and you have one of the parts. In the recipe we need half a cup of milk.

(Show the student the cup measure.) This is a whole cup. How will we get half a cup? **fill the cup until it is half full of milk**

Sometime we can use a half cup measure (Point to this if you have one.) or fill the measuring jug to the half a cup line. (Point to this if you have one.)

(Point to '¼ cup of sugar' on the recipe page.) Look at this fraction. It says one quarter. What do you think this means? **Answers will vary, eg**

**Say**

- **one thing/collection divided into four pieces**
- **there are four pieces and I have one of them.**

One quarter means one item or collection is divided into four parts and you have one of the parts

This is a half a cup (Point to the half cup measure on the measuring jug.) and this is a quarter cup measure. (Point to the quarter cup measure on the measuring jug.). Which is more, half a cup or a quarter of a cup? **half a cup**

We are about to start cooking. What do we need to do before we begin? **wash our hands**

Wash hands and cover clothes if required.

Read and follow the recipe, helping the student measure and mix.

Discuss the measuring as you work through the ingredients.

(The ¼ cup of sugar can be made by measuring half a cup of sugar and halving it, or using the measuring cup or jug.)

Help the student make the mixture.

Cook one pikelet and place it onto a plate.

What have I placed onto your plate? **one whole pikelet**

Cut the pikelet in half.

**Say**

How many cuts did you make? **one**

How many equal pieces do you have? **two**

Was it easy to cut the pikelet into halves? **Answers will vary.**

**Say**

Why? Answers will vary, eg

- the pikelet was a circle/regular shape so I could work out where to make the cut so both pieces were equal.
- the pikelet was a funny/irregular shape so it was difficult to work out where to make the cut so both pieces were equal.

Help the student use the mixture to make more pikelets.

Place the pikelets in a warm place and help the student tidy the area.



Store the recipe for future use.

## Reaching out

### Let's share

#### Materials:

- camera
- pikelets
- pikelet toppings
- plates
- cutlery.



Help the student take a photograph of the pikelets.

Ask the student to set up an eating area.

Ask the student to invite others to join him/her to share the pikelets.



Help the student to tidy the eating area, wash dishes etc.

Save the photograph into the Set folder.

## Home tutor

### Set return checklist

Complete the checklist to ensure you have all the required items for Day 4 stored or saved, 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
<ul style="list-style-type: none"><li>• Penni's collections</li></ul>	
<ul style="list-style-type: none"><li>• Bella's pantry</li></ul>	
<ul style="list-style-type: none"><li>• Midnight feast</li></ul>	
<ul style="list-style-type: none"><li>• Bella stores her food</li></ul>	
<ul style="list-style-type: none"><li>• Divide the food</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>• Lesson notes – Day 5</li></ul>	
<ul style="list-style-type: none"><li>• Start of the day (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>• counters (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>• 2 cm cubes (from Maths kit)</li></ul>	
<b>Home resources</b>	
<ul style="list-style-type: none"><li>• calendar for current year</li></ul>	
<ul style="list-style-type: none"><li>• poster putty</li></ul>	
<ul style="list-style-type: none"><li>• scrap paper</li></ul>	
<ul style="list-style-type: none"><li>• scissors</li></ul>	
<ul style="list-style-type: none"><li>• video camera</li></ul>	



## Quincey's quest

### Start the day

#### Materials:

- activity sheet – *Start the day* (from Day 1)
- current calendar
- counters (from Maths kit)
- poster putty
- scrap paper
- scissors
- video camera.

Place the materials on the table.

**Say**

Let's make a video recording of you reading the date and other information from yesterday.

Discuss how the student should open the video, eg own name, set name and/or number.

Help the student practise the opening.



Make a video recording of the opening.

Ask the student to practise showing his/her chart and reading the information.



Make a video recording of the student showing the chart and reading the information.

**Say**

Now change the date and weather so it tells us about today.

The student works independently to make the new date and weather. Help with ordinal number if required.

Read the page together, starting from the first sentence and pointing to the words and numbers as you read, eg **Today is Saturday the 9th. The month is March. The year is two thousand and twenty. Today the weather is cloudy, windy, warm.**

**Say**

Let's make a video to show how you have recorded and read today's date.

Ask the student to practise showing his/her chart and reading the sentences.



Make a video recording of the student showing the chart and reading the sentences.



**Say**

Let's add more information to the video. What could you say? **Answers will vary, eg talk about me, my favourite things.**

Discuss the student's ideas and help him/her practise 3 or 4 sentences.



Make a video recording of the student sharing the information.



Save the video recording into the set folder.

Display the chart and ask the student to complete on non-school days.

## Diving in

### Moving backwards and forwards

#### Materials:

- video camera.



Please record this activity.

**Say**

I am going to begin counting forwards. When I stop, I would like you to keep counting until I say stop.

Say 'stop' after the student has counted on another six numbers.

**Say**

25, 26, 27, 28      **29, 30, 31, 32, 33, 34**

41, 42, 43, 44      **45, 46, 47, 48, 49, 50**

48, 49, 50, 51      **52, 53, 54, 55, 56, 57**

Now try going backwards!

18, 17, 16, 15,      **14, 13, 12, 11, 10, 9**

29, 28, 27, 26      **25, 24, 23, 22, 21, 20**

45, 44, 43, 42      **41, 40, 39, 38, 37, 36**

Don't let these trick you!

12, 14, 16, 28, **20, 22, 24, 26, 28, 30**

30, 32, 34, 36, **38, 34, 42, 44, 46, 48**

0, 10, 20      **30, 40, 50, 60, 70, 80**



Save the video recording into the Set folder.



## Penni's collections

### Materials:

- activity sheet – *Penni's collections*.

Place the activity sheet on the table.

Read Penni's first speech bubble with the student.

**Say**

How will you check each collection? **Read the speech bubble to find out how many items are in the collection and then count them.**

Help the student read Penni's second speech bubble.

Ask the student to complete the task independently.

Help the student read Penni's third speech bubble.

Ask the student to complete the task independently.

Help the student read Penni's fourth speech bubble.

Ask the student to complete the task independently.

Ask the student to read the instruction and complete the task.

This is Penni's whole collection of wild rice seeds. **T**

This is Penni's whole collection of gumnuts. **F**

This is Penni's whole collection of flowers. **T**



Mark and then store or scan and save the activity sheet.

## Burrowing about

### Bella's pantry

### Materials:

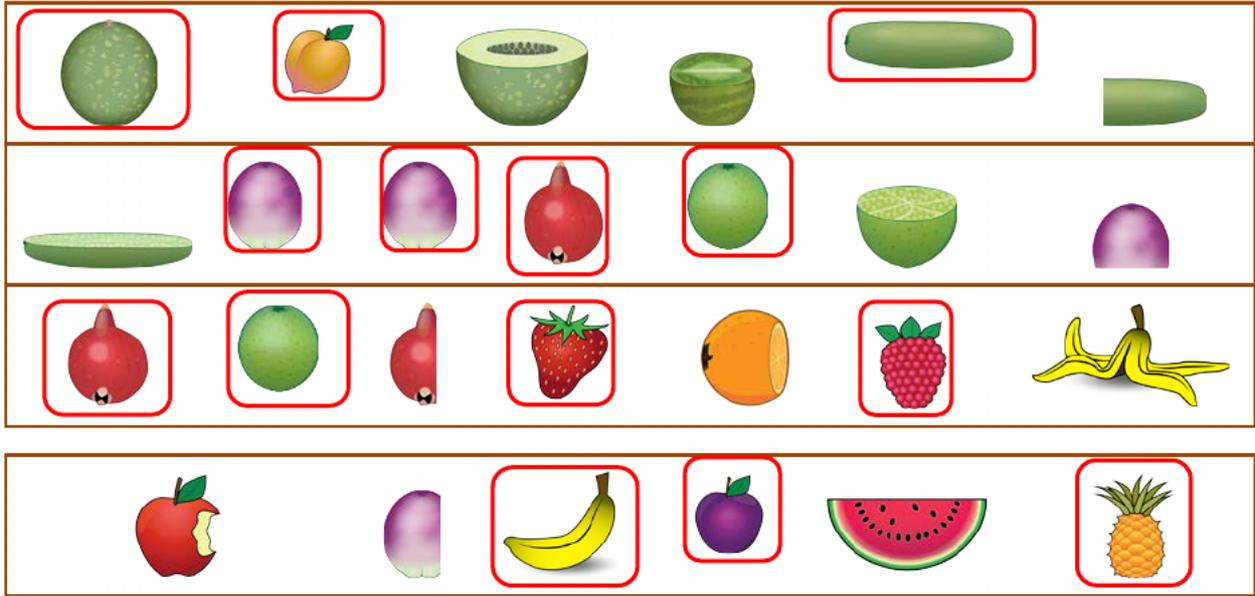
- activity sheet – *Bella's pantry*.

Place the activity sheet on the table.

Help the student to read Bella's speech bubble.

**Say**

What do you need to do? **loop the whole pieces of fruit**  
You can complete the looping activity.



Help the student to read the questions on the remaining part of the activity sheet. Ask the student to tell you the answer.

Ask the student to print each answer. Help with spelling if required.

Is this a whole bush lime?  **yes**

How do you know? **Answers will vary, eg there are no missing parts.**

Is this a whole green apple?  **no**

How do you know? **Answers will vary, eg it has a bite out of it; it has a part missing.**

**M S** Mark then store or scan and save the activity sheet.

### Midnight feast

#### Materials:

- activity sheet – *Midnight feast*.

**Say**

Bella and Penni are meeting for a midnight feast. Penni wants to take food that she has cut into halves so she can share fairly with Bella.

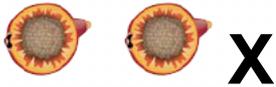
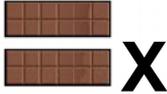
Let's read the title and Penni's speech bubble on the activity sheet.

What does Penni want you to do? **Draw a cross next to any pictures that show food that has been divided into halves.**

You can complete the first part of the activity sheet.





Help the student read the questions on the remaining part of the activity sheet. Ask the student to tell you the answer.

Ask the student to print each answer. Help with spelling if required.

Is this bush tomato cut in half?  <b>yes</b>
How do you know? <b>There are two pieces and they are both the same size and shape.</b>
Is this plum cut in half?  <b>no</b>
How do you know? <b>There are two pieces but one is larger than the other/they are not equal.</b>



Mark then store or scan and save the activity sheet.

### Bella stores her food

#### Materials:

- activity sheet – *Bella stores her food*.

Place the activity sheets on the table.





