Erina Heights Public School
Learning from Home – Early Stage 1

Term	1	2	3	4						
Weeks	1	2	3	4	5	6	7	8	9	10	11

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	KG Zoom Link	KT Zoom Link		
Morning	**Reading Eggs**	**Reading Eggs**	**Reading Eggs**	**Reading Eggs**	**Reading Eggs**
	Sounds - wh Find things around the house that start with 'ch'	**Sight Word Activities** • Beat the Clock • Sight word chains	**Sounds – er** Have an adult help you write all the words you know with the 'sh' sound	**Sight Word Activities** • Snap • Sight Word Classification	**Sounds - ee** Read a book and find all the 'th' words
	Writing Task 1 Silent e Silent e again	**Writing Task 2** Edward the Emu	**Writing Task 3**	**Writing Task 4**	**Writing Task 5**
	Recess Break				
Middle	**Maths** **Lesson 1** Numbers that make 10	**Maths** **Lesson 2** How many more make 10?	**Maths** **Lesson 4** Solving problems	**Maths** **Lesson 1** Combining, separating and comparing	**Maths** **Lesson 2** Counting forward
	Manga High	**Manga High**	**Manga High**	**Manga High**	**Manga High**
	Lunch Break				
Optional Activities	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

Week 3 Writing Task 1

Write cvc words (consonant, vowel, consonant) with the given vowel as the middle sound.

'a' e.g. mat, can, dad

'e' e.g. bed, pet, leg

'i' e.g. fin, rip, dig

'o' e.g. rod, hop, fox

'u' e.g. mud, hut, run

Watch the following videos about the silent 'e';
https://www.youtube.com/watch?v=mxVWScxs0sc

https://www.youtube.com/watch?v=6j5dVs4QLpw

Silent 'e' (also known as bossy 'e' or magic 'e') makes the vowel say its name. Write the silent 'e' on a paddle pop stick and place it at the end of the cvc words you wrote. Did it make another word? If so, you may like to write them in your book.

Week 3 Writing Task 2

Watch 'Edward the Emu' –
https://www.youtube.com/watch?v=OP74MJ3CMuU

Write down any rhyming words that you can hear/see in the story. Once you have finished, try reading them to an adult.

What is your favourite animal? Why?

My favourite animal is _____

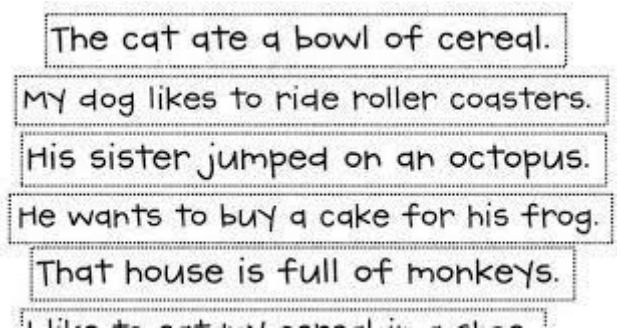
because _____

Remember to check;

- If you have a capital letter at the beginning of each sentence and the correct punctuation at the end.
- Spacing between words
- If your sentence makes sense - reread your sentence each time you write a new word.

Week 3 Writing Task 3

Silly Sentences are a lot of fun. Your pack contains silly sentences that you can cut up. Some have a red border and some have a blue border. Join them together to make a silly sentence. Write two or three below. Highlight any sight words you know.



Write one of your own. Highlight any sight words you know.

Draw a picture to match your sentence.

Week 3 Writing Task 4

Unjumble the sentence and write it below.

his on Finn the
Here sled
hill. down comes

Write a sentence about an activity that you like to do.

Draw a picture to of you doing your activity.

Week 3 Writing Task 5

What event would you like to do if you were able to represent Australia at the Olympic Games? Why?

