Mathematics
Year 1
Set 5
Lesson Notes

Mathematics

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

Money and Chance

Set 5 Lesson Notes

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Overview

Year 1 Set 5: Money and chance

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)	

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

General Capabilities and Cross Curriculum Priorities

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

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

Day	Activity	Content focus.
1	Using the calendar	Explore and use a wall calendar.
	Penni's scavenger hunt	Find longer or shorter objects.
	Tricky numbers	Make and count numbers using tens and ones.
	Investigating cents	Explore Australian coins – 5c, 10c, 20c and 50c.
	Can you tell?	Use touch to identify coins.
	Lost cents	Explore 1 and 2 cent coins.
	Australian animal fun	Use a game to revise the features of Australian coins.
2	Computer calendar	Explore an online calendar and clock.
	Sixty challenge	Count backwards and forwards between 0 and 60 by ones, twos, fives and tens.
	On the clock	Make a simple clock; represent times on the clock.
	Counting by fives	Count concrete materials by fives.
	Finger fun	Count by fives and record; identify counting patterns.
	How many?	Count by fives to find a total.
	Skip counting cents	Use 5c, 10c and 20c coins to skip count.

Day	Activity	Content focus.
3	Two calendars	Compare a wall calendar and a computer calendar.
	What am I?	Solve and create puzzles about 2D shapes.
	Divide the cubes	Halve collections.
	All in a line	Compare Australian coins using size and value.
	On the bush path	Respond to true or false questions about coin values.
	Printing money	Print coin names using words and numbers.
	Catch the cents	Revise Australian coins; values and their relationships.
4	Calendars on phones	Explore a mobile phone calendar and clock.
	Let's build	Use cubes to create models.
	Making pairs	Identify and crate the relationships between objects.
	Silver coin skip counting	Skip count a variety of coins to find a total amount of money.
	Silver coin counting on	Use skip counting and counting on to find a total amount of money.
	Equal amounts	Use coins to make given amounts in different ways.
	Coins from	Explore coins from another country.

Day	Activity	Content focus.
5	Phones and calendars	Compare a wall calendar and a mobile phone calendar.
	Counting in lots of ways	Count between 0 and 60 in a variety of ways.
	Number name match	Read and match numbers and their names.
	Cents quiz	Use coins to respond to multiple choice questions.
	The value of cents	Identify and compare the value of Australian coins; print coin values.
	Counting cents	Use skip counting and counting on to find total amounts of money.
	Making cents with all the cents	Use coins to make given amounts in different ways.
6	Computer calendar	Explore and use a computer calendar.
	Guess and count	Guess and count amounts of money.
	On the clock	Make o'clock times on an analogue clock; discuss time relationships.
	Chance	Discuss and experiment with chance activities and terminology.
	Are you certain?	Explore and discuss certain and uncertain events.
	In the money	Explore and discuss guessing and predicting.
	Certain shapes	Experiment with guessing and predicting.

Day	Activity	Content focus.
7	This month	Use a computer calendar to explore features of the current month.
	What shapes fit?	Group shapes according to attributes.
	Digital clocks	Print digital times; discuss time relationships.
	Possible or impossible?	Explore and discuss possible and impossible events.
	Dipping for cubes	Use concrete materials to explore certain, possible and impossible events.
	Narrah's chance	Respond to statements using chance terminology.
	It's a puzzle	Classify events as certain, possible or impossible.
8	Checking time	Discuss digital and analogue times; record the date and weather.
	Passing time	Discuss different aspects of time including months, days and digital time.
	Water world	Use positional language to identify objects.
	Possibilities	Discuss the meaning of possibilities; experiment and record results.
	Tossing twenty	Explore possibilities; experiment and record results.
	What is the chance?	Use chance terminology to describe situations and possibilities.
	Will it happen?	Identify chance terminology with similar meanings.
	Cubes and cups	Use chance terminology, explanations and justifications to play a game.

Day	Activity	Content focus.
9	Mixing clocks	Discuss digital and analogue times; record the date and weather.
	Money fun	Count using Australian coins.
	Odd and even	Identify numbers as odd and even.
	Chance words	Use chance terminology; explore always, sometimes and never.
	Always, sometimes, never	Identify the occurrence of events using chance terminology.
	Tall towers	Make predictions based on known information.
	Which tower?	Make and record predictions.
10	I can tell you	Read and explain a time and date record chart.
	All about shapes	Make shapes; discuss attributes.
	Make a number	Make given numbers using tens and ones.
	Use the clues	Interpret clues to solve puzzles.
	The language of chance	Identify and group chance terminology; respond using true or false.
	Picking up sea stars	Identify the occurrence of events using chance terminology.
	Where will it land?	Identify possibilities; record and interpret results.
	Draw a picture	Draw a picture to show events that occur always, sometimes and never.

Day 1

The student will need an Australian coin collection containing 4 x 50 cents, 4 x 20 cents, 6 x 10 cents, 12 x 5 cents for this set.

If not available, please use the *Coins* activity sheet to make coins. Cut out and glue together the backs and fronts of the matching coins.

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

Materials checklist

Activity sheets (please print)	**Check**
• Coins (if Australian coins are not available, please cut out and glue matching sides together)	
• Investigating cents	
• Lost cents 1 and 2	
• Australian animal fun (playing boards cut out)	
Resources	
• Lesson notes – Day 1	
• 6 bundles of ten pop sticks	
• single pop sticks	
Home resources	
• current calendar	
• pencils	
• Australian coin collection 4 x 50 cents, 4 x 20 cents, 6 x 10 cents, 12 x 5 cents	
• 20c and 50c coins showing commemoration images eg Year of the Children (if available)	
• magnifying glass	
• piece of material or mask to use as a blindfold	

• small bag or container large enough for the student to place his/her hand inside	
• four one cent and two cent coins (or four each of two different coloured counters or buttons)	
• 2 cm cubes	

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

Using the calendar

Materials:

- current calendar.

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.**

Let's find out the date for today. How many months in a year? **twelve**

Say the month names in order from January. **January, February….December**

Do you know this month's name? **Answers will vary.**

This month is called (month name). Find the page in the calendar for this month.

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 days are the weekend days? **Saturday and Sunday**

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

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.**

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).

Each year has a number. Do you know the number for this year? **Answers will vary, eg two thousand and twenty.**

Find the day number on the calendar page

Let's read put the information you have found together to make the date. Point to the day name and say it. **Answers will vary, eg Monday.**

Point to the day number and say it as an ordinal number. **Answers will vary, eg fifteenth.**

Point to and say the month name. **Answers will vary, eg April.**

Say

Say the year. **Answers will vary, eg two thousand and twenty.**

Let's put it all together to make the date. Point to each part as we say it. **Answers will vary, eg Monday the fifteenth of April two thousand and twenty.**

Use the calendar page to work out the answers to these questions. What is the date of the first Monday in this month? **Answers will vary, eg thirteenth.**

What is the date of the first Friday in this month? **Answers will vary.**

What is the date of the first Sunday in this month? **Answers will vary.**

What day is the 10th of (month name)? **Answers will vary, eg Wednesday.**

Repeat for three other dates.

Say

Put your finger on today's date.

How many days until Saturday? **Answers will vary.**

How many days until Thursday? **Answers will vary.**

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

Count forward one week.

What is the day and date? **Answers will vary.**

Store the calendar.

Diving in

Penni's scavenger hunt

Materials:

- pencils.

Ask the student to choose a pencil.

Say

Look at your pencil. Is it long or short? **Answers will vary, eg long, short, depends on what you compare it with.**

It does depend on what you compare it with. Is your pencil longer or shorter than your nose? **Answers will vary.**

Is your pencil longer or shorter than your arm? **shorter**

Is your pencil longer or shorter than your index finger? **Answers will vary.**

I want you to hunt around the room to find objects that are shorter than your pencil. How will you check if objects are shorter than your pencil? **Place them next to or alongside the object.**

Say	See if you can find ten objects that are shorter than your pencil.

The student moves around the room and places the pencil alongside an object. The student tells you when he/she finds a shorter object. Check his/her object.

Say	Now I want you to hunt around the room to find ten objects that are longer than your pencil.

The student moves around the room and places the pencil alongside an object. The student tells you when he/she finds a longer object. Check his/her object.

Tricky numbers

Materials:

- 6 bundles of ten pop sticks
- single pop sticks.

Place the materials on the table.

Say	Which number is smaller, thirty one or thirteen? **Answers will vary.** Use the pop sticks to make thirty one and thirteen. Which number is smaller? **Answers will vary.** How do you know? **Answers will vary, eg thirteen has only one ten; thirteen comes before thirty one when you are counting.** Which number is larger, twenty four or forty two? **Answers will vary.** Use the pop sticks to make twenty four or forty two. Which number is larger? **Answers will vary.** How do you know? **Answers will vary, eg forty two has four tens; forty two comes after twenty four when you are counting.** Make a number that is smaller than twenty. What is your number? **Answers will vary.** What did you use to make your number? **Answers will vary, eg one ten and two ones.** Make a number that is larger than forty eight. What is your number? **Answers will vary.** What did you use to make your number? **Answers will vary.** Make sixty seven. What did you use to make your number? **six tens and seven ones** Change the number to show sixty three.

Say How did you change it? **Answers will vary, eg took away four ones; took away seven ones and put down three.**

Repeat for sixty, sixty nine and sixty six.

Store the materials.

Burrowing about

Investigating cents

If Australian coins are not available, please use the *Coins* activity sheet to make coins. Cut out and glue together the backs and fronts of the matching coins.

Materials:

- Australian coins – one each of 5c, 10c, 20c, 50c showing the standard images of echidna, lyrebird, platypus and coat of arms
- 20c and 50c coins showing commemoration images eg Year of the Children (if available)
- magnifying glass
- activity sheet – *Investigating cents*.

Say Today we are thinking about money. Tell me anything you know about money. **Answers will vary. Possible responses include:**

- **money is dollars and cents**
- **we need money to live**
- **money is used to buy things we need**
- **money is to spend**
- **there are coins and notes**
- **there are 5c, 10c, 20c, 50c, $1 and $2 coins**
- **some of the coins have animals on them**
- **most of the coins are circle shaped/round**
- **the notes are different colours**
- **some coins are silver coloured and some are gold coloured.**

When people first came to Australia from England, they used English money. English money was called pounds, shillings and pence. These coins all had the English King or Queen's head on them. In 1966 new Australian money was introduced. The money is called dollars and cents. These coins have the English Queen's head on the front.

Place one of each coin (with standard designs) on the table, with the value and design side facing up.

Say

These four silver coloured coins are cents and they are made from copper and nickel metals. They have different values. The higher the value of the coin, the more you can buy with it.

When Australia first used cents, there were one and two cent coins but we don't have them anymore. The five cent coin has the lowest value.

Point to the five cent coin. How do you know it is a five cent coin? **It has a number five on it.**

What is the design on this five cent coin? **a curled up echidna**

(If using a real coin.)Close your eyes and run a finger over the echidna. What can you feel? **Answers will vary, eg smooth sections, lines, rough sections.**

Look at the echidna using the magnifying glass. Look at how the rough and smooth sections make the echidna and the five.

Our coins are made in a factory called a mint. The special words that mean making a coin are minting or striking. Coins are minted or struck using machinery. There is a mint in Perth and you can visit its website or the mint itself if you wish.

The Australian government decided that our coins and notes should have Australian designs.

The five cent coin has the echidna as its design. The echidna design and the number five are on the back of the coin. Turn the coin over.

Tell me what you see on the front. **a queen's head, some numbers and letters**

Use the magnifying glass to look closely at the writing. The numbers tell us when the coin was minted. Read me the year if you can. **Answers will vary.** (Read the year if required.)

The queen on the coin is Queen Elizabeth who lives in England.

This writing says her name (point to the word Elizabeth) and this writing (point to 'Australia') says Australia. The word 'Australia', the queen's head and the Australian animal let everyone know that this is an Australian coin.

Ask the student to look at the activity sheet.

Read Bella's speech bubble together.

Ask the student to find the five cent coins on the sheet.

Say

Under the five cent coins you can see three ways to print the amount 'five cents'. Let's read the first label. **five cents**

This is the longest way to write the coin name. Point to the word 'five'. Point to the word 'cents'.

Look at the second label and we will read it together. **5 cents**

Say

This label is slightly shorter. What has changed? **The number/digit five is used instead of the word five.**

Although the label is written in a shorter way, we still read it as five cents.

Look at the shortest label and read it to me. **Answers may vary, eg five cents, five c.**

Although the label is written in a shorter way, we still read it as five cents. What do you think the 'c' means? **cents**

The word cents starts with a 'c' and so we take the 'c' and use it to represent the whole word 'cents'.

In the space below the labels we can do some coin rubbings of the back and front of the five cent coin.

NOTE: if the student does not have the Australian coin to do the rubbings, he/she can draw a picture of the animal featured on the coin.

Help the student place a five cent coin under the activity sheet, inside the five cent coin space.

Help the student to hold the coin in place.

Say

I'll show you how to make the rubbing. We must use the side of the lead of the pencil. If you use the tip of the lead, the rubbing will not work. We need to shade lightly. If we cannot see the coin features, we can rub over it again.

Show the student how to use the side of the lead of the pencil to shade over the coin.

Help the student to turn the coin over, position and hold it.

Help the student make the rubbing of the second side of the coin.

five cents

5 cents	5c

Ask the student to find a ten cent coin and place it next to the five cent coin.

Say

How do you know this is a ten cent coin? **It has a number ten on it.**

Say

Look at both the ten cent and five cent coins. What can you tell me about them? **Answers may vary, eg**

- **the ten cent coin is larger than the five cent coin**
- **the five cent coin is thinner than the ten cent coin**
- **they have different designs**
- **they have different numbers**
- **they both have the queen's head**
- **they both have Australia and Elizabeth printed on them**
- **they have the same/different years printed on them**
- **they are both round/circular**
- **they both have lines around the edge**
- **they are the same colour.**

Is the ten cent coin of more or less value than the five cent coin? **more**

How do you know? **It has a ten on it and ten is a larger number than five.**

What is the design on this ten cent coin? **a bird/lyrebird**

Close your eyes and run a finger over the lyrebird. What can you feel? **Answers will vary, eg smooth sections, lines, rough sections.**

Look at the lyrebird using the magnifying glass. Look at its interesting feathers.

Look at how the rough and smooth sections make the lyrebird and the ten.

The ten cent coin has the lyrebird as its design on the back. Turn the coin over to look at the front.

Use the magnifying glass to look closely at the writing. The numbers tell us when the coin was minted. Read me the year if you can. **Answers will vary.** (Read the year if required.)

Ask the student to go back to the activity sheet.

Ask the student to find the ten cent coins on the sheet.

Say

Let's read the labels that show the different ways to write ten cents. Some of them have parts missing and you need to fill in the spaces.

Read the labels with the student and help him/her use the five cent labels as a guide to complete the ten cent labels correctly.

Help the student make the coin rubbings using the ten cent coin.

NOTE: if the student does not have the Australian coin to do the rubbings, he/she can draw a picture of the animal featured on the coin.

	
ten cents	
10 cents	**10**c
 	

Ask the student to find the coin with the platypus design and place it next to the five and ten cent coins.

Say

This is a twenty cent coin. How do we know this? **It has a number twenty.**

Look at all three coins. What can you tell me about them? **Answers may vary. Possible responses include:**

- **The twenty cent coin is larger than the five and ten cent coins.**
- **The twenty cent coin is the thickest coin.**
- **They have different designs/numbers.**
- **They all have the queen's head.**
- **They all have Australia and Elizabeth printed on them.**
- **They have the same/different years printed on them.**
- **They are all round/circular/the same colour.**

Is the twenty cent coin of more or less value than the ten and five cent coins? **more**

How do you know? **It has a twenty on it and twenty is a larger number than ten or five.**

What is the design on this twenty cent coin? **a platypus**

Close your eyes and run a finger over the platypus. What can you feel? **Answers will vary**.

Look at the platypus with the magnifying glass. It has interesting claws and bill.

The first twenty cent coin had the platypus design. Over the years the design has been changed to remember special occasions and people, however the platypus design is used when a special event or person is not being celebrated.

If you have twenty cent coins with other designs, show them to the student.

Say

Turn the coin over to look at the front of the coin.

Use the magnifying glass to look closely at the writing. Read me the year that this coin was minted. **Answers will vary.** (Read the year if required.)

Ask the student to go back to the activity sheet.

Ask the student to find the twenty cent coins on the sheet.

Say Some of the labels have numbers missing and you need to fill in the spaces.

Help the student use the five cent labels as a guide to complete the twenty cent labels correctly

Help the student make the coin rubbings using the twenty cent coin.

NOTE: if the student does not have the Australian coin to do the rubbings, he/she draws a picture of the animal featured on the coin.

twenty cents

20 cents	**20**c

Ask the student to place the coin with the number fifty on it next to the other coins.

Say

This is a fifty cent coin. How do we know this? **It has a number fifty.**

Look at the four coins. What can you tell me about them? **Answers may vary. Possible responses include:**

- **The fifty cent coin is larger than the other coins.**
- **The fifty cent coin is the same thickness as the twenty cent coin.**
- **They have different designs.**
- **They have different numbers.**
- **They all have the queen's head.**
- **They all have Australia and Elizabeth printed on them.**
- **They have the same/different years printed on them.**
- **They are all the same colour**
- T**he 5c, 10c and 20c have lines on the edges and the 50 cent has smooth edges.**
- **The fifty cent coin has lots of sides and the others are round/circular.**

Is the fifty cent coin of more or less value than the other coins? **more**

How do you know? **It has a fifty on it and fifty is a larger number than twenty, ten or five.**

Say	What is in the design on this fifty cent coin? **a kangaroo, an emu, a shield** This design is called the coat of arms. It represents the Australian government and the people across Australia joining together to make our country. This design is very complicated. Let's use the magnifying glass to see what else is in it. **Answers will vary, eg star, swan, crown, bird, lion, cross, flag.** These different pictures represent the different states of Australia. The swan is the emblem for Western Australia. The first fifty cent coin was circle shaped and made from silver. Is this coin a circle shape? **no** Let's count the sides on this fifty cent coin.

Help the student count the twelve sides on the coin.

Say	This shape with twelve sides is called a dodecahedron. The circular fifty cents was changed to the dodecahedron because people often confused the twenty and fifty cent coins with each other. Over the years the design on the fifty cent coin has been changed to remember special occasions and people, however the coat of arms design is used when a special event or person is not being celebrated.

If you have fifty cent coins with other designs, show them to the student.

Say	Turn the coin over to look at the front. Use the magnifying glass to look closely at the writing. Read me the year that this coin was minted. **Answers will vary.** (Read the year if required.)

Ask the student to go back to the activity sheet and find the fifty cent coins.

Say	Some of the labels have numbers missing and you need to fill in the spaces.

Help the student use the five cent labels as a guide to complete the fifty cent labels.

Help the student make the coin rubbings using the fifty cent coin.