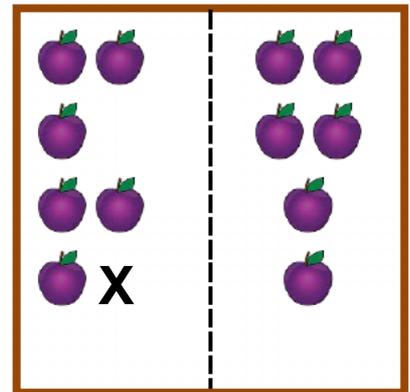
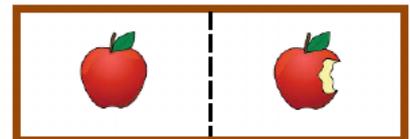
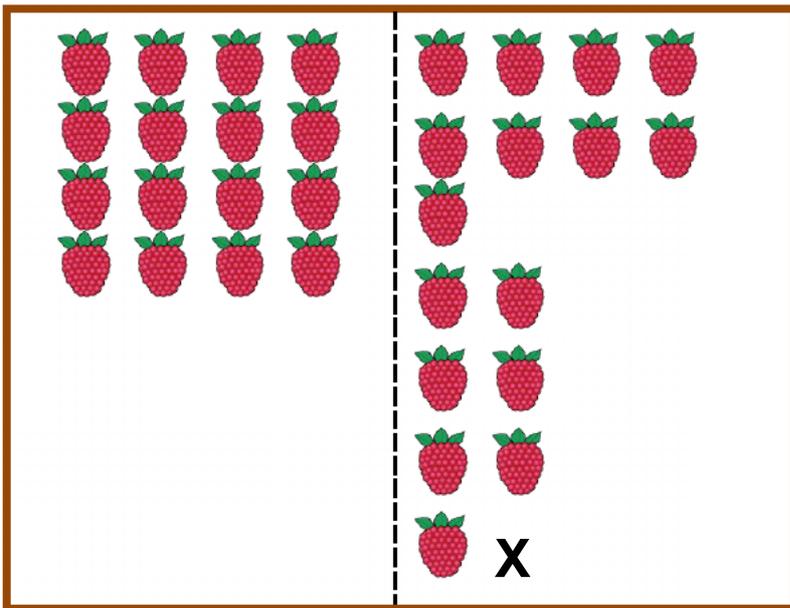
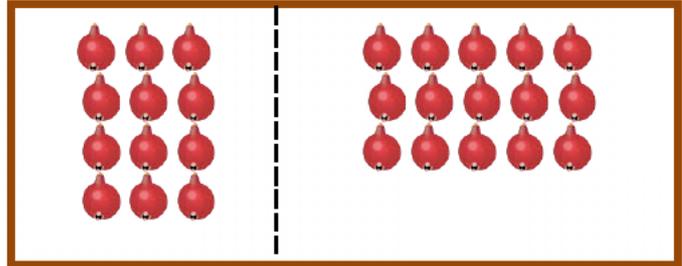
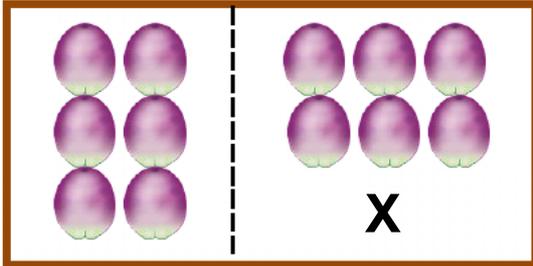
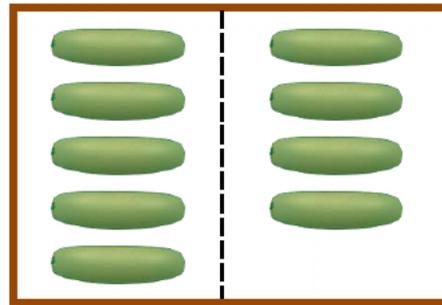
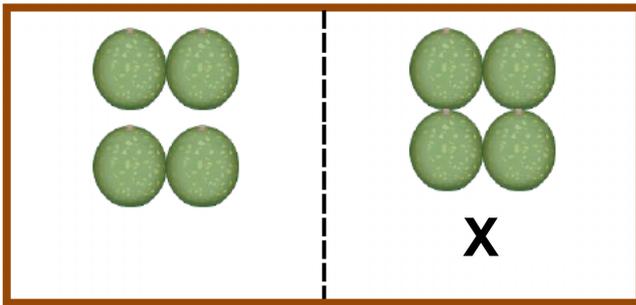
When it's getting close to winter Bella starts storing food. That way she doesn't need to hunt for it when the weather is chilly or rainy. Help Bella check that her food stores have been divided in half so she can eat half now and save half for wintery days.

**Say** Let's read what Bella has to say.

How will you know if the boxes of fruit have been divided in half? **The amount of fruit in each side of the box will be the same.**

When you find a box that has been divided correctly, draw a cross anywhere inside the box.

The student works independently to complete the tasks.



Mark then store or scan and save the activity sheet.



## Reaching out

### Divide the food

#### Materials:

- activity sheet – *Divide the food*
- 2 cm cubes (from Maths kit).

Place the materials on the table.

Read Narrah's speech bubble with the student.

**Say**

Count the fruit in the first box. **24**

Let's read the first sentence.

What is missing? **the number of bush tomatoes**

Print the number into the sentence.

You need one cube to represent each bush tomato. Take out the number of cubes you need. **24 cubes**

Divide the collection of cubes in half.

Could you divide the collection in half? **yes**

How many cubes in each half? **twelve**

Look at the activity sheet.

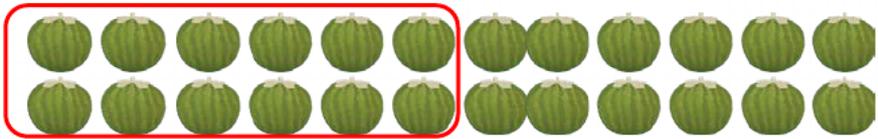
Count twelve bush tomatoes and loop them.

Let's read the second sentence.

What is missing? **the number twelve**

Print the number twelve into the sentence.

The student may loop the twelve tomatoes in a different way than that shown below.

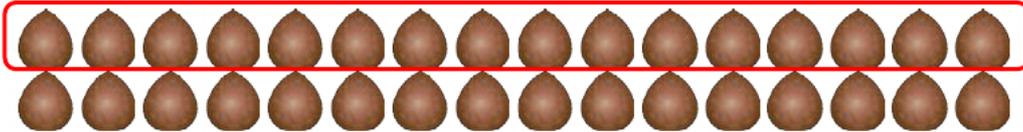


I have **24** bush tomatoes in this collection.

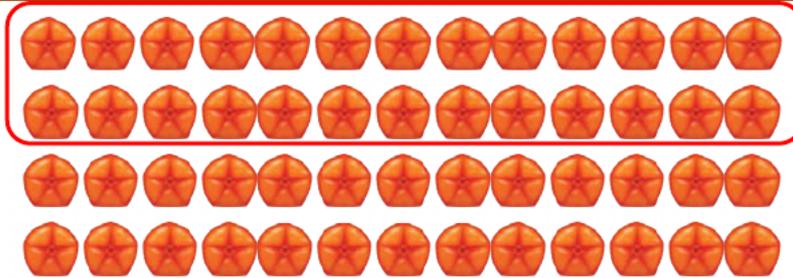
There are **12** bush tomatoes in each half.

Encourage the student to work independently to complete the remaining tasks using the cubes.

Help with reading if required.



I have **32** nuts in this collection.  
There are **16** nuts in each half.



I have **52** ruby bush fruit in this collection.  
There are **26** ruby bush fruit in each half.



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
<ul style="list-style-type: none"><li>About today</li></ul>	
<ul style="list-style-type: none"><li>Penni's puzzles</li></ul>	
<ul style="list-style-type: none"><li>2D shapes</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>Lesson notes – Day 6</li></ul>	
<ul style="list-style-type: none"><li>counters (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>Number chart 1 to 60 (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>straws (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>the geo board (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>elastic bands (from Maths kit).</li></ul>	
<ul style="list-style-type: none"><li>attribute shapes (from Maths kit)</li></ul>	
<b>Home resources</b>	
<ul style="list-style-type: none"><li>calendar for current year</li></ul>	
<ul style="list-style-type: none"><li>poster putty</li></ul>	
<ul style="list-style-type: none"><li>scrap paper</li></ul>	
<ul style="list-style-type: none"><li>A4 sheet of paper</li></ul>	
<ul style="list-style-type: none"><li>scissors</li></ul>	
<ul style="list-style-type: none"><li>2 large sheets of paper (A3)</li></ul>	
<ul style="list-style-type: none"><li>felt tip pens or crayons</li></ul>	
<ul style="list-style-type: none"><li>camera</li></ul>	



## Quincey's quest

### About today

#### Materials:

- activity sheet – *About today*
- current calendar
- counters (from Maths kit)
- poster putty
- scrap paper
- A4 sheet of paper
- scissors.

Place the materials on the table.

We are using a new date and weather chart this week. What can you see that is different from last week's chart? **Answers will vary, eg The sentence starters have gone; the printing is different; The weather pictures and words have gone; there are more lines.**

Let's fill out the chart to find out how it works. Begin with the day name. Point to today's day name.

Read the day names in order, starting from today. (Help if required.)

Use the poster putty to attach a counter on the left of today's day name.

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

**Say** Why? **Answers will vary.**

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

Find the month page in the calendar.

Point to the day names and read them.

What is the first day number? **Answers will vary, eg one, first.**

What is the last day number? **Answers will vary, eg thirty, thirtieth.**

How many days in (month name)? **Answers will vary, eg thirty, thirty one.**

We say the day numbers as ordinal numbers. Let's read the numbers as ordinal numbers. **first, second, third etc**

Ask the student to point to each number as he/she reads it.

**Say** Point to the day name for today.  
Trace your finger down the column until you come to the number for today.  
Do you know how to say that number as an ordinal number? **Answers will vary, eg twelfth.**



Help the student print the ordinal number on a scrap of paper.

Help the student cut out the number and attach it to a counter using poster putty.

**Say**

Look at the words below the day names. Read them. **the of**

Use poster putty to attach the ordinal number to the space between 'the' and 'of'.

Now read the line. **the (6th) of**

(Point as you read) Monday the (6th) of. Now you read and point. **Monday the (6th) of**

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

Use the poster putty to attach a counter on the left of this month's name.

What is your favourite month? **Answers will vary.**

Why? **Answers will vary.**

Point to the date you have made and read it. **Answers will vary, eg Monday the 6th of March.**

What do we need to finish off the date? **year number**

What is the year number? **Answers will vary.**

Help the student print the year number on the line below the month names.

**Say**

Point to the date you have made and read it. **Answers will vary, eg Monday the 6th of March, two thousand and twenty (or twenty twenty).**

Help the student fold the sheet of A4 paper to make eight rectangles.

Ask the student to cut along the folds.

**Say**

Let's read the sentence starter. **The season is**

What is the season? **Answers will vary.**

summer



Ask the student to print the season at the top of one rectangle.

Ask the student to draw a picture to show what he/she does in the season, eg swimming.

Help the student attach the rectangle to a counter using poster putty.

Ask the student to use poster putty to attach the counter to the space below 'The season is'.

**Say**

What does the other sentence starter say? **The weather is**

Go outside and check the weather.



hot, sticky, windy



Ask the student to print some words to describe the weather at the top of another rectangle.

Ask the student to draw a picture to show the weather.

