Parent support materials

Introduction

English

Maths
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# Maths

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Welcome to Year 1 of the **Parent support materials**.

These Parent support materials include resources and practical ideas for supporting your student's learning@home.

The relevant year level Parent support materials can be printed (recommended in colour) and referring to when completing learning@home **two-week units of work**.

It contains:

- English resources
- Maths resources
- Helpful information.

The **Parent support materials** provide additional activities that can be used with the two-week units of learning provided by the Queensland Department of Education on the [learning@home](https://learning.qld.gov.au) website. These support materials could also be used as standalone resources.
Introduction
Welcome to the English resources section of the Parent support materials.

Reading
Students should be encouraged to read every day for about 20 minutes. Students can read to
you, or you can read to your student. During reading time, select activities to support students to
talk about what they have read.

Contact your school for ideas and information about the type and level of books suitable for your
student if necessary.

Handwriting
Although handwriting is only a short part of the student’s day, it is an important activity. Handwriting
helps students focus on hand–eye coordination to form letters correctly in order to write neatly and
clearly. The handwriting program consolidates the formation of letters.
Reading introduction

Question–answer relationship (QAR)

The question–answer relationship (QAR) strategy assists in improving reading comprehension skills by showing students the relationship between questions about the text and the answers. If students can understand the type of question, they will know where they can find information to answer questions about a text.

The strategy outlines where information to answer questions about a text can be found — In the book or In your head.

In the book questions (Right there and Think and search) are those whose answers are found in the book. These are literal questions and answers.

In your head questions (Author and me and On my own) are those whose answers are developed from the reader’s own ideas and experiences. They are not directly found in the book. These are inferential questions and answers.

Reading activities

The reading activities are designed to help students develop reading skills and explore the language and ideas in the books they read. The reading activities for students to use as part of their daily reading program include:

• Reading activities — fast and fun
  This resource lists a range of quick activities that should take only five minutes or so to complete.

• Reading activity cards
  This resource gives suggestions for reading activities that take longer. For these activities, students may re-read the same book and complete the reading activity over two or three lessons.
Think while you read.

Is the answer IN THE BOOK OR IN YOUR HEAD?

Is the answer 'ON MY OWN'?

Is the answer partly in the BOOK and partly in your HEAD?

'AUTHOR AND ME'.

'RIGHT THERE!'

Do you need to THINK AND SEARCH?

Is the answer RIGHT THERE?
Reading activities—fast and fun

1. Retell the events in order.
2. Act out an event from the story.
3. Make a personal connection.
5. Tell a fact you have learned.

- Choose a sentence from the book.
  - Read it like a robot.
  - Read it like a giant.
  - Read it like a mouse.

- What happens next?
  - If the story continued...

- Share your favourite page...
  - Explain why.
1. **Make a flap book**

   Resources: book, sticky notes with emotion words, base card with the words 'I am' on it, room to add sticky notes for a word and an illustration

   ![I am happy](image)

   Complete the daily reading routine. Choose a book about emotions.
   Have students add sticky notes with emotion words to the 'I am' base card and draw a picture to match. Have students share their reading with others.

2. **Picture hunt**

   Resources: book, sticky notes

   Write a number of nouns taken from the chosen book on sticky notes, for example: birds, boy, dog. Have students find the matching pictures in the book and add the sticky notes on the pages where the words are found.

3. **Pictures tell a story**

   Resources: book with images

   Have students retell the story to you using only the pictures. If possible, write down the student's retelling for them to read back to you.
4. **Speech bubbles**
   Resources: book with images, sticky notes with speech and thought bubbles drawn on them

Add sticky notes above the heads of characters on some pages of the book.
Have students write what the character may be saying or thinking (approximations are fine). Concentrate on emotions, for example: I am happy.

5. **My favourite character**
   Resources: book, sticky notes
   Ask students to find their favourite character or picture in the book. Have students describe the features of the character, for example: short, curly tail; pink fluffy ears. If possible, have students write the descriptions on sticky notes and add them to a picture of that character (either in the book or one they have drawn themselves).

6. **What is the character doing?**
   Resources: book, sticky notes
   Look through the pictures and write any verbs (actions) on sticky notes that describe what the main character or characters are doing. Students can make up silly actions as well.