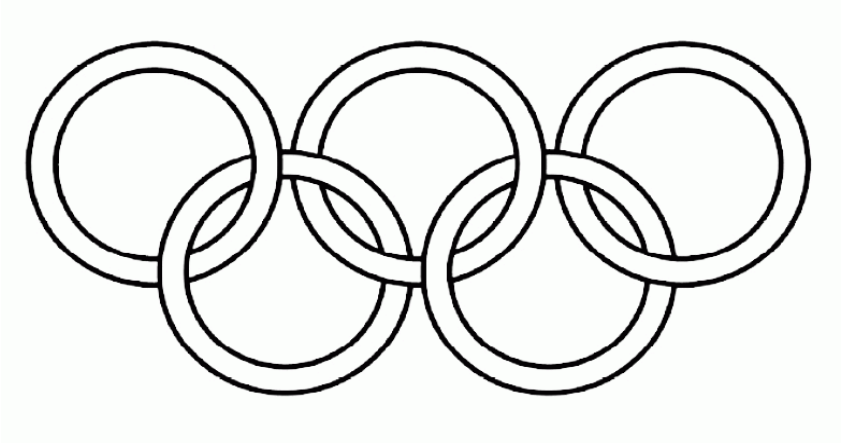
If I went to the Olympics...

Remember to check;

- If you have a capital letter at the beginning of each sentence and the correct punctuation at the end.
- Spacing between words
- If your sentence makes sense - reread your sentence each time you write a new word.

There are 5 rings on the Olympic flag. Blue stands for Europe. red represents the Americas, greens stands for Oceania, black represents Africa and yellow stands for Asia.

Colour the rings in the correct colour.



Write a sentence about why physical activity is good for us.

EARLY STAGE 1 MATHS

Number and Algebra

MAe-5NA

Addition and Subtraction

Unit 3

Sydney Distance Education

NSW Government Education

Language for Students

Students need to hear, learn, understand, apply and use the terms in this list: **all together**, **combines with**, **how many more**, **makes**.

Glossary for Supervisors

- **combines with:** to join two groups of objects or two numbers

There is also a range of mathematical terminology and concepts used throughout this unit to provide further information and explanation for the supervisor only.

In Early Stage 1, students are encouraged to:

- describe mathematical situations, make choices about how to solve problems and explain the strategies used to answer problems.
- look at and explore their environments and use what they see to further their mathematical learning and understanding.
- participate in hands-on activities that involve manipulating materials.

Numbers that Make 10

Supervisor Information

Materials you will need:

- **Lesson 1: Resource Sheet 1** and **2**
- objects of the same type, eg. apples, marbles
- scissors

In this lesson the student will be learning to:

- create and recognise combinations for numbers to ten.

Background Information

The Supervisor should **not** use the words **add**, **addition**, **plus, subtract, subtraction** and **minus**. The student is introduced to the concepts but will not use these words at this time.

The student will be learning about pairs of numbers that make ten. They are not expected to know these pairs of numbers from memory at this stage.

In Early Stage 1, the word **makes** is used instead of the word **equals** when combining two numbers. For example, six objects combined with four objects **makes** ten objects.

Supervisor Working with Student

Cut out the cards for the **Matching Pairs** game on **Lesson 1: Resource Sheet 1** and **2**. The cards are in pairs with the same animal on them and numbers that make ten when combined. Do not point out that the numbers make ten before or during the game. Place all the cards face down on a table and shuffle them.

We are going to play a game called Matching Pairs. Turn over two cards. If the cards have the same animal on them, then place the matching pair of cards in a pile. If they do not match, place them face down on the table. It is now the next players turn.

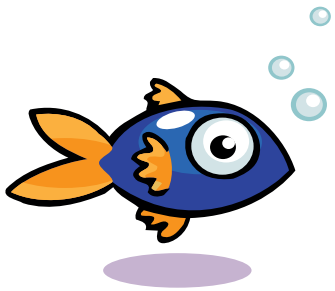
Repeat these steps until all the cards are matched.

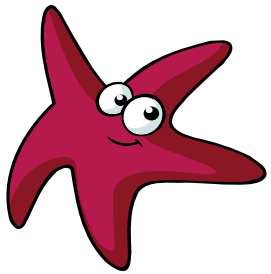
Look at the numbers on all of the pairs of matching cards. We are going to combine them.

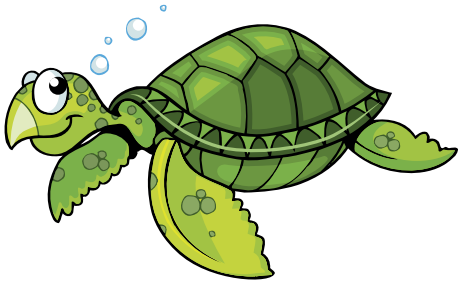
Give the student groups of counters that match the numbers on each pair of cards. Count the number of counters in each group, combine them and then count the total number of counters.

What number did you get when you combined each pair of counters?

These pairs of numbers make ten when they are combined.