Help the student attach the rectangle to a counter using poster putty.

Read the page together, pointing to the words and numbers as you read, eg **Saturday the 9<sup>th</sup> of March two thousand and twenty. The season is summer and I like to swim. The weather is cloudy, windy, warm.**



Display the chart. It will be used on Day 7.

Store the other materials, including the blank rectangles.

## Diving in

### Counting by 2s

#### Materials:

- activity sheet – *Number chart 1 to 60* (from Day 1).

The student can use the *Number chart 1 to 60* as a reference.

As the student counts on five more numbers, hold up a finger for each number counted so he/she knows when to stop.

We are going to count by twos. I will start and you can count on the next five numbers in the pattern.

0, 2, 4, 6                      **8, 10, 12, 14, 16**

8, 10, 12, 14                **16, 18, 20, 22, 24**

12, 14, 16, 18              **20, 22, 24, 26, 28**

26, 28, 30, 32              **34, 36, 38, 40, 42**

**Say** 34, 36, 38, 40            **42, 44, 46, 48, 50**

44, 46, 48, 50              **52, 54, 56, 58, 60**

Let's try counting backwards by twos. I will start and you can count on the next five numbers in the pattern.

16, 14, 12, 10              **8, 6, 4, 2, 0**

30, 28, 26, 24              **22, 20, 18, 16, 14**

50, 48, 46, 44              **42, 40, 38, 36, 34**



Store the number chart.



### Penni's puzzles

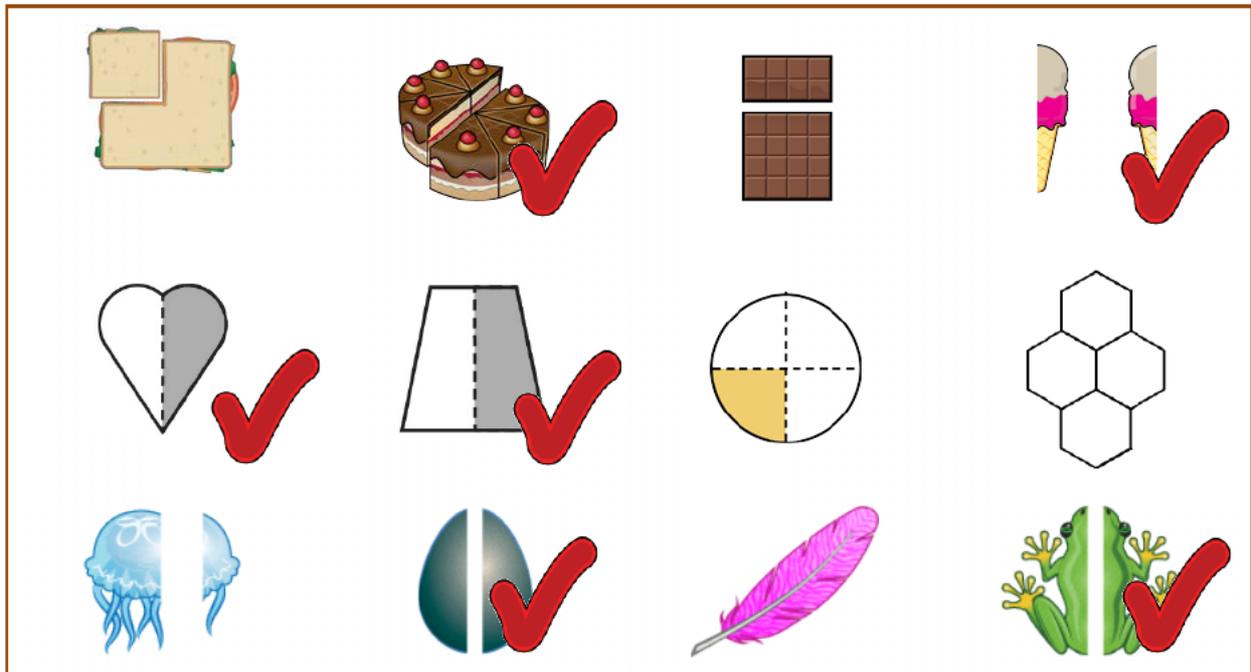
#### Materials:

- activity sheet – *Penni's puzzles*.

Place the activity sheet on the table.

Read Penni's speech bubble with the student.

The student completes the task independently.



Read the next instruction with the student.

The student completes the task independently. The student can print the times in any of three ways:

	6:00 6 o'clock six o'clock		9:00 9 o'clock nine o'clock
	8:00 8 o'clock eight o'clock		4:00 4 o'clock four o'clock
	1:00 1 o'clock one o'clock		11:00 11 o'clock eleven o'clock



Mark then store or scan and save the activity sheet.





## Burrowing about

### Lines and shapes

#### Materials:

- large sheet of paper (A3)
- straws (from Maths kit)
- scissors
- felt tip pens or crayons.

Place the paper and crayons or pens on the table.

**Say** Draw a wavy line on this piece of paper.  
Draw a straight line.  
Draw a jagged line.  
Draw a curly line.  
Pick up the wavy line for me.  
Can you pick it up? **no**  
Pick up the straight line for me.  
Can you pick it up? **no**  
Pick up the jagged line for me.  
Can you pick it up? **no**  
Pick up the curly line for me.  
Can you pick it up? **no**  
You cannot pick up these lines because they have only one dimension. These lines have the dimension of length. You can draw them as long as you wish but you cannot do anything else with them.

Place the straws on the table.

**Say** These straws are magic lines. We know we can't usually pick up lines but today we have magic lines so we can pick them up and move them around.  
Watch me while I use the magic lines to make something.

Make a square using four straws.

**Say** What have I made? **Answers will vary, eg square, shape.**  
Shapes are made using one or more lines that are joined together. The lines make the outline of the shape. What can you tell me about the lines that make the square shape? **Answers will vary, eg the lines are straight and the same length.**



**Say**

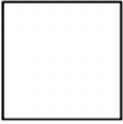
How many magic lines have been used to make the square? **four**

Turn over the sheet of paper.

Draw my shape on the page.

Help the student fold the sheet of paper into eight rectangles.

Ask the student turn the paper over to the blank side.

 square	

Ask the student to draw the square into one space.

Help the student print the shape name in the same space.

Adjust the straws to make a rhombus.



**Say**

Look at this shape. What have I made? **Answers will vary, eg kite, diamond, rhombus.**

What can you tell me about the lines that make the square shape? **Answers will vary, eg the lines are straight and the same length.**

How many magic lines have been used to make the rhombus? **four**

How is this shape different from the square? **Answers will vary, eg it has been pushed over.**

Draw my shape on the page.

 square	
 rhombus/kite/diamond	

Help the student print the preferred shape name (rhombus/kite/diamond) in the same space.





**Say**

Make a shape using three magic lines.

What is your shape called? **triangle**

Draw your shape on the page and print the name.

Try to pick up the shapes you have drawn.

Which shapes did you pick up? **none**

Lines are one dimensional and shapes are two dimensional. When lines are joined to make shapes, they give the shape length and width. They can be called 2D shapes. What do you think the D in 2D means? **dimensional**

Shapes are like lines. You cannot pick them up.

Cut one straw in half.

**Say**

Each straight line that is used to make a shape is called a side. Make a shape using these two short sides and two long sides.

What did you make? **Answers will vary, eg rectangle, parallelogram or diamond or kite (if tilted like the rhombus)**

Draw your shape on the page and print the name.

Ask the student to put the straws back with the others.

**Say**

Make four shapes using as many straws as you like. You can use the short straws if you wish.

What did you make? **Answers will vary, eg pentagon, shape.**

Tell me the number of sides in each shape. **Answers will vary.**

Draw your shapes on the page and print the names.

If the shape is not recognisable, the student can print '5 sided shape' or similar.

Ask the student to put the straws back with the others.

**Say**

Pick up one of the shapes you have drawn.

Can you pick it up? **no**

Try to pick up the other shapes.

Can you pick them up? **no**

You cannot pick up these shapes because they have only two dimensions. Do you remember the dimensions? **length and width**

Because shapes are drawn using lines, you can draw them as large or small as you wish but you cannot do anything else with them.



Store or scan/photograph and save both sides of the student work.



## Shapes I know

### Materials:

- large sheet of paper (A3)
- felt tip pens or crayons.

Place the materials on the table.

Ask the student to fold the sheet of paper in half.

**Say**

There are many different shapes all around us. Some have names that we know like circle and square, and some have names we might not know, like an ellipse.

In the top half of the paper, draw the shapes you know.

Answers will vary, eg

	<p>The student may also include free form shapes such as the shape of a puddle.</p> <p>Help the student spell the names as he/she prints labels on or near each drawing. Accept names such as puddle, cloud etc.</p>
--	--

**Say**

Let's see if we can find some shapes in the room (house, garden) that are different from those you have drawn. You can draw these shapes in the bottom half of the page.

Answers will vary. Possible responses include:

	<p>The student may also include free form shapes such as the shape of a puddle, cloud, pond or arch window.</p> <p>Help the student spell the names as he/she prints labels on or near each drawing. Accept names such as puddle, cloud etc.</p>
--	--



Store or scan/photograph and save the student work.



## 2D shapes

### Materials:

- *2D shapes* sheet
- the geo board (from Maths kit)
- elastic bands (from Maths kit).

Turn the geo board to the side where the lines drawn on the base make squares.

**Say**

Lay three elastic bands on the table. What shape are they? **Answers will vary, eg round, like a circle, long with round ends.**

Do the elastic bands make regular shapes like triangles or squares? **no**

Why not? **the elastic band is soft/floppy/twisted/bent**

The elastic band is soft and can make many shapes.

Look at the geo board. What shape is it? **square**

How do you know? **Answers will vary, eg it has four sides, four corners, straight sides, all the sides and corners are the same size.**

You told me some of the features of a square. Features are the things we know about a shape. We can use the features to describe a shape.

Look at the lines drawn on the base of the geo board, between the pegs. What shapes do these lines make? **squares**

You can use your elastic bands to make some shapes on the geo board.

Use three elastic bands to make three different shapes. (Any shapes are acceptable.)

Tell me about your shapes. **Answers will vary.**

Ask the student to take the elastic bands off the board.

**Say**

Point to the square on the *2D shapes* sheet.

How many sides does the square have?

What is special about the sides? **they are all the same length/equal length**

In one corner of the geo board use four elastic bands to make a square. Make each side stretch along three pegs.

Tell me the features of your square. **four sides, four corners, straight sides, sides are the same size, corners are the same size.**

Point to the rectangle on the *2D shapes* sheet.

How many sides does the rectangle have? **four**

What is special about the sides? **Answers will vary, eg two long sides and two short sides.**

**Say**

What are the other features of a rectangle? **Answers will vary, eg like a square, four sides, four corners, straight sides, the corners are the same size.**

Use four elastic bands to make a rectangle in another corner of the geo board.

Look at the square and the rectangle. What features are the same? **Both have four sides, four corners, straight sides, corners that are the same size.**

What features are different? **Answers will vary, eg**

- **The square has four sides that are the same size.**
- **The rectangle has a pair of sides that are short and a pair of sides that are longer.**

A square is a special rectangle with four sides that are the same length.

