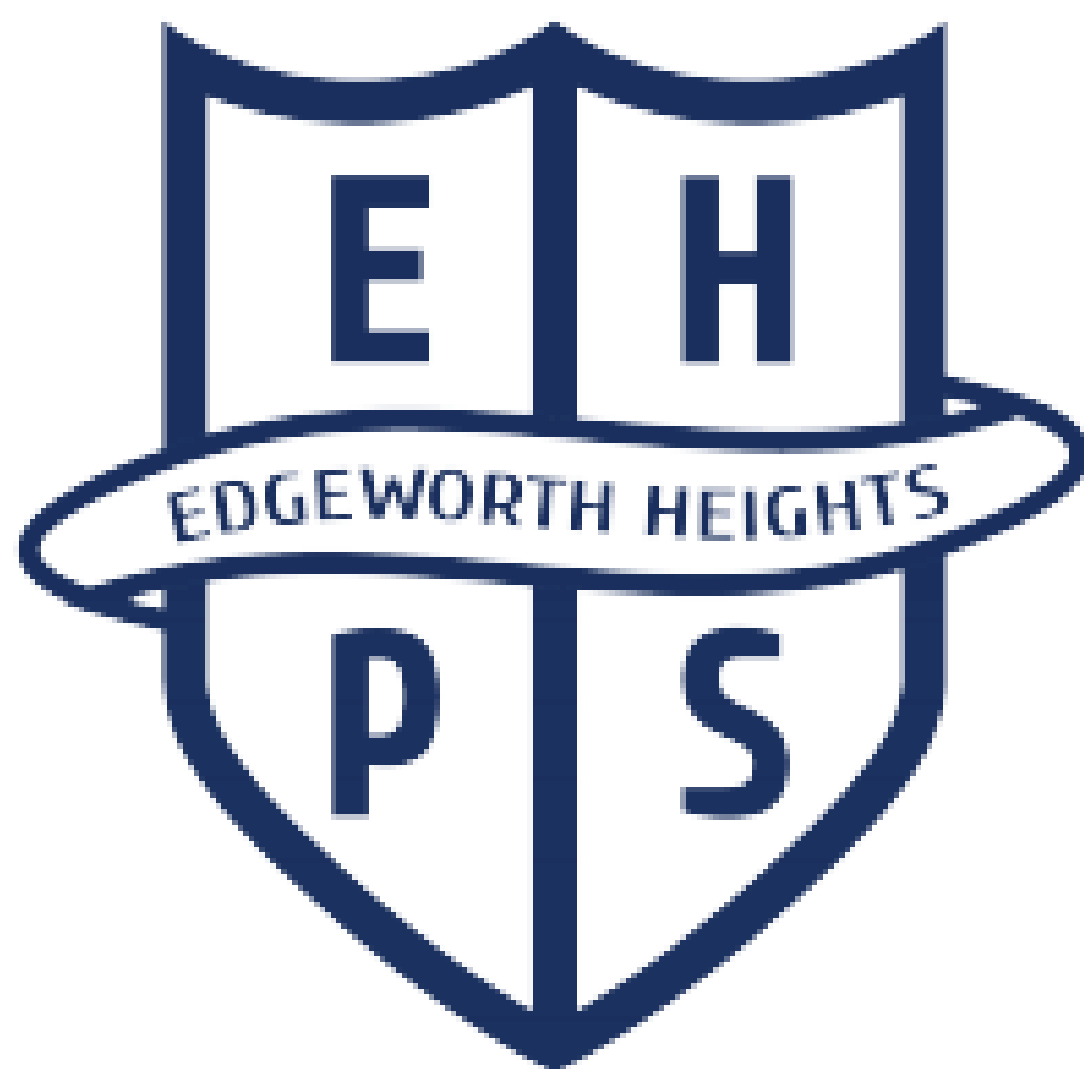


Stage One Numeracy

Term 4 Week 2-3



The expectation is that you complete 10 activities over the fortnight. **Work across the grid from left to right, completing activities in order.**

This week we will be learning to:

- Identify materials that are light or heavy.
- Recognise and describe the element of chance in everyday events.
- Add and subtract numbers in our head (1-13).
- Multiply two numbers between 1 and 10.
- Use two numbers and a variety of operations (+, -, and x) to make an algorithm that equals 10.
- Collect and represent simple data.
- Correctly represent data in column graphs.
- Use a number line to find groups of tens.
- Use a 100's square to take 10 away from a given number.

- Each day you should be attempting **1 activity**.