Place ten objects of the same type in front of the student. For example you could use, toys, rocks, forks or pencils.

We are going to create and say pairs of numbers that make ten.

Place a group of two objects and a group of eight objects in front of the student.

Count how many objects are in each of these groups. (2 and 8)

Combine these groups to make one group. Count how many objects are in this new group. (10)

You combined two objects with eight objects and made ten objects.

- Place the objects listed below in front of the student. Using the instructions above, ask the student to create pairs of numbers that make ten.
- a group of three and a group of seven (combined 3 objects with 7 objects and made 10 objects)
- a group of four and a group of six (combined 4 objects with 6 objects and made 10 objects)
- a group of seven and a group of three (combined 7 objects with 3 objects and made 10 objects)

Place two objects in front of the student.

How many objects is this? (2)

How many more objects do I need to make ten? Count aloud as you place objects with this group until you reach the number ten.

How many objects did you place with this group? (8)

You combined two objects with eight objects and made ten.

Place five objects of the same type in front of the student.

Count this group of objects. (5)

How many more objects do I need to make ten? Count aloud as you place objects with this group until you reach the number ten.

How many objects did you place with this group? (5)

You combined a group of five objects with another group of five objects and made a group of ten objects.

Place a group of four objects of the same type in front of the student.

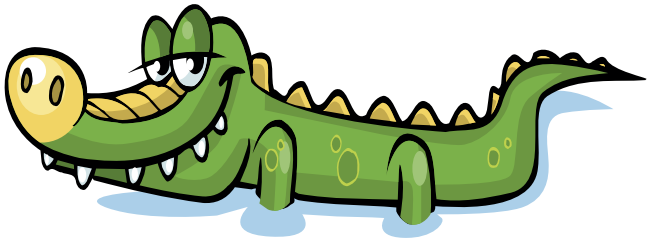
Count this group of objects. (4)

How many more objects do I need to make ten? Count aloud as you place objects with this group until you reach the number ten.

How many objects did you place with this group? (6)

You placed six objects with a group of four objects and made a group of ten objects.

- Place the objects listed below in front of the student. Using the instructions above, ask the student to find how many more are needed to make ten.
- a group of six (placed 4 objects with 6 objects and made 10 objects)
- a group of seven (placed 3 objects with 7 objects and made 10 objects)



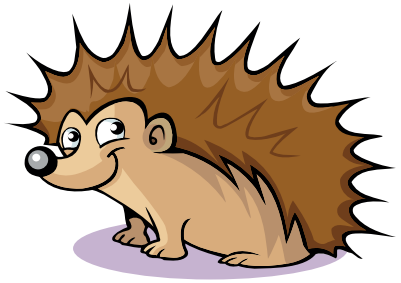
You are now going to use objects to form pairs of numbers that make ten. Find ten objects of the same type.

Walk around your local environment and find ten objects of the same type. Examples are: shoes, food, toys, rocks, flowers or sticks.

I am going to tell you different numbers and I want you to use the objects you have found to make these numbers. You will then combine and count how many altogether.

Listen to the student's explanations carefully to check they have fully understood the pairs of numbers that make ten. The students can use different objects for each question.

- **Make a group of three objects and a group of seven objects. Combine them and tell me how many you have now.** (3 objects combined with 7 objects makes 10)
- **Make a group of eight objects and a group of two objects. Combine them and tell me how many you have now.** (8 objects combined with 2 objects makes 10)
- **Make a group of six objects and a group of four objects. Combine them and tell me how many you have now.** (6 objects combined with 4 objects makes 10)

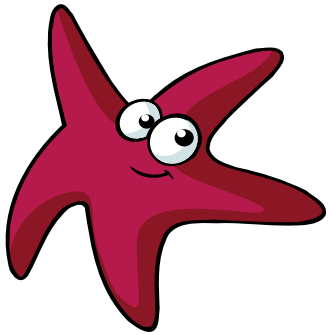


Now it is time to find how many more make ten.

I am going to tell you different numbers and I want you to use the objects you have to make these numbers. Next you will place more objects with your group until you have ten altogether. You will then tell me how many more you needed to make ten.