Point to the triangle on the *2D* shapes sheet.

How many sides does the triangle have? **three**

Use three elastic bands to make a triangle.

What are the features of a triangle? **It has three straight sides and three corners.**

What is the name of the five sided shape on the *2D* shapes sheet? **pentagon**

Tell me the features of the pentagon. **five straight sides and five corners**

Use five elastic bands to make a pentagon.

What is the name of the six sided shape on the *2D* shapes sheet? **hexagon**

Tell me the features of the hexagon. **it has six straight sides and six corners**

Use six elastic bands to make a hexagon.

Look at the shapes you made. What features are the same? **They all have straight sides and corners.**

What features are different? **Answers will vary, eg**

- **The triangle has three sides and the square and rectangle have four.**
- **The triangle has three corners and the square and rectangle have four.**
- **The corners on the triangle are a different size to the corners on the square and rectangle.**
- **The square and rectangle have the same size corners**
- **The corners on the hexagon are a different size to the corners on the other three shapes.**
- **The hexagon has more sides than the other shapes.**

What is the last shape on the *2D shapes* sheet? **circle**

Use the elastic bands to make a circle on the geo board.

Encourage the student to experiment.



**Say**

Could you make a circle? **Answers will vary.**

Why? **Answers will vary, eg I couldn't make the curved edge.**

The curved edge of a circle makes it difficult to make by putting elastic bands around the geo board pegs.



Store the materials.

## Reaching out

### Shapes that fit

#### Materials:

- attribute shapes (from Maths kit)
- camera.

Ask the student to take the large shapes out of the box.

**Say**

These blocks are called attribute shapes. Pick one up.

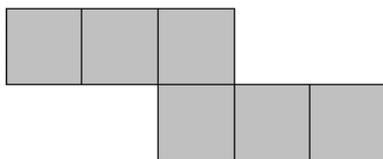
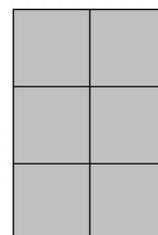
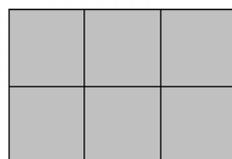
What is the difference between that shape and shapes you have drawn on paper? **I can pick up this shape/block.**

That's a bit confusing isn't it? These blocks have been made so you can play with shapes. They are thick so you can pick them up.

Choose two squares and place them so they are touching along one side.

Now add the other squares to make a shape mat. Each square must touch at least one other square along at least one side.

**Answers will vary, eg**



**Say**

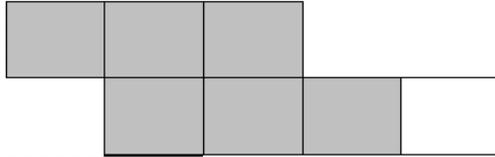
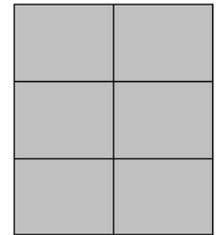
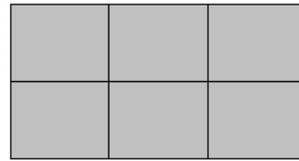
The squares fit together without any spaces between them.

Choose two rectangles and place them so they are touching along one side.

Now add the other rectangles to make a shape mat. Each rectangle must touch at least one other rectangle along at least one side.



Answers will vary, eg



Ask the student to repeat using the triangles and hexagons.



Help the student take a photograph of the four shape mats.

Ask the student to make a mat using the circles.

**Say** Can you make a circle mat with the circles all touching along one or more sides? **no**

Why not? **Answers will vary, eg there are gaps, the sides are curved so they don't touch properly.**

What does a shape need to make a good mat? **straight sides**



Help the student take a photograph of the circle shape mat.



Save the photographs into the Set folder.

Store the attribute shapes.

## 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
<ul style="list-style-type: none"><li>Penni's photos</li></ul>	
<ul style="list-style-type: none"><li>Sorting shapes</li></ul>	
<ul style="list-style-type: none"><li>Labelling 2D shapes</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>Lesson notes – Day 7</li></ul>	
<ul style="list-style-type: none"><li>About today (from Day 6)</li></ul>	
<ul style="list-style-type: none"><li>counters (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>rectangles cut from paper (from Day 6)</li></ul>	
<ul style="list-style-type: none"><li>6 bundles of 10 pop sticks (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>9 loose pop sticks (from Maths kit).</li></ul>	
<ul style="list-style-type: none"><li>attribute shapes (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>the geo board (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>elastic bands (from Maths kit)</li></ul>	
<b>Home resources</b>	
<ul style="list-style-type: none"><li>calendar for current year</li></ul>	
<ul style="list-style-type: none"><li>poster putty</li></ul>	
<ul style="list-style-type: none"><li>scrap paper</li></ul>	
<ul style="list-style-type: none"><li>scissors</li></ul>	
<ul style="list-style-type: none"><li>a book that is as wide as the geo board.</li></ul>	
<ul style="list-style-type: none"><li>camera</li></ul>	



## Quincey's quest

### About today

#### Materials:

- activity sheet – *About today* (from Day 6)
- current calendar
- counters (from Maths kit)
- poster putty
- scrap paper
- rectangles cut from paper (from Day 6)
- scissors.

Place the materials on the table.

Read the information from yesterday. **Answers will vary, eg Saturday the 9th of March two thousand and twenty. The season is summer and I like to swim. The weather is cloudy, windy, warm.**

Let's change the chart so the information matches today. Point to today's day name.

Read the day names in order, starting from today. (Help if required.)

Move the counter from yesterday's name to today's name.

What is your least favourite day? **Answers will vary.**

Why? **Answers will vary.**

**Say** Read the ordinal number for yesterday. **Answers will vary.**

What do you think the ordinal number will be today? **Answers will vary.**

Let's check on the calendar. Has the month changed? **Answers will vary.**

Find the month page in the calendar.

Point to each number and we'll read them as ordinal numbers. **first, second, third etc**

Point to the day name for today.

Trace your finger down the column until you come to the number for today.

Do you know how to say that number as an ordinal number? **Answers will vary, eg twelfth.**

Help the student print the ordinal number on a scrap of paper.

Ask the student to remove the ordinal number for yesterday.

Help the student cut out the number and attach it to the counter using poster putty.



**Say**

Place the ordinal number into position on the chart.

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

What is your least favourite month? **Answers will vary.**

Why? **Answers will vary.**

Ask the student to move the counter to a new month name if required.

**Say**

Point to the date you have made and read it, including the year. **Answers will vary, eg Monday the 6th of March, two thousand and twenty (or twenty twenty).**

Place the paper rectangles on the table.

**Say**

Read and tell me the information about the season. **Answers will vary, eg The season is summer and I like to swim.**

Has the season changed? **Answers will vary.**

If the season has changed, ask the student to make a new season rectangle as shown below.

autumn



Ask the student to print the season at the top of one rectangle.

Ask the student to draw a picture to show what he/she does in the season, eg swimming.

The student swaps the season rectangles on the chart.

**Say**

Read the information about yesterday's weather. **Answers will vary, eg The weather is cloudy, windy, warm.**

Go outside and check the weather.

Place a blank rectangle on the table.

steamy, boiling



Ask the student to print new words to describe the weather at the top of the rectangle.

Ask the student to draw a picture to show the weather.

Ask the student to swap the weather rectangles.

Read the page together, pointing to the words and numbers as you read, eg **Saturday the 9<sup>th</sup> of March two thousand and twenty. The season is autumn and I used my umbrella so I didn't get wet. The weather is boiling hot and steamy.**



Display the chart. It will be used on Day 8.

Store the other materials, including the blank rectangles and swapped weather (and season) rectangles.



## Diving in

### Bundling numbers

#### Materials:

- 6 bundles of 10 pop sticks (from Maths kit)
- 9 loose pop sticks (from Maths kit).

**Say**

Let's make some numbers. I am thinking of a number that has three tens and five ones. Show the number using your pop sticks and tell me what it is.

The student takes three bundles of ten and five single pop sticks and answers the question with **35**.

**Say**

Show a number that has two tens and seven ones. What is this number? **27**

Show a number that has five tens and five ones. What is this number? **55**

Show a number that has six tens. What is this number? **60**

Show a number that has four tens and nine ones. What is this number? **49**

Show a number that has one ten and three ones. What is this number? **13**

Show a number that has three tens and a one. What is this number? **31**

Ask the student to tell you a number to make.

Ask the student to check you have made the correct number. Encourage counting by tens.

Repeat.



Store the materials.

### Penni's photos

#### Materials:

- activity sheet – *Penni's photos*.

Place the activity sheet on the table.

Read Penni's speech bubble with the student.

**Say**

Tell me the birds that are in the top row of the frame. **Sam, Pat and Kookie**

Which bird is on the left? **Sam**

Tell me the birds that are in the middle row of the frame. **Otto, Pam and Ed**

Which bird is on the right? **Ed**



**Say**

Tell me the birds that are in the bottom row of the frame. **Daisy, Gabby and Max**

Tell me the names of the birds in the middle column. **Kookie, Pam and Gabby.**

Tell me the names of the birds in the left column. **Sam, Otto and Daisy.**

Who is above Max? **Answers will vary, eg Ed or Ed, Pam And Otto**

Point to Max.

Point to Ed with another finger.

Ed is directly above Max.

Point to Pam and Otto.

Pam and Otto are in the row above Max. They are not directly above him.

Who is directly above Daisy? **Otto**

Who is directly above Pam? **Kookie**

Who is directly below Pam? **Gabby**

Who is directly below Pat? **Ed**

Who is above Daisy? **Otto, Pam and Ed**

Who is above Pam? **Sam, Kookie and Pat**

Who is below Pam? **Gabby, Daisy and Max**

Who is below Pat? **Ed, Pam And Otto**

Let's read the instruction below the photo frames.

Read the instruction and check the student knows what to do.

The student completes the task independently. Help with reading if required.

Ed is below Pat.	yes
Gabby is between Daisy and Max.	yes
Otto is above Pam.	no
Sam is on the right of Ed.	no
Max is on the right of Gabby.	yes
Pat is in the row above Pam.	yes
Kookie is below Otto.	no
Pam is between Ed and Otto.	yes
Max is above Ed.	no



Mark then store or scan and save the activity sheet.





## Burrowing about

### Sorting shapes

#### Materials:

- activity sheet – *Sorting shapes*
- attribute shapes (from Maths kit).

Ask the student to take out all the large triangles, squares, rectangles and hexagons and spread them on the table.

**Say**

Look at the different shapes and tell me what you can see. **Answers will vary.**  
**Possible responses include:**

- **triangles, squares, rectangles and hexagons**
- **the shapes are blue, red and yellow**
- **there are six of each shape**
- **all the shapes have straight sides**
- **all the shapes have corners**
- **some are thick and some are thin.**

Sort the shapes into groups that have the same shape.

