Y1 Learning at home activity sheet #6

Problem 1:

Teddy Bear has 4 T-shirts and 3 pairs of shorts.
How many different outfits can Teddy wear?

Problem 2:

Wiremu picks up 9 leaves and Jasmin picks up 13 leaves.
Who picked up the most leaves? How many more did they pick up?
How many leaves do Wiremu and Jasmin have altogether?

Problem 3:

Cut each piece of food in half so your brother can share with you.
Make sure each half is the same size.

Number match:

Join the numbers with the words. 17 is already done.

4	two
9	three
3	eight
7	seven
2	ten
8	nine
10	four

Complete the fact families:

4 + 5 = ☐	7 + ☐ = 10
☐ + 4 = 9	3 + ☐ = 10
9 – 5 = ☐	10 – 3 = ☐
9 – ☐ = 5	☐ – 7 = 3

Investigate:

Collect some small objects from around your house, like a set of buttons, stones, teaspoons, or toothpicks.

Pick up a handful. Try to get as many objects in your hand as you can.

How many things do you get in a handful?

Are all handfuls the same? Try lots of handfuls to find out.

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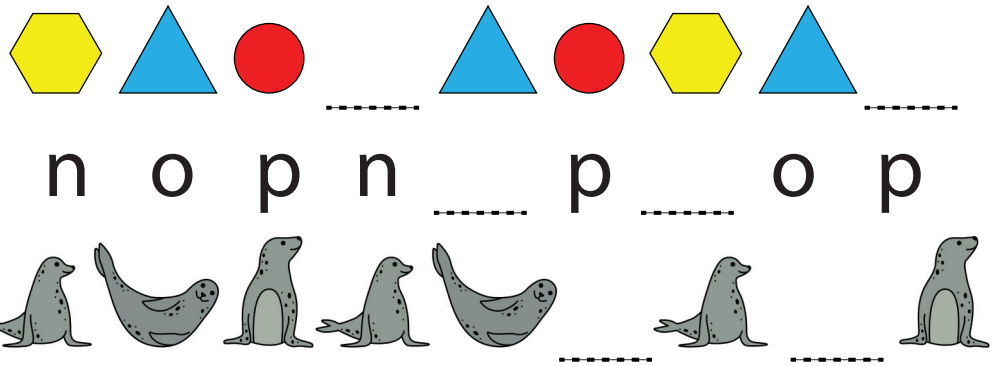
Pattern finding:

Draw the missing shapes in each pattern.



n o p n ___ p ___ o p

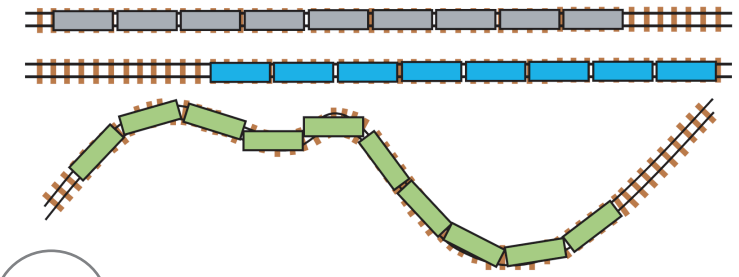
Missing numbers:

	1		3		5		7		9

	11		13		15		17		19

Trains:

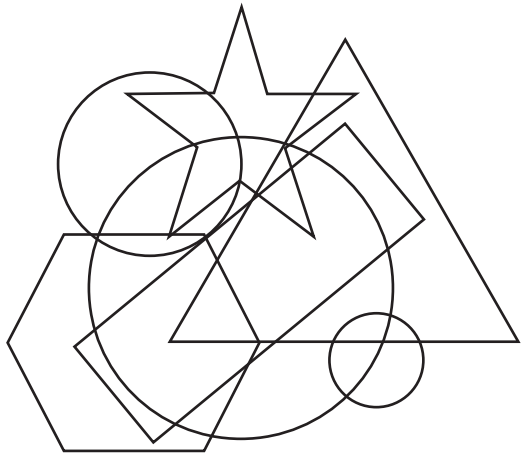
Which train is the longest? Explain how you know.



Hidden shapes:

Hidden in this picture are shapes. Find two circles and draw around them. Find a rectangle and draw around it.

What other shapes can you find to draw around?



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Learning at home: Notes for whānau

When your child finishes each activity, ask them to add a mouth to the face to show how they felt about that activity.

Problem 1:

Check that your child understands that a T-shirt and a pair of shorts are worn to make an outfit.

Ask your child to come up with one possible outfit. They may need support from cutting out small T-shirts and shorts from paper and colouring the items. An example of an outfit might be yellow T-shirt with blue shorts.

Ask your child to think of other possibilities, such as a red T-shirt with black shorts or a white T-shirt with red shorts. In all there are 12 possible outfits which is the answer to 4 x 3. Encourage your child to approach the task systematically, such as beginning with one colour of shorts and seeing the four different outfits can be made by varying the colour of T-shirt.

Problem 2:

The problem is about finding the difference between 9 and 13. Your child might naturally count on from 9 saying "ten, eleven, twelve, thirteen" and tracking that four 'leaves' are added. Another strategy (less efficient) is to make lines of nine and 13 objects, to represent the leaves, and matching the leaves in one set to those in another. There will be four leaves left over from Jasmin's set of leaves. Four is the difference. This matching is called one-to-one correspondence and is very important to counting, and other subjects like reading and writing.

Problem 3:

Cutting things in half is quite natural for children as it uses symmetry or balance. Notice what your child does to cut up each shape. Do they:

- Use up all the shape?
- Make two parts?
- Check that the parts are the same size?

Each example requires your child to change their thinking. Most children will cut the circle and square vertically. You might ask if there are other ways, such as horizontally or diagonally through the centre. A long object requires the cut to be the same distance from each end. How does your child check that? Children usually share a set by dealing out the objects one by one. Your child might need six objects to act as grapes to solve the problem.

Fact families:

4 + 5 = 9	7 + 3 = 10
5 + 4 = 9	3 + 7 = 10
9 – 5 = 4	10 – 3 = 7
9 – 4 = 5	10 – 7 = 3

Investigate:

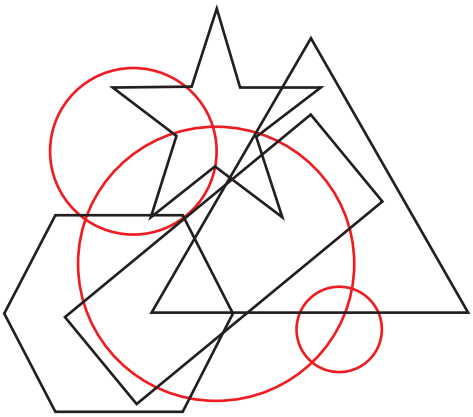
Ask your child to predict how many objects they can pick up in one handful. Watch carefully how they count the objects in a handful. Do they:

- Count consistently one-to-one, not missing any objects or numbers out? Pushing the objects one at a time with their finger can support children to count one by one.
- Group the objects to make the counting more efficient, such as pair the objects and count in twos?
- Instantly recognise some arrangements, such as know that three objects make three without counting? Instant recognition of small sets is called subitising.

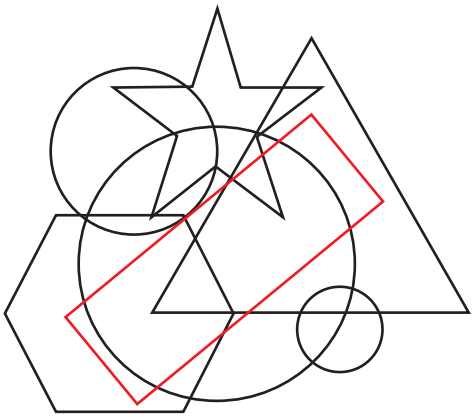
Hidden Shapes:

The purpose of this task is to see if your child can disembed (pull out) shapes amongst a collection of other shapes. Your child may need some support in naming the shapes they see, especially the hexagon. Circles are easy to spot since they appear the same no matter how they are turned. Triangles and rectangles can be hard for your child tosee if the shapes are tilted. He or she may rely on 'usual' views of a rectangle (vertical and horizontal sides) or a triangle orientated like a mountain.

Circles



Rectangles



Trains:

Discuss what the word longest means. The longest train is the furthest from beginning to end. Since the trains are not aligned to a common starting point your child might choose to make an 'eyeball' judgement. A common problem shows if your child believes the middle train is longest because its end is furthest right.

The carriages make a good unit of measure in this case. Counting the number of carriages shows that the train on the curvy track is longest with ten carriages.

You might model using a ruler by choosing centimetres as the unit and placing the zero mark (tick) at the tail of each train. Read off the scale by explicitly counting, "1 centimetre, 2 centimetres, 3 centimetres, etc..." Does your child notice that using a ruler with a curvy track is difficult? Ask them to suggest how the ruler might still be used, such as using a piece of string.

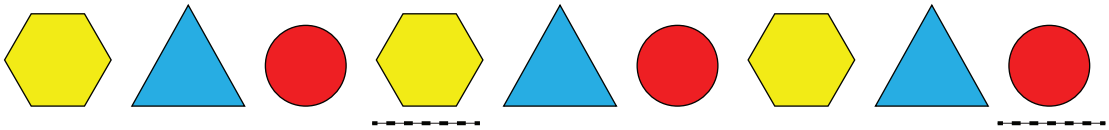
Missing numbers:

The missing numbers are even though your children might be unfamiliar with the term. Choose three different missing numbers, say 8, 12 and 16. Make a set of each number and pair the objects up. Are there any objects not paired?

Pattern finding:

The examples shown are of three object repeating patterns. Ask your child what they notice. Use the features they identify, say letters of the alphabet, shapes, colours, size, posture of the seal, and recite the pattern orally.

For example, “yellow, blue, red, ...or “right, lie, up, ...” Saying and hearing the words will support your child to identify the element of repeat, that is, the section of the pattern that continually repeats. In the middle pattern, that element is N, O, P.



n o p n o p n o p