

Work Program for B2FMaths@Home Week 4 **Foundation**

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Students need to work out:

We are also hoping that students will learn the following aspects of number:

You will need the following objects:

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How to use this work program

Accessing the online resources

To access the online resources, please go to: <https://www.backtofrontmaths.com.au/b2fmathshome>

Running the program each week

Each week is designed with five maths lessons so that you can do it each day. Different days have different types of lessons to make sure that students experience the kind of thinking that they need to continue growing in maths. The types of lessons include:

- **At-home investigation:** This is a hands-on task where students explore a new idea before they are taught that skill. They need to come up with an idea to try to solve the problem, try out their idea, decide if it worked or not, try again if needed, and explain what they did. If your child has time with your teacher with a webcam, the teacher will generally be doing this lesson with your child. This is the lesson that will require the heaviest input from you to help your child think through an idea and generally requires the use of some hands-on materials that are listed in the information page.
- **Connecting lesson:** This type of lesson has questions that lead students to develop their ideas and learn a new skill. It should be fairly easy for a student to do, but you will need to be available to read the question to your child as needed, encourage them to think further, and make sure that they complete the work. Most of these lessons will include 10 minutes of practising number operations or concepts through activities or games.
- **Interleaved practise lesson:** This type of lesson provides 8-10 questions from different areas of maths so that students practise remembering what they have previously been taught. Some of the questions may not be easy for your child, so feel free to help whenever you see them struggling.
- **Number practice:** This lesson contains games and number tasks to do regularly with your child. Number is the most important concept to establish in Foundation, so we will be using similar activities each week to help your child develop a very firm understanding of “how many”, to be able to picture that amount in their head, and to be able to add and subtract small amounts very flexibly. **These sessions will not focus heavily on counting, as counting is far less important than making amounts, drawing those amounts and recognising that the amount is still the same when the objects move.**

Getting help

The website above will have answers to frequently asked questions as well as videos to help you successfully teach your child at home. If you have further questions or need support, please contact your child’s teacher directly using the contact details that they have provided to you. If they can’t answer your questions, they will contact the B2FMaths@Home team directly to get an answer within 3 days.

What you need to know this week

Week overview

This week we are teaching the concept of sharing fairly. This concept is strongly linked with the work on arrays and counting patterns that we did last week. In early primary, this means sharing amounts between people, making groups, or arranging objects into arrays. This week we will be playing with the idea of sharing items at a picnic.

Students need to work out:

- When sharing, it is important to ensure that each portion, group or row contains the same number of objects.
- You can find out the total number of objects by counting all of the objects in the portions, groups or rows.
- When given a small amount, work out how many people could share that amount fairly and how much each person would receive. NB. It is particularly helpful if students can work out how to share the amount in more than one way (e.g. 6 could be shared by 2 people or 3 people)

We are also hoping that students will learn the following aspects of number:

- Quantity: The idea of “how many” each number represents. This is very different to counting. We will be focusing on three different elements of quantity:
 - Collecting or making a quantity: Try asking your child to collect a certain number of objects (6 spoons, 8 pencils, 12 cards...). Do this as often as you can, in as many circumstances as you can (e.g. setting out the cups for dinner).
 - Drawing a quantity in a structured arrangement: try asking your child to draw a square made out of 4 smaller squares, or a rectangle with 6 squares in it. You might want to use cube-shaped blocks to model this first.
 - Conserving a quantity: try putting out 8 objects, then moving them around. Ask your child how many there are. Do they need to keep counting to work out that the amount stays the same?
- Partitioning: This is when we break a quantity into two smaller quantities. For example, we could break a group of 8 objects into a group with 3 and another group with 5. If we put those groups back together again, we would have 8.

You will need the following objects:

- Teddy bears etc to act as guests at a party. Each guest should have a plate to put food on, a spoon and a cup. Rather than setting these up, we will ask your child to get out the appropriate amounts and set it up to practise making quantities.
- Small food items or pretend food items to share out. Examples would include: sultanas, biscuits or crackers, pieces of apple, grapes. You could also draw some biscuits etc instead to act as pretend food.

Monday: At-Home Investigation

You will need:

- 4 toys to come on a picnic
- More than 4 plates, spoons and cups so that your child has to collect the correct amount to set out the picnic
- 12 small items of food or pretend food (e.g. a drawing of a biscuit)

Steps:

1. Make sure you have read “What you need to know this week” so that you know what to emphasise with your child.
2. Ask your child to set up a picnic with 3 toys. Tell them that each toy needs a cup, a spoon and a plate. Ask them to collect the right number of plates etc. and set them out for the toys.
3. Read the sheet to your child. Ask for their ideas on how to solve the first problem. Encourage them to guess how many pieces of food each toy will receive first, then try out their ideas.
4. Make sure that your child draws the plates with the food items. Do not do the drawing for them as drawing is an important part of reinforcing ideas.
5. Repeat these steps with the 12 items of food.
6. The last question on the sheet is particularly difficult. We want children to redistribute the 12 items rather than collecting more food. They will probably start by trying to collect more food. Let them try that incorrect idea first, then ask, “do you still have 12 pieces of food?” They may need to count to make sure. Ask them to place all the items of food on the one plate again. Ask them, “Is that 12? You make it 12.” Try to have them adjust the amount they have by taking some away rather than by starting from scratch.
7. If the question is too easy, have another 2 toys join the party so that there are 6 toys and repeat the question. Alternatively, give the child 20 objects to share out between the 4 toys. Remember to try guessing first, rather than simply sharing out one at a time.
8. Have your child draw each plate with the items. Take a photo of what they have made as this will be useful later.
9. Discuss what your child found out with them. Keep in mind the ideas from the “What you need to know this week” section so that you can ask questions that are appropriate to the issues identified.