How many groups did you make? **four**

How many shapes in each group? **six**

Tell me a name for each group. **triangles, squares, hexagons and rectangles**

Ask the student to spread the shapes on the table.

**Say**

Sort the shapes based on the number of sides they have.

How many groups did you make? **four**

How many shapes in each group? **the triangles and hexagons have six in each of their groups; the squares and rectangles go together and there are twelve in that group**

Sort the shapes based on the number of corners they have.

How many groups did you make? **four**

How many shapes in each group? **triangles and hexagons have six in each of their groups; squares and rectangles go together and there is twelve in that group.**

What other features could you use to sort the shapes? **Answers will vary, eg colour, same shape corners.**

Sort the shapes into groups using one of these features.

**Say**

How many groups did you make? **Answers will vary.**  
How did you sort the shapes? **Answers will vary.**  
Mix the shapes again and sort them in a different way.  
How did you sort them? **Answers will vary.**  
You are using the features of the shapes to sort them.

Place the *Sorting shapes* activity sheet on the table.

Read Bella's speech bubble.

Ask the student to sort the shapes in a way he/she likes.

**Say**

Read the first sentence starter with the student. **I sorted the shapes by**  
How did you sort them? **Answers will vary.**  
Print a word/words on the line to finish the sentence. **Answers will vary, eg colour, shape, number of sides, number of corners.**  
Read the second sentence starter with the student. **I made groups**  
How many groups did you make? **Answers will vary.**  
Print the number on the line to finish the sentence. **Answers will vary.**  
Draw the shapes inside the top large box to show your sorting.  
Loop the groups so they are easy to see.

Ask the student to mix the shapes together again.

Ask the student to sort them in a different way.

Encourage the student to use the same steps to complete the activity sheet independently. Help if required.



Store or scan and save the activity sheet.

The attribute shapes will be used in the next activity.

## Labelling 2D shapes

### Materials:

- activity sheet – *Labelling 2D shapes*
- attribute shapes (from Maths kit).

Ask the student to take out one hexagon, triangle, square and rectangle from the box of attribute shapes.

**Say**

Look at the hexagon and tell me its features. **Answers will vary, eg six straight sides, all sides the same length, six corners, 2D shape.**

Look at the triangle and tell me its features. **Answers will vary, eg three straight sides, all sides the same length, three corners, 2D shape.**

Look at the square and tell me its features. **Answers will vary, eg four straight sides, all sides the same length, four corners, 2D shape.**

Look at the rectangle and tell me its features. **Answers will vary, eg four straight sides, two sides are long and two are shorter, four corners, 2D shape.**

In Bella's activity, we are going to make a poster that shows the features of each shape.

Let's read Bella's speech bubble on the activity sheet.

Let's read the instruction in each box.

Draw the shapes using your coloured pencils.

Encourage the student to draw a shape that will almost fill the space, leaving enough space to write the labels either outside or inside the shape.

**Say**

Point to one of the lines you used to draw the hexagon. What part of a hexagon is this? **a side**

How many sides does the hexagon have? **six**

That's right. Print '6 sides' inside the hexagon. (Help with spelling.)

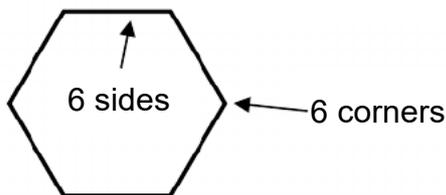
Draw an arrow from the word to one side of the hexagon.

(Point to one corner.) What is this called? **a corner**

How many corners does the hexagon have? **six**

Print '6 corners' inside (or outside, depending on space) the hexagon. (Help with spelling.)

Draw an arrow from the label to one of the corners of the hexagon.

**Say**

Point to one of the lines you used to draw the triangle. What part of a triangle is this? **a side**

That's right. How many sides does the triangle have? **three**

Print '3 sides' inside the triangle.

Draw an arrow from the label to one of the sides of the triangle.

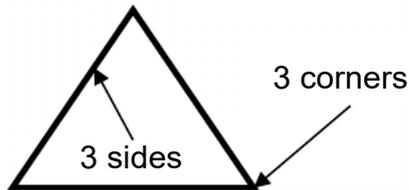
**Say**

(Point to one corner.) What is this called? **a corner**

How many corners does the triangle have? **three**

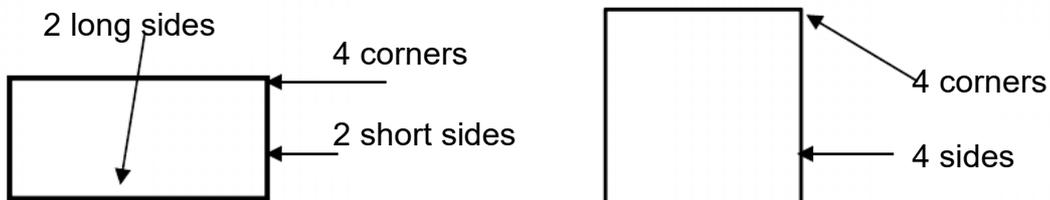
Print '3 corners' inside (or outside, depending on space) the triangle.

Draw an arrow from the label to one of the corners of the triangle.



Continue to guide the student to label the square and rectangle using the same questions.

Ensure the student is aware that the rectangle has two pairs of sides. Each pair is the same length.

**Say**

We can use the features of 2D shapes to describe them. Let's play a guessing game. Close your eyes and listen to my clues. What shape has four straight sides that are the same length and four corners? **a square**

It's your turn. Describe one of the other shapes and I will guess.

Continue with the game until all four shapes from the sheet have been described.

Ensure the rectangle is described as having two pairs of sides and each pair is the same length.



Store or scan and save the activity sheet.

Store the attribute shapes.

## Can you guess?

This is a game for two players.

### Materials:

- geo board
- elastic bands
- a book that is as wide as the geo board.

Place the geo board between the two players.



Stand the book on the geo board, dividing it in half. The book should provide a barrier so each player can only see his/her side of the geo board.

Player 1 uses an elastic band (or bands) to make a square, triangle, rectangle or hexagon on his/her side of the geo board.

Player 2 asks up to three questions about the features of the shape.

These questions can only be answered with yes or no, eg Does the shape have four corners? Does the shape have straight sides?

After asking the three questions, player 2 makes the shape on the geo board.

Player 1 removes the barrier and checks the two shapes.

The barrier is replaced and the shapes are removed.

Player 2 makes a shape.

Player 1 asks up to three questions about the features of the shape that can only be answered with yes or no.

After asking the three questions, player 1 makes the shape on the geo board.

Player 2 removes the barrier and checks the two shapes.

Play the game at least six times, using different shapes.



Store the materials.

## Reaching out

### Shape trails

#### Materials:

- attribute shapes (from Maths kit)
- camera.

Help the student fold the paper (landscape orientation) to make four long rows.

Ask the student to make a group using all the shapes.

**Say**

Choose one shape.

Describe the shape. **Answers will vary, eg it is a small, yellow, thin square.**

You told me the colour, size, thickness and shape.

Choose another shape and describe it. **Answers will vary, eg it is a large, red, thin triangle.**

Place this shape on the table.

Choose another shape that is the same size, colour and thickness, but it is a different shape. **Answers will vary, eg a large, red, thin rectangle, square, circle or hexagon.**

**Say**

Place the second shape next to the first shape.

Which feature have you changed? **shape**

Choose another shape that is the same size, colour and thickness, but it is a different shape. **Answers will vary, eg a large, red, thin rectangle, square, circle or hexagon.**

Place this third shape next to the second shape.

Choose another shape that is the same but it is a different shape. **Answers will vary, eg a large, red, thin rectangle, square, circle or hexagon.**

Place this fourth shape next to the second shape.

Choose another shape that is the same but it is a different shape. **Answers will vary, eg a large, red, thin rectangle, square, circle or hexagon.**

Place this fifth shape next to the second shape.

Choose another shape that is the same size, colour and thickness, but it is a different shape. **There are no more shapes to choose.**

How many shapes are in your trail? **five**

Point to three different shapes and ask why the student cannot use them. **Answers will vary, eg that is blue and my shapes are red; that is thick and my shapes are thin; that is small and my shapes are large.**



Help the student take a photograph of the trail.

Ask the student to put the shapes back into one pile.

Ask the student to separate the large shapes and the small shapes into two groups.

Ask the student to choose one shape from the large shapes group.

**Say**

Describe the shape you have chosen. **Answers will vary, eg it is a large, thin, red triangle.**

Look at the shapes in the group. Choose a shape that has one feature that is different from the first shape.

Place the second shape next to the first shape.

Which feature did you change? **Answers will vary, eg I changed the colour, shape, thickness.**

Look at the shapes in the group. Choose a shape that has one feature that is different from the second shape.

Place the third shape next to the second shape.

Which feature did you change? **Answers will vary.**

**Answers will vary, eg (see over)**



		
thin, red triangle	thin, <b>yellow</b> triangle	thin, yellow <b>circle</b>

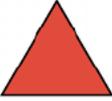
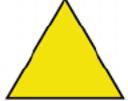
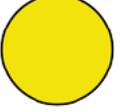
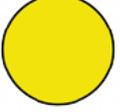
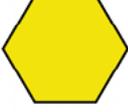
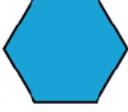
**Say**

Choose a shape that has one feature that is different from the third shape.  
Place the fourth shape next to the third shape.  
Which feature did you change? **Answers will vary.**

Choose a shape that has one feature that is different from the fourth shape.  
Place the fifth next to the fourth shape.  
Which feature did you change? **Answers will vary.**

Choose a sixth shape that has one feature that is different from the fifth shape.  
Place the sixth next to the fifth shape.  
Which feature did you change? **Answers will vary.**

**Answers will vary, eg**

					
thin, red triangle	thin, <b>yellow</b> triangle	thin, yellow <b>circle</b>	<b>thick</b> , yellow circle	thick, yellow <b>hexagon</b>	thick, <b>blue</b> hexagon

Ask the student to point to each shape and say which feature he/she changed, eg colour, shape, thickness, colour.



Help the student take a photograph of the trail.

Repeat the shape trail activity using the small shapes. The student changes only one feature for each new shape.

Ask the student to point to each shape and say which feature he/she changed, eg colour, thickness, shape, colour.



Help the student take a photograph of the trail.

Ask the student to make one group using all the large and small shapes.

**Say**

What were the three features you could change in your shape trails? **shape, thickness and colour**

Look at all the shapes. We now have another feature. What is it? **size**

Ask the student to choose one shape from the group to start the trail.

**Say**

Describe the shape you have chosen. **Answers will vary, eg it is a small, blue, thin square.**

When you choose your next shape, what features can you change? **colour, shape, thickness or size**

Choose your second shape and add it to the trail.

The student continues making the shape trail until there are six shapes in the line.

Ask the student to point to each shape and say which feature he/she changed, eg colour, thickness, shape, colour.



Help the student take a photograph of the trail.



Save the photographs into the Set folder. Store the shapes.