7. **Punctuation hunt**
   Resources: book, punctuation cards or sticky notes
   Read through some of the book with students. Make sure you exaggerate the use of punctuation OR try reading some sections without using the punctuation and see if students can pick what is missing.
   Ask students to find an example of each of the punctuation examples in the book (if possible). Place the sticky note with the correct punctuation next to where it is found on the page. When complete, have students show you the punctuation found and read the sentence to you with correct use of punctuation.
8. **Draw it**

Resources: paper, coloured pencils

Have students draw a picture or series of pictures about the book. Discuss the pictures with students. Have the student retell the story to you.

9. **Connect it**

Resources: paper, coloured pencils

Have students draw a picture of a connection they have to the story read. Give students some prompts, for example: I remember when … This reminds me … Have students talk to you about the picture and why it is similar to something that has occurred in the book.

10. **Word of the week**

Resources: Word of the week chart

Have students find their favourite word in the book and add it to a Word of the week chart.

```
<table>
<thead>
<tr>
<th>My word of the week is:</th>
<th>My word of the week is:</th>
<th>My word of the week is:</th>
<th>My word of the week is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have used it</td>
<td>I have used it</td>
<td>I have used it</td>
<td>I have used it</td>
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</tbody>
</table>
```
11. Ask me a question

Resources: question cards

Create question cards with the words: Who? Where? What? When?

Have students create questions for you or a partner about the book they have read. See if the partner can answer the questions that students ask. You might need to model some examples for them first.

12. Write a sentence (or more)

Resources: strips of paper with sentences from the book written on them, scissors

Have students cut up the sentence strip into individual words and then place the sentence back together again. Have students read the reconstructed sentences to a partner.

13. Listen to me

Resources: book, recording software or recording device

Have students record their reading with as much expression as possible using a recording device or software (for example, Audacity), and play back to check for fluency.

14. Story map

Resources: paper, coloured pencils

Have students draw the setting of the story and show some of the actions of the characters across that setting. Have students retell the story (or that section of the story) using their story map.
Before reading

Think about the following.
What do I already know?

I wonder ...

I predict ...
After reading

Were my predictions correct?

This book was about …

The most important thing I remember …
During reading: Reading strategies for unknown words and making meaning

This sheet provides prompts and questions that support the development of students’ reading strategies.

<table>
<thead>
<tr>
<th>Name of strategy</th>
<th>Say to students:</th>
<th>Ask the students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting</td>
<td>• Look at the front cover of the book.</td>
<td>• What do you think this story will be about?</td>
</tr>
<tr>
<td></td>
<td>• Read the title.</td>
<td>• What characters might there be in this story?</td>
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<tr>
<td></td>
<td>• Look at the illustrations/pictures in the book.</td>
<td>• What do you think might happen?</td>
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<tr>
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<td></td>
<td>• What words would you expect to read in this story?</td>
</tr>
<tr>
<td>One-to-one correspondence</td>
<td>• Point to each word as you read.</td>
<td>• Did the words match what you read?</td>
</tr>
<tr>
<td>Pointing to each word while reading</td>
<td></td>
<td>• Were there enough words?</td>
</tr>
<tr>
<td></td>
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<td>• Did you run out of words?</td>
</tr>
<tr>
<td>Identifying known words</td>
<td>• Point to the word ______ and then read it.</td>
<td>• Do you think it looks like the word ______?</td>
</tr>
<tr>
<td>Sounds in words</td>
<td>• Look at the first letter in the word.</td>
<td>• What is the first letter in this word?</td>
</tr>
<tr>
<td></td>
<td>• Say the first sound of the word.</td>
<td>• What sound does this letter make?</td>
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<tr>
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<td>• Look for other letters you know in the word.</td>
<td>• What other letters can you see in this word?</td>
</tr>
<tr>
<td></td>
<td>• Look for a small word inside the big word, for example: ‘at’ in ‘cat’.</td>
<td>• What sound could that letter make in the word?</td>
</tr>
<tr>
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<td>• Does it have a small word you know in the bigger word?</td>
</tr>
<tr>
<td>Name of strategy</td>
<td>Say to students:</td>
<td>Ask the students:</td>
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</tbody>
</table>
| **Reading on**                    | • Leave the unknown word and keep reading to the end of the sentence.  
• Go back to the unknown word and have another go.                                                                                                         | • What do you think the word might be now?  
• What would make sense?                                                                                                                       |
| *Reading on to the end of the sentence to gain context clues* |                                                                                                                                                                                                                |                                                                                                           |
| **Re-reading**                    | • You almost got that right. There was something that didn’t make sense (sound right) on this page.  
• Point to the difficult word/s.  
• Look at the letters you know in the word/s.  
• Read that again and think about what else would make sense.                                                                                       | • Does _______ make sense?  
• What’s wrong with what you read?  
• Can we say it that way?  
• Does that look right?  
• See if you can find what was wrong.                                                                                                              |
| *Going back and reading some of the text again* |                                                                                                                                                                                                                |                                                                                                           |
| **Self-correcting**               | • You made a mistake on this page.  
• I like the way you found out what was wrong all by yourself.                                                                                                                                                | • Can you find it?  
• How did you know it was wrong?  
• Were you right?                                                                                                                                       |
| *Where the reader corrects an error in their reading themselves* |                                                                                                                                                                                                                |                                                                                                           |
| **Confirming**                    | • Retell what has happened in the story.  
• Predict what might happen next.                                                                                                                        | • What do you think the word might be?  
• Do the letters and sounds match the word you read?  
• Were your predictions correct?  
• Do your predictions match what you read?                                                                                                          |
| *Checking that predictions at word level and story level are accurate* |                                                                                                                                                                                                                |                                                                                                           |
This chart is a useful tool to show where letters should be placed on handwriting lines. Consider displaying this for easy reference.

Alphabet chart

a A b B c C d D e E f F g G h H i I j J k K l L m M n N o O p P q Q r R s S t T u U v V w W x X y Y z Z
This chart shows how letters are formed.
Cut along the dotted lines.

Either, apply glue along the top...

... and attach underneath the letters

Or, use alongside as a separate sheet.
Handwriting poster

**Posture**
- Their eyes are a reasonable distance from the writing surface.
- The writing arm has enough room to move freely.
- The non-writing arm is resting comfortably on the desk.
- The lower back is supported so the student can sit up straight rather than leaning over the paper or leaning on one arm.
- The thighs are parallel to the ground.
- The height of the chair allows the feet to lie flat on the floor or a stable raised object (e.g., a pile of telephone books).

**Paper position**
- **Left hand paper position.**
  - The paper is turned in a **clockwise** direction.
  - The paper is to the left of the midline of the body.
  - The arm is parallel to the paper.
- **Right hand paper position.**
  - The paper is turned in an **anticlockwise** direction.
  - The paper is to the right of the midline of the body.
  - The arm is parallel to the paper.

**Pencil grip**
- **Left hand grip.**
  - The height of the desk or table is approximately level with their waistline when sitting and elbows are level with the tabletop.
  - The knees are at an angle of approximately 90 degrees and the calves are clear of the seat edge.

- **Right hand grip.**
  - The pencil is held between the thumb tip and the index finger.
  - The pencil rests near the first joint on the middle finger.
Warm-up for handwriting

Finger lifts

Place both your hands and forearms flat on the table.

Keeping your wrists on the table, lift a finger up for a moment and then put it back down.

Lift each finger in turn.

Repeat 10 times.
Shake it out

Hold your hands out in front of you.

Now, shake your fingers as hard as you can for a few seconds. Try to shake them right off your hand!

Now, relax.

Repeat five times.
Finger pinch

Bring your thumb together with the tip of your first finger,

then your second,

third

and fourth.

Repeat five times.

Variation

1. Try with one hand at a time.
2. Try with your eyes closed.
Palm taps

Put your hands on the table palms up.

Bend your thumb in to gently tap the palm of your hand.

Now bend the next finger and the next.

Continue with the next two fingers.

Repeat 10 times.
Circles from the wrist

Tuck your elbows down by the side of your body and hold your forearms straight out in front of you.

Make fists with your hands and then rotate your wrists in a circular motion, first one way and then back the other way.

Repeat 10 times.

Clench and release

Make fists with your hands. Squeeze tight, then release.

Repeat 10 times.
Caterpillars

Put your hands flat on the table.

Use your fingertips to pull the rest of your hands along, arching them like a caterpillar.

Then stretch back out again.
Monkey grip

Join your hands

in monkey grip

and try to pull your hands apart.

Pull for a count of five.

Repeat five times.
People walking

Pretend your fingers are people.

Walk them across the table

and back.

Repeat five times.
Introduction

Welcome to the Maths resources section of the Parent support materials.

Maths box

You may like to build a Maths box (for example: a plastic storage container with a lid, or a cupboard). In the early years of school, hands on materials can be helpful for supporting mathematical understanding.

