

Work Program for B2FMaths@Home Week 6 **Foundation**

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Week overview

Students need to work out:

We are also hoping that students will learn:

You will need the following objects:

Monday: At-Home Investigation

Tuesday: Number focus lesson

Wednesday: Application and Connection lesson

Thursday: Interleaved Practice Questions

Friday: Extension and Generalising Lesson

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 capacity. Capacity is used to measure how much a container holds (for example, how much water there is in a jug). In early primary we are using informal units to measure how much a container holds (e.g. how many mugs of water fill a bucket), then comparing the capacity of up to 5 containers and ordering them from the smallest to the largest. It is important that students use non-standard units before using millilitres and litres because they need experience with the thinking in the “Students need to work out” section below to properly understand measurement.

For your information: we often use the words capacity and volume interchangeably. Technically, volume is referring to the amount of 3D space an object takes up (it is used for solids). Capacity refers to how much a container will hold and is generally used for measuring liquids and gases. At this stage it really doesn't matter which term you use, so don't be concerned about getting it wrong.

*Please **do not** skip straight to using millilitres or students will be at risk of not understanding concepts such as algebra in later years.*

Students need to work out:

- A good way of measuring is to use smaller **measuring objects** (e.g. how many cups or mugs of water does it take to fill a larger container?)
- The measuring objects should be the same size as each other (e.g. you can't use different sized mugs)
- The measuring objects should always be full so that the measurement is fair for comparison (e.g. if you used partial cups then you can't count them in the same way as full cups)
- In the same way, you should completely fill the container that you are measuring.

We are also hoping that students will learn:

- If the measuring object that you use is big, you won't need as many of them to fill the larger container. You may also have to use only a partial fill of the measuring object at the end.
- If the measuring object you use is small, you will have a lot more of them in the same capacity in comparison to using a big measuring object.
- That means that you can't directly compare capacities of objects unless you know how big the measuring object was. We can't measure one bucket with a small cup and another bucket with a big cup, then say the one measured with the small cup holds more.

You will need the following objects:

- Any large containers that you can fill with water (bucket, ice-cream container, sauce pan, mixing bowl...)
- Smaller containers to act as measuring objects (plastic cups, spoons, coffee mugs...)

Monday: At-Home Investigation

Today could be quite messy. You might want to do the investigation during bath time and record what happens. A sandpit would work very well too.

You will need:

- Any 3 large containers that you can fill with water or sand (bucket, ice-cream or yoghurt container, sauce pan, mixing bowl, plastic jug...)
- Smaller containers to act as measuring objects (any sized plastic cups, spoons, coffee mugs – they do not need to be measuring cups)

Steps:

1. Make sure you have read “What you need to know this week” so that you know what to emphasise with your child and why we are not skipping straight to using millilitres.
2. Read the sheet to your child. Ask for their ideas on how to solve the problem. Don’t give your opinion just yet on their ideas, even if they are clearly wrong. Make sure that you do point out that they are not allowed to simply pour from one large container into another or judge by sight. That is the challenging part of the question – they need to work out to use smaller measuring objects to fill up a larger one and keep count.
3. Make sure that you try out their ideas first before you try to help them come up with a better plan. This is important because then they will know *why* their idea didn’t work.
4. Help your child think about what worked and what didn’t, then come up with a new plan if needed.
5. Encourage your child to draw or write answers to the questions on the page. Scribe for them if you need to.
6. 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.
7. At the end: consider writing a comment on the page to say what went well or what you are concerned about.
8. We will be checking capacity again later this year, so don’t worry too much if today didn’t quite work.

At-Home Investigation

Find 3 large containers. How could you find out which one holds the most, without just pouring from one container into another, or by just looking?

Adult note: this requires use of a measuring object (e.g. coffee mug)

My plan: answer these questions

- What could I use to measure with? Draw some ideas and choose one.

- How will I make sure that I am measuring accurately?
What would happen if I didn't measure all the way to the top?

Carry out my plan: follow these steps and answer the questions

- Measure your three containers. How much does each one hold? Show what you did.

Apply your learning: follow this step and answer the question

- Compare the containers. Put them in order by how much they hold. Explain how you did it.

Tuesday: Number focus lesson

Number focus: *making and ordering collections*

This task is repeated from last week but this time includes a worksheet

You will need: 5 ziplock bags or see-through containers, 30 small items to fit in the bags/containers, a way of labelling the bag/container (e.g. masking tape and a pen to write with)

1. Show your child the items and ask them to put 8 in one bag/container. Write 8 on the label.
 - a. If your child cannot collect 8, try 5.
2. Ask your child to collect 'more than 8' in a second container. Ask your child how many they have collected and record the amount on the label. Please note, you might have to count the items with your child to make sure.
3. Ask your child to collect 'less than 8' in a third container. Repeat the labelling process.
4. Repeat the process by asking your child to make 'more than ___' or 'less than ___' until you have at least 5 different amounts.
5. Ask your child to find the smallest amount (least). Put this at one end of the containers.
6. Ask your child to find the largest amount (most). Put this at the opposite end of the containers.
7. Ask your child to organise the remaining containers from the smallest amount to the largest amount. Compare and count as you need to.
8. Use the worksheet to record thinking

Comparing and ordering amounts

Order your collections from the smallest to the largest amount.

Write your number and draw the correct number of objects that you collected in the boxes below. The smallest amount should be at the top and the largest amount should be at the bottom.