## 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
<ul style="list-style-type: none"><li>Narrah's triangles</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>Lesson notes – Day 8</li></ul>	
<ul style="list-style-type: none"><li>About today (from Day 6)</li></ul>	
<ul style="list-style-type: none"><li>counters (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>rectangles cut from paper (from Day 6)</li></ul>	
<ul style="list-style-type: none"><li>coloured plastic blocks (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>attribute shapes (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>the geo board (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>elastic bands (from Maths kit).</li></ul>	
<b>Home resources</b>	
<ul style="list-style-type: none"><li>calendar for current year</li></ul>	
<ul style="list-style-type: none"><li>poster putty</li></ul>	
<ul style="list-style-type: none"><li>scrap paper</li></ul>	
<ul style="list-style-type: none"><li>scissors</li></ul>	
<ul style="list-style-type: none"><li>a small round plate or bowl</li></ul>	
<ul style="list-style-type: none"><li>a round dinner plate</li></ul>	
<ul style="list-style-type: none"><li>large sheet of blank paper</li></ul>	



## Quincey's quest

### About today

#### Materials:

- activity sheet – *About today* (from Day 6)
- current calendar
- counters (from Maths kit)
- poster putty
- scrap paper
- rectangles cut from paper (from Day 6)
- scissors.

Place the materials on the table.

Read the information from yesterday. **Answers will vary.**

Let's change the chart so the information matches today. Move the counter from yesterday's name to today's name.

Read the ordinal number for yesterday. **Answers will vary.**

What do you think the ordinal number will be today? **Answers will vary.**

**Say** ▶ Let's check on the calendar. Has the month changed? **Answers will vary.**

Find the month page in the calendar.

Point to the day name for today.

Trace your finger down the column until you come to the number for today.

Do you know how to say that number as an ordinal number? **Answers will vary, eg twelfth.**

Help the student print the ordinal number on a scrap of paper.

Ask the student to remove the ordinal number for yesterday.

Help the student cut out the number and attach it to the counter using poster putty.

**Say** ▶ Place the ordinal number into position on the chart.  
Has the month changed? **Answers will vary.**

Ask the student to move the counter to a new month name if required.

**Say** ▶ Point to the date you have made and read it, including the year. **Answers will vary, eg Wednesday the 6th of March, two thousand and twenty (or twenty twenty).**

Place the paper rectangles on the table.



**Say**

Read and tell me the information about the season. **Answers will vary, eg The season is summer and I like to swim.**

Has the season changed? **Answers will vary.**

If the season has changed, ask the student to make a new season rectangle as shown below.

autumn



Ask the student to print the season at the top of one rectangle.

Ask the student to draw a picture to show what he/she does in the season, eg swimming.

The student swaps the season rectangles on the chart.

**Say**

Read the information about yesterday's weather. **Answers will vary.**

Go outside and check the weather.

Place a blank rectangle on the table.

steamy, boiling



Ask the student to print new words to describe the weather at the top of the rectangle.

Ask the student to draw a picture to show the weather.

Ask the student to swap the weather rectangles.

Read the page together, pointing to the words and numbers as you read, eg **Saturday the 21st of March two thousand and twenty. The season is autumn and I used my umbrella so I didn't get wet. The weather is boiling hot and steamy.**



Display the chart. It will be used on Day 9.

Store the other materials, including the blank rectangles and swapped weather (and season) rectangles.

## Diving in

### Making sound patterns

#### Materials:

- nil.

**Say**

We are going to make sound patterns. I will clap a pattern and I want you to copy it.

clap, clap, pause, clap, clap, pause **clap, clap, pause, clap, clap, pause**



Here is another one.  
clap, clap, clap, pause, clap, clap, clap, pause **clap, clap, clap, pause, clap, clap, clap, pause**

**Say** Here is another one.  
clap, clap, pause, pause, clap, clap, pause, pause, clap, clap **clap, clap, pause, pause, clap, clap, pause, pause, clap, clap**

You make a clapping pattern and I will copy it.

Ask the student to make two more patterns for you to copy.

### Penni's patterns

#### Materials:

- coloured plastic blocks (from Maths kit).

Ask the student to break the blocks apart and place them on the table.

Use the blocks to make a stick with the following pattern:

red	blue	red	blue
-----	------	-----	------

**Say** Make a stick of blocks that matches my stick.  
What is the pattern? **red blue red blue**  
How many colours in the pattern? **two**  
Add four more blocks to your stick, continuing the pattern.

Check the student's stick.

red	blue	red	blue	red	blue	red	blue
-----	------	-----	------	-----	------	-----	------

Make a stick with the pattern red blue blue red blue blue.

**Say** What is the pattern? **red blue blue**  
How many colours in the pattern? **two**  
Add four blocks to the stick, continuing the pattern. **red blue blue red**

Make a stick with the pattern red blue green red blue green.

**Say** What is the pattern? **red blue green**  
How many colours in the pattern? **three**  
Add four blocks to the stick, continuing the pattern. **red blue green red**



**Say**

What is the pattern? **brown green green**

How many colours in the pattern? **two**

Add four blocks to the stick, continuing the pattern. **brown green green brown**

Make a stick with a pattern using four colours.

What is your pattern? **Answers will vary.**

Let me see if I can repeat your pattern.

Add to the student's stick, repeating the pattern correctly.

Ask the student to check it.

**Say**

Make a stick with a pattern of two reds and then two more colours.

What is your pattern? **Answers will vary, eg red red blue brown.**

Let me see if I can repeat your pattern.

Add to the student's stick, repeating the pattern incorrectly.

Ask the student to check it.

Ask the student to tell you why your pattern is wrong.



Store the blocks.

## Burrowing about

### Is it still a ... ?

#### Materials:

- attribute shapes (from Maths kit)
- geo board (from Maths kit)
- elastic bands (from Maths kit).

Make three rectangles of different sizes on the geo board.

Point to each rectangle and ask the student to name the shape. **rectangle**

**Say**

You said that these shapes are rectangles. These shapes are different sizes so how can they all be rectangles? **Answers will vary, eg**

- **they have the features of a rectangle**
- **all have four straight sides and four corners, a pair or shorter sides and a pair of longer sides**
- **it does not matter what size they are, the shapes are all rectangles because they all have the rectangle features.**



Place all the rectangles from the box of attribute shapes onto the table.

Point to each rectangle and ask the student to name the shape. **rectangle**

**Say**

You said that these shapes are rectangles. Some of the shapes are large and some are small. The shapes are different colours and thicknesses too. If they are different, how can they all be rectangles? **Answers will vary, eg**

- **they all have four straight sides, with one pair of shorter sides and one pair of longer sides and four corners**
- **it does not matter what size or colour they are, the shapes are all rectangles because they all have the features of a rectangle.**

Make three squares of different sizes on the geo board.

Point to each square and ask the student to name the shapes. **square**

**Say**

You said that these shapes are all squares. These shapes are all different sizes so how can they all be squares? **Answers will vary, eg**

- **they all have four straight sides of the same length and four corners**
- **it does not matter what size they are, the shapes are squares because they all have the features of a square.**

Place all the squares from the box of attribute shapes onto the table.

Point to each square and ask the student to name the shape. **square**

**Say**

You said that these shapes are all squares. Some of the shapes are large and some are small. The shapes are different colours too. If they are different, how can they all be squares? **Answers will vary, eg**

- **they all have four straight sides of the same length and four corners**
- **it does not matter what size or colour they are, the shapes are squares because they all have the features of a square.**

Repeat using hexagons and triangles.

**Say**

What have we discovered about these four shapes? **Answers will vary, eg the size and colour of the shape is not important; if a shape has the correct features, you can call it by the shape name.**



Store the materials. The attribute shapes will be used in the next activity.



## An extra shape in the box

### Materials:

- attribute shapes (from Maths kit)
- a small round plate or bowl
- a round dinner plate
- a sheet of blank paper.

**Say**

Take a hexagon, square, triangle and rectangle from the attribute shapes box.

Choose a shape and describe it so I know which shape you have chosen.

**Answers will vary, eg four straight sides that are all the same length; four corners.**

It is a square. Describe another shape for me. **Answers will vary.**

Guess the shape.

Repeat for the remaining shapes.

**Say**

There is one shape in the box that you have not taken out. Take out one of these shapes. Use the shape to find the answers to my questions.

What is the name of this shape? **circle**

Trace the line that makes the edge of circle. What word describes it?  
**curved/round**

Describe its features. **Answers will vary, eg curved all the way around the edge/side, no corners, round.**

You have described a shape that is very different from the square, rectangle, triangle and hexagon. These shapes have straight sides and the circle has a curved edge. When we are talking about 2D shapes, sides are straight and edges are curved.

Look at the shapes to answer my questions. How is a circle like a square, rectangle, triangle and hexagon? **they are all 2D shapes**

How is a circle different to a square, rectangle, triangle and hexagon?

**Answers will vary, eg**

- **the circle does not have corners and the other shapes do**
- **the circle has a curved edge and the other shapes have straight sides.**

Ask the student to place the shapes back into the box.

Place the other materials on the table.

Help the student to trace around the edge of the dinner plate onto the paper.

Ask the student what shape he/she has made. **circle**

Ask the student to trace around the small plate. (This may need to be traced inside the larger dinner plate sized circle.)



Ask the student what shapes he/she has traced. **circles**

**Say**

You said that both these shapes are circles. These shapes are different sizes so how can they both be circles? **Answers will vary, eg**

- **both have one curved edge**
- **they are round**
- **it does not matter what size they are, the shapes are circles because they both have one curved edge.**

Hand the student one large and one small circle from the attributes box. Ask the student to trace each shape using different coloured pencils.

Ask the student what shapes he/she has made. **circles**

**Say**

You said that all four shapes are circles. Some of the shapes are large and some are small. The shapes are different colours too. If they are different, how can they all be circles? **Answers will vary, eg**

- **they all have one curved edge**
- **they are round**
- **it does not matter what size or colour they are, the shapes are circles because they all have one curved edge.**

These shapes are all circle. Print 'circles' on the page. (Help with spelling.)

Look around the room. What can you see that is circle shaped or circular?  
**Answers will vary, eg top of a cup, edge of a bowl, end of a pencil.**

I'll help you print the names of four circular things on the activity sheet.



Display the circles chart. The attribute shapes will be used in the next activity.

Store the other materials.

## Tricky triangles

### Materials:

- a triangle from the box of attribute shapes (from Maths kit)
- geo board (from Maths kit)
- elastic bands (from Maths kit).

Place the materials on the table.

**Say**

The name triangle is made from two parts, 'tri' and 'angle'. 'Tri' means three and 'angle' is another word for corner. So the name triangle means three corners.

**Say**

What else does the triangle have three of? **sides**

What else can you tell me about a triangle? **Answers may vary, eg three straight sides, three points.**

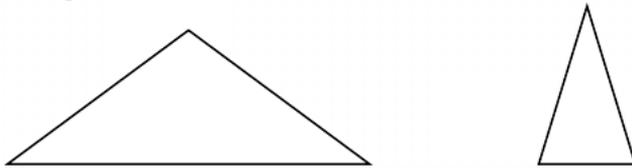
Turn the geo board to the triangular marked side)

**Say**

Using your geo board and three elastic bands, make a triangle that looks the triangle from the box.