Suggested resources for your Maths box

- Balance scales
- Beads for threading and counting
- Calculators
- Calendar samples
- Chalk
- Set of foam / magnetic numbers
- Collection of materials (toys, blocks, counters, beans, buttons, paperclips, ice-cream sticks, plastic animals, etc.)
- Dice (six-sided) — dots
- Digital and analog clocks
- Camera (digital, mobile phone, or tablet device)
- Dominoes or domino cards
- Funnel
- Linking cubes or building blocks

- Magazines/catalogues
- Materials and tools (playdough, modelling clay, boards, rice, sand, etc.)
- Packs of playing cards
- Paper bags / plastic plates / plastic cups (disposable)
- Pegs
- Play equipment (sand, water, collage, paint, etc.)
- Ribbons / shoelaces / string / wool / elastic
- Straws / pipe-cleaners / matchsticks
- Sticky notes
- Timing devices (hourglass, egg timer)
- Various containers for liquids (scoops, spoons, jugs, egg cups, bottle caps)
Day and time words

Monday

Tuesday

Wednesday

Thursday

Friday
Saturday
Sunday
yesterday
today
tomorrow
Digital clock

Instructions

1. Fold the digital clock along the fold line as shown.

2. Thread cardboard strip A (numbers 1 to 12) through the slits marked A on the digital clock.

3. Glue or tape rectangle A under the number 1 to make a circle.

4. Thread cardboard strip B (numbers 0 to 5) through the slits marked B on the digital clock.

5. Glue or tape rectangle B under the number 0 to make a circle.

6. Thread cardboard strip C (numbers 0 to 9) through the slits marked C on the right of the digital clock.

7. Glue or tape rectangle C under the number 0 to make a circle.
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Folded cards

Use the folded cards to make two-digit numbers.

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Number cards — 5s skip counting pattern

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### Number cards — 10s skip counting pattern

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Number track to 20

1 2 3 4 5
6 7 8 9 10
11 12 13 14 15
16 17 18 19 20
Number track to 100

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</tbody>
</table>
Seeing double

I saw some shoes for my son.
2 new shoes –
Double 1.

I saw a cow that likes to chew.
4 legs on a cow –
Double 2.

I saw a beetle in a tree.
6 little legs –
Double 3.

I saw a spider on the toilet door.
8 long legs –
Double 4.

I saw some gloves for my friend Ivy.
10 silk fingers –
Double 5.

I saw some eggs for a cupcake mix.
12 white eggs –
Double 6.

I went on a holiday with my friend Kevin.
14 days –
Double 7.

I saw two octopuses on a date.
16 legs –
Double 8.

I saw my friend playing ‘Double nine’.
18 dots –
Double 9.
<table>
<thead>
<tr>
<th>eleven</th>
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<td>eighteen</td>
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<td>nineteen</td>
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Mathsercise is a group of activities designed to support your students' knowledge of the number facts, number computation and content that underpins their understanding of mathematics.

The activities are organised into four sections:

- Today’s number
- Number facts
- Let’s calculate
- Everyday maths.

Doing the same activity multiple times will help the students work towards being flexible and confident mathematics learners.

Today’s number

With Today’s number, students may choose a number or several numbers and then answer some of the activities.

Number of the day

Have the students select and record a number, for example:

24

Choose some activities from the following options:

<table>
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<tr>
<th>Activities</th>
<th>Examples</th>
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<td>twenty-four</td>
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<tr>
<td>Show in tens and ones</td>
<td>2 tens 4 ones</td>
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<td>Add ten more</td>
<td>34</td>
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<td>Show ten less</td>
<td>14</td>
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<td>Count back two</td>
<td>22</td>
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<tr>
<td>Write the number before and after</td>
<td>23, 25</td>
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<tr>
<td>Write an addition number sentence to equal today’s number</td>
<td>20 + 4 = 24</td>
</tr>
<tr>
<td>Write a subtraction number sentence to equal today’s number</td>
<td>30 – 6 = 24</td>
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Pick a number
( use a pack of 1–100 cards)
Have the students:
• pick ten cards
• place the cards facedown
• turn two cards over
• decide whether to count on or count back from one card to the other.

Sequence a number
( use a pack of 1–100 cards)
Have the students:
• pick several cards
• sequence them from largest to smallest or smallest to largest.

Number facts

To develop an understanding of Number facts, students need opportunities to:
• practise facts so that they can recall facts with fluency
• look for number patterns
• learn related facts together.
When learning number facts students can nominate:
• facts I know well
• facts I do not know
• facts I can work out.
Visual models can be used to help students to learn number facts and to thoroughly develop knowledge.

