Y2 Learning at home activity sheet #6

Problem 1:

You want to buy 20 tennis balls.
They come in packets of two or three or four.
How many of each packet should you buy?

$4

$6

$8

Problem 2:

How many starlings are sitting on the power lines?
What is the best way to count them all?

Problem 3:

Cut up the three pizzas so that each child gets the same amount.

Number match:

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

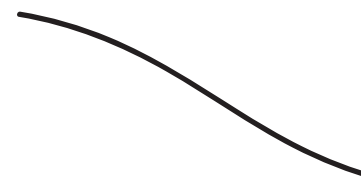|	
8	seventeen
14	thirteen
17	nineteen
12	eight
19	twelve
13	eleven
11	fourteen

Complete the fact families:

7 + 8 = ☐	5 + 9 = ☐
☐ + 8 = 15	☐ + 5 = 14
15 – 8 = ☐	14 – 9 = ☐
15 – ☐ = 8	14 – ☐ = 9

Looking for:

Find a packet in your house shaped like this one.

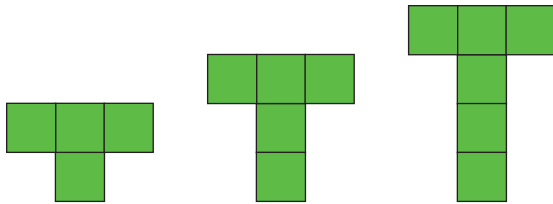What will the packet look like when you open it up and lay it flat?

Try to draw the flat pattern first then open the packet to check.

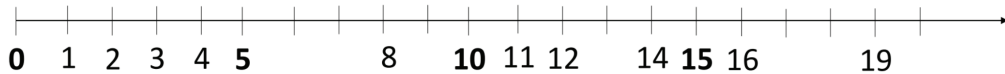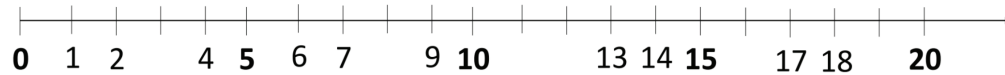CRACKERS

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Pattern finding:

Draw the next two shapes in each pattern.

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Placing numbers:

Write the missing numbers on these number lines.

0 1 2 _ 4 **5** 6 7 _ 9 **10** _ _ 13 14 **15** _ 17 18 _ **20**

0 1 2 3 4 **5** _ _ 8 _ **10** 11 12 _ 14 **15** 16 _ _ 19

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**
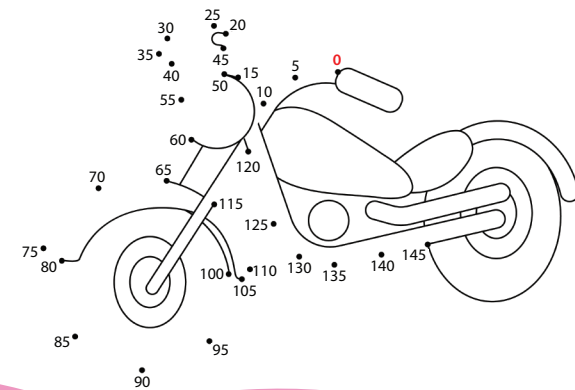
Ordering weights:

Find five objects from around your home.
The objects must be about the weight of a small can of food.

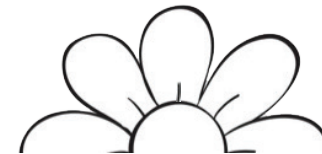Put the objects in order of weight, from lightest to heaviest.

Dot to dot:

Join the dots to draw the motorcycle. Begin at zero and skip count in fives.

Half the flower:

Draw the missing half of the flower.

nzmaths.

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 the problem. The aim is to find a way to buy 20 tennis balls. Your child might appreciate using some materials, like buttons, to act as tennis balls. They might like to draw their first answer.

Look to see if your child builds up the packets of tennis balls and counts from one, or counts on, to check if the target of 20 balls is reached. They might also use skip counting, probably in twos, such as "Two, four, six,..."

You might like to explore how many different ways 20 balls might be collected. For example, 5 packets of four balls, 10 packets of two balls, 4 packets of three balls and 2 packets of four balls, etc. You might explore whether there is a way that costs the least. In fact, all solutions cost the same.

Problem 2:

The purpose of the problem is to encourage systematic counting. Look for your child to find a way to group the starlings for counting. Ways might include, left, centre, and right; bottom, middle, and top wires; clusters of birds like fives, threes, and twos.

Problem 3:

Use paper circles as make-believe pizzas and allow your child to experiment with ways to share the three pizzas among four children. Remind them that the sharing is equal. Each child must get the same amount of pizza. Your child should realise that there are not enough whole pizzas to give each person a whole. A common strategy is to halve the pizzas and give each child a half which leaves two halves left. Those halves can be halved again to form quarters. Each child can have one half and one quarter of a pizza.

Fact families:

|	
7 + 8 = 15	5 + 9 = 14
7 + 8 = 15	9 + 5 = 14
15 – 8 = 7	14 – 9 = 5
15 – 7 = 8	14 – 5 = 9

nzmaths.

Looking for:

The flat pattern is called a net. Help your child anticipate the net before undoing the packet. Focus their attention on the shapes of the faces. Since the packet is a cuboid, or rectangular prism, the faces are all rectangles. But are the rectangles all the same size? Your child might recognise that parallel (opposite) faces are the same sized rectangle.

When open flat the packet should look a bit like this:
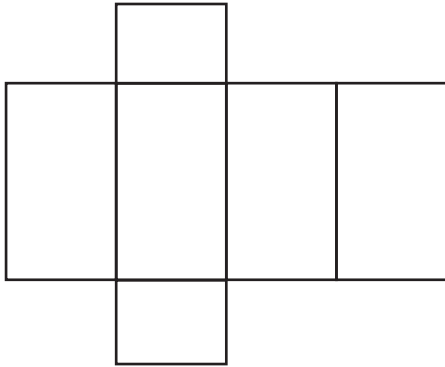
Half the flower:

The complete image should look like this:
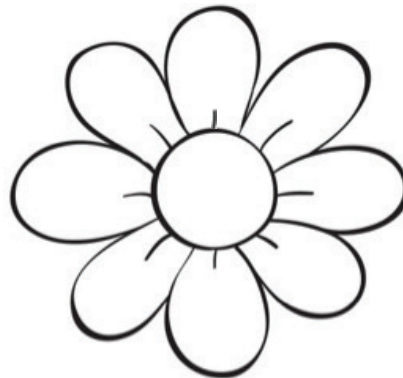
Does your child create a 'balanced' image (need not be perfect)?

The use of a horizontal mirror line makes this a little harder than with a vertical mirror line.

Do they notice that matching sides and angles are the same length and size?

Do they notice that matching points are the same distance from the mirror line?

Ordering weights:

The purpose of this task is to order objects by weight. A small can of food weighs about 500 grams or half of 1 kilogram. You should easily find objects about that weight. Encourage your child to balance two objects, one in each hand, to decide which is heavier. They may need to record what they find to hold the information. A line is a goodway to organise the objects by weight.

If you have scales at home, you might put on each object in turn to find the weights in grams.

Pattern finding:

The pattern is a growing pattern. Ask your child, "What changes and what stays the same as the pattern grows?" They should notice that the 'trunk' of the tree grows by one square but the 'leaves' stay the same.

The next two members are shown below: