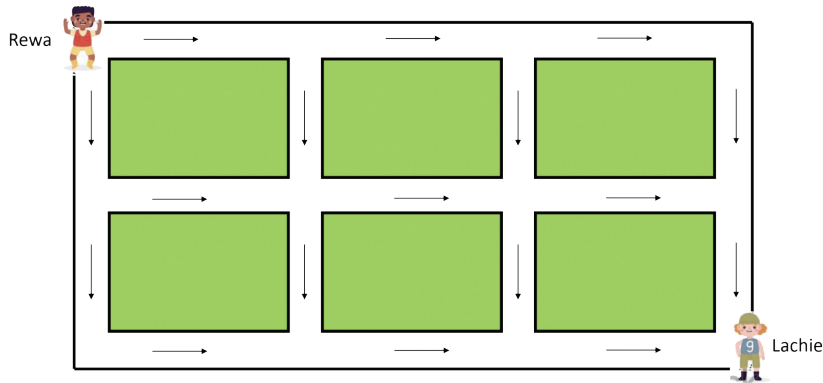# Y2 Learning at home activity sheet #5

Problem 1:

Rewa wants to meet his friend Lachie, who waits for him on the corner.
Give Rewa instructions to walk so he finds Lachie.

How many different ways can Rewa walk to meet Lachie?

Rewa

Lachie

Problem 2:

Fatu has 15 goldfish and 3 bowls.
How many goldfish might she put in each bowl?
How many answers can you find?

Problem 3:

Kiri's's mum says he can have $2.00 to spend at the dairy.
She puts out these coins. What coins can Kiri choose to make $2.00?

Number match:

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

17   eleven
15   thirteen
11   eighteen
14   seventeen
18   twelve
13   fifteen
12   fourteen

Complete the fact families:

$8 + 3 = \square$	$7 + 6 = \square$	$7 + \square = 10$
$\square + 8 = 11$	$\square + 6 = 13$	$3 + \square = 10$
$11 - 8 = \square$	$13 - 7 = \square$	$10 - 3 = \square$
$11 - \square = 8$	$13 - \square = 7$	$\square - 7 = 3$

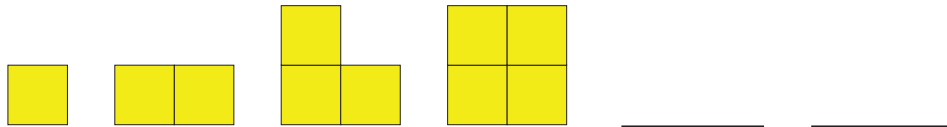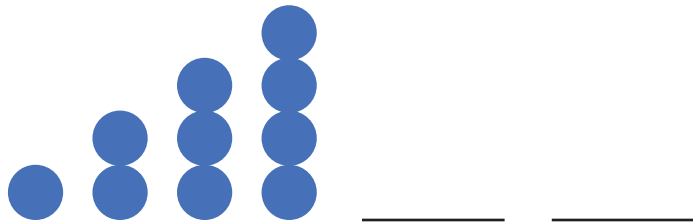## Looking for:

These three things are the shape of a cuboid.

FRAGILE

CRACKERS
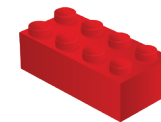
How many cuboids can you find around your house?
What are cuboids used for?

nzmaths.

Pattern finding:

Draw the next two shapes in each pattern.

_____ _____

_____ _____

Counting seconds:

Find a clock in your house. You might use a mobile phone.
Use the clock to practice counting in seconds at the right timing.
Count how many seconds it takes for some things to happen, such as:

Drink a glass of water   **Brush your teeth**   **Get dressed**
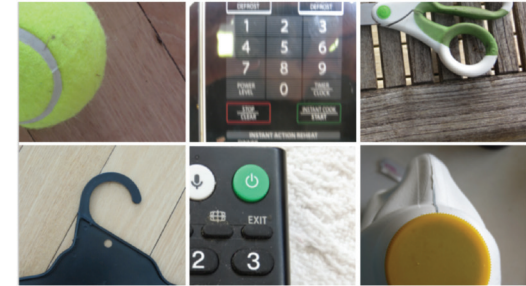
Write your name   **Television comes on**   **Peg a T-shirt on the line**

Looking for:

Here are some pictures of some things that might be in your home. What is each thing?

Draw or take close-up pictures of other things in your home.

Half the butterfly:

Draw the missing half of this butterfly

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 Rewa must stay on the streets and travel either right or down at each corner. Ask your child to give you instructions. You might act on their instructions using a small object to travel where Rewa will go.