The student should make a triangle using one elastic band for each side. The sides should cover the same number of pegs so they are equal in length.

Change two elastic bands so the sides are now different lengths, eg

**Say**

I have changed your triangle. Is my shape a triangle? **yes**

How do you know? **It has three sides and three corners.**

Change the triangle so the sides are different lengths.

Now use three elastic bands to make another triangle.

What is the same about all your triangles? **They all have three straight sides and three corners.**

What is different about them? **the sides are different lengths**

All triangles have three straight sides that join at three corners. The sides can be different lengths and the shapes are still triangles.



Store the attribute shapes. The geo board and elastic bands will be used in the next activity.

## Reaching out

### Narrah's triangles

#### Materials:

- geo board (from Maths kit)
- elastic bands (from Maths kit).
- activity sheet – *Narrah's triangles*.

Place the materials on the table.



Read Narrah's speech bubble with the student.

Ask the student to complete the task independently.

Read the next instruction with the student.

**Say** Let's read the description in the first box. **Two sides the same length and one side shorter.**

Use your geo board to make a triangle that matches the description.

Draw your triangle in the box below the description.

Let's read the description in the next box. **One long side and two shorter sides that are the same length.**

Use your geo board to make a triangle that matches the description.

Draw your triangle in the box below the description.

Repeat for the remaining descriptions.



Store or scan and save the activity sheet.

Store the board and elastic bands.

## 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
<ul style="list-style-type: none"><li>• Odd one out</li></ul>	
<ul style="list-style-type: none"><li>• More 2D shapes 1 (shapes cut out)</li></ul>	
<ul style="list-style-type: none"><li>• More 2D shapes 2</li></ul>	
<ul style="list-style-type: none"><li>• Bella's shape sort</li></ul>	
<ul style="list-style-type: none"><li>• Shape pictures</li></ul>	
<ul style="list-style-type: none"><li>• My shape picture</li></ul>	
<b>Resources</b>	
<ul style="list-style-type: none"><li>• Lesson notes – Day 9</li></ul>	
<ul style="list-style-type: none"><li>• About today (from Day 6)</li></ul>	
<ul style="list-style-type: none"><li>• counters (from Maths kit)</li></ul>	
<ul style="list-style-type: none"><li>• rectangles cut from paper (from Day 6)</li></ul>	
<ul style="list-style-type: none"><li>• Number grid 1 to 60 (from Day 1)</li></ul>	
<ul style="list-style-type: none"><li>• attribute shapes (from Maths kit)</li></ul>	
<b>Home resources</b>	
<ul style="list-style-type: none"><li>• calendar for current year</li></ul>	
<ul style="list-style-type: none"><li>• poster putty</li></ul>	
<ul style="list-style-type: none"><li>• scrap paper</li></ul>	
<ul style="list-style-type: none"><li>• scissors</li></ul>	
<ul style="list-style-type: none"><li>• small container or envelope</li></ul>	
<ul style="list-style-type: none"><li>• A4 card or paper</li></ul>	
<ul style="list-style-type: none"><li>• glue</li></ul>	



## Quincey's quest

### About today

#### Materials:

activity sheet – *About today* (from Day 6)

- current calendar
- counters (from Maths kit)
- poster putty
- scrap paper
- rectangles cut from paper (from Day 6)
- scissors.

Place the materials on the table.

Read the information from yesterday. **Answers will vary.**

Change the chart so the information matches today. Move the counter from yesterday's name to today's name.

Read the ordinal number for yesterday. **Answers will vary.**

What do you think the ordinal number will be today? **Answers will vary.**

**Say** ▶ Let's check on the calendar. Has the month changed? **Answers will vary.**

Find the month page in the calendar.

Point to the day name for today.

Trace your finger down the column until you come to the number for today.

Do you know how to say that number as an ordinal number? **Answers will vary, eg twelfth.**

Help the student print the ordinal number on a scrap of paper.

Ask the student to remove the ordinal number for yesterday.

Help the student cut out the number and attach it to the counter using poster putty.

**Say** ▶ Place the ordinal number into position on the chart.  
Has the month changed? **Answers will vary.**

Ask the student to move the counter to a new month name if required.

**Say** ▶ Point to the date you have made and read it, including the year. **Answers will vary, eg Wednesday the 6th of March, two thousand and twenty (or twenty twenty).**

Place the paper rectangles on the table.



**Say**

Read and tell me the information about the season. **Answers will vary, eg The season is summer and I like to swim.**

Has the season changed? **Answers will vary.**

If the season has changed, ask the student to make a new season rectangle as shown below.

autumn



Ask the student to print the season at the top of one rectangle.

Ask the student to draw a picture to show what he/she does in the season, eg swimming.

The student swaps the season rectangles on the chart.

**Say**

Read the information about yesterday's weather. **Answers will vary.**

Go outside and check the weather.

Place a blank rectangle on the table.

steamy, boiling



Ask the student to print new words to describe the weather at the top of the rectangle.

Ask the student to draw a picture to show the weather.

Ask the student to swap the weather rectangles.

Read the page together, pointing to the words and numbers as you read, eg **Saturday the 21st of March two thousand and twenty. The season is autumn and I used my umbrella so I didn't get wet. The weather is boiling hot and steamy.**



Display the chart. It will be used on Day 10.

Store the other materials, including the blank rectangles and swapped weather (and season) rectangles.

## Diving in

### To sixty and back

#### Materials:

- *Number chart 1 to 60* (from Day 1).

**Say**

I am going to begin counting. When I stop, I would like you to keep counting until you get to 50.

35, 36, 37, 38, 39 **40 41, 42, 43, 44, 45, 46, 47, 48, 49, 50**



Now I will carry on...51, 52, 53, 54, 55, 56, 57, 58, 59. What number comes next? **60**

I am going to count by twos. When I stop I want you to keep going as far as you can. You can use your number chart to help you. 2, 4, 6, 8 **10, 12, 14, 16, 18, 20...**

**Say**

Count by tens to 60. **10, 20, 30, 40, 50, 60**

I am going to begin counting backwards. When I stop, I would like you to keep counting backwards until you get to twenty. Use your number chart if you need.

35, 34, 33, 32, 31, 30 **29, 28, 27, 26, 25, 24, 23, 22, 21, 20**

Count backwards by tens from 60. Use your number chart if you need.

**60, 50, 40, 30, 20, 10, 0**

### Odd one out

#### Materials:

- activity sheet – *Odd one out*.

Read Penni's speech bubble with the student.

**Say**

Look at the times in the top row. Read them to me. **one o'clock, one o'clock, eleven o'clock, one o'clock**

What time do most of the times say? **one o'clock**

Which time is the odd one out? **eleven o'clock**

Draw a cross on eleven o'clock.

Ask the student to complete the activity independently.

	one o'clock	<del>11 o'clock</del>	
	<del></del>		6 o'clock
<del></del>	3 o'clock	3:00	



		9 o'clock	
	8 o'clock		8:00
eleven o'clock		11 o'clock	
	$\frac{1}{2}$ past <del>7</del>	7 o'clock	seven o'clock



Mark then store or scan and save the activity sheet.

## Burrowing about

### More 2D shapes

#### Materials:

- activity sheet – *More 2D shapes 1* (shapes cut out)
- activity sheet – *More 2D shapes 2*
- attribute shapes (from Maths kit).

Ask the student to take the large hexagons from the attributes shapes box and place them on the table.

**Say**

How many sides does a hexagon have? **six**

'Hex' means six and the hexagon has six straight sides that join at six corners.

How many hexagons did you take from the box? **six**

Place them into one group.

Spread the cut out shapes on the table.

Penta means five. How many sides do you think a pentagon has? **five**

How many corners? **five**

**Say**

Collect all the pentagons you can find on the table.

How many pentagons did you find? **six**

Count the sides. **one, two, three, four, five**

Count the corners. **one, two, three, four, five**

Place them into one group.

A pentagon has five sides and a hexagon has six sides. Think about the word octagon. Have you heard of other words that start with 'octa'? (The student may say octopus or October.)

How many legs does an octopus have? **eight**

An octagon has eight straight sides that join at eight corners. What do you think 'octa' means? **eight**

The octagon is named by the number of sides it has, just like the pentagon and hexagon.

Collect all the octagons you can find on the table.

How many octagons did you find? **five**

Place them into one group.

Can you see a shape with a curved edge that is not a circle? **yes**

Collect all those shapes. How many are there? **five**

Do you know their name? **Answers will vary.**

They are ovals. What shape does the oval remind you of? **a circle**

Why? **It has one curved edge.**

Ask the student to select one large circle, one large square, one large rectangle and one large triangle from the attributes shapes box.

Ask the student to take one hexagon, one oval, one pentagon and one octagon and add them to the shapes attribute shapes.

**Say**

How many shapes do you have? **eight**

Make a row of shapes starting with the shape with the smallest number of sides and finishing with the shape with the largest number of sides.

Ask the student to tell you the names of the shapes in order. **circle, oval, triangle, square, rectangle, pentagon, hexagon, octagon.** (The order of circle, oval and square, rectangle can be reversed.)

**Say**

You can use these shapes to complete the *More 2D shapes* activity sheet.

Let's see what Bella has to say.

Read Bella's speech bubble with the student.

Read the table headings with the student.

Ask the student to choose one shape.



Ask the student to find the same shape on the activity sheet.

**Say**

The first column heading is *Straight sides*. How many straight sides does your shape have? **Answers will vary.**

Print that number in your shape row, in the first column.

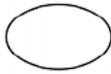
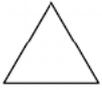
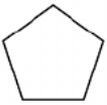
The first column heading is *Curved edges*. How many curved edges does your shape have? **Answers will vary.**

Print that number in your shape row, in the second column.

The third column heading is *Corners*. How many corners does your shape have? **Answers will vary.**

Print that number in the shape row, in the third column.

Encourage the student to complete the table independently. Give help where required.

Shape	Straight sides	Curved edges	Corners
 circle	0	1	0
 oval	0	1	0
 triangle	3	0	3
 square	4	0	4
 rectangle	4	0	4
 pentagon	5	0	5
 hexagon	6	0	6
 octagon	8	0	8



Mark then store or scan and save the activity sheet.

Store the attribute shapes. The cut out shapes will be used in another activity.





### Bella’s shape sort

#### Materials:

- activity sheet – *Bella’s shape sort*.

Place the activity sheet on the table.

Read Bella’s speech bubble with the student.

**Say** Look at the shapes in the first row. Tell me what you see. **blue circle, blue diamond/kite, purple triangle, purple pentagon, purple rectangle, red rectangle, red pentagon, red star**

How many groups do you see? **three**

Let’s read the ways these shapes might have been sorted. You point to the words as we read. **colour, size, sides or edges, corners**

How have the shapes been sorted? **Answers will vary.**

Loop the answer.

The student completes the activity independently. Help with reading if required.