At-Home Investigation

The toys are having a picnic! Get 3 toys to have a picnic and set it up so that each toy has a plate, a spoon and a cup.

You have 6 pieces of food to share.

How could you share them out so that it was fair?

Draw the plates to show what you have made:



You have 12 pieces of food. How could you share them out so that it was fair?

Draw the plates to show what you have made:

Another toy joins the picnic! How can you share out your 12 pieces of food now so that it is fair?

Draw the plates to show what you have made:

Tuesday: Connecting Lesson

Number game: *Target partitioning*

You will need: a small circle of string, and a larger circle of string to make a target on the ground (alternative: a wash cloth on top of a tea towel), 8 small blocks (or rubber bands, toothpicks, spoons) to throw at the target.

1. Show your child the items and ask them how many there are.
 - a. If your child cannot work out that there are 8 objects, reduce the number to 6 or 4 and try again.
2. Ask your child to throw the objects at the target, repeating the throws for any that miss, until all 8 objects are either inside the small circle or larger circle.
3. Ask your child to count how many objects are in the inner circle and how many are in the outer circle. State this as a sentence and record the two numbers together on a piece of paper e.g. "4 and 4 is 8".
4. Take it in turns throwing the objects at the target but have your child state how many are in each circle and how many there are altogether each time. You might need to prompt this with a question such as, "I'll do the writing and you do the counting. How many are in the little circle? So how many would be in the big circle then? How many did we start with? Ok – so what do I need to write down? 3 and (pause for the child) is how many?"

Worksheet task: 15-20 minutes

You will need: 8 or 12 objects to act as seats on a bus for toys (e.g. pillows, wash cloths, Lego pieces, squares of paper)

This lesson is following on from what your child learned yesterday about **sharing**. The purpose of the lesson is to discuss **aligning** objects into rows, then **counting them in groups** (e.g. 2, 4, 6 for the seats on the bus). This context is strongly related to sharing, but also makes sure that students are linking what they learn with the arrays that we looked at last week. For this task, encourage your child to think about having an aisle down the middle of the bus and arranging the seats on either side so that they line up.

The second question is considerably more difficult. If your child cannot work with rows of 3, stick with the 12 seats but have your child arrange them so that there are 2 in each row instead.

Connecting Sharing

Seats on the bus

The toys are going on a bus ride! Arrange the 8 seats into rows for the bus. Make sure that there is an aisle to walk down the middle. Draw what you have made.

Bigger bus

Arrange 12 seats to make rows for the bus. This time we have 2 seats on one side of the aisle and 1 seat on the other side of the aisle. How many rows of seats can we make? Draw it.

Wednesday: Number focus

This lesson allows your child to develop pictures in their minds for different amounts. This skill at Foundation is strongly linked with understanding of maths in Year 4.

Comparing amounts to 10

You will need: Up to 10 small items (e.g. spoons, toy cars, buttons, balls of paper, toothpicks) and a copy of the tens frame to put the objects in. If you have time, use an egg carton instead but cut off 2 of the cups so that you have 10. You should also have some paper and a pen or pencil for drawing the amounts.

1. Ask your child to collect 5 objects and place them in the tens frame. Ask them how many spaces are left. State this as a sentence to model the idea, "5 objects and 5 spaces makes our 10". Have your child colour in the squares on the tens frame and fill in the numbers.
2. Next, ask your child to place some objects in while you look away. Look back and state the amount of objects and spaces out of 10. Swap roles, so that you put the objects in and they state how many objects and spaces there are. Your child should still do the colouring and writing.
3. Ask your child what other numbers you could make that haven't been used yet. Continue until you have found them all.
4. Display your tens frames picture somewhere in the house so that your child regularly sees the pairs of numbers that make ten.

Tens frame to use for objects if the frames on the worksheet are too small:

Number focus worksheet: making 10

objects and spaces makes

objects and spaces makes

objects and spaces makes

objects and spaces makes

objects and spaces makes

objects and spaces makes

Thursday: Interleaved Practice Questions

Please read these questions to your child, rather than using them like a worksheet.

The questions can also be adapted for use as you play with your child, for example, you could share out the blocks you are using to make a tower, play 'hide the block' instead of toy cars.

Why we are using mixed up questions:

In this lesson your child will be reviewing a range of skills that they have learned previously. Each question is unrelated to the previous question, because we want your child to have to *think hard* about what to do. Mixing up questions like this, rather than just practising related questions, has been shown in research to improve student retention of concepts by 60% over a 4 month period.

What to expect:

Your child will probably have forgotten how to complete quite a few of the questions. If needed, change the numbers in each question to make them easier because this will still require your child to think hard and remember a process. If they still can't work it out, feel free to show them, but try using different numbers rather than the exact same question. There are answers to each question on the website in case you get stuck.

Interleaved practice to talk about together

Number:

1. Draw 8 counters arranged in 2 rows
2. A flower had 6 petals. 2 fell off. Draw the flower.
3. What number comes before 8?

Measurement/Geometry:

4. Find an object that will hold a lot of water. Find one that will not hold a lot. What are they?
5. What time of the day will it be at dinner time?
6. Draw 2 different triangles.

Chance/Data:

7. What is your family's favourite meal? How do you know?

Friday: Extension and Generalising Lesson

9 toys wanted to make fair teams. How could they do it? Draw your teams.

(NB. Reduce to 6 if needed)

Each toy needed 2 shoes. How many shoes is that? Draw how you worked it out.