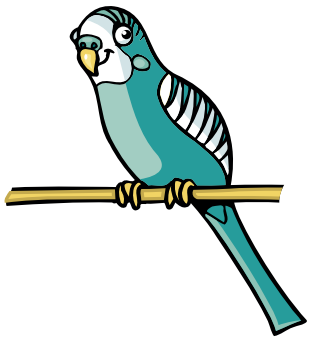
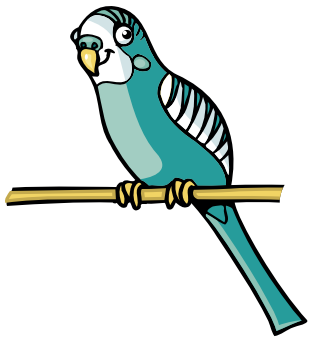
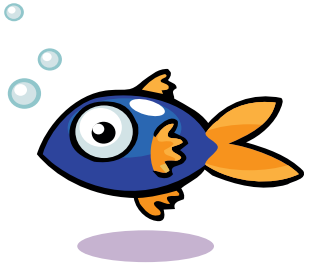
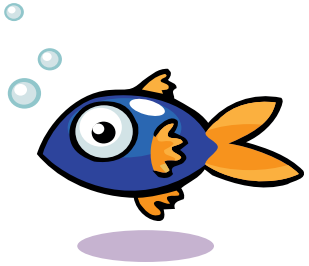
Listen to the student's explanations carefully to check they have fully understood how many more are needed to make ten. The students can use different objects for each question.

- **Make a group of eight objects. Place objects with the group until you have ten. How many objects did you place with the group?** (2) **Tell me what you did.** (placed 2 objects with 8 objects and made 10)
- **Make a group of three objects. Place objects with the group until you have ten. How many objects did you place with the group?** (7) **Tell me what you did.** (placed 7 objects with 3 objects and made 10)
- **Place one object in front of you. Place objects with it until you have ten. How many objects did you place with it?** (9) **Tell me what you did.** (placed 9 objects with 1 object and made 10)
- **Make a group of six objects. Place objects with the group until you have ten. How many objects did you place with the group?** (4) **Tell me what you did.** (placed 4 objects with 6 objects and made 10)



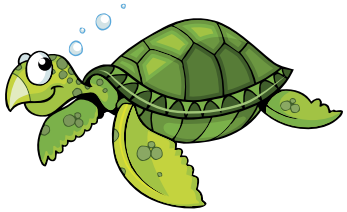
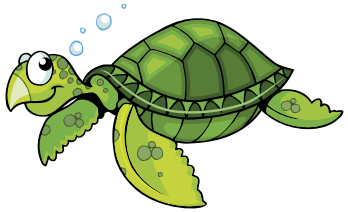
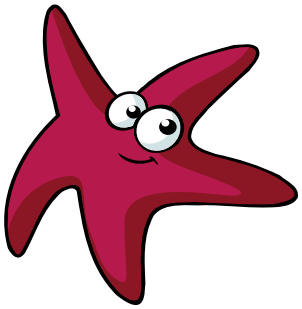
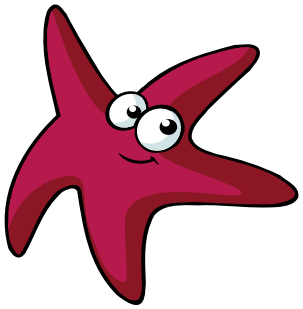
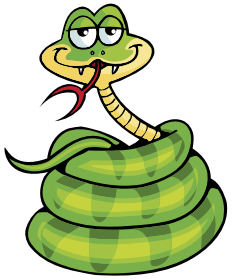
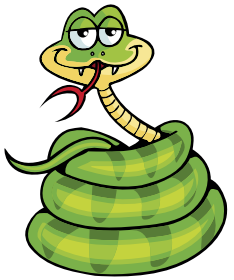
Lesson 1: Resource Sheet 1

Matching Pairs Game

 1	 9	 2	 8	 2
 1	 9	 3	 7	 8

Lesson 1: Resource Sheet 2

Matching Pairs Game

 3	 7	 5	 5	 5
 4	 6	 4	 6	 5

How Many More Make 10?

Supervisor Information

Materials you will need:

- counters
- **Lesson 2: Resource Sheet 1**
- coat hanger
- pegs

In this lesson the student will be learning to:

- combine, separate and compare a range of numbers represented with objects.

Background Information

Please keep the ten frame on **Lesson 2: Resource Sheet 1**. The student will need to use it in **Lesson 3** and **Lesson 4**.

Watch and Learn

Watch the video for **Addition and Subtraction Unit 3**.

Supervisor Working with Student

In Maths there are lots of ways to show numbers to help when you are combining, separating and comparing.

Place the ten frame on **Lesson 2: Resource Sheet 1** in front of the student.

This is a ten frame. It has ten squares and you can place ten objects on it.

Place ten counters, one on each square, counting as you do.

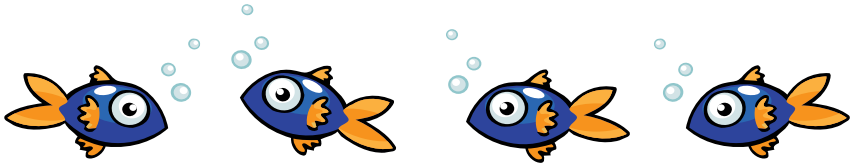
There are ten counters in the ten frame. The ten frame is useful when working out how many more make ten.

Remove the ten counters, then place seven counters onto the ten frame.

You know that there are ten squares on the ten frame but not all of them are filled. This means that there are less than ten counters on the ten frame. To work out how many more counters are needed to make ten, count the empty squares.

How many counters are needed to make ten? (3)

Fill the empty squares.



How many counters do I have now? (10)

Place five counters onto the ten frame.

Count how many counters are on the ten frame. (5) **Count the empty squares. How many more counters are needed to make ten?** (5)

Place counters in the empty squares.

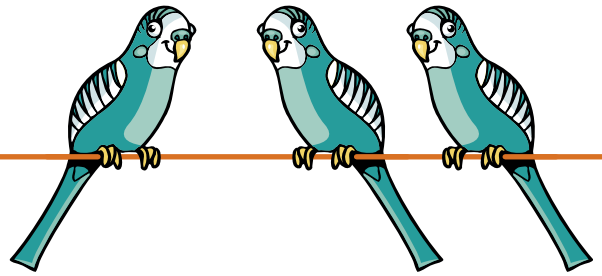
How many counters are there now? (10)

Remove the ten counters, then place one counter onto the ten frame.

Count how many counters are on the ten frame. (1) **Count the empty squares. How many more counters are needed to make ten?** (9)

Place counters in the empty squares.

How many counters are there now? (10)



I am going to give you different amounts of counters to put on the ten frame. I want you to find out how many more you need to make ten.

- Place the different amounts of counters that are listed below in front of the student. Listen to their explanations carefully to check they have fully understood how many more counters make ten.

- Give the student eight counters. **Count aloud as you place these counters onto the ten frame.**

Count aloud how many empty squares there are. (2)

Place counters in the empty squares on the ten frame and tell me how many you have now. (10)

- Give the student three counters. **Count aloud as you place these counters onto the ten frame.**

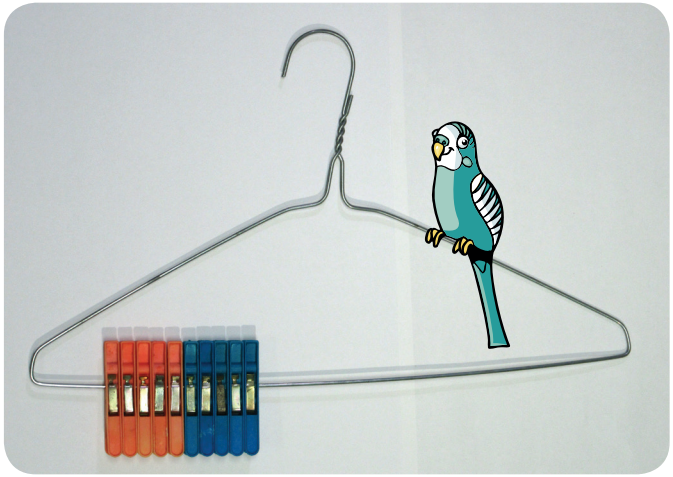
Count aloud how many empty squares there are. (7)

Place counters in the empty squares on the ten frame and tell me how many you have now. (10)

Using the instructions above, ask the student to find how many more are needed to make ten for the amounts listed below.

- Place six counters in front of the student.
- Place nine counters in front of the student.
- Place two counters in front of the student.
- Place four counters in front of the student.

Find a coat hanger and ten pegs. If possible use two colours of pegs. Put the pegs onto the coat hanger next to each other. An example is shown below.



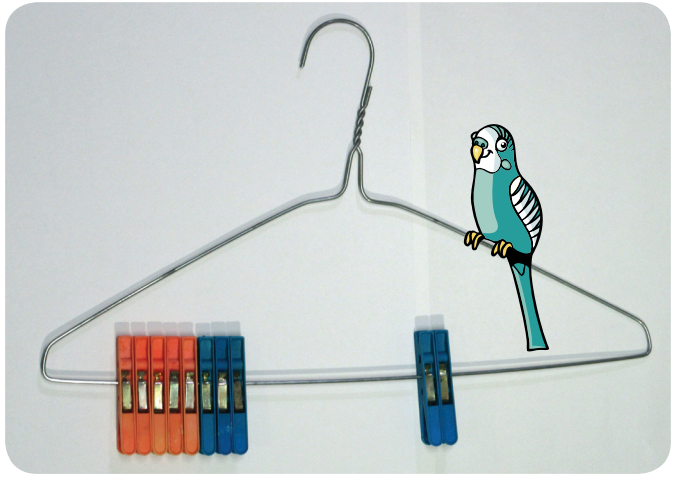
Coat hangers and pegs can also be used to make ten. Look at this coat hanger. Count how many pegs there are altogether. (10)

Count the pegs with the student. Move two pegs across the hanger, counting each one as you do. An example is shown below.

I have two pegs. How many more do I need to make ten?

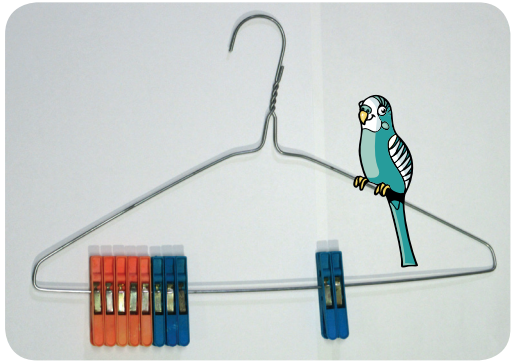
Move the remaining eight pegs across, counting each one as you do.

I can see that two pegs and eight pegs make ten.



I am going to give you different numbers. Use the ten pegs to make the numbers.

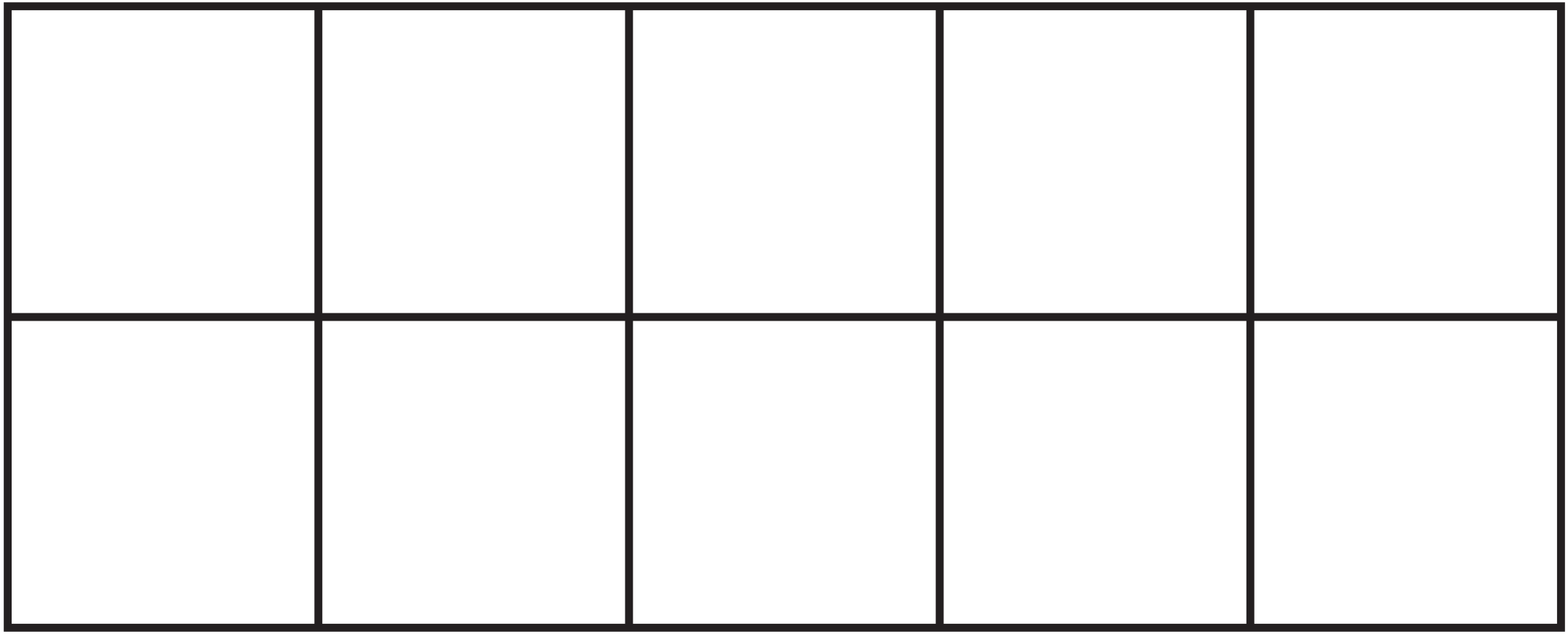
- **Move four pegs across the coat hanger. Now move the rest of the pegs across and count them aloud as you move them. How many more pegs were needed to make ten?** (6)
- **Move one peg across the coat hanger. Now move the rest of the pegs across and count them aloud as you move them. How many more pegs were needed to make ten?** (9)
- **Move eight pegs across the coat hanger. Now move the rest of the pegs across and count them aloud as you move them. How many more pegs were needed to make ten?** (2)
- **Move five pegs across the coat hanger. Now move the rest of the pegs across and count them aloud as you move them. How many more pegs were needed to make ten?** (5)