Practise ‘Use counting’
• Give an addition problem ( use a start number of 1–8) and ‘count on one’ ( for example: 6 add 1) or ‘count on two’ ( for example: 6 add 2).
• Have the student show the addition problem using the number track ( for example: 6 add 1).

• Repeat using other addition number stories.
Practise ‘Use double’

• Use empty jars and, for example, place four cubes in the first jar and four cubes in the second jar. Have the student find the total (for example: 4 and 4 is 8 or double 4 is 8).

• Repeat using other addition number stories.

Make ten trains

• Give students 20 linking cubes or building blocks (10 in one colour, 10 in another colour). Have the student make a train of ten using the combination of linking coloured cubes.
• Say and record the representation for 10 (for example: 5 orange cubes and 5 green cubes is 10).

• Repeat to show other representations for 10.

Think addition

• Have the students represent related number facts using materials including number fact grids, fact family triangles and part–part–whole models. For example:
Dominoes
Give students a set of dominoes and ask them to:
• lay out all the dominoes with the dots showing
• point to a domino and ask what is the total number of dots
• sort the dominoes into matching pairs according to the total number of dots
  (for example: $5 + 2 = 4 + 3$, both have a total of 7).

Let’s calculate
In the Let’s calculate section, students develop computational fluency. When teaching for understanding, students can begin by using materials and visual representations and then move along to symbolic representations. The use of materials is appropriate for assisting students in their mathematical development. The use of materials will change as students become increasingly proficient.

Make addition sentences
Deal three cards from a pack of 0-9 card, and ask the student to:
• use addition and subtraction to make as many different number sentences as possible
• say the total of the number sentence
  (for example: cards 3, 4, 5 is $3 + 4 = 7$, $5 - 3 = 2$, $5 + 4 + 3 = 12$).

Show ten
Have the students:
• show different combinations for 10 using counters of two different colours and a ten frame
• verbalise the ‘use 10’ addition facts they created
• record each combination using the part–part–whole model and as a number sentence (on a strip of paper) and place under the ten frame. For example:

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<tr>
<td>4</td>
<td>6</td>
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<td>10</td>
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$4 + 6 = 10$

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<tr>
<td>7</td>
<td>3</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
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$7 + 3 = 10$
Frog jumps

Have students:

• create a subtraction problem (use a start number from 3 to 10) and use ‘take away one’ or ‘take away two’, ‘one less than’, ‘two less than’ (for example: 8 take away 2, 2 less than 8)
• show the subtraction problem using the number track, for example:

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

• say the subtraction (for example: 8 take away 2 is 6)
• repeat using other subtraction number stories.

Addition and subtraction stories

Have students say:

• an addition problem (for example: I have 10 blocks and 5 more blocks. How many do I have altogether?)
• a subtraction problem (for example: 15 children are playing soccer on the school oval. 5 players leave the field to get a drink of water. How many children are left on the school oval?).

Ask students to model the addition/subtraction number sentence using materials:

Demonstrate how to record the whole (for example: 10 + 5 = 15 and 15 – 5 = 10).
Bowling bottles

• Set up 10 plastic bottles or cans (partly filled with sand) on the floor and decide from how far away to bowl, then roll a small ball to knock over some of the bottles.

• Have students count how many bottles are left standing, then say the whole subtraction story (for example: There are 10 bottles. I bowled 6 over. There are 4 bottles left. 10 take away 6 leaves 4).

How many left?

Place a number of items (up to 20) in a container and tell students how many are in the container. Have the students:

• remove one or two items
• work out how many are left by starting with the number in the container, then counting back
• say the subtraction out loud.

Everyday maths

In Everyday maths students can be asked any practical mathematical questions that will help them in everyday life.

Time

Have the students use a calendar (for the current year) to:

• identify and order days of the week
• identify today, tomorrow, yesterday, day after, day before
• say months of the year
• identify day, date and month.

Duration of time

Have the students make comparisons of durations of time, for example:

• short/long time, shorter/shortest time, longer/longest time
• fast/slow
• suggest activities that take a month, a week, a day, an hour
• use a clock (analog and digital)
• ask about o’clock and half-past times.
Length
Have the students make comparisons of objects that are:
• longer/shorter, longest/shortest
• wider/narrower, widest/narrowest
• thicker/thinner, thickest/thinnest
• taller/shorter, tallest/shortest.

Capacity
Have the students make comparisons of objects/containers that:
• are full/empty
• hold more than/hold less than
• hold as much as
• hold the most/hold the least.

Location
Have the students follow directions by moving:
• forwards/backwards/sideways
• left/right
• clockwise/anticlockwise.