



Warm-up

**COOL
COUNTING**

by 2s, 5s, and 10s



Achievement Objective - Know groupings with five, within ten, and with ten.

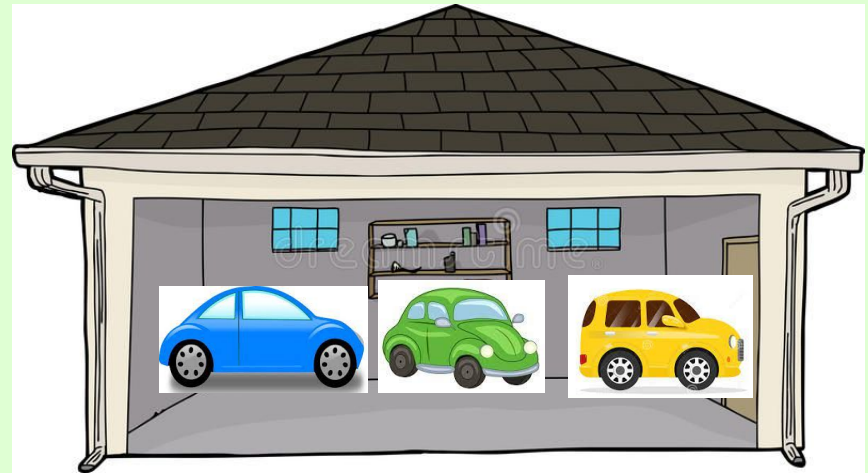
[TKI NZ Maths](#)

We are learning to - Give many 'names' for the same number by drawing a picture or using equipment.

Success Criteria - I can show different ways of making the number 5.

Problem: I own 5 cars and a very large garage. If I can see 2 cars parked outside the garage, how many are inside?
How many different ways can I park my cars inside and outside the garage?

Draw some pictures showing the different ways.





Achievement Objective - Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions.

We are learning to - organise and share things, understand that fair shares means that the shares are the same.

Success Criteria - I can work out how many items each child gets.

How many candies do Sam and Eric get each?



_____ each _____ + _____ = _____

How many blueberries do Peter, Sandy, and Angus get each?

_____ each _____ + _____ + _____ = _____



How many M&Ms do Lily, David, Daisy, and Liam get each?

_____ each _____ + _____ + _____ + _____ = _____

Share the candies equally in the 2 plates.

Share the blueberries equally in the 3 plates.

Share the M&Ms equally in the 4 plates.

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Achievement Objective - Number Identification

We are learning to - read numbers to 20

Success Criteria - I can read and use materials to count to 20

What you need:

A packet of pipe cleaners, cards or pieces of paper with the numbers from 1 to 20 written on them, buttons, stones, pegs, small toys or other small objects to count with.

What to do:

Start with the numbers to 10

- Show your child a number, for example, 2.
- *Ask: What is this number?* Tell your child the number if they are not sure. Help your child to count out 2 small objects to put beside the card.
- Get your child to make the number with a pipe cleaner.
- Repeat over a few days until all digits to 9 are made. Keep each number as you make it.
- Once you have all the numbers from 1 – 9 ask your child to put the pipe cleaner numbers in order. Read them together "1, 2, 3, 4, 5, 6, 7, 8, 9."
- Ask your child to count out buttons, toys or other small objects to match each number. Put the corresponding number card beside the pipe cleaner number and the collection of objects.





Achievement Objective - Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units.

We are learning to - Read time in half-hours, state that there are 2 half-hours in an hour, count in 2's to 8, devise and use problem solving strategies to explore situations mathematically.

Success Criteria - I understand that two halves make one whole number.

PSTV is planning to show **wildlife films** in the time slot between 1 o'clock and 5 o'clock on Thursdays.

If each programme lasts **half an hour**, how many **different programmes** will they need to buy to fill the time slot?





Achievement Objective - Use simple additive strategies with whole numbers and fractions.

We are learning to - give change for sums of money, solve subtraction problems presented in different forms, devise and use problem solving strategies to explore situations mathematically.

Success Criteria - I can use materials, or pen and paper to work out mathematical problems.

Georgia has \$5. She buys a nut bar for \$1.10.

How much change does she get?

Aria has \$10. She gets \$4.60 change after buying a packet of rice biscuits.

How much do the biscuits cost?

Oliver pays \$1.10 for two apples. He gets 90 cents change.

How much money did he give to the person at the checkout?

Share your work on seesaw.





Achievement Objective - Partition and/or combine like measures and communicate them, using numbers and units. Know simple fractions in everyday use.