Develop a recording system such as →↓→↓→ to represent the journey Rewa takes. Use that system to represent other trips such as →→→↓↓ and ↓↓→→→. Does your child notice that each journey has three → and two →?

Problem 2:

The problem can be recorded as □ + □ + □ = 15. Your child might need support from materials such as buttons to represent the goldfish and plates to represent the bowls. Encourage your child to anticipate possible ways to distribute the goldfish before acting on the materials. Ask questions like "Could the same number of goldfish go in each bowl?" and "How many goldfish will be in each bowl?" Help your child to record solutions as equations, such as 5 + 5 + 5 = 15 and 4 + 5 + 6 = 15.
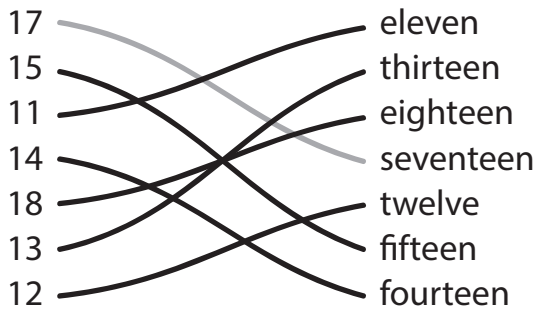
Problem 3:

Using real coins will help your child model the problem. Young children often have difficulty with recognising that a single coin can represent multiple cents. Experience with shopping for cheap items will help your child with money, as will practising counting up, and back, in tens.

Your child might find a first solution by common knowledge, such as two $1 coins make $ 2.00. Check that your child knows that $1.00 equals 100 cents. Other solutions might be harder to find, and might proceed as follows:

$1 (total $1) → plus 50 cents (Total "$1 ten cents, $1 twenty cents, …, $1 fifty cents)
→ plus 5 0 cents (Total "$1 sixty cents, $1 seventy cents, …, $2).

In all there are 4 solutions $1 + $1,
$1 + 50c + 50c, $1 +
50c + 20c + 20c + 10c,
$1 +
50c + 20c + 10c + 10c + 10c.

Number match:

17 — seventeen
15 — fifteen
11 — eleven
14 — fourteen
18 — eighteen
13 — thirteen
12 — twelve

Fact families:

|		
8 + 3 = 11	7 + 6 = 13	7 + 3 = 10
3 + 8 = 11	7 + 6 = 13	3 + 7 = 10
11 – 8 = 3	13 – 7 = 6	10 – 3 = 7
11 – 3 = 8	13 – 6 = 7	10 – 7 = 3

Looking for:

Discuss the features of the three objects shown. Your child should notice that cuboids have rectangles for faces. You might take a cuboid box and ask: "How many faces (flat surfaces) has a cuboid got?" "How many corners?" "How many edges?" Gather examples of cuboids from around the house. Most examples are likely to be packets from the panty though other storage vessels, like suitcases and cubby boxes are usually cuboids.

Pattern challenge:

The examples shown are of growing patterns. Ask "What changes as you go from one member of the pattern to the next." Physically or drawing consecutive members of a pattern helps your child attend to what changes and what stays the same.

The next two members are shown below:
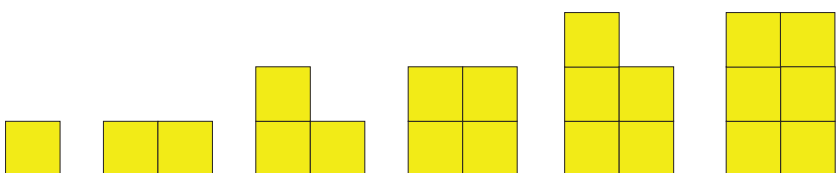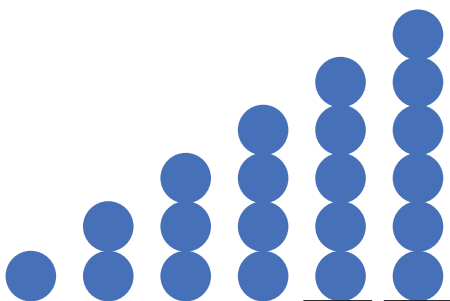
Counting seconds:

Watching the second hand of an analogue clock or the seconds digit on a digital clock, then counting in time gives your child a sense of the duration measured by each second. Work on pacing the count correctly then ask your child to count a number of seconds, say "Count ten seconds." Accuracy can be checked by looking at the clock once the count is complete.

It will be easier if your child measures the duration of an event where they do not participate, such as timing how long you take to brush you hair, or dry a wet dish.

Half the butterfly:

The complete image should look like this:

Does you child create a 'balanced' image (need not be perfect)?
Do they notice that matching sides and angles are the same length and size?