Help the student to read the sentence and draw or print the shape (name) to finish it.

size	colour	sides or edges corners	
size	colour	sides or edges	corners
size	colour	sides or edges	corners
		<b>curved or not curved</b>	
size	colour	sides or edges	corners
size	colour	sides or edges	corners





My favourite shape is a. **Answers will vary.**



Mark the work. Discuss rows with two answers, any incorrect answers and the student's favourite shape.



Store or scan and save the activity sheet.

## Shape pictures

### Materials:

- activity sheet – *Shape pictures*.

Place the activity sheet on the table.

**Say**

How have these pictures been drawn? **using 2D shapes**

What is the first picture? **a boat/yacht**

What shapes can you see? **squares, triangles, rectangles, hexagons, circles**

What is the second picture? **a robot**

What shapes can you see? **squares, triangles, rectangles, hexagons, circles**

Read the instructions with the student.

**Say**

(Point to the word 'hexagons' in the list beside the boat.) How many hexagons are there? Count them and print the number here.

(Point to the word 'triangles' in the list beside the boat.) How many triangles are there? Count them and print the number here.

You can finish the counting and printing task for the boat.

Let's read the sentence below the yacht. **The yacht was drawn using (gap) two D shapes**

Let's use counting on to work out how many shapes were used. We start with the largest number. Which number is that? **9**

How many squares? **1**

Count on one more from 9. **10**

We have ten shapes.

How many triangles? **6**

Count on six more from ten. **11, 12, 13, 14, 15, 16**



**Say**

We have sixteen shapes.  
 How many rectangles? **2**  
 Count on two more from sixteen. **17, 18**  
 We have eighteen shapes.  
 How many circles? **4**  
 Count on four more from eighteen. **19, 20, 21, 22**  
 How many shapes altogether? **22**  
 Print the number into the sentence.

Ask the student to read the completed sentence to you.

	hexagons <b>9</b>
	squares <b>1</b>
	triangles <b>6</b>
	rectangles <b>2</b>
	circles <b>4</b>
The yacht was drawn using <b>22</b> 2D shapes.	

Ask the student to complete the robot section independently. Give support if required.

Ask the student to read the completed sentences to you.

	hexagons <b>3</b>
	squares <b>1</b>
	triangles <b>2</b>
	rectangles <b>7</b>
	circles <b>3</b>
The robot was drawn using <b>16</b> 2D shapes.	
Which picture has the most 2D shapes? <b>the yacht/boat</b>	



Store or scan and save the activity sheet.





## Reaching out

### My shape picture

#### Materials:

- cut out shapes from the *More 2D shapes* activity
- activity sheet – *My shape picture* (shapes cut out)
- sheet of A4 paper or card
- glue.

Place the materials on the table.

#### Say

In the last activity we saw how pictures could be made using 2D shapes. You can make your own shape picture using these shapes. You can use as many shapes as you wish.

Discuss possible pictures with the student, eg a house with a tree, a penguin on an iceberg.

Ask the student to place the paper in front of him/her.

The sheet can be used in landscape (horizontal) or portrait (vertical) orientation. The orientation can be changed if the shapes do not fit once the student has begun to make the picture.

Ask the student to arrange the shapes on the sheet to make the picture.

Tell the student that the shapes can be placed on top of each other to get special effects.

Encourage the student to use shapes to make background features, eg trees, stepping stones, clouds.

The student pastes the shapes into place on the sheet.

Help the student print a title for the picture, eg My lizard in the sun.

Ask the student to count the different shapes used, and print the numbers and shape names around the picture, eg 3 squares, 4 hexagons.

The student can colour the shapes when the glue is dry, if he/she wishes.



Store or scan and save the sheet.

Store the remaining shapes for other craft activities or another shape picture.

## 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
• Owl and cat	
• Lines and shapes	
• Features of 2D shapes 1 (shapes cut out)	
• Features of 2D shapes 2.	
• Sort the 2D shapes	
• Is this a ...?	
<b>Resources</b>	
• Lesson notes – Day 10	
• About today (from Day 6)	
• counters (from Maths kit)	
• rectangles cut from paper (from Day 6)	
• 6 bundles of ten pop sticks	
• single pop sticks	
<b>Home resources</b>	
• calendar for current year	
• poster putty	
• scrap paper	
• scissors	



• video camera	
• glue	

## Quincey's quest

### About today

#### Materials:

- activity sheet – *About today* (from Day 6)
- current calendar
- counters (from Maths kit)
- poster putty
- scrap paper
- rectangles cut from paper (from Day 6)
- scissors
- video camera.

Place the materials on the table.

**Say**

Let's make a video recording of you reading the date and other information from yesterday.

Discuss how the student should open the video, eg own name, set name and/or number.

Help the student practise the opening.



Make a video recording of the opening.

Ask the student to practise showing his/her chart and reading the information.



Make a video recording of the student showing the chart and reading the information.

**Say**

Now change the chart so it tells us about today.

The student works independently to complete the chart. Help with ordinal number if required.

Read the page together, pointing to the words and numbers as you read, eg **Saturday the 21st of March two thousand and twenty. The season is autumn and I used my umbrella so I didn't get wet. The weather is boiling hot and steamy.**

**Say**

Let's make a video to show how you have recorded and read today's date.

Ask the student to practise showing his/her chart and reading the sentences.



Make a video recording of the student showing the chart and reading the sentences.

**Say**

Let's add more information to the video. What could you say? **Answers will vary, eg talk about me, my favourite things.**

Discuss the student's ideas and help him/her practise 3 or 4 sentences.



Make a video recording of the student sharing the information.



Save the video recording into the set folder.

Display the chart and ask the student to complete on non-school days.

## Diving in

### Let's count

#### Materials:

- 6 bundles of ten pop sticks
- single pop sticks
- video camera.



Please make a video recording of this activity.

**Say**

Count from 45 to 60 by ones. **45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60**

Count backwards from 30 to 20. **30, 29, 28, 27, 26, 25, 24, 23, 22, 21, 20**

Count forwards by twos from 0 to 20. **0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20**

Count forwards by twos from 30 to 50. **30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50**

Count forwards from 0 to 60 by tens. **0, 10, 20, 30, 40, 50, 60**

Try to count by tens to one hundred. **0, 10, 20, 30, 40, 50, 60 ... 100** (Help if required.)

Place the pop sticks on the table.

Ask the student to count out and make these numbers.

50    23    48    7    39    13



**Say** Now I'll make some numbers and you tell me what I have made.

Make these numbers using the pop sticks.

The student counts the pop sticks and tells you the total.

60 18 26 41 5 33



Save the video recording into the Set folder.

Store the pop sticks.

## Owl and cat

### Materials:

- activity sheet – *Owl and cat*.

Read the instructions with the student.

The student completes the activity independently.

Assist only if needed and record accordingly on the *Reflection*.

	hexagons <b>0</b>
	squares <b>0</b>
	triangles <b>6</b>
	rectangles <b>0</b>
	circles <b>5</b>
The owl is made from <b>11</b> 2D shapes.	
	hexagons <b>2</b>
	squares <b>2</b>
	triangles <b>3</b>
	rectangles <b>6</b>
	circles <b>2</b>
The cat is made from <b>15</b> 2D shapes.	
Which animal is drawn using the most shapes? <b>cat</b>	



Mark then store or scan and save the activity sheet.



## Burrowing about

### Lines and shapes

#### Materials:

- activity sheet – *Lines and shapes*.

Help the student read the speech bubbles.

Encourage the student to work independently to complete the tasks.

Lines have **1 or one** dimension.

Loop the 2D shapes and complete the sentence.

2D shapes have **2 or two** dimensions.



Mark then store or scan and save the activity sheet.

### Features of 2D shapes

#### Materials:

- activity sheet – *Features of 2D shapes 1* (shapes cut out)
- activity sheet – *Features of 2D shapes 2*.

Ask the student to sort the shapes into shape groups.





Ask the student to choose one shape from each group and place them on the table. Place the other shapes to one side.

Read through the instructions on the activity sheet with the student.

Help the student complete the triangle row.

The student completes the activity.

Assist only if needed and record on the *Reflection*.

shape	straight sides	curved edges	corners	Draw the shape
triangle	3	0	3	
rectangle	4	0	4	
square	4	0	4	
circle	0	1	0	
pentagon	5	0	5	
oval	0	1	0	
octagon	8	0	8	
hexagon	6	0	6	



Mark then store or scan and save the activity sheet.

The cut out shapes will be used in the next activity.



## Sort the 2D shapes

### Materials:

- activity sheet – *Sort the 2D shapes*
- *cut out shapes* from previous activity
- glue.

Mix the shapes together and spread them onto the table.

**Say**

Sort the shapes into different groups.

How many groups did you make? **Answers will vary.**

How did you sort the shapes? **Answers will vary, eg colour, size, shapes, corners, sides.**

Read Narrah's speech bubble on the activity sheet and ensure the student understands the directions.

Assist only if needed and note accordingly on the *Reflection*.

**Answers will vary.**



Store or scan and save the activity sheet.

## Reaching out

### Is this a ... ?

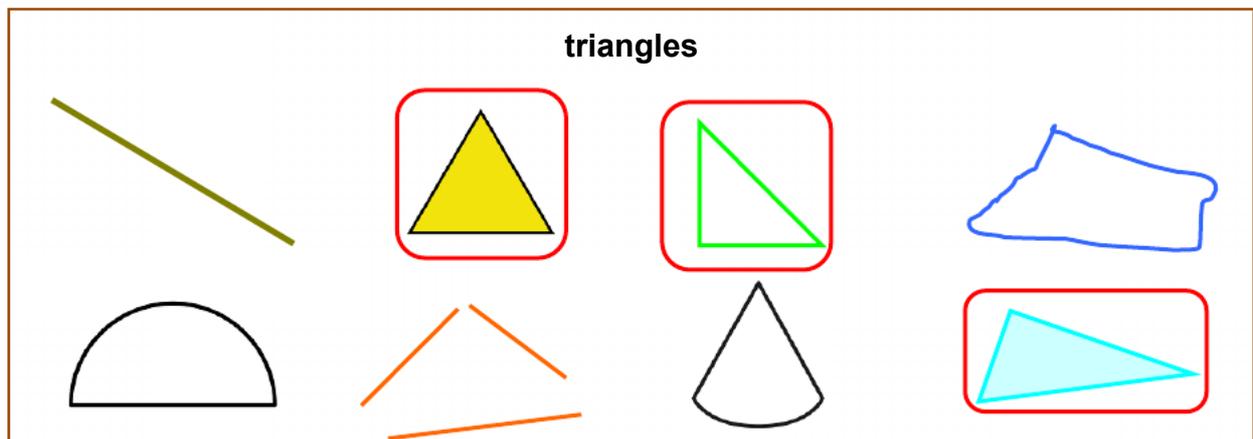
#### Materials:

- activity sheet *Is this a ... ?*

Read the speech bubble with the student.

The student completes the activity independently.

Assist only if needed and record accordingly on the *Reflection*.





**pentagons**

**hexagons**

**octagons**



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.

