

# F-2: REMOTE MATHS

EDITION 4

## NUMBER FLUENCY - ADDITIVE THINKING

**Mathematical language:** Above, below, add, added, adding, altogether, answer, combine, count on, equal, how many, plus, sum, total, build to ten, one more/one less, repeated addition, basic facts,

### TASK 1: NUMBER PATTERNS ON A NUMBER CHART

For this task you will need to create your own number pattern using a number chart to help you.

- Can you write a repetitive number sequence using the number 3? (For example, a repetitive number sequence using the number 2 would be 2, 4, 6, 8, 10, 12, 14...)
- Can you show your number pattern by circling number on a 100 number chart either as a printable worksheet or using the online link? Why or why not? Use this site: [www.apples4theteacher.com/math/games/100-number-chart-one.html#interactive100chart](http://www.apples4theteacher.com/math/games/100-number-chart-one.html#interactive100chart)
- Can you write the same number pattern but start at 11 using a different colour? Why or why not?
- Experiment with other number patterns? What can you create?

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
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

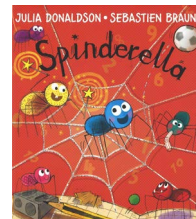
### TASK 2: SKIP COUNTING

- Have some fun working through this online description with interactive tasks. Skip counting is explained. There are links to practise skip counting forwards by 2s, 10s, 5s, 3s, 4s, 25s, 50s and 100s, and for skip counting backwards by 2s, 5s and 10s.
- [www.mathsisfun.com/numbers/skip-counting.html](http://www.mathsisfun.com/numbers/skip-counting.html)

## EDITION 4: NUMBER FLUENCY (CONT.)

### TASK 3: COUNTING WITH 8

Watch the video *Spinderella* by Julia Donaldson, <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=70ca90fa-9367-4ac0-a948-2d266bc74ce0>



- Spinderella is a spider who wants to learn how to count. Spiders have 8 legs. Choose one of the questions below and solve it by completing the task below.
  - Equation: Write the worded problem as an equation
  - Visual: Draw a picture
  - Number line: Show the problem on a number line
  - Concrete: Use concrete materials (or draw them).
- How many legs to two spiders have?
- If there are 5 members in Spinderella's family, how many legs are in her family altogether?
- Spinderella has 12 friends; they are all sitting in a web together? How many spider legs are on the web?

### TASK 4: SKIP COUNTING - NUMBER TRAINS

In this task students arrange train carriages sequentially. Numbers are represented using words, numbers and MAB (concrete counting materials). The carriages can be re-ordered as many times as needed to 'fit' another carriage. This interactive provides skip counting practice by 2, 5 and 10.

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=ba79ba54-a137-41f1-8a96-9ed31d7b80bf>

### TASK 5: ONE MORE ONE LESS SNAP

Find a family member to play Snap with. Take a regular pack of cards and remove all the picture cards, keep the Ace. The Ace is now considered as one. Watch the video below to learn variations of the game Snap.

<https://drpaulswan.com.au/teaching-at-home/#uael-video-gallery-c2ca2de-9>

- Try snapping when the cards show two more, two less?
- Try snapping where the snap is the numbers that go together to make ten?

# GEOMETRY: USING CLOCKS TO TELL THE TIME

**Mathematical language:** Clock, faces, hands, o'clock, half past the hour, minutes, analogue, digital, watch, timer.

## TASK 1: TELLING THE TIME

Watch the video <https://www.youtube.com/watch?v=rRayvaGluMY> it explains the relationship between the hour, minute hands, o'clock and half past. The times shown and explanations show both analogue and digital examples.

- After watching the video think of a way you could explain how a clock works to a family member. Explain to them by drawing a picture, writing a report or through an oral retell.

## TASK 2: DRAW A CLOCK

Draw a clock that shows the time you normally wake up on a weekday.

- What are the important parts of a clock?
- Draw some at least three more clocks that show the time you do different activities during the day?
- **Extending task:** Can you draw both analogue and digital clocks for each drawing?



## TASK 3: WHAT DO YOU DO?

Our school days look a little different this term. Write at least four things you might do on a normal school day between 9 o'clock and 1 o'clock?

**Extending prompt:** Can you write at least four things you might do on a normal school day between 12 o'clock and 4 o'clock on a weekend day?

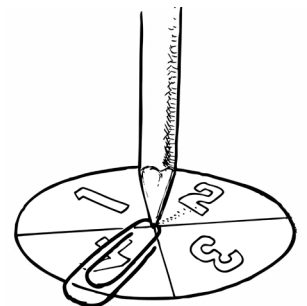
## TASK 4: MATCHING DIGITAL AND ANALOGUE TIME

Download and play one or more of these Paul Swan board games:

- Time Match (Hour)
- Time Match (Half Hour)
- Time Match (Quarter Hour)

To create a handy spinner, use a paper clip and a pen/pencil

<https://drpaulswan.com.au/games/>



## EDITION 4: USING CLOCKS TO TELL THE TIME (CONT.)

### TASK 5: MEMORY TIME MATCH

Use this online tool to play a game and find the matching timecards in the smallest number of possible tries. This game focuses on telling the time to the hour and half past the hour.

<http://www.scootle.edu.au/ec/viewing/L9653/index.html>

## MATHS APP OF THE WEEK: HUMAN HEROES EINSTEIN ON TIME



Move hour and minute hands across eight different levels and learn how to tell the time in different configurations: o'clock, quarter and half, and past and to. Tutorials and on-screen guidance allow for children of all abilities to enjoy this educational adventure of a lifetime!

### Google Play

<https://play.google.com/store/apps/details?id=kalam.tech.einsteindemo>

### iOS

<https://apps.apple.com/us/app/human-heroes-einstein-on-time/id1442853427>

*Look out for more tasks next week!*