Activities with a ✓ are Must Do tasks. These are to be submitted for feedback from teachers. You need to upload your ✓ task on Seesaw and return the paper /home learning book copy of the task to the school when requested by your teacher.

Activities

1. Chance

Chance is a part of our everyday lives through the things we do and see. Some things will happen. Some things won't happen and some things might happen.

Task

Complete stencil 1 on chance. Read each question carefully and think about if the event will happen, won't happen or might happen. Finish the task by colouring the pictures.

CHALLENGE

Can you name 5 things you might do during a normal school day. Write these in your workbook.

2. It's Impossible!

Task

Sometimes the chance of an event happening is 0 so we describe this as impossible. Think of 5 events that would be impossible and write them in your workbook.

Example

It is impossible that it will rain spaghetti and meatballs today.

CHALLENGE

Can you think of 5 things that are certain to happen.

3. Chance

Task

Complete stencil 3 on chance. It is very similar to the activity you completed in activity 1. Remember to read each question carefully and think about if the event will happen, won't happen or might happen. Finish the task by colouring the pictures.

CHALLENGE

What are some things that are certain and will happen? Think of 5 events that will happen and write them in your workbook. E.g. I will drink water today.

4. What Is The Chance Today?

MUST DO ✓

Task

Think about your day today, what will you do? What might you do? What won't you do? Write 3 ideas for each in your workbook.

Example

Refer to the WAGOLL found at the end of the grid booklet.

5. Which doesn't belong?	6. Addition Skirmish	7. Multiplication Skirmish	8. Subtraction Skirmish
<p>Task Look at the image of shapes. Collaborate with your family, friends or classmates to discuss and record, which one doesn't belong with this collection?</p> <p>CHALLENGE Can you write 1 or 2 sentences that support why another domino doesn't belong?</p>	<p>You need 1 deck of cards Jack will equal 11 Queen will equal 12 King will equal 13 Ace will equal 1 Pen/pencil and paper to score Someone to play with (more than one if you like)</p> <p>Task Shuffle Cards and then share out evenly. Each player has their pile of cards face down in front of them. At the same time, each player turns over 2 cards and puts them side by side. Add them up in your head. The player with the highest number wins. Place one tally mark for the winner on the score sheet. Repeat until all the cards have been used.</p> <p>CHALLENGE Turn over 3 cards each time or maybe even 4.</p>	<p>You need 1 deck of cards Pen/pencil and paper to score Someone to play with (more than one if you like)</p> <p>Task Remove the Jacks, Queens, and Kings from the deck. Just use the numbers 1-10. The Ace card will represent 1. Play this game with the same rules as Addition Skirmish but try to multiply the numbers in your head. If you can't, use a pencil and paper to draw groups. Practise with just 2 cards.</p>	<p>You need 1 deck of cards Jack will equal 11 Queen will equal 12 King will equal 13 Ace will equal 1 Pen/pencil and paper to score Someone to play with (more than one if you like)</p> <p>Task Start with the cards 1-10 and play with the same rules as Addition Skirmish. This time you must put the larger card on the left and take away the card on the right. This time the player with the lowest total wins. If you end up with 0 (e.g., 5-5=0) you score a bonus point. Keep playing until no cards remain.</p> <p>CHALLENGE Add the Jack (11), Queen (12) and King (13) and play again.</p>

<p style="text-align: center;">9. The Bonds Game</p> <p>You need 1 deck of cards Jack will equal 11 Queen will equal 12 King will equal 13 Ace will equal 1 Pen/pencil and paper to score Someone to play with (more than one if you like)</p> <p>Task Shuffle the cards. Lay all the cards out, face down on a table (like Memory) The first player turns over 2 cards. If you can use addition, subtraction, or multiplication to make a total 10 with your cards you can keep the cards and have another turn. If you can't make 10, turn the cards face down and the next player has a turn. Repeat until there are no cards remaining or you are unable to make 10 with what is left.</p>	<p style="text-align: center;">10. Data Blitz</p> <p style="text-align: center;">MUST DO ✓</p> <p>Task Complete the Data Quiz stencil. Use lead pencil for the tally marks and coloured pencil for the circles. Remember to colour from the bottom up.</p> <p>CHALLENGE What would you like to have as an end of year treat?</p>	<p style="text-align: center;">11. Data Quiz</p> <p>Task Using stencil 11, answer the questions about 6K in lead pencil and use coloured pencils for the circles. Remember to colour from left to right.</p> <p>CHALLENGE</p> <p>How many children in class 6K? Label the parts of the graph. [Heading, Tally marks].</p> <p>Which is your favourite activity playing in the playground, watching TV, playing sports, reading or cooking? Write 2 complete sentences telling me why this is your favourite activity.</p>	<p style="text-align: center;">12. Searching For 10's</p> <p>Task Complete the searching for 10's stencil. Remember to use the number line to help if you need it. You are trying to make groups of 10 to make the adding up easier. Use stencil 12 for this activity.</p>
--	--	--	--