NOTE: if the student does not have the Australian coin to do the rubbings, he/she draws a picture of the animals and shield featured on the coin.

fifty cents

50 cents	**50**c

Store or scan and save the activity sheet.

Store the coins.

Can you tell?

NOTE: the student will need real coins to complete this activity.

Materials:

- piece of material or mask to use as a blind fold
- one each of the 5c, 10c, 20c and 50c coins in a small bag or container large enough for the student to place his/her hand inside.

Tie the blind fold around the student's eyes.

Say

I have placed one of each of our coins into a container. Put your hand into the bag and find the five cent coin but do not take it out.

Why do you think you have found the five cent coin? **Answers will vary, eg**

- **It feels smaller than the others.**
- **It is thinner than the others.**
- **I can feel the number five.**

Take out the coin and we will check it.

The student checks the coin by telling you the features, eg yes it is a 5c coin because it has the echidna and number 5 on it.

Say

Place the coin back into the bag.

Put your hand into the bag and find the twenty cent coin but do not take it out.

Why do you think you have found the twenty cent coin? **Answers will vary, eg**

- **It is quite large.**
- **It is thicker than the 5 cent.**
- **I can feel the number twenty.**

Take out the coin and we will check it.

The student checks the coin by telling you the features.

Say

Place the coin back into the bag.

Continue the find and describe discussion for the ten and fifty cent coins.

Ask the student to remove the blindfold.

Say

Which coin was the easiest to find? **Answers will vary.**

Tell me why. **Answers will vary, eg**

- **It has straight sides and all the others are round.**
- **It was the smallest coin.**

All Australian coins are different so that people can easily tell them apart. When you wore the blindfold, you were using touch to work out which coin was which. People who cannot see need to do this every time they want to pay for something. If the coins were all the same size and shape, it would make finding the correct money very difficult for them.

The coins will be used in the next activity.

Lost cents

Materials:

- activity sheet – *Lost cents 1* and *2*
- one each of 5c, 10c, 20c and 50c coins
- one cent coin (or the student can refer to the picture on the activity sheet)
- two cent coin (or the student can refer to the picture on the activity sheet).

Say

When dollars and cents were introduced in 1966, there were one and two cent coins. As the years went by, people decided that these coins were not very useful and so we do not use them now.

The one and two cent coins were a shiny brown colour and made from three metals, copper, zinc and tin.

Place the one and two cent coins (or the activity sheets) on the table.

Say

Point to the one cent coin (picture).

What coin is this? **one cent coin**

How do you know? **it has a number one**

What animal do you think is on the one cent coin? **Answers will vary.**

It is a feather tail glider. It is a mouse-sized possum that can leap and glide between trees.

Let's print some labels for the one cent coin. How can we label the one cent coin? **Answers will vary, eg**

- **words (one cent)**
- **words and a number (1 cent)**
- **number and a 'c' for cent (1c).**

Help the student print three labels below the one cent coins on *Lost coins 1*.

	
one cent	
1 cent	
1c	

Say

Look at the two cent coin on *Lost coins 2*.

Which coin has the higher value, the one cent or the two cents? **2c**

How do you know? **two is a larger number than one**

What animal do you think is on the two cent coin? **Answers will vary.**

It is a frilled lizard. It lives in the north of Australia and uses its frill to scare its enemies.

Let's label the two cent coin.

Help the student label the two cent coin.

	
two cents	
2 cents	
2c	

Say

Look at the *Lost coins1* activity sheet. We can use it to show how many one cent coins equal the value of our other coins.

If I have a two cent coin and you want to make the same amount of money using one cent coins, how many will you need? **2**

Point to the two cent coin in the grid.

Look at the row of one cent coins next to it.

Let's count and you can shade the coins to show two cents. **one cent, two cents**

How many one cent coins did you shade? **two**

What is the value of the shaded coins? **two cents**

Pick up the 5c coin.

Say

I have five cents. How many one cent coins do you need to make the same amount? **5**

Find the five cent row.

Let's count and you can shade the coins to show five cents. **one cent, two cents, three cents, four cents, five cents**

How many one cent coins did you shade? **five**

What is the value of the shaded coins? **five cents**

Pick up the 10c coin.

Say

I have ten cents. How many one cent coins do you need to make the same amount? **10**

Find the ten cent row.

Count and shade the one cent coins to show ten cents. **one cent, two cents, three cents, four cents, five cents … ten cents**

How many one cent coins did you shade? **ten**

What is the value of the shaded coins? **ten cents**

Pick up the 20c coin.

Say

I have twenty cents. How many one cent coins do you need to make the same amount? **20**

Find the twenty cent rows.

Count and shade the one cent coins to show twenty cents. **one cent, two cents, three cents, four cents, five cents … twenty cents**

How many one cent coins did you shade? **twenty**

What is the value of the shaded coins? **twenty cents**

Pick up the 50c coin.

Say

I have fifty cents. How many one cent coins do you need to make the same amount? **50**

Let's check. Find the fifty cent rows.

Count and shade the one cent coins to show fifty cents. **one cent, two cents, three cents, four cents, five cents … fifty cents**

How many one cent coins did you shade? **fifty**

What is the value of the shaded coins? **fifty cents**

Place the *Lost coins 2* in front of the student.

Say

Let's use this sheet to work out how many two cent coins are needed to equal the value of our other coins.

What is the first coin we need to investigate? **five cents**

Let's count by twos to five. **2, 4, 6**

We cannot actually count by twos to five. That is because five is an odd number. This means we cannot make five cents using two cent coins.

Let's move on to the 10c cent coin.

Let's see if we can count by twos to ten. **2, 4, 6, 8, 10**

Yes we can. Look at the ten cent row in the grid.

Let's count by twos to ten and you can cross off a two cent coin each time we say a number. **two cents, four cents, six cents, eight cents, ten cents**

How many two cent coins did you shade? **five**

What is the value of the shaded coins? **ten cents**

Say

What is the next coin? **twenty cents**

Can we count by twos to twenty? **Answers will vary.**

Let's check. Count with me. **2, 4, 6, 8, 10, 12, 14, 16, 18, 20**

Yes we can. Look at the two cent coins in the twenty cent row of the grid.

Let's count by twos to twenty and you can cross off a two cent coin each time we say a number. **two cents, four cents, six cents … twenty cents**

How many two cent coins did you shade? **ten**

What is the value of the shaded coins? **twenty cents**

What is the last coin? **fifty cents**

Can we count by twos to fifty? **Answers will vary.**

Say	Let's check. **2, 4, 6, 8, 10, 12, 14, 16, 18, 20 … 50** Yes we can. Look at the two cent coins in the fifty cent rows. Count by twos to fifty and cross off one coin each time you say a number. **two cents, four cents, six cents … fifty cents** How many two cent coins did you shade? **twenty five** What is the value of the shaded coins? **fifty cents**

Store or scan and save the activity sheets.

Store the coins.

Reaching out

Australian animal fun

This is a game for up to three players and one caller. If two players are playing, both play and one is also the caller.

Materials:

- activity sheet – *Australian animal fun* (3 playing boards cut out)
- a container with 4 each of 1c, 2c, 5c, 10c, 20c and 50c coins inside (if 1c and 2c coins are not available, substitute counters or buttons, eg red buttons are 1c coins and blue buttons are 2c coins)
- 12 counters or 2cm cubes for each player.

The aim of the game:

- to be the first player to cover a row on the playing board.

Players match the value of the coins called with the animal featured on the coin, eg an echidna will be covered if 'five cents' is called.

Only one animal can be covered for each coin called. If a player has two echidnas, he/she can only cover one when five cents is called. If fifty cents is called, a player can only cover one emu, swan or kangaroo.

Each player has 12 counters and a game board.

The caller takes a coin from the container and calls its value, eg five cents.

The players who have the animal featured on the coin (eg echidna) cover it with a counter.

The game continues until one player has covered one row of the playing board.

The caller swaps places with the winner and the game begins again.

Variations:

- cover the whole playing board
- select either the top or bottom row to cover
- cover a specific number of animals.

Store the game boards in a sheet protector for future use.

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**
• Finger fun	
• How many?	
• Skip counting cents	
Resources	
• Lesson notes – Day 2	
• pop stick (from Maths kit)	
• straw (from Maths kit)	
• 2 cm cubes (from Maths kit)	
Home resources	
• access to a computer or tablet	
• paper plate (or paper circle from Maths kit)	
• felt tip pen	
• sheet of A4 paper	
• scissors	
• Australian coin collection – 4 x 50 cents, 4 x 20 cents, 6 x 10 cents, 12 x 5 cents (or cut out coins from Day 1)	

Quincey's quest

Computer calendar

Materials:

- computer or tablet.

Sit with the student at the computer.

Help the student turn on the computer and enter the password if appropriate.

Help the student find the date on the screen (in the icon bar of the computer screen or presented as a separate icon on a tablet screen).

Discuss the presentation of the date shown in the icon bar (or the icon on the screen), eg 27/02/2020

Help the student interpret each part of the date, eg what is the day number? What tells us the month? year? Which month is the (eg second) month?

Ask the student to click on the date or icon to open the calendar.

Help the student investigate and discuss the calendar:

- presentation of information, eg how the day names are arranged, position of the month name and year
- the day names, number of days
- month names, moving to different months

Discuss the clock presented with the calendar (tablet users may need to open a separate icon):

- digital or analogue or both?
- read the time
- discuss the time eg it is 9:21. What does that mean? 21 minutes after 9:00

  Is that a morning time or an evening time? How do you know?

Watch the hands moving and/or digits changing on the clock (and below the clock) and explain the seconds are being counted off as the minute hand (and numbers) change.

Help the student close the clock/calendar.

Help the student close the computer or tablet if appropriate.

Diving in

Sixty challenge

Materials:

- nil.

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, fives or tens!

40, 41, 42, 43 **44**

What was I counting by? **going forwards by ones**

52, 53, 54, 55, 56 **57**

What was I counting by? **going forwards by ones**

24, 26, 28, 30, 32 **34**

Say	What was I counting by? **going forwards by twos** 44, 46, 48, 50, 52 **54** What was I counting by? **going forwards by twos** 25, 30, 35, 40, 45, 50, 55 **60** What was I counting by? **going forwards by fives** 10, 20, 30, 40, 50 **60** What was I counting by? **going forwards by tens**

Repeat counting tasks like this regularly throughout the week.

When the counting patterns to 60 are well known by the student, extend to 70, 80, 90 and 100.

On the clock

Materials:

- paper plate
- pop stick (from Maths kit)
- straw (from Maths kit)
- felt tip pen.

Place the materials on the table.

Say	Tell me the features of an analogue clock face. **hands, numbers** We can use these materials to make a clock face. What will we use as the face? **paper plate** How can we make it look like a face? **print numbers around the edge**

Help the student print the numbers 12, 3, 9 and 6 at each quarter of the paper plate.

Help the student space the print the other numbers around the face.

Help the student draw a spot in the centre of the plate.

Say	Look at the pop stick and the straw. Which one is the hour hand? **pop stick** Why? **It is the shorter one and the hour hand is short and slow.** What is the straw? **the minute or fast hand** Why? **It is the longer one and the minute hand is long and quick/fast.** If I want to make four o'clock, where do I put the hour hand? **One end on the centre spot and the other pointing to the four.**

Place the pop stick as directed.

Say	Where do I place the minute hand? **One end on the centre spot (on top of the pop stick) and the other pointing to the twelve.**

Place the straw as directed.

Say	What would a digital clock show for four o'clock? **Answers will vary, eg four two dots zero zero.** Use the hands to show me an o'clock time. **Answers will vary.** I see you made X o'clock. Am I right? **yes** The digital clock would show this time as (eg seven two dots zero zero). Now I'll make an o'clock time and you read it.

Make the o'clock time.

Ask the student to read it and then tell you what it would look like on a digital clock.

Repeat the activity, taking three more turns each.

Store the materials.

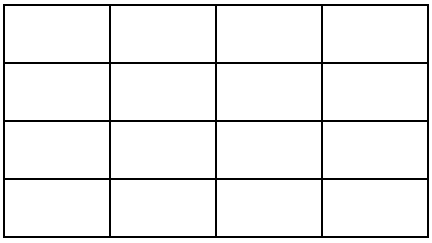
Burrowing about

Counting by fives

Materials:

- 2 cm cubes (from Maths kit)
- sheet of A4 paper
- scissors
- felt tip pen.

Help the student fold the sheet of paper into four rows and four columns, to make sixteen rectangles



Help the student cut along the folds to make sixteen rectangles.

Place the rectangles to one side.

Say	Count out and make a group of five cubes. How many cubes do you have? **five**

Say

Print a five on one rectangle of paper and place it with the group. Use one cube to hold it down.

Count out and make another group of five cubes. Place it to the right of the first group.

How many cubes do you have in that group? **five**

Count on from the first group to find out how many cubes you have altogether. **5, 6, 7, 8, 9, 10**

How many cubes altogether? **ten**

Print a ten on another rectangle of paper and place it with the second group. Use one cube to hold it down.

Count out and make another group of five cubes. Place it to the right of the second group.

How many cubes do you have in that group? **five**

Count on from the second group to find out how many cubes you have altogether. **10, 11, 12, 13, 14, 15**

How many cubes altogether? **fifteen**

Print a fifteen on another rectangle of paper and place it with the third group. Use one cube to hold it down.

Read the labels you have made. **5, 10, 15**

You have made groups of five so you are counting by fives. Each time you say a number, you are adding five to the total.

How many groups do you have? **three**

Three groups of five makes ? **fifteen**

Ask the student to make, count on and label three more groups.

Say

Read the labels you have made. **5, 10, 15, 20, 25, 30**

What are you counting by? **five/s**

How many cubes altogether? **thirty**

How many groups do you have? **six**

Six groups of five makes ? **thirty**

Ask the student to make, count on and label three more groups.

Say

Read the labels you have made. **5, 10, 15, 20, 25, 30, 35, 40, 45**

What are you counting by? **five/s**

How many cubes altogether? **forty five**

How many groups do you have? **nine**

Nine groups of five makes ? **forty five**

Ask the student to make, count on and label three more groups.

Say	Read the labels you have made. **5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60** What are you counting by? **five/s** How many cubes altogether? **sixty** How many groups do you have? **twelve** Twelve groups of five makes ? **sixty** Point to the labels and count backwards by fives. **60, 55, 50 … 5** Listen and watch.

Point to each group and count it 1, 2, 3, 4, 5.

Say “five groups of five make”. Point to the label and read “twenty five”.

Say	Now you try. Point to and count along seven groups. **1, 2, 3, 4, 5, 6, 7** Seven groups of five makes ? **thirty five** Have another go. Point to and count along ten groups. **1, 2, 3, 4, … 8, 9, 10** You say the sentence. **Ten groups of five makes fifty.**

Ask the student to count along and say the sentence for eight groups and eleven groups.

Ask the student to count the cubes back into the Maths kit box in groups of five.

Store the materials. Discard the labels.

Finger fun

Materials:

- activity sheet – *Finger fun*.

Ask the student to hold up his/her hand and count the fingers and thumb, pointing to each one as it is counted.

Say	How many fingers and thumbs do you have on each hand? **four fingers and one thumb** The fingers and thumb are also called digits. Your toes are digits too. How many digits on one hand? **five** How many digits on one foot? **five** Listen as I count my digits, starting on the thumb.

Point to each digit and whisper count 1, 2, 3, 4 say aloud, 5.

Ask the student to count with you as you count the digits again in the same way. Whisper count 1, 2, 3, 4 say aloud, 5.

Say

Let's use the digits on our hand to help us count by fives. We will whisper each number except the one that matches the smallest finger. We will say that number aloud. Let's count to twenty together.

Point and whisper count 1, 2, 3, 4 say aloud, 5;

point and whisper count 6, 7, 8, 9 say aloud, 10;

point and whisper count 11, 12, 13, 14 say aloud, 15;

point and whisper count 16, 17, 18, 19 say aloud, 20.

Tell the student you are both going to try to count to sixty in the same way.

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**

Now let's only say the counting by five numbers. Close your hand into a fist. This is zero. Open your fist. How many fingers do you have? **five**

Make a fist. Open your fist and count on by fives. What is the next number? **ten**

Make a fist. Open your fist and count on by fives. What is the next number? **fifteen**

Make a fist. Open your fist and count on by fives. What is the next number? **twenty**

Let's start with your closed fist and count by fives from zero to sixty. Keep opening and closing your fist as we count. **0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60**

Each time we say the next number, we are adding five more.

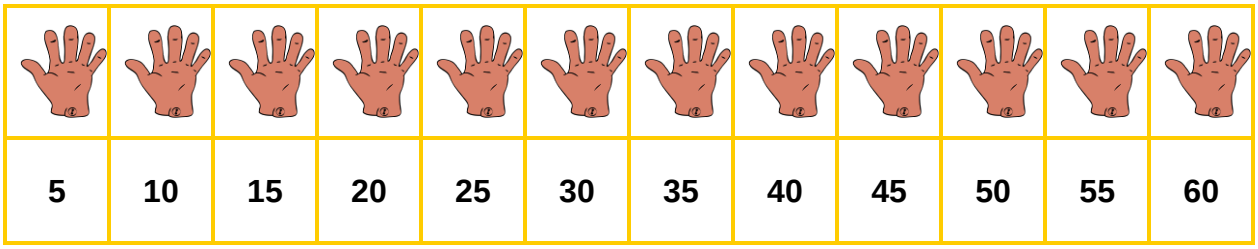
Ask the student to look at the activity sheet *Finger fun*.

Say

How many digits on each hand in the top row on the activity sheet? **five**

Let's count each digit and each number that matches a smallest finger will be written below that hand. **1, 2, 3, 4, 5, I print 5 in the first box.**

As the student says the relevant number, he/she can print it into the box.



5	**10**	**15**	**20**	**25**	**30**	**35**	**40**	**45**	**50**	**55**	**60**

Say

Point to each hand and read the numbers to me. **5, 10, 15, 20 … 60**

Now close your eyes and count by fives. We will see how high you can go.

If the student cannot reach sixty, count on with him/her.

Say	Look at the grid. What do you see? **numbers from 1 to 60** Use the numbers written below the hands to help you shade the counting by five numbers in the grid.

Ask the student to read the shaded numbers to you. **5, 10, 15, 20 … 60**

Say	What patterns can you see in the grid? **Answers will vary, eg** • **all the numbers we use to count by five are shaded** • **some of the shaded numbers are used when we count by tens** • **the shaded numbers end in five and zero** • **the end/ones numbers have a pattern of 5, 0, 5, 0** • **the tens numbers count up by ones.**

Help the student read the directions for the final activity before he/she completes it.

Mark then store or scan and save the activity sheet.

How many?

Materials:

- activity sheet – *How many?*

If required, the student can refer to the ‘counting by fives’ grid on the *Finger fun* activity sheet.

Say	To answer these questions you will need your counting by fives skills. Let’s read the first question and instructions. **How many sides? Count by fives. Print the number below each shape.** Follow the instruction and complete the task. Draw a loop around the number that shows how many sides altogether. Read the next question and instructions. **How many petals? Count by fives. Print the number below each flower.** Follow the instruction and complete the task. Draw a loop around the number that shows how many petals altogether.