We are learning to - use a fraction to represent a proportion. Recognise metric units of volume including mls.

Success Criteria - I can use fractions and mls to work out the problem.

A 600 ml jar is $\frac{1}{3}$ full of water.

If all that water is poured into a 300 ml jar, what fraction of the smaller jar will it fill?

1. Do we know how much water there is?
2. Can you work this out with numbers or a diagram?
3. How much smaller is the 300 ml jar?
4. How much of the smaller jar will the water take up?
5. Can you work this out with numbers or a diagram?





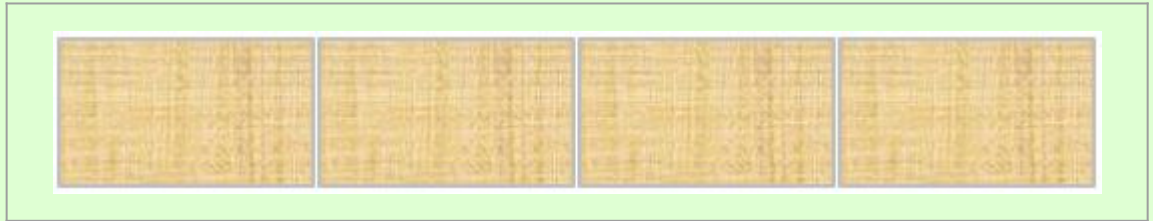
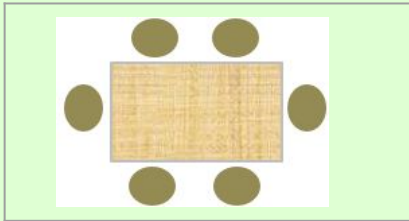
Achievement Objective - Communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols.

We are learning - counting strategies, basic addition facts, and to draw a diagram to represent a problem.

Success Criteria - I can use addition and a diagram to work out seating.

A restaurant makes a super-long table by placing 4 normal tables end to end for a big party.

Each normal table usually seats 6 people around it.



1. What will the long table look like?
2. Where can the people sit?
3. How many people can fit around the long table?



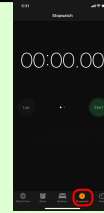
Achievement objective - Use simple additive strategies with whole numbers and fractions.

We are learning to - estimate the time taken for activities in hours and minutes.

Success Criteria - I can time daily activities.

I can use addition for weekly totals.

Time yourself one day and write down how long it takes to:



*Reminder - there are 60 minutes in an hour and 60 seconds in a minute.

Activity	Time taken
Eat your breakfast	_____
Brush your teeth	_____
Get dressed	_____

How much time would each activity take over one week(seven days)?

Breakfast _____

Brush your teeth _____

Get dressed _____



Achievement Objective - Use a range of additive and simple multiplicative strategies with whole numbers.

We are learning to - add a series of two digit numbers. Double numbers.

Success Criteria - I can show my working out to compare answers.

Matiu and Ariana have agreed to work for their Mum for **10 days** over the holidays.

The pay they get will vary.

Ariana will get **\$10 for the first day** she works and **two more dollars for every day she works after that**.

Matiu will get **\$1 for the first day** he works, but for **each day he works from then on, his pay will be doubled**.

Who would you rather be and why?

Ariana $\$10 + \$1 + \$1$

Matiu $\$1 + \$2 + \$4$





Achievement Objective - Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers and pictures.

We are learning to - add by counting on from the largest number in increments of one

Success Criteria - I can add on from the largest number

$9 + 2 =$

$8 + 4 =$

$14 + 3 =$

$25 + 4 =$

$99 + 5 =$

$77 + 4 =$

$8 + \underline{\quad} = 11$

$15 + \underline{\quad} = 19$

$67 + \underline{\quad} = 72$

$89 + \underline{\quad} = 92$

14 is how many more than 8?

33 is how many more than 27?

74 is how many more than 69?





Achievement Objective - Use linear scales and whole numbers of metric units for length, area, volume and capacity, weight (mass), angle, temperature, and time.

We are learning to - Calculate using units of time and money

Success Criteria - I can work out the problem with units of time and money

In parking meters downtown, you can get 15 minutes parking for 50c.

Dad put \$3.50 into the parking meter at 3.15pm.

At what time did the parking meter expire?

How many 50c are there in \$3.50?

_____ x 15 minutes = _____

_____ = _____ hour and _____ minutes

3.15pm + _____ hour & minutes = _____

Dad can park in the car park until _____ pm.