13. Take 10	14. Subtract This	15. Memory	16. Heavy or Light?
<p>Task Complete stencil 13 on the activity Take 10, remember to use the hundreds square.</p>	<p>Task Make and answer 10 of your own takeaway questions. Remember to use the hundreds square from Activity 13 to help you.</p>	<p>Task Use the pack of cards to play a game of Memory. Use a table or the floor to lay the cards out in a rectangle. (7 rows of 7 plus a short row of 3 works well) Place all the cards face down. Take turns to turn 2 over. If they match you keep the cards and have another turn. If they don't match place them back in their spots face down. Repeat until there are no cards left.</p> <p>CHALLENGE Add up your cards that matched. What is your total?</p>	<p>Task When we measure the mass of objects we describe them as 'heavy' or 'light'. Using stencil 16, find the heaviest animal on the seesaw and colour it in.</p> <p>CHALLENGE Identify 10 items in your house or backyard and classify them as heavy or light. Example: Bed = heavy Pencil = light</p>

17. Heavier Than, Lighter Than	18. Weigh This!	19. Balancing Act.	20. Compare the mass
<p>Task When we compare the mass between different objects we use the words 'heavier than' or 'lighter than'. Using stencil 17, compare the mass of the objects and find objects heavier or lighter than the picture.</p> <p>CHALLENGE Find 5 objects that are heavier than and lighter than your shoe. You might find these objects inside or in your backyard.</p>	<p>Task Sometimes to measure the weight of an item we have to use our hands. Find an item in your house that you can hold in one hand. Find 3 items that are a similar size and weigh them in your other hand. Are they lighter or heavier? Record your findings in your workbook.</p> <p>Example My item is an apple. I found that an orange, a water bottle and a plate were heavier than the apple. I found that car keys, a tv remote and tennis ball is lighter than the apple.</p>	<p>Task Using stencil 19, create a number sentence that will equal the same amount so the scale is even.</p> <p>CHALLENGE How many number sentences can you think of for each scale?</p>	<p>Task Using stencil 20, count the blocks to find the mass of each item. Answer the questions at the bottom using full sentences (capital letters, punctuation and appropriate spacing).</p> <p>CHALLENGE Can you think of something that would weigh the same as each item? Record your answers in your workbook.</p>

Stencil 1:

Will, won't and might

Some things will happen. Some things won't happen and some things might happen. Here are some examples:

Will happen

The aeroplane will fly high in the sky

Might happen

I will become an aeroplane pilot.


Won't happen

If I flap my arms, I will fly like a bird.

Answer the following questions.

You need to decide if these things they will happen, won't happen or might happen.

1) She will land safely.




a) Will happen ☐

b) Won't happen ☐

c) Might happen ☐

2) He will catch the ball.




a) Will happen ☐

b) Won't happen ☐

c) Might happen ☐

3) The fish will live in water.

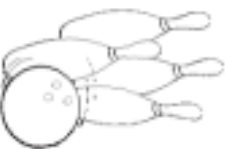


a) Will happen ☐

b) Won't happen ☐

c) Might happen ☐

4) The ball will knock over the pins.




a) Will happen ☐

b) Won't happen ☐

c) Might happen ☐

5) I will get a pet lion for my birthday.




a) Will happen ☐

b) Won't happen ☐

c) Might happen ☐

6) He will kick the ball into the goal.




a) Will happen ☐

b) Won't happen ☐

c) Might happen ☐

7) The ball will go in the net.




a) Will happen ☐

b) Won't happen ☐

c) Might happen ☐

8) My gingerbread man will run away.




a) Will happen ☐

b) Won't happen ☐

c) Might happen ☐

9) The cymbals will make a loud sound.



a) Will happen ☐

b) Won't happen ☐

c) Might happen ☐

Stencil 3:

Will, won't and might

You need to decide if these things they will happen, won't happen or might happen.

- 1) The frog will jump into the water.



- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

- 2) He watermelon will be juicy.



- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

- 3) The house will fall down.



- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

- 4) The pig will fly in the sky.



- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

- 5) The bird will land safely.



- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

- 6) The cat will drink all the milk.



- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

- 7) The butterfly will live in water.



- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

- 8) She will lay an egg.



- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

- 9) The ice will melt in the sun.



- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

- 10) I will eat the whole pizza.



- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

- 11) The vacuum will be loud.



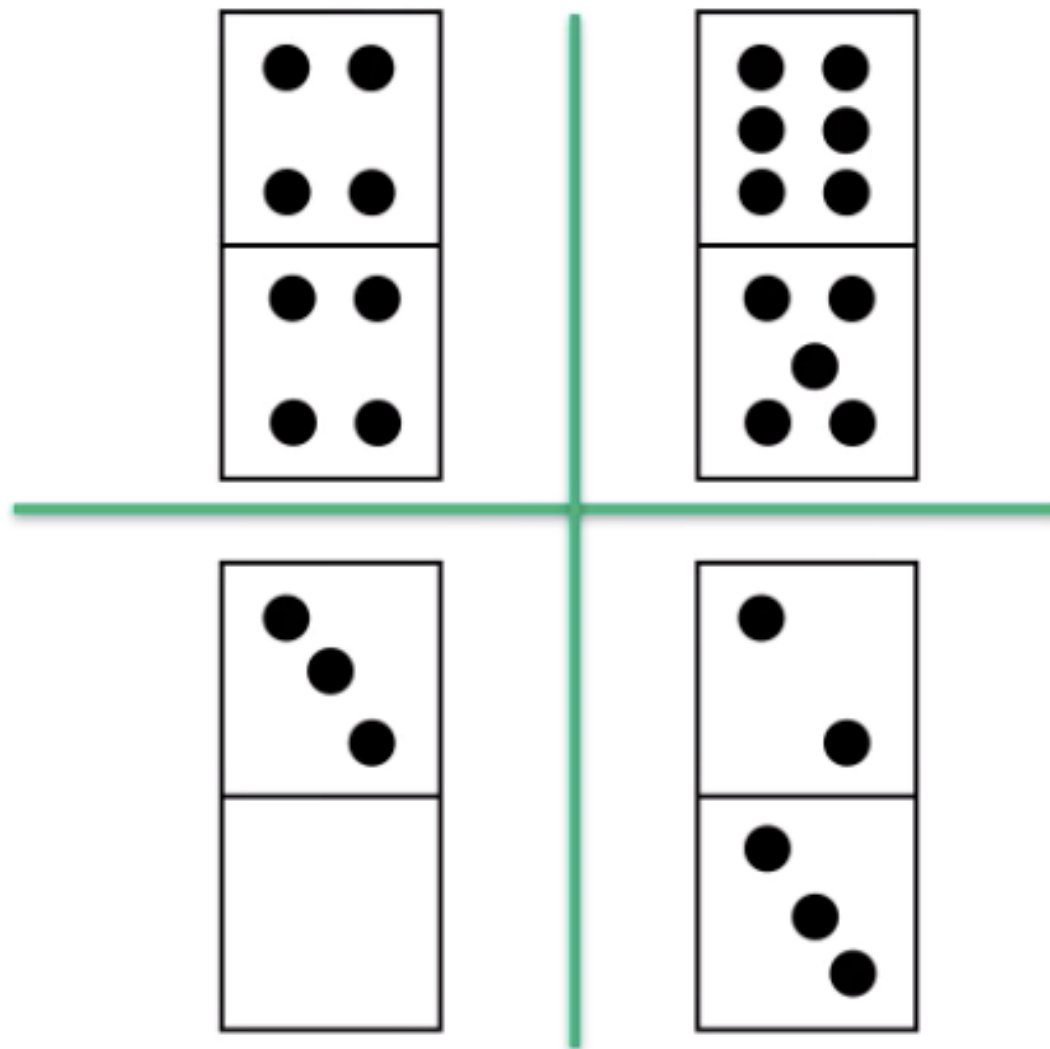
- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

- 12) The dog will chew the bone.



- a) Will happen ☐
b) Won't happen ☐
c) Might happen ☐

Stencil 5:



Stencil 10

2C were having a party to celebrate the end of the year. They each voted for their preferred celebration.



Popcorn and
Movies



Pool Party



Games Day



Picnic at the
Park



Zoo Excursion

The teacher drew a symbol that represents each student's vote below.



1. Use the results to complete this table using tally marks:

Choices	Tally
Pool Party	
Popcorn and Movies	
Picnic in the Park	
Games Day	
Zoo Excursion	

2. Using your table and tally marks, create a picture graph to display the results.

Heading: _____











Number of Votes	8	8	8	8	8
	7	7	7	7	7
	6	6	6	6	6
	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
Choices					






Colour circles in the graph to represent each choice.