Continue to help the student read each instruction. The student completes each task independently.

NOTE: book task: If the student cannot count by fives past 60, and is not sure how to find the total books, tell him/her to count on by ones to find the total.

How many sides? Count by fives. Print the number below each shape.

5	10	15	20	25	30	35

How many petals? Count by fives. Print the numbers below each flower.

5	10	15	20	25	30

How many ladybird spots? Count by fives to find out. **45**

How many books in one stack? **5** How many stacks? **15**

How many books altogether? Use your skills to find out. **75**

Mark then store or scan and save the activity sheet.

Reaching out

Skip counting cents

Materials:

- 10 five cent coins
- 5 ten cent coins
- 3 twenty cent coins
- activity sheet – *Skip counting cents.*

Place the coins on the table.

Ask the student to sort them into coin groups according to the value.

Say

You have used one cent pieces to count to two, five, ten, twenty and fifty cents. We have skip counted using two cent coins to make ten, twenty and fifty cents. Now we are going to skip count by five using five cent pieces.

Let's count by five to ten cents, moving one five cent coin as we say each number. **5 cents, 10 cents**

How many cents is that altogether? **ten cents**

Two five cent coins have the same value as one ten cent coin.

How many coins did you use? **two**

Put the coins back into the group.

Let's count by fives to twenty cents, moving one five cent coin as we say each number. **5 cents, 10 cents, 15 cents, 20 cents**

How many cents is that altogether? **twenty cents**

How many coins did you use? **four**

Four five cent coins have the same value as one twenty cent coin.

Put the coins back into one group.

Try to count by fives to fifty cents, moving one five cent coin as you say each number. **5 cents, 10 cents, 15 cents, 20 cents … 50 cents** (Help if required.)

How many cents is that altogether? **fifty cents**

How many coins did you use? **ten**

Ten five cent coins have the same value as one fifty cent coin.

Put the coins back into one group.

Ask the student to place all the ten cent coins on the table.

Say

Try to count by tens to twenty cents, moving one ten cent coin as you say each number. **10 cents, 20 cents**

How many cents is that altogether? **twenty cents**

How many coins did you use? **two**

Two ten cent coins have the same value as one twenty cent coin.

Put the coins back into one group.

Try to count by tens to fifty cents, moving one ten cent coin as you say each number. **10 cents, 20 cents, 30 cents, 40 cents, 50 cents**

How many cents is that altogether? **fifty cents**

How many coins did you use? **five**

Five ten cent coins have the same value as one fifty cent coin.

Put the coins back into one group.

Ask the student to place all the twenty cent coins on the table.

Say

Let's see if we can count by twenty to fifty cents. Count with me and move the coins as we say each number. **20 cents, 40 cents, 60 cents**

There seems to be a problem. If we count two of the coins, we get to forty. Is forty more or less than fifty? **less**

When we count on using the next coin, we say sixty. Is sixty more or less than fifty? **more**

We can't count to fifty using twenty cent coins; however we can count to forty or sixty.

Let's take a look at the activity sheet.

Read Narrah's first speech bubble.

Say

You are skip counting using the five cent coins in the picture. What is the first amount you will count to? **10c**

As you say each number, shade a coin to match it. **5 cents, 10 cents**

Say

What is the next amount you will count to? **20c**

As you say each number, shade a coin to match it. **5 cents, 10 cents, 15 cents, 20 cents**

Say

What is the next amount you will count to? **50c**

As you say each number, shade a coin to match it. **5 cents, 10 cents, 15 cents, 20 cents, 25 cents, thirty cents … 45cents, 50 cents**

Read Narrah's second speech bubble and help the student complete the task in the same way.

Say Think about how we counted using twenty cent coins. You can print some numbers into the sentences to explain what we did.

Read the sentences with the student so he/she can print the appropriate numbers.

I can use 

to count to **40** cents and **60** cents. I can't use 

to count to **50** cents.

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

Home tutor

Set return checklist

Complete the checklist to ensure you have all the required items for Day 2 stored or saved, ready to be returned to the teacher.

S 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**
• On the bush path	
• Printing money	
• Catch the cents 1 and 2	
Resources	
• Lesson notes – Day 3	
• 2 cm cubes (from Maths kit)	
Home resources	
• access to a computer or tablet	
• wall calendar	
• Australian coin collection – 4 x 50 cents, 4 x 20 cents, 6 x 10 cents, 12 x 5 cents (or cut out coins from Day 1)	
• scissors	

Quincey's quest

Two calendars

Materials:

- computer or tablet
- wall calendar.

Sit with the student at the computer.

Help the student turn on the computer and enter the password if appropriate.

Help the student find the date on the screen (in the icon bar of the computer screen or presented as a separate icon on a tablet screen).

Discuss the presentation of the date shown in the icon bar (or the icon on the screen), eg 27/02/2020

Help the student interpret each part of the date, eg what is the day number? What tells us the month? year? Which month is the (eg second) month?

Ask the student to click on the date or icon to open the calendar.

Place the wall calendar on the table near the computer.

Discuss and compare the features of both calendars with the student:

- including how the information is presented (in a grid)
- how the day names are written (full or abbreviated)
- which day of the week is first (Sunday or Monday)
- position of the month name and year.

Ask the student to use the wall calendar to answer these questions:

How many days in the month?

What is the date of the first day?

What is the date of the third Thursday in the month?

What day is the 27th of the month?

What day is the first of next month?

Ask the student to use the computer calendar to answer these questions:

How many whole weeks in the month?

What is the date of the last day?

What is the date of the second Tuesday in the month?

What day is the 17th of the month?

What day is the 10th of next month?

Discuss which calendar the student found easier to use and why.

Read the time on the clock presented with the calendar (tablet users may need to open a separate icon):

- discuss the time eg it is 9:21. What does that mean? 21 minutes after 9:00

  Is that a morning time or an evening time? How do you know?

Help the student close the clock/calendar.

Help the student close the computer or tablet if appropriate.

Store the calendar.

Diving in

What am I?

Materials:

- nil.

The student may use the *Attribute shapes* (from the Maths kit) if needed.

Say

I'll give you some clues and you guess what 2D shape I am!

I have no straight sides and no corners. I am completely round.

What am I? **a circle**

I have four straight sides and four corners. Two sides are shorter and two sides are longer.

What am I? **a rectangle**

I have five straight sides and five corners.

What am I? **a pentagon**

I have eight straight sides and eight corners.

What am I? **an octagon**

Now it is your turn. Give me some clues and I will guess the 2D shape.

Divide the cubes

Materials:

- 2 cm cubes (from Maths kit).

Place the materials on the table.

Ask the student to count out eight cubes.

Divide the cubes into two groups, one of three and one of five.

Say

You made a collection of cubes and I divided it. Did I divide the collection in half? Check the groups to find out. **no**

How do you know? **Answers will vary, eg the groups have different numbers in them.**

Why is that wrong? **Answers will vary, eg halves must be the same.**

Change the groups so they each have half the collection.

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

Close your eyes.

Add five cubes to one group and seven to the other.

Say

Open your eyes and look at the groups. Do they look the same? **Answers will vary.**

Count the cubes in the whole collection. **20**

Check to see if the collection has been divided in half.

How many cubes in each group? **nine and eleven**

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

Change the groups so they each have half the collection.

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

Close your eyes.

Add three cubes to each group.

Say

Open your eyes and look at the groups. Do they look the same? **Answers will vary.**

Count the cubes in the whole collection. **26**

Check to see if the collection has been divided in half.

How many cubes in each group? **thirteen**

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

How do you know? **Each group has the same number of cubes.**

Put all the cubes together.

Close your eyes.

Make a group of thirty two cubes.

Say

Open your eyes and look at the collection. How many cubes do you think you see? **Answers will vary.**

Count the cubes in the whole collection. **32**

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

Divide the collection in half.

How many cubes in each group? **sixteen**

Put the two groups back together.

Close your eyes.

Add five cubes to the collection.

Say

Open your eyes and look at the collection. How many cubes do you think you see? **Answers will vary.**

Count the cubes in the whole collection. **37**

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

Say	Divide the collection in half. Could you divide the collection in half? **no** Why not? **Answers will vary, eg there was one extra cube; I couldn't make equal groups.** Thirty seven is an odd number so you cannot divide the collection in half.

Store the materials.

Burrowing about

All in a line

Materials:

- Australian coin collection.

Ask the student to select one of each coin and place them in a line.

Say	Sort the coins by size, from largest to smallest.

The student should place the coins from left to right. **50c, 20c, 10c, 5c**

Say	Read the coin values to me, beginning with the largest coin. **50 cents, 20 cents, 10 cents, 5 cents** Which is the smallest coin? **5 cents** Which is the largest coin? **50 cents** Now sort the coins by size, from smallest to largest.

The student should place the coins from left to right. **5c, 10c, 20c, 50c**

Say	Read the coin values to me, beginning with the smallest coin. **5 cents, 10 cents, 20 cents, 50 cents** Is the 20c coin smaller or larger than the 5c coin? **larger** Is the 20c coin smaller or larger than the 10c coin? **larger** Is the 50c coin smaller or larger than the 20c coin? **larger** Is the 10c coin smaller or larger than the 5c coin? **larger**

Ask the student to take the second line of coins below the first line of coins.

Say	Sort the second line of coins by value, from highest to lowest.

The student should place the coins from left to right. **50c, 20c, 10c, 5c**

Say

Read the coin values to me, beginning with the highest. **50 cents, 20 cents, 10 cents, 5 cents**

Which is the lowest value coin? **5c**

Which is the highest value coin? **50c**

Now sort the coins by value, from lowest to highest.

The student should place the coins from left to right, **5c, 10c, 20c, 50c.**

Say

Read the coin values to me, beginning with the coin with the lowest value. **5 cents, 10 cents, 20 cents, 50 cents**

Look at both lines of coins. What can you tell me about them? **Answers will vary. Possible responses include:**

- **the coins match as you look along the lines**
- **both lines start with the 5c and end with the 50c**
- **the smallest coin has the lowest value**
- **the largest coin has the highest value.**

The designer matched the size of the silver coloured coins with their values to make them easy to recognise.

Which coin has the highest value? **50 cents**

Which coin has the lowest value? **5 cents**

Which coin has the higher value, 10c or 20c? **20 cents**

Which coin has the lower value, 50c or 10c? **10 cents**

Which coin has the higher value, 5c or 20c? **20 cents**

Which coin has the lower value, 5c or 10c? **5 cents**

Which coin has the higher value, 20c or 50c? **50 cents**

In another set we will compare these coins to our gold coloured coins and discover some new facts.

Store the coins.

On the bush path

Materials:

- activity sheet – *On the bush path*.

Help the student read the speech bubble and instructions as he/she completes the activity sheet. The student completes the answers independently.

Who found the coin with the highest value? **Quincey**
Who found the coin with the lowest value? **Bella**

Penni's coin has a lower value than Narrah's coin.	true	false
Bella's coin has a higher value than Penni's coin.	true	false
Narrah's coin has the same value as Quincey's coin.	true	false
Bella's coin has a higher value than Narrah's coin.	true	false
Penni's coin has a lower value than Quincey's coin.	true	false
Quincey's coin has a higher value than Bella's coin.	true	false
All the coins have different values.	true	false
All the coins are the same size.	true	false

Mark then store or scan and save the activity sheet.

Printing money

Materials:

- activity sheet – *Printing money.*

Place the activity sheet on the table.

Say

We can show money in different ways. One way is to use a picture of the coins like Bella has on this sheet. How else can we show money? **Answers will vary, eg real coins, print numbers and words or letters.**

Let's read Bella's speech bubble. **Use numbers and words to print each coin value in three different ways.**

Tell me one way you can print five cents using words or numbers and words. **Answers will vary, eg a number five and a 'c'; a number five and the word 'cents'; the words 'five' and 'cents'.**

Print your answer on one line below the five cent coin picture. (Do not help.)

Tell me one way you can print twenty cents using words or numbers and words. **Answers will vary, eg a number twenty and a 'c'; a number twenty and the word 'cents'; the words 'twenty' and 'cents'.**

Print your answer on one line below the twenty cent coin picture. (Do not help.)

The student prints each coin value using the different methods he/she can remember. If three methods cannot be remembered, give clues to help.

The student can print the answers in any order.

	
5c	**10c**
5 cents	**10 cents**
five cents	**ten cents**
	
20c	**50c**
20 cents	**50 cents**
twenty cents	**fifty cents**

 Mark then store or scan and save the activity sheet.

Reaching out

Catch the cents

This activity is for two or more players.

Materials:

- activity sheets – *Catch the cents 1* and *2*
- scissors.

Help the student cut out the cards from both activity sheets.

Game 1:

Mix and spread the cards on the table, picture side down.

Each player turns over a card.

The player with the card showing the highest value keeps the pair of cards.

Continue until all cards have been played.

The player with the highest number of pairs is the winner.

Variation: The player with the lowest value card takes the pair.

Game 2:

Place the cards in a pile on the table.

Each player turns over one card from the top of the pile and places it on the table.

The player with the card showing the highest value keeps the pair of cards.

Continue until all cards have been played.

The player with the highest number of pairs is the winner.

Variation: Player with the lowest value card takes the pair.

Store the cards and play the games to continue consolidation of coin values.

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**
• Silver coin skip counting	
• Silver coin counting on	
• Equal amounts	
Resources	
• Lesson notes – Day 4	
• 2 cm cubes (from Maths kit)	
Home resources	
• mobile phone	
• Australian coin collection – 4 x 50 cents, 4 x 20 cents, 6 x 10 cents, 12 x 5 cents (or cut out coins from Day 1)	
• a selection of coins or coin pictures (internet) from a non-Australian country	
• A4 sheet of paper	
• magnifying glass	

Quincey's quest

Calendars on phones

Materials:

- mobile phone.

Sit with the student and the mobile phone.

Help the student turn on the phone to show the time on the locked screen.

Discuss how the time is presented eg digital time; two dots to separate the hours and minutes; do the dots pulse?

Read and discuss the time with the student, eg it is 9:21. What does that mean? 21 minutes after 9:00; Is that a morning time or an evening time? How do you know?

Help the student enter the password (if appropriate) to open the phone.

Help the student find the calendar icon on the screen.

Discuss the presentation of the date and the information given (or not given) by the icon.

Help the student interpret each part of the date, eg what is the day number? does it tell us the month? year?

Ask the student to open the calendar.

Help the student investigate and discuss the calendar:

- presentation of information, eg how the day names are arranged, position of the month name and year
- the day names, number of days
- month names.

Swap to different views and discuss, eg day, week, month and year views.

Check events for today, this week, this month.

Move to different months and check events.

Help the student add an event to today.

Help the student close the calendar.

Help the student find the clock icon.

Discuss the format (analogue or digital) and the information shown.

Help the student read the time.

Help the student open the icon and explore the features, eg alarm, times in other parts of the world.

Help the student close the clock and the mobile phone.

Diving in

Let's build

Materials:

- 2 cm cubes.

All buildings are acceptable as long as all the cubes touch each other.

Say	Let's do some building. Make a building that uses one cube. Make me a building that uses two cubes. Change that into a building of three cubes.

The student may put one cube next to the other or one on top of the other.

The student may use the cubes to build something new, or add to the existing building.

Continue, asking the student to make buildings using four, five and ten cubes.

Say	Build a tall building using twenty cubes. Build a flat building using sixteen cubes. Use ten cubes to build a staircase. Use eleven cubes to build a flat ‘U’ shaped building.

Store the materials.

Making pairs

Materials:

- nil.

Say	Let’s use the things around us to make pairs. I can pair the scissors (point to scissors) with some paper (point to some paper) because scissors are used to cut paper. What could you pair with a pencil? **Answers will vary, eg pencil sharpener, eraser, paper, crayon.** Why? **Answers will vary, eg the sharpener sharpens the pencil; the eraser erases the pencil; the pencil prints on paper; the crayon and the pencil both draw.** I can pair a light and a light switch. Why? **The switch turns on the light.** What could you pair? **Answers will vary.** I think you paired them because (own idea). Am I right? **Answers will vary.**

Continue to make and discuss four more pairs each, in the same ways.

Burrowing about

Silver coin skip counting

Materials:

- Australian coin collection
- activity sheet – *Silver coin skip counting*.

Place the coins on the table.

Ask the student to sort them into value groups.

Say

Take 5 five cent coins from the pile and place them in a line.

How can you count these to find out how much money you have? **by fives**

Count the money. **5 cents, 10 cents, 15 cents, 20 cents, 25 cents**

Tell me how much money you have. Remember you are counting in cents so you need to say that. **I have 25 cents.**

Add three more five cent coins and count the total amount. **5 cents, 10 cents, 15 cents, 20 cents … 40 cents; I have 40 cents.**

Count all the five cent coins. **5 cents, 10 cents, 15 cents, 20 cents … 60 cents; I have 60 cents.**

Take out three ten cent coins and place them in a line.

How can you count these to find out how much money you have? **by tens**

Count them and tell me the total. Remember you are counting in cents so you need to say that in the total. **10 cents, 20 cents, 30 cents; I have 30 cents**.

Add three more ten cent coins find the total amount. **10 cents, 20 cents, 30 cents …60 cents; I have 60 cents**

Take out two twenty cent coins and place them in a line.

How can you count these to find out how much money you have? **by twenties**

Let's count them together. Remember we are counting in cents. **20 cents, 40 cents I have 40 cents.**

Add another twenty cent coin and count the total. **20 cents, 40 cents, 60 cents; I have 60 cents.**

Make a row of five ten cent coins.

Add a five cent coin to the row.

Let's skip count these coins together. **10 cents, 20 cents, 30 cents, 40 cents, 50 cents, 55 cents, 60 cents**

What did we do? **skip counted by tens and then by fives**

Let's have another go. Make a row using three ten cent coins and three five cent coins.

Let's skip count together. **10 cents, 20 cents, 30 cents, 35 cents, 40 cents, 45 cents**

Place the activity sheet on the table.

Read Penni's speech bubble with the student.

The student works independently to complete the counting tasks.

	**20c**
	**25c**

	**50c**
	**35c**
	**60c**
	**60c**

	**45c**
	**50c**

Mark then store or scan and save the activity sheet.

Silver coin counting on

Materials:

- Australian coin collection
- activity sheet – *Silver coin counting on*.

Place the coins on the table.

Ask the student to sort them into value groups.

Place two ten cent coins in front of the student.

Ask the student to skip count the coins. **10 cents, 20 cents**

Place three more ten cent coins in front of the student.

Say

Count on by tens to find out how much money I have given you altogether. **20 cents, 30 cents, 40 cents, 50 cents; I have 50 cents**

Counting on is a great way to quickly count money. How many ten cent coins make fifty cents? **five**

Place three five cent coins in front of the student.

Ask the student to skip count the coins. **5 cents, 10 cents, 15 cents**

Place six more five cent coins in front of the student.

Say

Count on by fives to find out how much money I have given you altogether. **15 cents, 20 cents, 25 cents … 40 cents, 45 cents; I have 45 cents**

How many five cent coins make forty five cents? **nine**

Place another three five cent coins in front of the student.

Say

Count on by fives to find out how much money altogether. **15 cents, 20 cents, 25 cents, 30 cents, 35 cents, 40 cents, 45 cent … 60 cents; I have 60 cents**

How many five cent coins make sixty cents? **twelve**

Let's try counting on using different coins. Take out one twenty cent coin and three ten cent coins and place them in a row.

When we count on using different coins, we always start with the coin with the highest value. Which coin has the highest value? **twenty cents**

You have twenty cents. Count on from twenty to find out how much you have altogether. **20 cents, 30 cents, 40 cents, 50 cents; I have 50 cents**

Let's try another one. Make a group using two twenty cent coins and two ten cent coins.

Now place them in order to show how you will count them.

Use counting on to find out how much money you have altogether. **20 cents, 40 cents, 50 cents, 60 cents; I have 60 cents**

Let's try another one. Make a group using four ten cent coins and three five cent coins.

Now place them in order to show how you will count them.

Use counting on to find out how much money you have altogether. **10 cents, 20 cents, 30 cents, 40 cents, 45 cents, 50 cents, 55 cents; I have 55 cents**

Place a fifty cent coin and one ten cent coin in order to show how you would count them.

Use counting on to find out how much money you have altogether. **50 cents, 60 cents; I have 60 cents**

Place a fifty cent coin and two five cent coins in order to show how you would count them.

Use counting on to find out how much money you have altogether. **50 cents, 55 cents, 60 cents; I have 60 cents**

Place a twenty cent coin, two ten cent coins and two five cent coins in order to show how you would count them.

Use counting on to find out how much money you have altogether. **20 cents, 30 cents, 40 cents, 45 cents, 50 cents; I have 50 cents**

You can count on using a variety of coins to find out how much money you have.

Place the activity sheet on the table.

Say

Let's look at the activity sheet. Each animal had some money and then found some more. You can use counting on and skip counting to find out how much money each animal has.

Let's read Penni's speech bubble.

How much money did Penni have? **ten cents**

Take out a ten cent coin.

What coins did she find? **five cent coins**

How many did she find? **six**

What do you have to count on by? **fives**

Count on by fives from ten, pointing to each coin Penni found. **10 cents, 15 cents, 20 cents, 25 cents, 30 cents, 35 cents, 40 cents**

Print the total amount of money that Penni has in the box.

Remember to write the 'c' for cents after your answer..

Help the student read each speech bubble.

The student counts on and prints the total independently.

Ask the student to loop the highest amount.

Ask the student to tick the lowest amount.

10c		**40c** ✓
25c		**50c**
40c		**55c**
30c		**60c**
20c		**55c**

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

The coins will be used in the next activity.

Equal amounts

Materials:

- Australian coin collection
- activity sheet – *Equal amounts.*

Place the activity sheet and coins on the table.

Say

We can make different amounts of money using different coins. Use the coins to show me how to make five cents.

What did you use? **five cent coin**

There is only one way we can show five cents using coins.

Use the coins to show me how to make ten cents.

What did you use? **Answers will vary, eg ten cent coin, two five cent coins.**

There are two ways we can show ten cents using coins. Show me another way. **Answers will vary, eg ten cent coin, two five cent coins.**

Use the coins to show me how to make twenty five cents.

What did you use? **Answers will vary, eg 20c and 5c; two 10c and one 5c, one 10c and three 5c; five 5c coins.**

Let's record what you can do on the activity sheet.

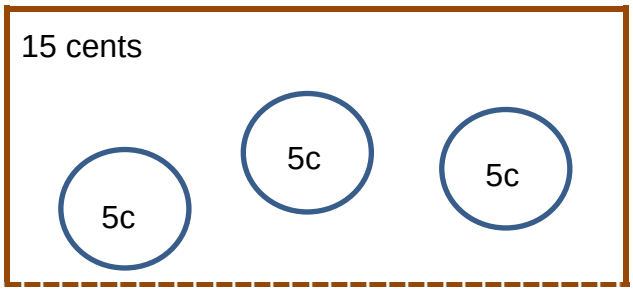
What is the amount printed in the first box on the activity sheet? **15 cents**

Use the coins to show me two ways to make fifteen cents.

What did you use? **ten cent coin and one five cent coin; three five cent coins**

Draw three circles in the box with the '15 cents' label.

Print '5c' in each coin.



Ask the student to draw coin pictures to show the second way to make 15 cents in the box below the dashed line.

Say

What is the amount printed in the box below? **50 cents**

Use the coins to show me one way to make fifty cents. You must use more than one coin.

Say	What did you use? **Answers will vary, eg two 20c and a 10c; one 20c and three10c; 20c and six 5c; five 10c; four 10c and two 5c.** Count the number of coins you used. **Answers will vary.** Draw that number of circles in the box with the label. Print the coin values into each coin. Use the coins to show me a different way to make fifty cents. You must use more than one coin. What did you use? **Answers will vary.** Count the number of coins you used. **Answers will vary.** Draw that number of circles in the box below the dashed line. Print the coin values into each coin.

Guide the student to complete the remaining labelled boxes in the same way.

Ask the student to make any amount he/she wishes and record it in the last box.

Ask the student to print a label to show the amount he/she made.

Store or scan and save the activity sheet.

The coins will be used in the next activity.

Reaching out

Coins from …

This activity is for two or more players.

Materials:

- A4 sheet of paper
- Australian coins (one each of 50c, 20c, 10c and 5c)
- a selection of coins or coin pictures (internet) from a non-Australian country
- magnifying glass.

Ask the student to make a line of the Australian coins in order from lowest to highest value.

Say	What is printed on our coins to show we use them in Australia? **Answers will vary, eg the word Australia, the queen's head, Australian pictures/animals** Show me these things on one coin. It is not always easy to work out which country uses certain coins.

Say	Many coins have their country written in their own language or alphabet and we might not be able to read it.

Spread the coins from the non-Australian country on the table (or look at them on the computer screen).

Say	Use the magnifying glass to look at these coins and see if you can tell me which country uses them. **Answers will vary.** How do you know? **Answers will vary.** Let's make a sheet to record what we know about these coins.

Place the A4 sheet on the table.

Help the student print a title 'Coins from (country name)' at the top of the sheet.

Discuss the designs on both sides of the coins.

Line up the coins by size and compare them to the Australian coins.

Line up the coins by value and compare them to the Australian coins.

Help the student work out the answers to these questions:

What shape/s are the coins?

What colour/s are the coins?

What are the coins called? eg pesos, rupees, lira

What are the values of the coins? eg 5 pesos

How are these coins the same as/different from Australian coins?

Ask the student to print and draw information about the coins onto the sheet. The student can represent the information in a variety of ways including: coin rubbings and drawings, photos, coin values eg 10 pesos, coin colours.

Answers will vary.

Store or scan and save the record sheet.

Store the coins.

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**
• Number name match	
• Cents quiz	
• The value of cents	
• Counting cents	
• Making cents with all the cents	
Resources	
• Lesson notes – Day 5	
Home resources	
• calendar for current year	
• mobile phone	
• video camera	
• Australian coin collection – 4 x 50 cents, 4 x 20 cents, 6 x 10 cents, 12 x 5 cents (or cut out coins from Day 1)	

Quincey's quest

Phones and calendars

Materials:

- current wall calendar
- mobile phone
- video camera.

Place the calendar and phone on the table.

Please make a video recording of this activity.

Ask the student to find the current month page on the calendar.

Ask the student to point to the day name for today.

Say

Today it is the (ordinal number). Point to today's number on the calendar.

Use the information you found on the calendar to tell me the date for today.
Answers will vary, eg Friday the 9th of March.

Use the calendar page to answer these questions.

How many days in the month?

What is the day name of the first of the month?

What is the date of the third Sunday in the month?

What day is the 26th of the month?

What day is the first of next month?

Place the mobile phone near the wall calendar.

Help the student enter the password (if appropriate) to open the phone.

Help the student find the calendar icon on the screen.

Ask the student to open the calendar.

Help the student move to the month view.

Discuss and compare the features of both calendars with the student:

- including how the information is presented (in a grid)
- how the day names are written (full or abbreviated)
- which day of the week is first (Sunday or Monday)
- position of the month name and year.

Ask the student to use the phone calendar to answer these questions:

How many whole weeks in the month?

What is the date of the last day?

What is the date of the second Friday in the month?

What day is the 11th of the month?

Discuss which calendar the student found easier to use and why.

Help the student close the calendar.

Help the student find the clock icon.

Discuss the format (analogue or digital) and the information shown.

Help the student read the time.

Save the video recording into the Set folder.

Store the calendar and phone.

Diving in

Counting lots of ways

Materials:

- video camera.

Please record this activity.

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

Say ‘stop’ after the student has counted back another six numbers.

Say	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** Now let’s do some forwards counting. 45, 46, 47, 48, **49, 50, 51, 52, 53, 54** 51, 52, 53, 54, **55, 56, 57, 58, 59, 60** 29, 30, 31, 32, **33, 34, 35, 36, 37, 38** Let’s count by twos 2, 4, 6, 8, 10, 12, **14, 16, 17, 18, 20** 32, 34, 36, 38, 40, 42, **44, 46, 48, 50, 52, 54** Let’s count on by tens. 10, 20, **30, 40, 50, 60** Let’s count on by fives. 10, 15, 20, 25, **30, 35, 40, 45, 50, 55**

Save the video recording in the Set folder.

Number name match

Materials:

- activity sheet – *Number name match.*

Place the activity sheet on the table.

Say

Read the number in the first column. **forty three**

Read the words in the same row. **forty three, fourteen, thirty four**

Loop the words that match the number. **forty three**

Read the second number in the first column. **sixty**

Read the words in the same row. **six, sixteen, sixty**

Loop the words that match the number. **sixty**

You can finish the table yourself.

The student works independently. Help with reading if required.

Say

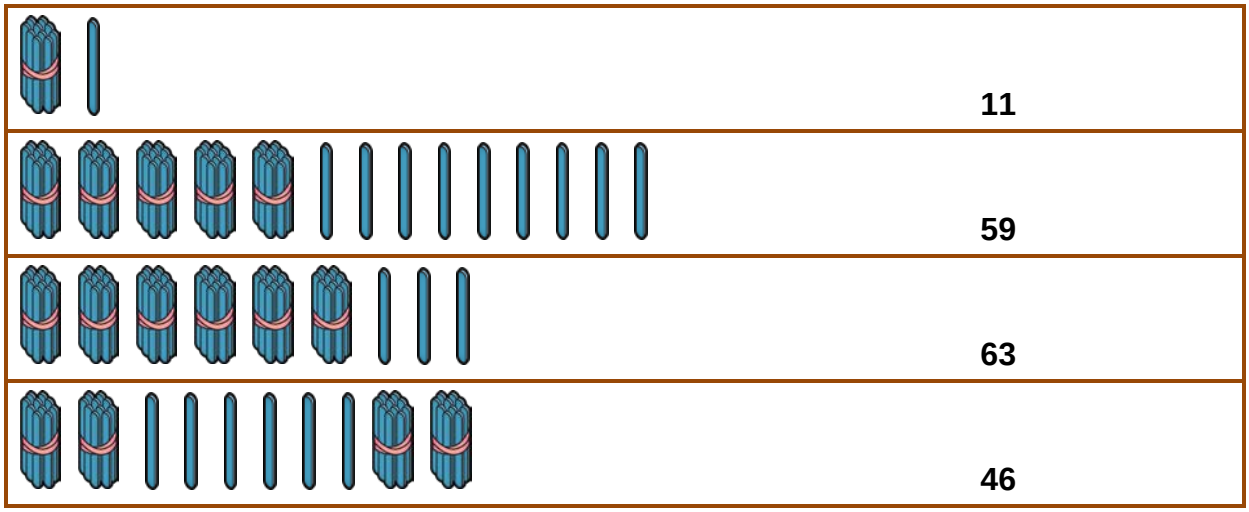
Look at the pop sticks in the second table. What do you think you need to do? **Answers will vary.**

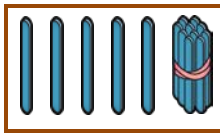
Count each row of pop sticks and print the number at the end of the row. How many pop sticks in a bundle? **ten**

You will need to count by ? **tens**

You can complete the activity on your own.

43	**forty three**	fourteen	thirty four
60	six	sixteen	**sixty**
11	**eleven**	seven	one one
31	thirteen	three one	**thirty one**
57	**fifty seven**	fifty	five seven
29	second	**twenty nine**	two nine





15

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

Burrowing about

Cents quiz

Materials:

- activity sheet – *Cents quiz*
- Australian coins.

Say

Look at the activity sheet. It has some questions and answers. You can use the coins to help you find the answers.

Let's read the instructions. **Shade the box that has the correct answer.**

Let's read the first question together. **What is on the front of every coin?**

Let's read the answer choices. **animal pictures, Queen's head, platypus**

Shade the box with the correct answer.

Ask the student to complete the activity independently.

Help with reading where required.

What is on the front of every silver coin?	animal picture	Queen's head	platypus
Which coin is not round?	20c	10c	50c
Which coin has an echidna on it?	5c	10c	20c
Which coin has a platypus on it?	5c	10c	20c
Which coin has a lyre bird on it?	5c	10c	20c
What colour is the 50c?	green	silver	gold
What colour was the 2c coin?	brown	silver	gold
Which coin is not used anymore?	1c	5c	10c
What do our silver coins have on the back?	Queen's head	year	picture

Mark then store or scan and save the activity sheet.

The value of cents

Materials:

- activity sheet – *The value of cents*.

Say The activities on this sheet are about the value of our silver coins. You can complete them by yourself.

If required, read the instructions for each task with the student.

Ask the student to complete the activity independently.

In the last activity, the student prints one label in the box with the coin and the other two labels on the lines.

5	10	50	20	
5	10	20	50	✓
50	20	5	10	
50	20	10	5	

Tick the coin with the higher value in each pair.

20	50 ✓
5	10 ✓

Tick the amount with the higher value in each pair.

50c ✓	5c
10c	20c ✓

Tick the coin with the lower value in each pair.

20	10 ✓
5 ✓	50

Tick the amount with the lower value in each pair.

10c ✓	50c	20c	5c ✓

Print three labels for this coin.  **20c**	**20 cents** **twenty cents**

Mark then store or scan and save the activity sheet.

Counting cents

Materials:

- activity sheet – *Counting cents*.

Place the activity sheet on the table.

Read Bella's speech bubble with the student.

The student works independently to complete the tasks.

	**40c**
	**30c**
	**55c**
	**60c**
	**60c**
	**55c**
	**50c**

Mark then store or scan and save the activity sheet.

Reaching out

Making cents with all the cents

Materials:

- activity sheet – *Making cents with all the cents*
- Australian coins.

Place the activity sheet on the table.

Read the instruction with the student.

Say	You can skip count by fives and tens to find the answers. Listen as I read the first task.

Point to and read the first task. **ten cents How many five cents? Loop them.**

Say	How will you count the amount? **by fives**

The student works independently to complete the looping.

Ask the student to read the second task with you. **twenty cents How many five cents? Loop them.**

Say	How will you count the amount? **by fives**

The student works independently to complete the looping.

Ask the student to read the other twenty cent task with you. **How many ten cents? Loop them.**

Say	How will you count the amount? **by tens**

Ensure the student understands that he/she is looping the number of ten cent coins that make twenty cents.

The student works independently to complete the looping.

Continue to help the student with the reading for the two fifty cent tasks.

Place the coins on the table.

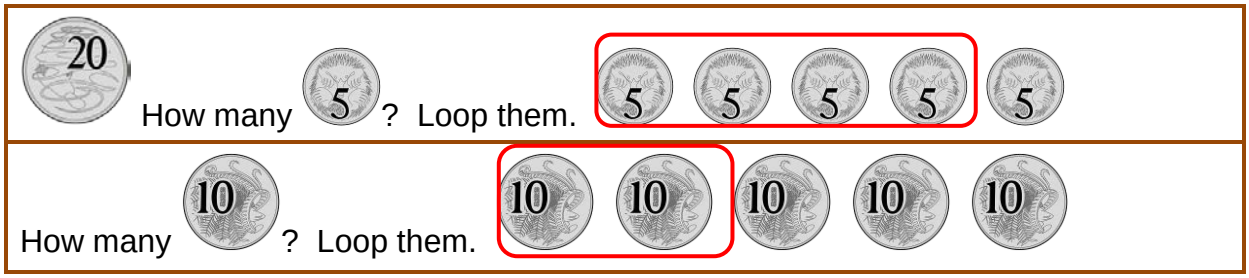
Read the instruction of the next task with the student.

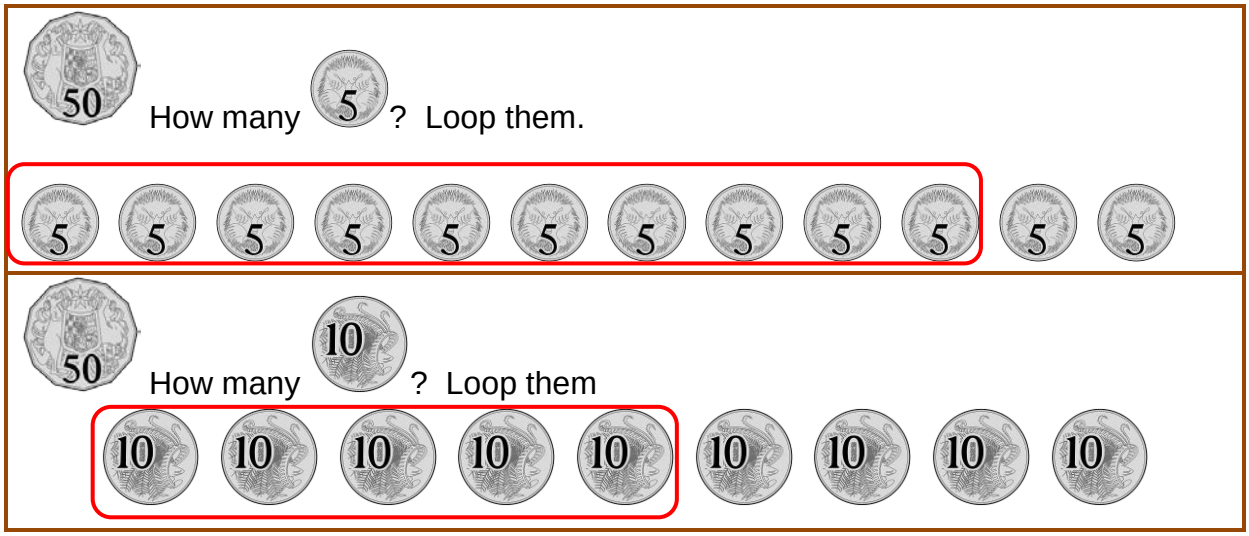
Say	What is the first amount? **45 cents** Use the coins to make that amount. Draw the coins into the space. Remember to print the value onto each coin.