Number	Drawing

Wednesday: Application and Connection lesson

This lesson allows your child to examine any measuring objects that you have in your kitchen or medicine cabinet for measuring with and try using one to measure the capacity of a bowl or mug.

You will need:

- Think about any instruments you have for measuring capacity/volume. Do you have a teaspoon, tablespoon, measuring cup? Do you have a syringe for medicine or a tiny measuring cylinder? Do you have a jug that has millilitres on the side?
- A cup or bowl that your child can use to measure by filling with water or sand

Steps:

1. Read the sheet to your child. Ask your child what they have seen you use for measuring. If needed: explain that the sheet wants them to measure how much a container holds (volume or capacity), not the length or the weight.
2. Encourage your child to look through your kitchen cupboards or drawers to find measuring implements and draw them. You might want to locate medicine cylinders etc from your medicine cabinet without your child present.
3. Allow time for your child to draw a selection of the instruments and to discuss how they would be used for measuring.
4. Ask your child which item they would like to use to measure the capacity of the bowl/cup you have selected. Help them to measure it. You will need to explain how to use the item. Help your child to keep count as needed (e.g. spoonfuls).
5. Encourage your child to draw or write answers to the questions on the page. Scribe for them if you need to.
6. 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.
7. If you have extra time: ask your child to compare the capacity of the bowl/mug with the items from Monday. You might also like to consider including your child in the measuring part of any cooking that you do this week, or make the playdough recipe below together.

Playdough recipe: *If you can find flour and this much salt!*

Ingredients:

- 1.5 cups of flour
- 1/2 cup of salt
- 2 tbs of cream of tartar (skip if you don't have it)
- 1 tbs of oil
- Food colouring
- 1 cup of boiling water

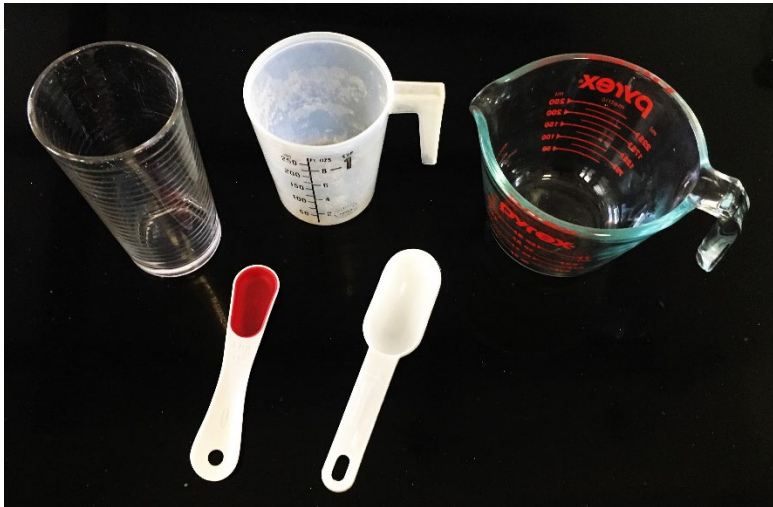
Steps:

1. Mix all dry ingredients in a bowl with the oil. Your child can do the measuring.
2. Mix the water and food colouring together (not for children to do due to the boiling water).
3. Combine everything and roll out the dough. Store in a bag in your fridge.

Investigating measuring instruments

What measuring objects do you have in your kitchen or bathroom to measure capacity (how much a container holds)?

Here are some ideas of what to look for:



You might also have special measuring cups or spoons for medicine.

Draw a picture of some measuring instruments that you find:

Try using one of them to measure how much a coffee cup or bowl will hold.

Draw a picture to show what you did and write what you found:

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 10 counters arranged as a rectangle.
2. Two flowers were growing. Each had 6 petals. How many petals altogether? Draw them.
3. What number comes before 9?

Measurement/Geometry:

4. Draw a picture of a big bowl from your house.
5. What time will it be when you go to bed?
6. Draw an object that rolls but is not a ball.

Chance/Data:

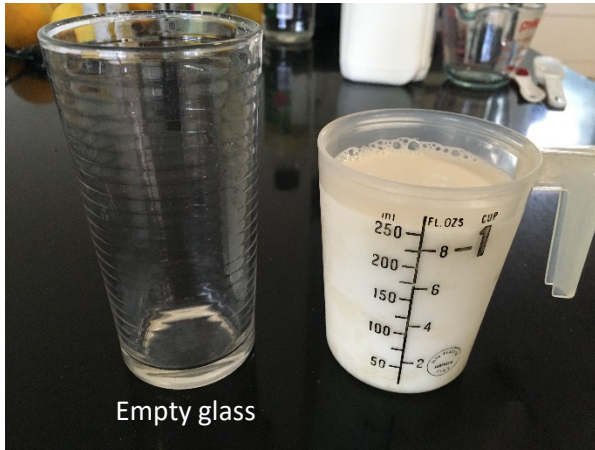
7. Do you have more plates or bowls in your kitchen? How many do you have of each?

Friday: Extension and Generalising Lesson

Does the tallest glass hold the most water?

Sometimes the tallest glass does not hold the most. Here is a picture of a measuring cup and a glass, with milk in the measuring cup.

The second picture shows what it looked like when the milk from the measuring cup was poured into the glass. They really are each holding one cup of milk.



Empty glass



Milk from the cup was poured into the glass

Which container looks like it should hold more?
Does it actually really hold more? What is surprising?

Try this experiment using your own glasses, but use water instead of milk. Draw it:

Tall glass	Shorter glass

What did you find?