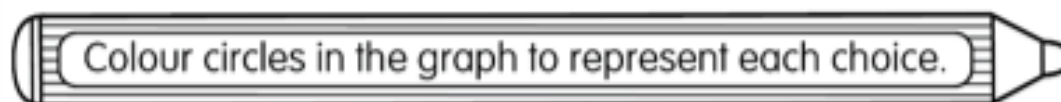


Stencil 11

3. Use the table below to complete the picture graph below:

Favourite After School Activities in 6K				
 Play in the Backyard	 TV	 Sports	 Reading	 Cooking
				

	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩



4. Use the picture graph to answer these questions:

a) What is the most popular after school activity in 6K?

b) What is the least popular after school activity in 6K?

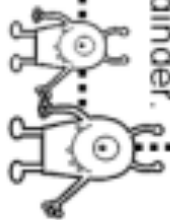
c) How many students voted for Reading?

d) Why do you think the top two were the most popular after school activities?

e) Why do you think the one least popular activity had little votes?

Answer the following questions. Remember to find the facts that **make ten** first, then add on the remainder.
TIP: Use the number lines to help you!

Name: _____



1. $14 + 7 + 6 = 27$



2. $8 + 17 + 3 = \underline{\quad}$



3. $15 + 4 + 5 = \underline{\quad}$



4. $18 + 7 + 2 = \underline{\quad}$



5. $12 + 6 + 8 = \underline{\quad}$



6. $19 + 1 + 3 = \underline{\quad}$



7. $12 + 8 + 2 = \underline{\quad}$



8. $14 + 6 + 9 = \underline{\quad}$



9. $4 + 11 + 26 = \underline{\quad}$



10. $6 + 7 + 34 = \underline{\quad}$



Take Ten

Name: _____



Take Ten from each of the following numbers.

Use the **100 board** to help you solve the problems.

Remember: When we - 10 we just go one square up on the hundred board.

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

1. $13 - 10 = 3$

6. $31 - 10 = \underline{\quad}$

11. $51 - 10 = \underline{\quad}$

16. $68 - 10 = \underline{\quad}$

2. $17 - 10 = \underline{\quad}$

7. $33 - 10 = \underline{\quad}$

12. $52 - 10 = \underline{\quad}$

17. $69 - 10 = \underline{\quad}$

3. $19 - 10 = \underline{\quad}$

8. $38 - 10 = \underline{\quad}$

13. $55 - 10 = \underline{\quad}$

18. $74 - 10 = \underline{\quad}$

4. $22 - 10 = \underline{\quad}$

9. $44 - 10 = \underline{\quad}$

14. $60 - 10 = \underline{\quad}$

19. $81 - 10 = \underline{\quad}$

5. $27 - 10 = \underline{\quad}$

10. $49 - 10 = \underline{\quad}$

15. $64 - 10 = \underline{\quad}$

20. $83 - 10 = \underline{\quad}$

FAST FINISHERS:

Counting back in **tens** what are the 5 numbers that came before: a) 54 b) 86 c) 91