The student works independently to make and draw complete the 20c and 50 c amounts.

Say To complete the last box you can make and draw any amount you like. Remember to print the total amount in the box when you have finished.

The student works independently to complete the task.





Make and draw two or more coins to make these amounts.

45 cents **Answers will vary, eg**
20c + 20c + 5c
20c + 10c + 10c + 5c
20c + 10c + 5c + 5c + 5c
20c + 5c + 5c + 5c + 5c + 5c
10c + 10c + 10c + 10c + 5c
10c + 10c + 10c + 5c + 5c + 5c
10c + 10c + 4 x 5c
10c + 7 x 5c
9 x 5c

20 cents **Answers will vary, eg**
10c + 10c
10c + 5c + 5c
5c + 5c + 5c + 5c

50 cents **Answers will vary, eg** **20c + 20c + 10c** **20c + 20c + 5c + 5c** **20c + 10c + 10c + 10c** **20c + 10c + 10c + 5c + 5c** **20c + 10c + 5c + 5c + 5c + 5c** **20c + 5c + 5c + 5c + 5c + 5c + 5c** **5 x 10c** **10c + 10c + 10c + 10c + 5c + 5c** **10c + 10c + 10c + 5c + 5c + 5c + 5c** **10c + 10c + 6 x 5c** **10c + 8 x 5c** **10 x 5c**	your amount **Answers will vary, eg**

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**
• Are you certain?	
• In the money	
Resources	
• Lesson notes – Day 6	
• paper plate clock (from Day 2)	
• attribute shapes (from Maths kit) (place one of each large thick shapes in mystery bag)	
• 2 cm cubes (from Maths kit) (place one in the mystery bag)	
Home resources	
• computer or tablet with internet access	
• large sheet of paper (A3)	
• Australian coin collection – 4 x 50 cents, 4 x 20 cents, 6 x 10 cents, 12 x 5 cents (or cut out coins from Day 1)	
• medium sized ball	
• a cloth, eg tea towel	
• mystery bag – solid bag or box, eg pillowcase, handbag, cereal or tissue box	
• a small toy (in mystery bag)	
• a pencil (in mystery bag)	
• one each of 5c, 10c, 20c and 50c coins (in mystery bag)	

Quincey's quest

Computer calendar

Materials:

- computer or tablet with internet access
- large sheet of paper (A3).

Help the student fold the paper into four rectangles.

Help the student:

- turn on the device and enter the password if appropriate.
- locate the clock and read the time
- discuss the time eg it is 9:21. What does that mean? 21 minutes after 9:00

Ask the student to print the time at the top of one of the rectangles.

Help the student:

- use the search engine bar and type in 'Australia calendar and the current year'
- select an appropriate result that will display the calendar.

Help the student investigate and discuss the calendar:

- presentation of information, eg how the day names are arranged, position of the month name and year
- number of days in each month

Ask the student to find his/her birth month and use it to answer these questions:

- What day is the first of the month?
- How many days in the month?
- What is the last day name?
- How many weeks in the month?
- What day is your birthday?
- Is your birthday on a week or weekend day?
- If your birthday is on a (day name) this year, what day was it on last year?

Help the student move to the calendar for last year to check.

- What day will your birthday be next year?

Help the student move to the calendar for next year to check.

Help the student close the calendar.

Help the student close the computer or tablet if appropriate.

In the rectangle, ask the student to:

- copy today's date from the computer screen icon bar, eg 21/4/2020
- print a sentence about his/her birthday day name for this year and draw a picture, eg My birthday in 2020 is on a Friday.

Store the calendar and time record sheet for Day 7.

Diving in

Guess and count

Materials:

- Australian coin collection.

Place the coins on the table.

Select four ten cent coins and show them to the student.

Say	How much money do you think I have? **Answers will vary.** Count it to find out. **10 cents, 20 cents, 30 cents, 40 cents; you have 40 cents** Were you correct or close? **Answers will vary.**

Place the coins in a row on the table.

Select two twenty cent coins and show them to the student.

Say	How much money do you think I have? **Answers will vary.** Count it to find out. **20 cents, 40 cents; you have 40 cents** Were you correct or close? **Answers will vary.**

Place the coins in a row on the table.

Select eight five cent coins and show them to the student.

Say	How much money do you think I have? **Answers will vary.** Count it to find out. **5 cents, 10 cents, … 40 cents; you have 40 cents** Were you correct or close? **Answers will vary.**

Place the coins in a row on the table.

Say	What can you tell me about these coins? **They all show forty cents.** Show me another way to make forty cents. **Answers will vary.**

Place all the coins back in the collection.

Take a handful of five cent coins.

Say	How much money to you think I have? **Answers will vary.** Count it to find out. **Answers will vary.** Were you correct or close? **Answers will vary.** Show me another way to make this amount of money. **Answers will vary.**

Select a fifty cent coin and a ten cent coin.

Say	How much money to you think I have? **Answers will vary.** Count it to find out. **50 cents, 60 cents; you have 60 cents** Were you correct or close? **Answers will vary.** Show me another way to make sixty cents. **Answers will vary.**

Store the coin collection.

On the clock

Materials:

- paper plate clock with pop stick and straw (made on Day 2).

Say	Look at the pop stick and the straw. Which one is the hour hand? **pop stick** Why? **It is the shorter one and the hour hand is short and slow.** What is the straw? **the minute or fast hand** Why? **It is the longer one and the minute hand is long and quick/fast.** If I want to make eight o'clock, where do I put the hour hand? **One end on the centre spot and the other pointing to the eight.**

Place the pop stick as directed.

Say	Where do I place the minute hand? **One end on the centre spot (on top of the pop stick) and the other pointing to the twelve.**

Place the straw as directed.

Say	What would a digital clock show for eight o'clock? **Answers will vary, eg eight two dots zero zero.**

Move the hour hand around the clock face until it points at the nine.

Say	What time is the clock showing now? **nine o'clock** How long would it take the hour hand to move from eight o'clock to nine o'clock? **one hour**

Move the hour hand around the clock face until it points at the ten.

Say	What time is the clock showing now? **ten o'clock** How long would it take the hour hand to move from nine o'clock to ten o'clock? **one hour** How long would it take the hour hand to move from eight o'clock to ten o'clock? **Answers will vary, eg two hours.**

Place the hour hand so it is pointing to the eight. Move it around the clock face to the nine, saying 'one hour'; then move it around the clock face again so it points to the ten and say 'two hours'.

Move the hour hand around the clock face until it points at the twelve.

Say	What time is the clock showing now? **twelve o'clock** How long would it take the hour hand to move from twelve o'clock to one o'clock? **one hour** Move it around and show me. Move the hand back to show twelve o'clock again. How long would it take the hour hand to move from twelve o'clock to two o'clock? **two hours** Move it around and show me.

The student moves the hour hand around the clock face to the one, saying 'one hour'; then moves it around the clock face again so it points to the two and says 'two hours'.

Say	Move the hand back to show twelve o'clock again. How long would it take the hour hand to move from twelve o'clock to four o'clock? **Answers will vary.** Move it around the clock face to check your answer.

The student moves the hour hand around the clock face to each number, saying 'one hour', around the clock face again, saying 'two hours', until he/she reaches four o'clock.

Say	Use the clock face to work out how many hours between four o'clock and seven o'clock.

The student moves the hour hand around the clock face to each number, counting each rotation and saying 'one hour', 'two hours' etc, until he/she reaches seven o'clock. **three hours**

Say	Use the clock face to work out how many hours between eight o'clock and twelve o'clock.

The student moves the hour hand around the clock face to each number, counting each rotation and saying 'one hour', 'two hours' etc, until he/she reaches twelve o'clock. **four hours**

Store the clock materials.

Burrowing about

Chance

Materials:

- a medium sized ball
- an outdoor area.

Hold the ball and position yourself one step away from the student.

Say	If I roll this ball to you, what is the chance of you stopping it? **Answers will vary, eg good, excellent, I can do that.**

Roll the ball to the student and ask him/her to roll it back.

Say	If I throw this ball to you, what is the chance of you catching it? **Answers will vary, eg good, excellent, I can do that.**

Throw the ball to the student and ask him/her to throw it back.

Take a step back from your position and repeat the activity and discussion.

Take another three steps back from your position and repeat the activity and discussion. **Answers will vary, eg good, excellent, not sure, maybe, perhaps.**

Take another three steps back from your position and repeat the activity and discussion. **Answers will vary.**

Say	Every question I asked you was about the chance of you doing something with the ball. When we were standing close together, you thought you had a good chance of completing the activities. As we moved further apart, you were not as sure or certain. The words you used to give me your answers were chance words. They told me the chance you thought you had of stopping or catching the ball. What chance is there of it raining today? **Answers will vary.** What chance is there of you finishing your maths before lunch? **Answers will vary.**

Say

What chance is there of us having a drink now? **Answers will vary.**

What chance is there of you going fishing tomorrow? **Answers will vary.**

What chance is there of you having ice cream for dessert tonight? **Answers will vary.**

All your answers were chance words. When we talk about chance, we are talking about the possibility of something happening. In the next activities we will investigate different chance events and words.

Store the ball.

Are you certain?

Materials:

- activity sheet – *Are you certain?*
- a cloth, eg tea towel
- solid bag or box, eg pillowcase, handbag, cereal or tissue box

containing

- a small toy
- a pencil
- one each of 5c, 10c, 20c and 50c coins
- one each of the five large shapes (from Maths kit).

Place the mystery bag where the student cannot see inside.

Take the pencil out of the mystery bag.

Say

What am I holding? **a pencil**

Are you sure? **yes**

Are you certain? **yes**

How do you know? **I can see it in your hand.**

Your eyes are telling you that I am holding a pencil so you are certain that I am. We use the word ‘certain’ when we know something is true or we are sure.

Take out the toy and place it on the table.

Say

What do I have on the table? **a toy**

Are you sure? **yes**

Are you certain? **yes**

Say	How do you know? **I can see it.** Your eyes are telling you that the toy is on the table.

Cover the toy with the cloth.

Say	What do I have under the cover? **a toy** Are you sure? **yes** Are you certain? **yes** How do you know? **I saw you put the toy under the cloth.** Your eyes are telling you that I covered the toy. Let's think of some other things that we are certain about. I am certain that your name is (insert child's name). Tell me something you are certain about. **Answers will vary.** (If the student's response is not a 'certain' event, explain why not.)

Continue to take turns to each name four certain events/pieces of information.
Answers will vary, eg

- **I am 6 years old.**
- **I have a sister/daughter/brother/son/father.**
- **I can ride a bike/drive a toy car.**
- **I have curly hair.**

Say	Let's complete some of the activity sheet. Look at the phrase in the box. Let's read it together. **certain means I am sure** Loop the word 'certain' and read the word to me. **certain** 'Certain' begins with a 'c'. It is a special 'c' because it says 's'. Let's read Bella's speech bubble.

Help the student read each sentence.

The student prints 'yes' or 'no' to answer the 'Are you certain?' question.

	Are you certain?
My favourite drink is apple juice.	**Answers will vary.**
I am doing my maths.	**yes**
I will go swimming today.	**Answers will vary.**
There are 7 days in one week.	**yes**
I know my name.	**yes**

Ask the student to close his/her eyes.

Choose another item from the bag and place it under the cloth.

Say

Guess what is under the cover. **Answers will vary.**

Can you be sure the (insert student's prediction) is under the cloth? **no**

Can you be certain the (insert student's prediction) is under the cloth? **no**

Why aren't you certain? **I did not see what you put under the cloth.**

You are not sure what is under the cloth so you had to guess or make a prediction.

When we are not sure we can say we are 'not sure', 'unsure' or 'uncertain'.

Let's think of some things we are uncertain about and put them into a sentence.

Take turns to make four sentences each about uncertain events/pieces of information. **Answers will vary, eg**

- **I am uncertain what I will cook for dinner tonight.**
- **I am uncertain what time we will go to the pool.**
- **I am uncertain how tall I am.**
- **I am uncertain when I will see my nana/friend/cousin.**

Say

Let's complete the next part of the activity sheet. Look at the phrase in the box. Let's read it together. **uncertain means I am not sure**

Loop the word 'uncertain' and read the word to me. **uncertain**

What two letters have been added to the word 'certain' to make it say 'uncertain'? **u, n**

These letters say 'un' and they mean 'not'. This tells us that 'uncertain' means 'not certain'.

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

Read each sentence with the student. The student prints 'yes' or 'no' to answer the 'Are you uncertain?' question.

	Are you uncertain?
Tomorrow the weather will be cool.	**Answers will vary.**
I will eat some food today.	**no**
I will go straight to sleep tonight.	**Answers will vary.**
I will eat my favourite food for dinner tonight.	**Answers will vary.**
I will fly in a plane when I am ten years old.	**no**

Store or scan and save the activity sheet.

The mystery bag and cloth will be used in the next activity.

In the money

Materials:

- activity sheet – *In the money*
- a cloth, eg tea towel
- mystery bag.

Place the mystery bag so the student cannot see inside.

Take a 50c coin and a 20c coin from the mystery bag and place them on the table.

Say	What have I placed on the table? **50c and 20c**

Place the cloth over the 50c coin.

Say	Which coin have I covered? **50c** Are you certain? **yes** Why are you certain? **Answers will vary, eg** • **I saw the 20c and 50c on the table and now I can only see the 20c.** • **the cloth is covering the space where the 50c was sitting.** • **I saw you place the cloth over the 50c.** You used your eyes and your knowledge of what was on the table to answer my question. Close your eyes.

Place the 20c coin back in the bag and move the 50c coin with the covering cloth to another part of the table.

Say	Which coin have I covered? **I am not sure/uncertain.** Why are you uncertain? **Answers will vary, eg** • **things look different to before I closed my eyes** • **the cloth and coins have been moved so I cannot work it out** • **I did not see what you did.** Although you were uncertain of the answer this time, you still used your eyes and your knowledge of what was on the table to answer my question.

Say

Make a guess about what is under the cloth. **Answers will vary, eg 50c, 20c, another coin, a toy, nothing.**

(Uncover the coin.) Although you were uncertain of the answer, you still used your eyes and your knowledge of what was on the table to answer my question. You knew I had two coins that I might cover. You also knew that I could cover something else or nothing at all.

Your guess was based on what you could see and what you knew. You did not make a guess, you made a prediction. A prediction is based on some knowledge, like knowing how many coins I had on the table. A guess is made when you do not have any information to help you.

Ask the student to close his/her eyes.

Choose the 10c from the box and place it under the cloth.

Say

Do you know what I have placed under the cloth? **no/uncertain**

Why not? **I did not see what you did.**

What do you think is under the cloth? **Answers will vary.**

You don't know anything about what I put under the cloth so you had to make a guess. I'll give you a clue. It is money.

What do you think is under the cloth? **Answers will vary, eg 5c, 10c, 20c or 50c; 50c and 20c; $1, $2, $5, $10, $20, $50 or $100.**

Are you making a prediction or a guess? **prediction**

Why can you make a prediction? **Answers will vary, eg**

- **You gave me a clue so I knew to give a money answer.**
- **I knew there was money on the table so I predicted that you used it.**

Are you certain or uncertain about your answer? **uncertain**

Why are you uncertain? **We have lots of different coins and notes and you could have used any of them.**

Here is another clue. I used a silver coin. Can you make a better prediction now? **yes**

Why? **I have more information.**

What is your prediction? **5c, 10c, 20c or 50c**

Are you making a prediction or a guess? **prediction**

Why can you make a prediction? **Answers will vary, eg**

- **You said it was a coin so I did not choose a note.**
- **I knew there were coins on the table so I predicted that you used one.**

Are you certain or uncertain about your answer? **uncertain**

Why are you uncertain? **We have lots of different coins and you could have used any of them.**

Say

I will give you another clue. The coin has less value than twenty cents.

What is your prediction now that you have another clue? **10c or 5c**

Was it easier to make this prediction? **yes**

Why? **I have more clues.**

Are you certain or uncertain about your answer? **uncertain/more certain than I was before**

Why are you still uncertain? **It could be 10c or 5c. I can't tell which one it is.**

Here is your final clue! The coin has a lyrebird on it.

What is your prediction now that you have the final clue? **10c**

Was it easier to make this prediction? **yes**

Why? **I have all the clues.**

Are you certain or uncertain about your answer? **certain**

Why are you certain? **I used all the clues and there is only one answer.**

(Uncover the coin.) Well done.

It is important that you use all the information you have when you are making a prediction.

Take all the coins from the box and place them on the table.

Place the activity sheet on the table.

Help the student read 'guess or prediction' in the box.

Help the student read Bella's speech bubble.

Ask the student to make a row of coins to match that shown on the activity sheet.

Read the first question with the student.

Ask the student to print all the coins that Bella could have chosen at the end of the question. **5c, 10c, 20c, 50c**

Ask the student if he/she made a guess or prediction. Remind the student that you guess when you have no clues and predict when you have clues. The student prints 'G' (guess) or 'P' (prediction) in the 'G or P?' column. **G**

Read the first clue with the student. **Clue: It is a round coin.**

Ask the student to use the clue to eliminate any coin/s in the row. Eliminated (real) coin/s should be removed from the row and crossed off on the activity page.

Read the second question with the student.

Ask the student to print all the coins that Bella could have chosen after the question. **5c, 10c, 20c**

Ask the student if he/she made a guess or prediction and to print ‘G’ (guess) or ‘P’ (prediction) in the ‘G or P?’ column. **P**

Read the second clue with the student. **Clue: It is not the smallest coin**.

Ask the student to use the clue to eliminate any coin/s in the row.

Read the third question with the student.

Ask the student to print all the coins that Bella could have chosen after the question. **10c, 20c**

Ask the student if he/she made a guess or prediction and to print ‘G’ (guess) or ‘P’ (prediction) in the ‘G or P?’ column. **P**

Read the third clue with the student. **Clue: It has a platypus on it**.

Ask the student to use the clue to eliminate any coin/s in the row.

Read the fourth question with the student.

Ask the student to print the coin name after the question.

Say

Was your final answer a guess? **no**

Why not? **I had clues to help me.**

Was it a prediction? **no**

Why not? **I knew the answer.**

How did you know the answer? **I used all the clues and the coins to help me work it out.**

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

The mystery bag will be used in the next activity.

Reaching out

Certain shapes

Materials:

- mystery bag.

Place the mystery box or bag where the student cannot see inside.

Take the circle from the mystery bag and place it in front of the student.

Say	Tell me the name of this shape. **circle**

Pick up the shape and hide it in your hand.

Say	What shape is missing? **the circle** Are you certain? **yes** How do you know? **Answers will vary, eg** • **I saw you take it.** • **It was on the table and now it isn't.** • **I saw you hide it in your hand.**

Place the circle back on the table.

Say	You are certain of your answers because you saw what I did.

Take the hexagon from the mystery bag and place it with the circle.

Take the circle and hide it in your hand.