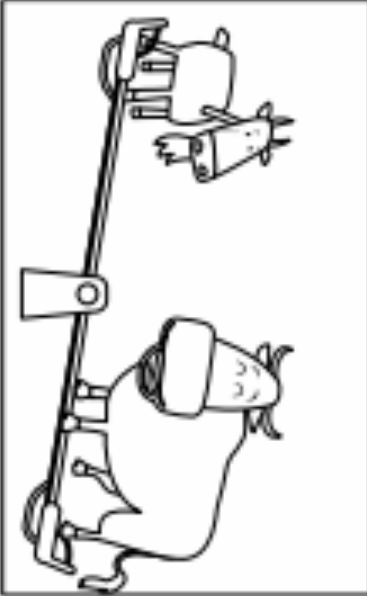
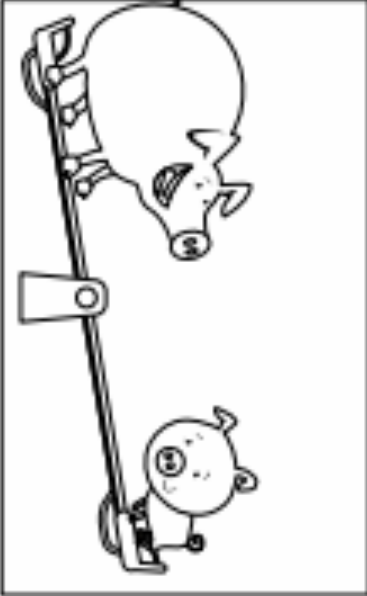
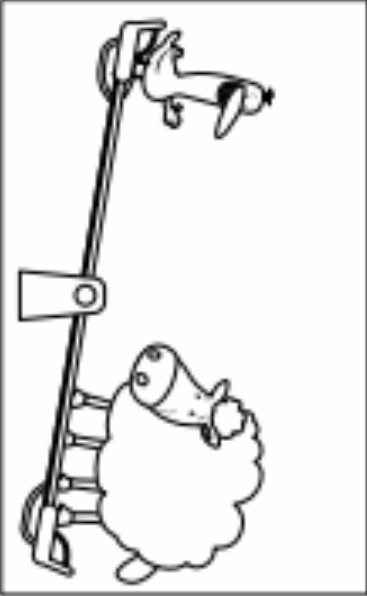
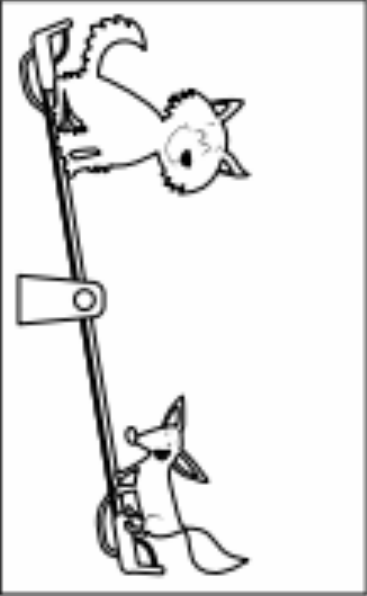
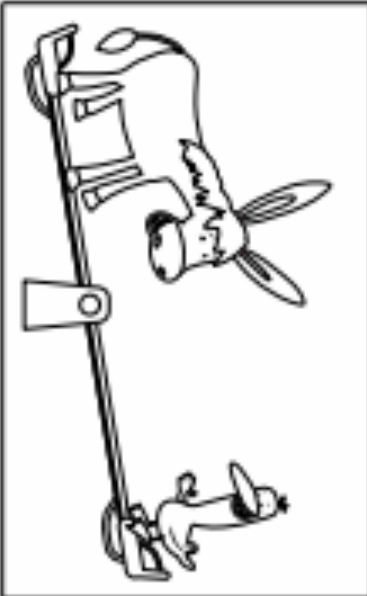
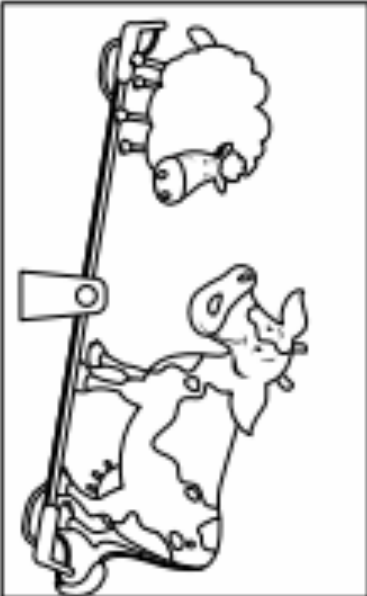

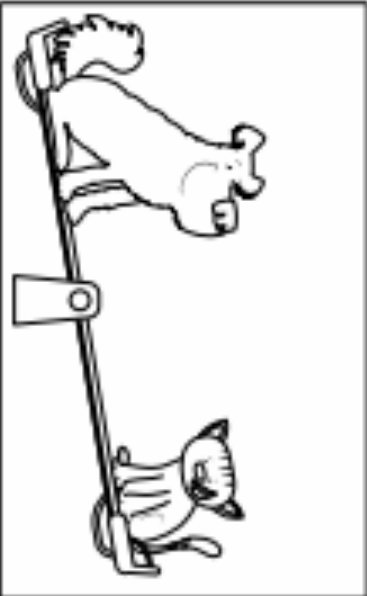
Stencil 16

Which is heaviest?

Name: _____

Circle the heaviest one and colour it.





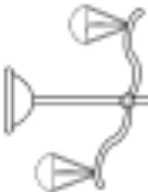

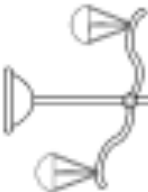

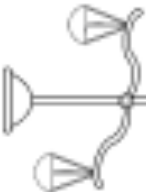




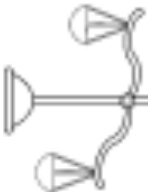

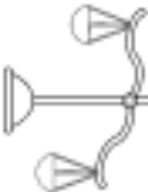

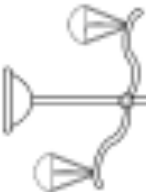
Teach Tally



			
			







Stencil 17

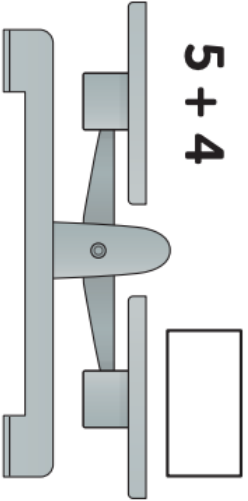
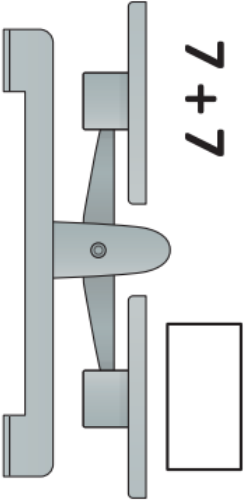
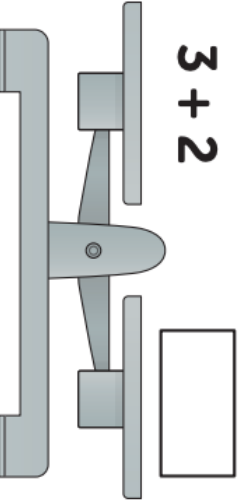
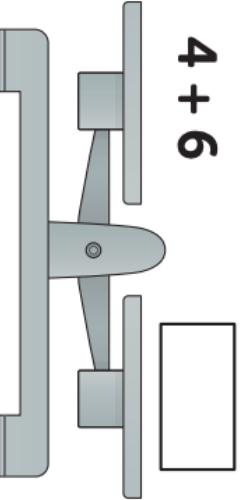
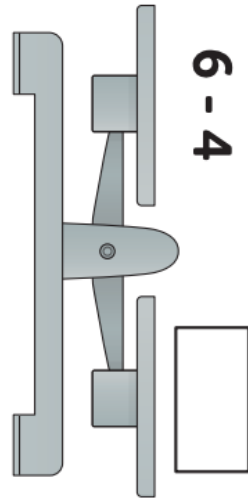
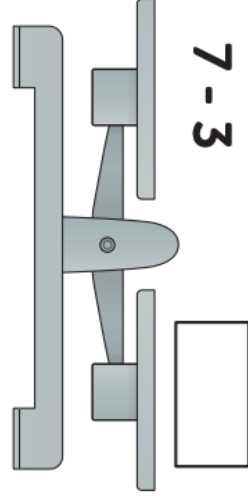
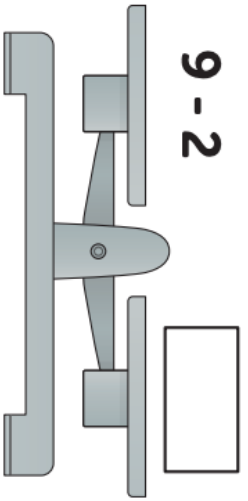
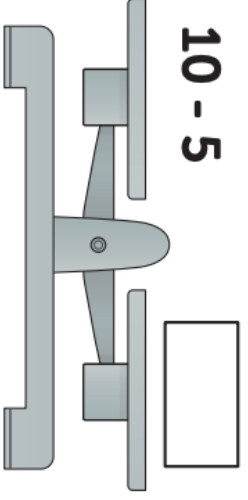
Heavier Than, Lighter Than

Cut and paste the items that are 'heavier than' and 'lighter than' in the boxes provided

					Is lighter than			Is lighter than			Is lighter than
					Is lighter than			Is lighter than			Is lighter than

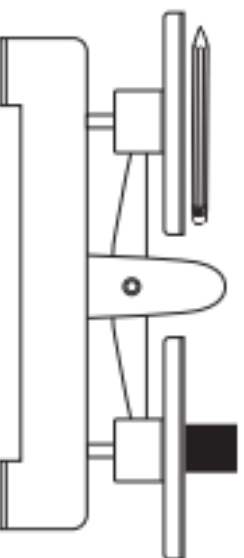
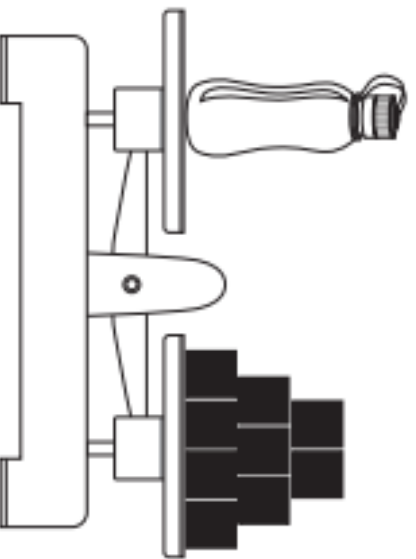
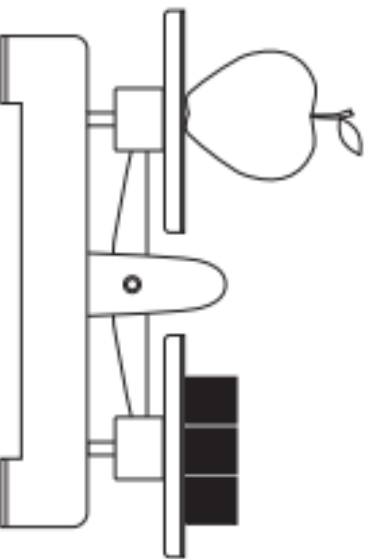
Term 4		Stage 1		Week 2 & 3		Numeracy	
<p>Number Talks: Balancing Equations</p> <p>5 + 4</p>  <p><small>© teachstarter</small></p>	<p>Number Talks: Balancing Equations</p> <p>7 + 7</p>  <p><small>© teachstarter</small></p>	<p>Number Talks: Balancing Equations</p> <p>3 + 2</p>  <p><small>© teachstarter</small></p>	<p>Number Talks: Balancing Equations</p> <p>4 + 6</p>  <p><small>© teachstarter</small></p>	<p>Number Talks: Balancing Equations</p> <p>6 - 4</p>  <p><small>© teachstarter</small></p>	<p>Number Talks: Balancing Equations</p> <p>7 - 3</p>  <p><small>© teachstarter</small></p>	<p>Number Talks: Balancing Equations</p> <p>9 - 2</p>  <p><small>© teachstarter</small></p>	<p>Number Talks: Balancing Equations</p> <p>10 - 5</p>  <p><small>© teachstarter</small></p>

Name _____

Date _____

Mass - Informal Units

① Using the pictures of balance scales, answer the questions below.



a) What is the heaviest item? _____

b) What is the lightest item? _____

c) What is the difference in mass between the stapler and apple? _____

d) Would the results change if we used pop sticks instead of blocks to measure the four items? Explain your answer.

ACTIVITY FOUR WAGOLL

We Are Learning To (WALT): Recognise and describe the element of chance in everyday events

What I am Looking For (WILF): Use events from everyday situations to describe chance using the words: will happen, might happen and won't happen.

Your Task: Think about your day today, what will you do? What might you do? What won't you do? Write 2 ideas for each in your workbook.

Task Support:

I **will** drink water, play with my dog and sleep in my room.

I **might** watch a movie, read a book and go for a run.

I **won't** fly a plane, eat 5 apples or buy a dinosaur today.

The student can....	0 Not Observed	1 Limited	2 Basic	3 Sound	4 High
Use the chance vocabulary (will, might, won't) appropriately					
Identify everyday events that will happen					
Identify everyday events that might happen					
Write using full sentences (capital letters, punctuation and appropriate spacing)					

Activity 10 WAGOLL




We Are Learning TO (WALT) Interpret data from a tally mark grid.




Tally marks are a great way to collect data. It enables you to skip count so you don't have to count each individual result.

When conducting a survey a table is helpful to organise your information.

What I am Looking For (WILF) Use data with pictures and tally marks where one object or drawing represents one data value and describe the displays to answer questions.

Your Task: Use the table of tally marks to colour in the picture graph below. Use the picture graph to answer the questions writing in complete sentences

Favourite Pets – Class 6K			
Tally Marks			
Cat	Dog	Mouse	
			

	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10
	1	2	3	4	5	6	7	8	9	10

What is the most popular pet? A cat is the most popular pet.

What is the least popular pet? A dog is the least popular pet.

How many more people think that cats are there favourite pet? Six more people like cats than the 4 people who like dogs.

How many pets are there altogether? There are 20 pets altogether.

Why do you think dogs are the least popular pet? Of the three pets, a dog is the most expensive pet to buy and keep as a pet.

The student can....	0 Not Observed	1 Limited	2 Basic	3 Sound	4 High
Write a complete sentence to describe the data display. This is a table showing the students of Class 6K favourite pets.					
Explain interpretations of information [animal and how many] presented in the data display. [popular, least popular]					
There are 3 favourite pets and the most popular is a cat.					
Describe information presented in a simple data display. Use the words more, less, altogether most, least in your complete sentences. A mouse is more popular than a dog.					
Write using full sentences (capital letters, punctuation and appropriate spacing)					