Say	What shape is missing? **the circle** Are you certain? **yes** How do you know? **Answers will vary, eg** • **There was a circle and a hexagon and now the circle is missing.** • **I saw you take it.** • **It was on the table and now it isn't.** • **I saw you hide it in your hand.** (Show the student the circle.) You are certain of your answer because you saw what I did. Close your eyes.

Take the hexagon and hide it in your hand.

Say	What shape is missing? **the hexagon** Are you certain? **yes** How do you know? **Answers will vary, eg** • **There was a circle and a hexagon and now the hexagon is missing.** • **It was on the table and now it isn't.** (Show the student the hexagon.) You are certain of your answer because you used the clues and knowledge that you had to make your prediction.

Take the square from the mystery bag and place it with the circle and hexagon in front of the student.

Ask the student to close his/her eyes.

Take the hexagon and hide it in your hand.

Say

What shape is missing? **the hexagon**

Are you certain? **yes**

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

- **There was a circle, a square and a hexagon and now the hexagon is missing.**
- **It was on the table and now it isn't.**

(Show the student the hexagon.) You are certain of your answers because you used the clues and knowledge that you had to make your prediction.

Place the three shapes in a line and look at them carefully.

Close your eyes.

Take the rectangle and triangle from the mystery bag and place them with the other shapes in front of the student.

Say

Open your eyes and tell me what has changed. **Answers will vary, eg there are five shapes, you have added a triangle and a rectangle.**

Close your eyes.

Take the triangle and hide it in your hand.

Ask the student which shape is missing and how he/she knows. **Answers may vary.**

Say

Was it more difficult to decide which shape was missing? **Answers will vary.**

Why? **Answers will vary, eg**

- **There were more shapes so it was harder to work out the missing shape.**
- **The shapes were in a row and I knew the triangle was next to the (shape name).**
- **The shapes were in a row and I knew the triangle was between the (shape name) and (shape name).**
- **I knew what the five shapes were so I could work out that the triangle was missing.**

(Show the student the triangle.) You are using the clues and knowledge that you have to make your prediction.

Ask the student to close his/her eyes.

Move the shapes into a group arrangement. Hide the square in your hand.

Ask the student which shape is missing and how he/she knows. **Answers may vary.**

Say

Was it more difficult to decide which shape was missing? **Answers will vary.**

Why? **Answers will vary, eg**

- **The shapes were grouped so it was harder to work out the answer.**
- **The shapes were in a group and I knew the square was between/next to the (shape name) and (shape name).**
- **I knew what the five shapes were so I could work out that the square was missing.**

(Show the student the square.) You are using the clues and knowledge that you have to make your prediction.

Close your eyes.

Hide the square and circle in your hand.

Ask the student what has changed and how he/she knows. **Answers will vary.**

Say

Was it more difficult to decide what had changed? **Answers will vary.**

Why? **Answers will vary, eg**

- **The shapes were grouped so it was harder to work out the answer.**
- **I had to work out that two shapes were missing and what they were so it was harder.**
- **I knew what the five shapes were so I could work out that the square and circle were missing.**

(Show the student the circle and square.) You are using the clues and knowledge that you have to make your prediction.

Store the mystery bag.

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**
• Possible or impossible?	
• Narrah's chance	
• It's a puzzle	
Resources	
• Lesson notes – Day 7	
• calendar and time record (from Day 6)	
• paper plate clock (from Day 2)	
• attribute shapes (from Maths kit)	
• mystery bag (from Day 6) (add a 2cm cube to the mystery bag)	
• 2 cm coloured cubes (from Maths kit)	
Home resources	
• computer or tablet with internet access	
• 3 sheets of A4 paper	
• a cloth, eg tea towel	
• container, eg ice-cream, small bowl	
• scissors	
• glue	

Quincey's quest

This month

Materials:

- computer or tablet with internet access
- calendar and time record (from Day 6)

Help the student:

- turn on the device and enter the password if appropriate.
- locate the clock and read the time
- discuss the time eg it is 9:21. What does that mean? 21 minutes after 9:00

Ask the student to print the time at the top of another rectangle on the sheet of paper from Day 6.

Help the student:

- use the search engine bar and type in 'Australia calendar and the current year'
- select an appropriate result that will display the calendar.

Help the student use the calendar page for this month to:

- say how many days are in the month
- say the day name for the 1st
- say the day name and date of the last day in the month
- count the number of days from the 1st to the 9th **9 days;**
  17th to the 27th **10 days**; 22nd to the 30th **8 days**
- count the number of weeks
- count the number of 'extra' days
- work out days: if today is Friday, what day was it yesterday? **Thursday**
  Tomorrow? **Saturday** A week ago? **Thursday** ten days ago? **Wednesday**
- work out dates: if today is the 21st, what was the date two days ago? **19th**
  A week ago? **14th** in a week? **28th**
- work out how many of each day there are in the month

Help the student close the calendar.

Help the student close the computer or tablet if appropriate.

In the rectangle, ask the student to:

- copy today's date from the computer screen icon bar, eg 21/4/2020
- print a sentence about something he/she will do today and draw a picture.

Store the calendar and date record sheet for Day 8.

Diving in

What shapes fit?

Materials:

- attribute shapes (from Maths kit).

Place the small shapes on the table.

Ask the student to sort the shapes into shape groups.

How many groups do you have? **five**

Ask the student to tell you the name of each group. **squares, circles, hexagons, triangles, rectangles**

Say

Make a group of all the shapes with straight sides.

What shapes are in the group? **squares, hexagons, triangles, rectangles**

What could you call the other group? **Answers will vary, eg shapes with curved sides/edges.**

Make a group of all the shapes with corners.

What shapes are in the group? **squares, hexagons, triangles, rectangles**

What could you call the other group? **Answers will vary, eg shapes without corners.**

Make a group of all the shapes with curved edges.

What shapes are in the group? **circles**

What could you call the other group? **Answers will vary, eg shapes without curved edges; shapes with straight sides.**

Make a group of all the shapes that are thin.

What shapes are in the group? **squares, circles, hexagons, triangles, rectangles**

What could you call the other group? **Answers will vary, eg shapes that are thick.**

Make a group of all the shapes that have four sides.

What shapes are in the group? **squares, rectangles**

What could you call the other group? **Answers will vary, eg shapes that do not have four sides.**

Use your own idea to divide the shapes into two groups.

I can see (shape names) in the group you made.

I would call the group (own idea). What do you call it? **Answers will vary.**

What could you call the other group? **Answers will vary.**

Store the shapes.

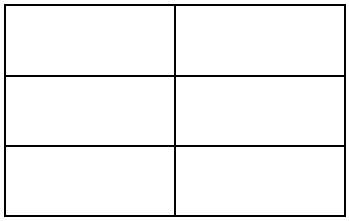
Digital clocks

Materials:

- 2 sheets of A4 paper.

Help the student fold both sheets of paper into six rectangles.

Ask the student to open the sheets and trace over the fold lines.



Say

Each space on the page is a digital clock. Let's see if you can print some digital times. What do you use to print digital times? **number and two dots**

Why do you need two dots? **to separate/divide the hours and minutes**

In the top box print the digital time for twelve o'clock. **12:00**

In the box below, print the digital time for one o'clock. **1:00**

How many hours have passed between twelve o'clock and one o'clock? **one**

What o'clock comes after one o'clock? **two o'clock**

In the box below, print the digital time for two o'clock. **2:00**

Continue in the same way until the student has printed all the o'clocks up to and including 5:00.

Ask the student to take the second page.

Continue in the same way until the student has printed all the o'clocks from 6:00 to 11.00.

Ask the student to lay the sheets side by side.

Say

Find ten o'clock on the sheet.

Point to and read the time that comes before it. **9:00**

Point to and read the time after it. **11.00**

Point to and read the time that is two hours after it. **12.00**

Point to and read the time that comes after three o'clock. **4:00**

Find six o'clock on the sheet.

Point to and read the time that comes two hours after six o'clock. **8:00**

Point to and read the time that is two hours after one o'clock. **3:00**

Store the sheets for use on Day 8.

Burrowing about

Possible or impossible?

Materials:

- activity sheet – *Possible or impossible?*
- a cloth, eg tea towel
- mystery bag with a 2 cm cube added to the objects inside.

Place the mystery bag where the student cannot see it.

Ask the student to close his/her eyes.

Place the 2 cm cube under cloth.

Bunch the cloth so it is difficult to tell what is hidden underneath.

Say

I wonder what I have under the cloth. Could it be a toy? **Answers will vary.**

Could it be a cube? **Answers will vary.**

It is possible that I have toy or a cube under the cloth. Is it possible that I have a coin under the cloth? **yes**

Is it possible that I have a die under the cloth? **yes**

When something might be true or might happen, we say it is possible.

Tell me something that you know is possible. **Answers will vary, eg**

- **It is possible that I will have a sandwich for lunch.**
- **It is possible that I will ride my bike today.**
- **It is possible that we will go swimming tomorrow.**
- **it is possible that Dad will take me to a football game next week.**

Let's look at the activity sheet.

Read the text inside the box with the student. **possible means it might happen**

Read Narrah's speech bubble.

Read the first statement with the student. **I will ride my bike this week.**

Is that possible? **Answers will vary.**

What will you print? **Answers will vary, eg yes because I might ride my bike this week; no because my bike is broken.**

Read the second statement with the student. **I will get a real elephant for my birthday.**

Is that possible? **no**

What will you print? **Answers will vary, eg no because I can't keep an elephant as a pet.**

Continue to support the student as he/she completes the task. Ensure the student asks him/herself 'Is it possible? **Answers will vary.**

Ask the student to close his/her eyes.

Place a toy from the mystery bag under cloth.

Bunch the cloth so it is difficult to tell what it hidden underneath.

Say

I wonder what I have under the cloth. Could it be a basketball? **no**

Why not? **Answers will vary, eg the shape is not large enough; the shape is not round.**

Is it possible that I have a horse under the cloth? **no**

Why not? **Answers will vary, eg the shape is not large enough, the cloth is not large enough to cover a horse.**

When something is not possible, we say it is impossible. You have given me good reasons to show that it is impossible to have a basketball or a horse under the cloth. The 'im' at the start of 'impossible' means 'not', so 'impossible' means 'not possible'.

Let's think about other impossible things. It is impossible for me to touch my ear with my tongue.

Tell me something that you know is impossible. **Answers will vary, eg**

- **It is impossible for me to put my elbow inside my ear.**
- **It is impossible for me to reach the top shelf in the kitchen.**

Let's look at the activity sheet.

Read the text inside the box with the student. **impossible means it will never happen**

Read Bella's speech bubble and help the student complete the table. Ensure the student asks him/herself 'Is it impossible? **Answers will vary.**

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

Dipping for cubes

Materials:

- 2cm cubes (from the Maths kit)
- container, eg ice-cream or large yoghurt.

Select two blue cubes, show the student and put them into the container.

Say

Is it possible to close your eyes and choose a blue cube from the container? **yes**

Are you certain about that? **yes**

Why? **All the cubes are blue so that is the only colour that can be chosen.**

Say

Choose a cube from the container and tell me its colour. **blue**

Return the cube to the container.

Choose a cube from the container and tell me its colour. **blue**

Return the cube to the container.

Choose a cube from the container and tell me its colour. **blue**

If you choose from the container again, is it possible or impossible to pull out a red cube? **impossible**

Why? **There are only blue cubes in the container.**

Is it possible or impossible to pull out a green cube? **impossible**

Why? **There are only blue cubes in the container.**

Is it possible or impossible to pull out a yellow cube? **impossible**

Why? **There are only blue cubes in the container.**

Select one blue and one yellow cube, show the student and then place them into the container.

Say

Is it possible to close your eyes and choose a blue cube? **yes**

Is it certain that you will get a blue cube? **no**

Why not? **There is a yellow cube in there as well so I could choose the yellow cube instead.**

Is it possible or impossible to pull out a red cube? **impossible**

Why not? **There isn't a red cube in the container.**

Is it possible or impossible to pull out a yellow cube? **possible**

Is it possible or impossible to pull out a green cube? **impossible**

Why not? **There isn't a green cube in the container.**

Let's see if you are right. Choose a cube from the container and tell me its colour. **blue/yellow**

Return the cube to the container.

Choose a cube from the container and tell me its colour. **blue/yellow**

Return the cube to the container.

Choose a cube from the container and tell me its colour. **blue/yellow**

Take both cubes out of the container.

What are their colours? **blue and yellow**

You were right. It is possible to choose a blue or yellow cube but impossible to choose a green or red cube.

Store the cubes.

Narrah's chance

Materials:

- activity sheet – *Narrah's chance.*

Help the student to read the instructions.

Read the first sentence with the student. **Narrah will choose a yellow ball.**

Ask the student to read the three possible answers and choose the answer that best describes Narrah's chance of choosing the yellow ball.

The student shades the chosen word. **possible**

Ask the student to explain his/her answer to you.

Help the student print his/her explanation after 'Why?' in the next box, eg there is a yellow ball so it's possible for Narrah to choose it

The student completes the each example in similar fashion.

Encourage the student to work independently.

Narrah will choose a yellow ball.	certain	possible	impossible
Why? **There is one yellow ball and Narrah might choose it.**			
Narrah will choose a green ball.	certain	possible	impossible
Why? **There aren't any green balls so it's impossible for Narrah to choose one.**			
Narrah will choose a red ball.	certain	possible	impossible
Why? **There are two red balls and Narrah might choose one.**			
Narrah will choose a purple ball.	certain	possible	impossible
Why? **There aren't any purple balls so it's impossible for Narrah to choose one.**			
Narrah will choose a red, blue or yellow ball.	certain	possible	impossible
Why? **The balls are red, blue and yellow so Narrah must choose one of those colours.**			

Mark then store or scan and save the activity sheet.

Reaching out

It’s a puzzle

Materials:

- activity sheets – *It’s a puzzle*
- sheet of A4 paper
- scissors
- glue.

Help the student fold the A4 paper into three large lines.

Help the student print one heading at the top of each space – ‘certain’, ‘possible’ and ‘impossible’.

certain
possible
impossible

Help the student cut the sentence strips (on the activity sheet) along the dotted lines.

Say

Explain what ‘possible’ means. **something might happen**

Explain what ‘impossible’ means. **something will never happen**

Explain what ‘certain’ means. **something will happen**

You have a pile of sentence strips. Choose one to read.

Help the student read the chosen strip.

Say

Do you think that event is certain, possible or impossible? **Answers will vary.**

Why? **Answers will vary.**

Place it below the heading that matches your idea.

Choose another sentence strip to read.

Do you think that event is certain, possible or impossible? **Answers will vary.**

Why? **Answers will vary.**

Place it below the heading that matches your idea.

Continue until the student has placed all the strips and explained his/her choices.

Ask the student to glue the strips into place.

Responses are considered correct if the student can justify his/her answer with an explanation. **Answers will vary.**

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 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**
• Water world	
• Possibilities	
• Tossing twenty	
• What is the chance?	
• Will it happen?	
Resources	
• Lesson notes – Day 8	
• calendar and time record (from Day 6)	
• digital times printed on 2 A4 sheets (from Day 7)	
• pop stick (from Maths kit)	
• numbered die (from Maths kit)	
• 2 cm cubes (from Maths kit)	
• pegs (from Maths kit)	
• plastic animals (from Maths kit)	
Home resources	
• device showing digital times	
• device showing analogue time	
• calendar – any format	
• scissors	
• Australian 20c coin (or similar if not available)	
• 3 identical cups or mugs	

Quincey's quest

Checking time

Materials:

- any device (mobile phone; computer) showing digital time
- any device showing analogue time
- calendar and time record (from Day 6).

Read and discuss the times shown on the digital and analogue clocks.

Ask the student to print the digital time at the top of another rectangle on the calendar and time record paper from Day 6.

Ask the student to copy today's date from the computer or mobile phone below the time, using the format displayed on the device, eg 21/4/2020; Monday 4 April.

Ask the student to use two or three words and a picture to record the weather, eg storm clouds, rain.

Store the calendar and time record sheet for Day 9.

Diving in

Passing time

Materials:

- digital times printed on 2 A4 sheets (from Day 7)
- calendar (any format)
- scissors.

The student may refer to the calendar if required.

Say

Which month is it now? **Answers will vary.**

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

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

How many months in a year? **12 months in a year**

Which is the month before June? **May**

Which is the month after December? **January**

How many hours in a day? **24 hours in a day**

How many days in a week? **7 days in a week**

Say

How many days in a month? **Answers will vary, eg**

- **about 30**
- **30 days in September, April, June and November**
- **31 days in January, March, May, July, August, October, December**
- **28 days in February (29 in a leap year).**

Ask the student to cut the digital times sheet along the folded lines.

Ask the student to order the times, starting from one o'clock.

Say

Point to three o'clock.

What will the time be one hour later? **4 o'clock**

Point to seven o'clock.

What will the time be one hour later? **8 o'clock**

Point to twelve o'clock.

What will the time be three hours later? **3 o'clock** (Help the student count on three hours if required.)

Point to six o'clock.

What will the time be three hours later? **9 o'clock** (Help the student count on three hours if required.)

Point to nine o'clock.

What will the time be five hours later? **2 o'clock** (Help the student count on five hours if required.)

Point to eleven o'clock.

What will the time be five hours later? **4 o'clock** (Help the student count on five hours if required.)

Store the materials.

Water world

Materials:

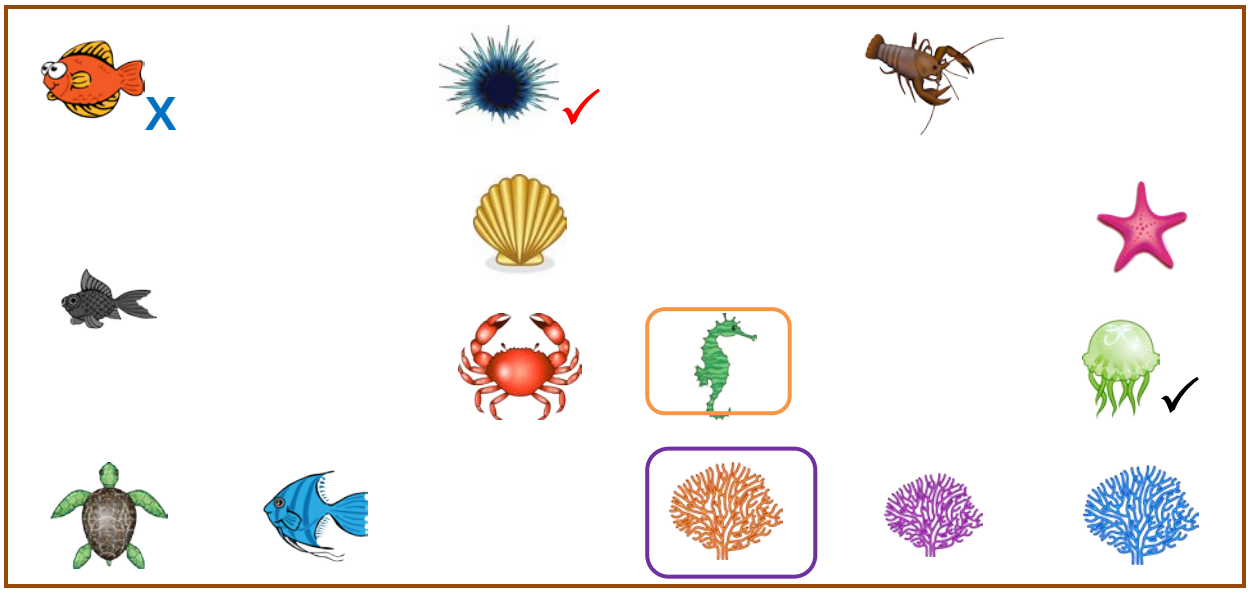
- activity sheet – *Water world*.

Place the activity sheet on the table.

Help the student read Penni's speech bubble.

Ask the student to say the name of each animal in the picture.

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



Use orange to loop the animal beside the crab. **see image**
Use red to tick animal between the goldfish and the yabby. **see image**
Draw a blue cross on the animal above the turtle. **see image**
Use purple to loop the animal below the sea horse. **see image**
Use black to tick animal between the blue sponge and the sea star. **see image**
Draw a shell above the crab. **see image**
Draw a black fish below the fish. **see image**
What is the yabby crawling towards? **the sea star**
Draw another animal that lives in water in this space. **Answers will vary.**

Mark then store or scan and save the activity sheet.

Burrowing about

Possibilities

Materials:

- a pop stick (from the Maths kit)
- a numbered die (from the Maths kit)
- 2 cm cubes, one each of five colours
- activity sheet – *Possibilities.*

Say

We are going to make a pop stick to toss. What does 'toss' mean? **throw something into the air**

Use a felt tip pen or a pencil to draw a triangle on one side of the pop stick and a circle on the other side.

Toss the pop stick into the air and tell me the shape it shows when it lands. **Answers will vary.**

Toss the pop stick into the air again and tell me the shape it shows when it lands. **Answers will vary.**

Toss the pop stick into the air again and tell me the shape it shows when it lands. **Answers will vary.**

Toss the pop stick into the air again and tell me the shape it shows when it lands. **Answers will vary.**

How many different results could you get? **two**

What were they? **circle and triangle**

Look at your pop stick. It is possible to toss a hexagon? **no**

Could you toss a square? **no**

Why not? **I did not draw a hexagon or a square on the pop stick.**

The pop stick can only show the triangle or the circle when it lands. These two choices are called possibilities. Possibilities are the possible results when something happens. There are two possible results when we toss your pop stick, a triangle or a circle.

Let's read the box on the activity sheet together. **possibilities are the possible results of an event**

Ask the student read the instruction and complete the task.

Ask the student to read and complete the two sentences.

How many possible results? **2**

Each result is called a p**ossibility.**

Say

Look at the die. What are the possible results when we roll a die? **one, two, three, four, five or six**

How many possibilities are there altogether? **six** (The student can count each number on the die.)

Which number do you predict you will roll? **Answers will vary.**

Can you be certain you will roll that number? **no**

Why not? **there are six possibilities and I could roll any of them**

Roll the die.

Was your prediction correct? **Answers will vary.**

You used the information you had to make your prediction but because there are six possibilities, it is difficult to predict correctly.

Let's complete the next part of the activity sheet.

Ask the student to read and complete the two sentences.

How many possible results? **6**

Each result is called a **possibility**.

Place the five 2 cm cubes in a group on the table.

Say

Look at these cubes. You are going to close your eyes and choose one. How many choices or possibilities do you have? **five**

What are those possibilities? **Answers will vary, eg red, blue, yellow, purple or green**

Which colour do you predict you will choose? **Answers will vary.**

Can you be certain you will choose that cube? **no**

Why not? **There are five possibilities and I could choose any of them because I cannot see them with my eyes closed.**

Close your eyes and choose one cube.

Was your prediction correct? **Answers will vary.**

You used the information you had to make your prediction but because there are five possibilities, it is difficult to predict correctly.

Let's complete the last part of the activity sheet.

How many possible results? **5**

Each result is called a **possibility**.

Say

Let's think about some other possibilities for events.

If I see some clouds in the sky, what are the weather possibilities? **Answers will vary, eg It might rain or it might not; I might wear a raincoat or I might not.**

If the phone rings, what are the possibilities? **Answers will vary, eg**

- **The call could be for you or dad or me or my sister.**
- **It could be nana, pop, auntie Jo, Sam, my teacher or dad calling.**
- **It might be an emergency or it might not.**
- **It might be an invitation to go out or it might be someone asking if they can visit.**

Sometimes there a few possibilities and sometimes there are many.

Store or scan and save the activity sheet.

Tossing twenty

Materials:

- a twenty cent coin
- activity sheet – *Tossing twenty.*

Say

People often toss a coin. What does 'toss a coin' mean? **throw the coin into the air and see which side is showing when it lands**

When have you seen a coin tossed? **Answers will vary, eg**

- **beginning of a football game**
- **beginning of a tennis game.**

Why do people toss coins? **Answers will vary. Possible responses include:**

- **to decide who will go first**
- **to decide which team will bat first in cricket.**

When the coin is tossed, what does someone usually call out? **head or tail**

Look at both sides of the 20c coin. What do you see? **the queen's head on one side and a platypus on the other**

Which side do you think will be the head side? **the queen's head**

What would the other side be called? **tail**

You can see the platypus has a tail. All the animals on our coins have tails.

Say

The coin can land on the head or the tail side. What are these two choices called? **possibilities**

Possibilities are the possible results when something happens. There are two possible results when we toss a coin, a head or a tail.

Let's read the green box on the activity sheet together.

Help the student read the text in the box and instruction.

Ask the student to label the coins.

Say

How many possible results or possibilities are there when we toss a coin? **two**

Print the number two on the line and trace the word 'possibilities'.

What are the possibilities? **head or tail**

Tell me which side you think the coin will show after I toss it. **Answers will vary.**

Toss the coin and ask the student to identify the side showing after it lands.

Say

Were you correct? **Answers will vary.**

Did you make a guess or a prediction about the result when I tossed the coin? **Answers will vary.**

It is a prediction because there are only two possibilities and you know what they are. You made your prediction based on the information that you had.

Take three turns each to toss the coin and predict which side will be showing when it lands.

Say

Were our predictions correct? **Answers will vary.**

Let's make some predictions and toss the coin to see if they are correct. How many tosses to you think you will need to make before you toss a head? **Answers will vary.**

Print your prediction into the 'Prediction' column, beside the picture of the 'head'.

Answers will vary, eg

	Prediction	Tosses	Prediction	Tosses
	7			

Ask the student to toss the coin and check the result.

Say

Is it a head? **Answers will vary.**

If yes, ask the student to record the one toss in the 'Tosses' column.

If not, ask the student to keep tossing until he/she tosses a head. Count each toss.

Ask the student to record the number of tosses in the ‘Tosses’ column, eg

	Prediction	Tosses	Prediction	Tosses
	7	**4**		

Repeat the activity to complete the ‘head’ table.

Say

What was the lowest number of tosses you needed to toss a head? **Answers will vary.**

What was the highest number of tosses you needed to toss a head? **Answers will vary.**

Why do you think the number of tosses was not always the same? **Answers will vary.**

There are two possibilities, a head or a tail. Each possibility has an equal chance of being tossed.

Repeat the prediction and toss activity, trying to toss a ‘tail’. Record the results in the ‘tail’ table.

Say

What was the lowest number of tosses you needed to toss a tail? **Answers will vary.**

What was the highest number of tosses you needed to toss a tail? **Answers will vary.**

Why do you think the number of tosses was not always the same? **The head and the tail have an equal/same chance of being tossed.**

Can you do anything to make sure that your prediction is correct? **no**

Why not? **There are two possible ways that the coin can land and they both have the same/an equal chance of being tossed.**

What are the two possibilities? **head or tail**

What is possible? **It could land on a head or it could land on a tail**.

What is certain then? **The coin will land on a head or a tail.**

Let’s complete the sentence on the sheet to show what we know. Let’s read together. **When we toss a coin we can predict guess**

Which word is correct? **predict**

Loop ‘predict’.

Let’s read on. **how it will land but we can cannot**

Which word is correct? **cannot**

Loop ‘cannot’.

Let’s read on and you can trace the letters to show the hidden words.

The student traces each word and reads it. Give help where required.

Ask the student to read the completed sentence.

When we toss a coin we can **predict** guess how it will land, but we can **cannot** be certain because each **possibility** has an **equal chance** of being tossed.

Store or scan and save the activity sheet.

What is the chance?

Materials:

- activity sheet – *What is the chance?*
- pegs (from Maths kit)
- plastic animals (from Maths kit)
- scissors.

NOTE: Colours and names may need to be amended to suit the materials the student uses.

Place the activity sheet on the table.

Help the student read the labels.

Help the student cut the labels from the activity sheet.

Place them to one side.

Place the pegs on the table.

Say

What are these objects? **pegs**

What objects can you choose from this group? **pegs**

Can you choose pebbles? **no**

Can you choose flowers? **no**

If you choose from this group, there is one possibility; a peg.

Find the labels that say ‘possible’, ‘impossible’ and ‘certain’ and place them near the pegs.

Use the labels to answer these questions. What is the chance that you could choose a peg? **certain**

Why is it certain? **There are only pegs in the group.**

What is the chance that you could choose a dog? **impossible**

Why is it impossible? **There aren’t any dogs in the group.**

What is the chance that you could choose a blue peg? **possible**

Why is it possible? **Answers will vary, eg there are blue pegs; there are different coloured pegs and some are blue.**

Place one blue and one red peg in front of the student.

Say

How many colour possibilities are there in this group? **two**

What are they? **Answers will vary, eg blue and red.**

Would you make a prediction or guess about the result a lucky dip? **prediction**

Why? **Because I know there are only two possibilities.**

Use the labels to answer these questions. What is the chance that you could choose a blue peg? **possible**

Why? **There is a blue peg in the group.**

What is the chance that you could get a purple peg in your lucky dip? **impossible**

Why? **There aren't any purple pegs.**

What is the chance that you could get a flower in your lucky dip? **impossible**

Why? **There aren't any flowers.**

Ask the student to put the pegs away.

Place the plastic animals in a group on the table.

Say

What are these objects? **animals**

What is the chance of you choosing an animal from this group? **certain**

Why? **They are all animals.**

What is the chance of you choosing a train from this group? **impossible**

Why? **There aren't any trains.**

How many colour possibilities in this group? **Answers will vary, eg six.**

What are they? **Answers will vary, eg yellow, green, blue, red, orange, purple**

Would you make a prediction or guess about the result of your lucky dip? **prediction**

Why? **Because I know there are only (X) possibilities.**

Use the labels to answer these questions. What is the chance that you could get a blue animal in your lucky dip? **Answers will vary depending on the animals in the group, eg possible.**

What is the chance that you could get a green animal in your lucky dip? **Answers will vary depending on the animals in the group.**

What is the chance that you could get a yellow spotted animal in your lucky dip? **impossible**

How many animal possibilities can you choose from? **Answers will vary, eg five.**

What are they? **Answers will vary, eg pig, cow, duck, hen, sheep**

Would you make a prediction or guess about the result of your lucky dip? **prediction**

Say

Why? **Because I know there are only (X) possibilities.**

Use the labels to answer these questions. What is the chance that you could get a pig in your lucky dip? **Answers will vary depending on the animals in the group, eg possible.**

What is the chance that you could get a duck in your lucky dip? **Answers will vary depending on the animals in the group.**

What is the chance that you could get a yellow cow in your lucky dip? **Answers will vary depending on the animals in the group.**

What is the chance that you could get a green dragon in your lucky dip? **impossible**

Store the materials. The *Chance labels* will be used in the next activity.

Will it happen?

Materials:

- the *Chance labels* (from previous activity)
- activity sheet – *Will it happen?*

Ask the student to spread all the chance labels on to the desk, face up.

Help the student read each label.

Say

Today we are going to talk about the chance of events happening.

Find the label that says ‘happen’.

Look at the word and read it. **happen**

What is something that happened to you today? Answers will vary.

Find the label for *will.* Place it before the ‘happen’ label and read both words to me. **will happen**

What will happen to you today? **Answers will vary.**

Look at the other labels on the table. Find a label that means ‘will happen’. Read this label to me. **certain**

Put the ‘will’ label above the ‘certain’ label.

will
certain

Say

Find the label for ‘won’t’. Place it before the ‘happen’ label and read both words to me. **won’t happen**

I can tell you something that won’t happen to you today. You won’t walk on the moon will you? **no**

Are you certain of that? **yes**

Tell me something else that will not happen today. **Answers will vary.**

Look at the other labels on the table. Find a label that means ‘won’t happen’. Read this label to me. **impossible**

Put the ‘won’t’ label above the ‘impossible’ label.

Find the label for ‘might’. Place it before the ‘happen’ label and read both words to me. **might happen**

will
certain

won’t
impossible

Say

Find the label for ‘might’. Place it before the ‘happen’ label and read both words to me. **might happen**

‘Might happen’ means that something is possible but it might not happen. Tell me one thing that might happen to you today. **Answers will vary.**

Look at the other labels on the table. Find two labels that mean ‘might happen’. Read them to me. **uncertain, possible**

Make a list using these three labels that mean the same thing. Put the ‘might’ label at the top of the list.

will
certain

won’t
impossible

might
possible
uncertain

Say

Look at the labels you have matched with ‘will’, ‘won’t’ and ‘might’. These labels do not mean exactly the same as each other, but they are very close.

Take the three labels ‘will’, ‘won’t’ and ‘might’.

Listen to the events I describe and hold up the label to show me if it will happen, won’t happen or might happen.

It will rain today. **Answers will vary.**

A cat will drive a car. **won’t**

An octopus will fly. **won’t**

Say

I will eat some food. **will**

It will snow today. **Answers will vary.**

Fish will swim in the sea. **will**

A fish will ride a bike. **won't**

Now I will hold up the labels after you tell me some events. Check that I am holding up the correct label each time.

The student thinks of four events that you can respond to using the labels.

Help the student complete the activity sheet by reading through each sentence with him/her.

Answers will vary depending on the student's situation and an example is provided below. Answers that vary are accepted if the student can explain his/her choice.

I will see a pig flying in the sky.	will happen	won't happen	might happen
I will eat eggs for my evening meal.	will happen	won't happen	might happen
I will go to bed at night.	will happen	won't happen	might happen
I will read a book.	will happen	won't happen	might happen
I will see a dinosaur in my bedroom.	will happen	won't happen	might happen
I will watch television.	will happen	won't happen	might happen
I will wash my clothes.	will happen	won't happen	might happen
I will buy new clothes.	will happen	won't happen	might happen

Mark then store or scan and save the activity sheet.

Store the *Chance labels* for use in the next activity.

Reaching out

Cubes and cups

Materials:

- the *Chance labels* (from previous activity)
- three identical cups or mugs
- three 2 cm cubes (different colours).

Ask the student to place the chance labels on the table, face up.

Help the student read each label.

Ask the student to look at the three cups to check that they are empty.

Place the three cups upside down on the table.

Place a cube under one cup.

Say	Which cup is hiding a cube? **Answers will vary.** Point to a label that tells me how certain you are. (Student should indicate the 'certain' label.) Why are you certain? **I saw you put the cube under that cup.**

Lift the cup to show the cube. Cover the cube again and swap the cups around by sliding them on the table.

Say	Use the 'will happen', 'won't happen' or 'might happen' labels to answer this question. Are you able to tell me which cup is hiding the cube? **Answers will vary.** Which cup is hiding a cube? **Answers will vary, eg middle, left, right** Point to a label that tells me how certain you are. **certain/uncertain** Was it more difficult to find the cube this time? **Answers will vary.** Why? **Answers will vary.**

Lift the cup to show the cube. Cover the cube again and place a second cube under a second cup.

Say	Use the 'will happen', 'won't happen' or 'might happen' labels to answer this question. Are you able to tell me which cups are hiding the cubes? **Answers will vary.** Which cups are hiding the cubes? **Answers will vary.** Point to a label that tells me how certain you are. (Student indicates the 'certain' label.) Why are you certain? **I saw you put the cubes under the cups.**

Lift the cups to show the cubes. Cover the cubes again and swap the cups around by sliding them on the table.

Say	Use the 'will happen', 'won't happen' or 'might happen' labels to answer this question. Are you able to tell me which cups are hiding the cubes? **Answers will vary.** Which cups are hiding the cubes? **Answers will vary.** Point to a label that tells me how certain you are. **certain/uncertain** Was it more difficult to find the cubes this time? **Answers will vary.** Why? **Answers will vary.**

Repeat the task, asking the student to identify the cup hiding a cube of a certain colour.

Repeat the task, using three cubes and asking the student to identify the cup hiding a cube of a certain colour.

Store the *Chance labels* for use in other activities.

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**
• Always, sometimes, never	
• Tall towers	
• Which tower?	
Resources	
• Lesson notes – Day 9	
• calendar and time record (from Day 6)	
• 2 cm cubes (from Maths kit)	
• Chance labels (from Day 8)	
Home resources	
• device showing digital time	
• device showing analogue time	
• calendar – any format	
• Australian coin collection (from Day 1)	
• A4 sheet of paper	
• glue	
• container or box eg large ice-cream, yoghurt or cereal	

Quincey's quest

Mixing clocks

Materials:

- any device (mobile phone; computer) showing digital time
- any device showing analogue time
- calendar in any format
- calendar and time record (from Day 6).

Read and discuss the times shown on the digital and analogue clocks.

Ask the student to print the digital time at the top of another rectangle on the calendar and time record sheet from Day 6.

Ask the student to read today's date on the calendar.

Ask the student to print the date using the 'Monday the 5th of May 2020 format', into the rectangle.

Ask the student to use a picture to record the weather.

Store the calendar and time record sheet for Day 10.

Diving in

Money fun

Materials:

- Australian coin collection (from Day 1).

Ask the student to sort the coins and place them in value groups.

Ask the student to identify each coin group, eg 5 c coins, 20 cent coins.

Say

Use the 10 cent coins to count to thirty. **10 cent, 20 cents, 30 cents**

Use the 10 cent coins to count to sixty. **10 cent, 20 cents, 30 cents … sixty cents**

Use the 5 cent coins to count to twenty five. **5 cents, 10 cents ….. 25 cents**

Use the 5 cent coins to count to fifty. **5 cents, 10 cents, 15 cents …. 50 cents**

Use the 5 cent coins to count to sixty. **5 cents, 10 cents, 15 cents . 60 cents**

Make twenty cents using ten cent coins. **2 x 10c**

Make forty cents using ten cent coins. **4 x 10c**

Say	Make fifty cents using ten cent coins. **5 x 10c** Use 10 and 5 cent coins to make twenty five cents. **Answers will vary, eg one 10c and three 5c coins.**

Ask the student to make the following amounts using any mix of coins:

45c; 60 cents; 35 cents **Answers will vary.**

Store the materials.

Odd and even

Materials:

- 2 cm cubes (from Maths kit).

Ask the student to count out seventeen cubes.

Make two groups from the cubes.

Say	Have I divided the group in half? Check what I have done and tell me. **No because the groups are not the same size.** Divide the group in half for me.

The student experiments with the cubes.

Say	Have you divided the group in half? **I can't because I cannot make two equal groups.** Is seventeen an odd or even number? **odd** Can we divide odd number in half? **no**

Add a handful of cubes to the group on the table.

Say	Do you think there is an odd or even number of cubes here? **Answers will vary.** How can we check? **Answers will vary, eg count them, count by twos, try to halve the group.** I'd like you to count them by ones. How many are there? **Answers will vary.** Is that an odd or even number? **Answers will vary.** Numbers that can be counted by two are even numbers. Let's see if you can count these by two and have no cubes left over.

The student counts the cubes by two.

If some are left over, an odd number, if no cubes are left, an even number.

Store the cubes

Burrowing about

Chance words

Materials:

- *Chance labels* (from Day 8)
- sheet of A4 paper
- glue.

Say

Place the chance labels on the table and read them to me. **possible, impossible, will, won't, might, happen, certain, uncertain**

Sort the labels so that I can see which words go with the 'happen' label.

Let's use the chance words to make up sentences that describe events. My sentence is 'It is impossible to toss a 6 using a coin'.

Now tell me your 'impossible' sentence. **Answers will vary.**

My next sentence is 'It is possible that I will roll a one on a die'.

Now tell me your 'possible' sentence. **Answers will vary.**

My next sentence is 'I am certain to choose a red cube if there are only red cubes on the table'.

Now tell me your 'certain' sentence. **Answers will vary.**

My next sentence is 'I am uncertain whether I can roll a five with the die'.

Tell me your 'uncertain' sentence. **Answers will vary.**

Listen carefully to my next sentence. 'If I toss a coin, I will get a head or tail. This is my 'will happen' sentence. I can use 'will' on its own. I do not have to use 'happen'.

Think of a 'will' or 'will happen' sentence for me. **Answers will vary.**

This is my 'might happen' sentence. 'If I toss a coin it might land on a head'.

Think of a 'might' or 'might happen' sentence for me. **Answers will vary.**

This is my 'won't happen' sentence. 'If a roll a die it won't land on a fifty'.

Think of a 'won't' or 'won't happen' sentence for me. **Answers will vary.**

Put the 'happen' label to one side as we do not need it for this activity.

Let's sort the labels to show which labels go with which. I will put 'certain' with 'will' as they both mean that something will definitely happen.

Say

Now you make a pair or group of three using the labels. **impossible and won't, or uncertain, possible and might**

Use the remaining labels to make a third group. **impossible and won't, or uncertain, possible and might**

There are many chance words. Let's learn three more.

Place the A4 sheet on the table (landscape orientation).

always	sometimes	never	Help the student fold the sheet into three columns Help the student print the headings in each column as shown here.

Take turns making chance sentences using the three words, eg 'I will always get a head or tail when I toss a coin'.

Say

Choose a label that means the same as 'always'. **certain or will**

Place the label in the 'always' column.

Choose a label that means the same as 'sometimes'. **uncertain, possible, might**

Place the label in the 'sometimes' column.

Choose a label that means the same as 'never'. **impossible, won't**

Place the label in the 'never' column.

Sort the remaining labels into their columns.

Glue each label into its column.

always	sometimes	never
certain **will**	**might** **uncertain** **possible**	**won't** **impossible**

Store or scan and save the sheet.

Always, sometimes, never

Materials:

- activity sheet – *Always, sometimes, never.*

Place the activity sheet on the table.

Read the instructions with the student.

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

The student works independently to complete the activity. Help with reading if required. **Answers will vary.**

Mark then store or scan and save the activity sheet.

Tall towers

Materials:

- activity sheet – *Tall towers*
- 2 cm cubes – (from Maths kit)
- container or box eg large ice-cream or yoghurt or cereal.

Ask the student to:

- find all the red and blue cubes and place them on the table
- count each group of cubes **Answers will vary.**
- place eight red cubes and eight blue cubes into the container
- place any extra cubes to one side.

Say

We are going to build two towers using the 2 cm cubes in the container.

Before we start building, let's answer Narrah's question on the activity sheet.

Read Narrah's speech bubble and the first sentence.

Ask the student to print 'red' or 'blue' to complete the first sentence.

Say

Did you make a guess or a prediction? **Answers will vary.**

Why do you think that? **Answers will vary. Possible responses include:**

- **It is a guess because I do not know which cube I will pick out of the container each time.**
- **It is a prediction because I know there are red and blue cubes in the bag and I know there are 8 of each cube.**

You are making a guess. We know the colour of the cubes and how many there are in the container, but we do not know what order they will be chosen out of the container.

Let's start building the towers. There will be one tower of each colour. If you choose a red cube, you will start the red tower and if you choose a blue cube, you will start the blue tower.

Ask the student to choose a cube and start that tower.

Take three turns each, choosing cubes and adding them to the same colour towers.

After the three turns each, ask the student to count the cubes in each tower.

Say

Which tower is the tallest? **Answers will vary.**

Let's read and complete the second sentence on the sheet. **On the first count, the (red/blue) tower was the tallest.**

Print the tower colour on the line. **Answers will vary.**

Now you can see how tall they are, you can make a prediction about which one will be completed first. What is your prediction? **Answers will vary.**

Why do you think that? **Answers will vary. Possible responses include:**

- **The taller tower because it has the most cubes already.**
- **The taller tower because it does not have as many cubes to add.**
- **The shorter tower because there are more cubes left in the bag so we have a better chance of choosing them.**

Let's complete the next sentence to show your new prediction.

Read the next sentence with the student and ask him/her to complete his/her prediction by printing in the colour name.

Continue building the towers, taking three more turns each.

Ask the student to count the cubes in each tower.

Say

We have added more cubes to the towers and we can see how tall they are. Has anything changed from the last time we counted the cubes? **Answers will vary.**

Let's read and complete the second sentence on the sheet. **On the second count, the (red/blue) tower was the tallest.**

Print the tower colour on the line. **Answers will vary.**

Make another a prediction about which one will be completed first. What is your prediction? **Answers will vary.**

Why do you think that? **Answers will vary.**

Let's complete the next sentence to show your new prediction.

Read the next sentence with the student and ask him/her to complete his/her prediction by printing in the colour name.

Continue building the towers, until one tower is 8 cubes tall.

Say

Why do you think this tower was been built first? **All the cubes for this tower were chosen from the bag before all the cubes from the other tower.**

Has anything changed from the last time we counted the cubes? **Answers will vary.**

Let's read the last sentence and you can print the colour to complete it. **Answers will vary.**

Read all the sentences with the student.

Ask the student to tick any guess/predictions that were correct.

Store or scan and save the activity sheet.

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

Reaching out

Which tower?

Materials:

- activity sheet – *Tall towers* (from previous activity)
- activity sheet – *Which tower?*
- cube towers (from previous activity)
- container or box (from previous activity).

Place the materials on the table.

Read Narrah's speech bubble.

Ask the student to complete the task in the space. **Answers will vary, eg one tower will be eight cubes high and one will be six cubes high.**

Ask the student to read the sentence below his/her drawing and print a colour name to complete the sentence.

Say

Put all the cubes back into the container so we can play the building towers game again.

Do you think that the same tower will be built first this time? **Answers will vary.**

Why do you think that? **Answers will vary. Possible responses include:**

- **Yes, because the same cubes are in the bag.**
- **Yes, because we are using the same rules to build them.**
- **No, because we don't know which order we will choose the cubes.**

Read the question in the second box with the student. **Will the same tower be built first in the second game?**

Discuss the student's idea.

Ask the student to print 'yes', 'no' or 'maybe' on the line after the question mark.

Play the building game with the student, until one tower is complete.

Discuss what happened.

Ask the student to read and complete the sentence in the box. **The (red/blue) tower was built first.**

Read the question in the third box with the student. **Will the same tower be built first in the third game?**

Discuss the student's idea.

Ask the student to print 'yes', 'no' or 'maybe' on the line after the question mark.

Play the building game with the student, until one tower is complete.

Discuss what happened.

Ask the student to read and complete the sentence in the box. **The (red/blue) tower was built first.**

Read all the sentences and predictions on the activity sheet with the student.

Say

Think about the games, your guess, predictions and the results.

What can you tell me about the chance of predicting which tower will be built first? Try to use some chance words in your description. **Answers will vary depending on the results, eg**

- **It was not possible to predict which tower will be built first.**
- **It was impossible to predict which tower will be built first.**
- **Sometimes you can predict which tower will be built first.**
- **I am certain that you can/cannot predict which tower will be built first**.

Help the student print his/her response onto the lines on the activity sheet.

Store or scan and save the activity sheet.

Store the materials.

Home tutor

Set return checklist

Complete the checklist to ensure you have all the required items for Day 9 stored or saved, ready to be returned to the teacher.

Store the checklist for use on Day 10.

Day 10

Day 10 is a review day where the student demonstrates his/her understanding of the concepts learned during Days 6 to 10. Encourage the student to complete the activities independently. If the student requires prompting or other help (not including the reading of instructions, speech bubbles etc), please note on the *Reflection* sheet.

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

Materials checklist

Activity sheets (please print)	**Check**
• Use the clues	
• The language of chance	
• Picking up sea stars	
• Where will it land?	
• Draw a picture	
Resources	
• Lesson notes – Day 10	
• calendar and time record (from Day 6)	
• elastic bands (from Maths kit)	
• geo board (from Maths kit)	
• 6 bundles of ten pop sticks (from Maths kit)	
• single pop sticks (from Maths kit)	
• 2 cm cube (from Maths kit)	
• 50 cm length of streamer (from Maths kit)	
Home resources	
• any device (mobile phone; computer) showing digital time	
• calendar in any format	

• video camera	
• adhesive tape or poster putty	

Quincey's quest

I can tell you

Materials:

- any device (mobile phone; computer) showing digital time
- calendar in any format
- calendar and time record (from Day 6)
- video camera.

Place the materials on the table.

Say Let's make a video recording of you showing your calendar and time record sheet.

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.

Say Read and tell me about the information you have recorded in each rectangle on the calendar and time record sheet. **Answers will vary.**

Choose one rectangle that you would like to read and talk about to make your video.

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

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

Record the following activities:

The student uses use the device to record the time on the back of the sheet.

The student reads the time from the sheet and says what it means, eg 8:13 is thirteen minutes past 8 o'clock.

The student uses the calendar to record and read the date.

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 or discard the chart.

Diving in

All about shapes

Materials:

- elastic bands
- geo board
- video camera.

Please make a video recording of this activity.

Say	Tell me the features of a triangle. **three straight sides and three corners, the sides can be different lengths** Make a triangle on the geo board. (Check the shape.) Make a different triangle on the geo board. (Check the shape.) Tell me the features of a square. **four straight sides and four corners, the sides are all the same length** Make a square on the geo board. (Check the shape.) Tell me the features of a pentagon. **five straight sides and five corners** Make a pentagon on the geo board. (Check the shape.) Tell me the features of a rectangle. **four straight sides and four corners, one pair of sides is shorter than the other pair of sides** Make a rectangle on the geo board. (Check the shape.) Tell me the features of a hexagon. **six straight sides and six corners** Make a hexagon on the geo board. (Check the shape.) Try to make a circle. Why is it difficult to make a circle? **Answers will vary, eg the pegs/elastic bands don't let me make the curved sides.**

Save the video recording into the Set folder.

Store the materials.

Make a number

Materials:

- 6 bundles of ten pop sticks
- single pop sticks
- video camera.

Place the materials on the table.

Please make a video recording of this activity.

Say

Which number is smaller, nine or nineteen? **Answers will vary.**

Use the pop sticks to make both numbers.

Which number is smaller? **nine**

How do you know? **Answers will vary, eg nine is made from singles/ones; nineteen has a ten.**

Which number is larger, twenty three or thirty two? **thirty two**

You can check. Use the pop sticks to make the numbers.

Which number is larger? **Answers will vary.**

How do you know? **Answers will vary, eg thirty two has three tens; thirty two comes after twenty three when you are counting.**

Make a number that is smaller than twenty seven.

What is your number? **Answers will vary.**

What did you use to make your number? **Answers will vary.**

Make a number that is larger than forty eight.

What is your number? **Answers will vary.**

What did you use to make your number? **Answers will vary.**

Make sixty nine.

What did you use to make your number? **six tens and nine ones**

Change the number to show sixty four.

How did you change it? **took away the five ones**

Change sixty four to show sixty.

Say	
	How did you change it? **took away the four ones** Change sixty to show fifty two. How did you change it? **Answers will vary, eg took away one ten and added two ones** Change fifty two to show sixty six. How did you change it? **Answers will vary, eg added one ten and four ones**

Save the video recording into the Set folder.

Store the materials.

Burrowing about

Use the clues

Materials:

- activity sheet – *Use the clues.*

Help the student read the instruction.

Help the student read the information in the first box.

Help the student read the clues.

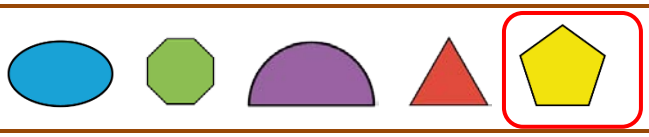
The student uses the clues to find the answer.

The student may cross out items as the clues are read, eg

I have these coins. Which one did I toss?

The student works independently to complete the tasks.

Help the student with reading if required.



I was playing Hide it with Bella. Which item did I hide?

Which fruit is green and red and white with black seeds? Loop it.

Which fruit is round, red and green with a stalk and a core? Tick it.

Mark then store or scan and save the activity sheet.

The language of chance

Materials:

- activity sheet – *The language of chance.*

Say

Think about the chance words that you know. Tell me as many as you can.
Answers will vary, eg

- **possible, impossible**
- **certain, uncertain**
- **will happen, won't happen, might happen**
- **always, sometimes, never**
- **perhaps, maybe.**

Let's look at the activity sheet.

Help the student read each set of instructions and other text if necessary.

red	possible	seven	will happen
certain	green	might happen	uncertain
twenty	won't happen	sometimes	impossible

Shade the words that mean 'will happen' in **blue**.
Shade the words that mean 'might happen' in **purple**.
Shade the words that mean 'won't happen' in **green**.

will happen	might happen	won't happen
sometimes (purple)	possible (purple)	always (blue)
uncertain (purple)	never (green)	certain (blue)
impossible (green)	maybe (purple)	perhaps (purple)

If I toss a coin it is possible for me to get a head.	**T**
I have three red cubes. It is impossible for me to choose a blue cube.	**T**
If I roll this die I am certain to roll a 6.	**F**
Sometimes when it is cloudy, it will rain.	**T**
I will never see a penguin.	**F**

Mark then store or scan and save the activity sheet.

Picking up sea stars

Materials:

- activity sheet – *Picking up sea stars.*

Help the student to read the instructions.

Help with reading if required.

The student loops his/her answers to the sea star questions.

touch a yellow sea star?	certain	possible	impossible
touch a red sea star?	certain	possible	impossible
touch a purple sea star?	certain	possible	impossible
touch a green, a red or a yellow sea star?	certain	possible	impossible
touch a red sea star and a blue sea star?	certain	possible	impossible

Colour the box to show what might happen today. **Some answers will vary depending on the student's situation.**

I will walk on a cloud.	will	won't	might
I will blink my eyes.	will	won't	might
An elephant will ride a motorbike.	will	won't	might
I will feed a pet.	will	won't	might
I will use the computer.	will	won't	might
I will eat something.	will	won't	might

Mark then store or scan and save the activity sheet.

Where will it land?

Materials:

- activity sheet – *Where will it land?*
- a 2 cm cube (from Maths kit)
- a 50 cm piece of streamer (from Maths kit)
- adhesive tape or poster putty.

Help the student read the phrase in the box.

Ask the student to complete the missing word. Help with spelling if required.

Tape or use poster putty to attach the streamer onto the floor.

Stand together on one side of the streamer with the cube.

Say

If I toss this cube in the air, where might it land in relation to the streamer? **above the streamer, below the streamer or on the streamer**

Toss the cube three times and tell me where it lands. **Answers will vary.**

How many possibilities are there for the cube when it lands? **three**

Let's read the sentence and you can print the missing number. **When I toss the cube there are 3 possibilities.**

What are the three possibilities? **above the streamer, below the streamer or on the streamer**

Let's read the second sentence and you can print the missing words.

The cube could land **under**, **above** or **on** the streamer. (Any order is acceptable.)

Say

Where do you think the cube will land when I toss it? **Answers will vary.**

Why did you choose that answer? **Answers will vary.**

Toss the cube and discuss the result.

Repeat, with the student tossing the cube.

Read the 'Prediction' section below the completed sentences.

Ask the student to loop his/her prediction of ABOVE, ON or BELOW.

Read the next section of the activity sheet and the table headings.

Check the student knows how to record the cube tosses.

Ask the student to print his/her first prediction about the first toss in the 'Prediction' row of the number '1' column. **Answers will vary.**

Gently toss the cube into the air.

Ask the student to record where the cube landed in the 'Landed' row of the number '1' column. **Answers will vary, eg**

Toss	1	2	3	4	5	6	7	8
Prediction	**A**							
Landed	**O**							

Ask the student to print his/her prediction for the second toss in column number 2.

Gently toss the cube into the air.

Ask the student to record where the cube landed in the 'Landed' row of the number '2' column. **Answers will vary, eg**

Toss	1	2	3	4	5	6	7	8
Prediction	**A**	**O**						
Landed	**O**	**B**						

Continue in the same way until the table has been completed.

Ask the student to look at the results and tell you what happened, eg I predicted the correct result 3 times; It was difficult to predict where the cube would land.

Ask the student to print a sentence that says something about what happened.

Say

Let's go back to your first prediction. Read the sentence. **The cube will land above, on, below the streamer most times.**

Was your prediction correct? **Answers will vary.**

If yes, ask the student to tick the end of the sentence. If no, ask the student to underline the word that says what happened. **Answers will vary.**

Store or scan and save the activity sheet.

Store the materials.

Reaching out

Draw a picture

Materials:

- activity sheet – *Draw a picture.*

Read the instructions with the student.

Read the first heading with the student.

Ask the student to tell you two things he/she knows always happen. (Do not comment on the ideas.) **Answers will vary.**

Ask the student to draw a picture of one of his/her ideas.

Ask the student to print a sentence about the event, eg I always wear a hat in the sun.

Read the second heading with the student.

Ask the student to tell you two things he/she knows sometimes happen. (Do not comment on the ideas.) **Answers will vary.**

Ask the student to print a sentence about the event, eg Sometimes we go to the beach on the weekend.

Read the third heading with the student.

Ask the student to tell you two things he/she knows never happen. (Do not comment on the ideas.) **Answers will vary.**

Ask the student to print a sentence about the event, eg Our dog never barks at my friends.

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.