Challenge: If the student has fully understood the concept of using pegs and a coat hanger to find how many more are need to make ten, then ask them to complete the activity below.

Move different amounts of pegs across the coat hanger and tell me how many you have moved. Next move the rest of the pegs across and count them aloud as you move them. Tell me how many more pegs were needed to make ten.

Lesson 2: Resource Sheet 1



Solving Problems

Supervisor Information

Materials you will need:

- counters
- centicubes
- pop sticks
- unifix cubes
- MAB shorts
- **Lesson 2: Resource Sheet 1**

In this lesson the student will be learning to:

- use objects or fingers to solve simple problems.

Background Information

The student may need help relating the mathematical concepts of combining and how many more to solving problems based on real-life situations. Please read the problem to the student. The student should complete the problems independently. Encourage the student to use objects and a ten frame (if needed) to help them solve the problems.

If the student has a good understanding of problem solving, then they can create their own problems at the end of the lesson. Assistance may be needed to think of ideas for the student's own problems.

Supervisor Working with Student

Today you are going to be solving simple problems. Listen carefully while I read each problem to you two times. There are words that give you clues about how to solve the problems.

Read the problem to the student twice.

Bill and Jack looked for insects in the park. Bill found six insects and Jack found four. How many insects did they find altogether?

What words in this problem tell you what you have to do? (altogether)

The word altogether tells you that you need to combine numbers. I will read you the problem again. Think about how you would solve it.

Bill and Jack looked for insects in the park. Bill found six insects and Jack found four. How many insects did they find altogether?

To solve this problem, you need to combine the number of insects that Bill and Jack found.

Put a group of six counters and a group of four counters in front of the student.

Imagine that these counters are the insects in the problem. Count how many counters there are in each group. (6 and 4)

Combine the counters into one group. How many do you have altogether? (10)

A group of six counters combined with a group of four counters makes ten counters.

I will read the problem again and then you tell me the answer.

Bill and Jack looked for insects in the park. Bill found six insects and Jack found four. How many insects did they find altogether? (10)

Read the problem to the student twice.

Toby collected eight tickets. He needs ten to get a bouncy ball. How many more tickets does Toby need to make ten?

What words in this problem tell you what you have to do? (how many more makes ten)

I will read you the problem again. Think about how you would solve it.

Toby collected eight tickets. He needs ten to buy a bouncy ball. How many more tickets does Toby need to make ten?

Put eight counters onto a ten frame (**Lesson 2: Resource Sheet 1**).

Imagine these counters are the tickets in the problem. Count how many counters there are. (8)

To solve this problem, you need to work out how many more counters are needed to make ten. Tell me how you would find how many more are needed to make ten? (count the empty squares on the ten frame)

How many more counters do you need to make ten? (2)

I will read the problem again and then you tell me the answer.

Toby collected eight tickets. He needs ten to get a bouncy ball. How many more tickets does Toby need to make ten? (2)

Read the problem to the student twice.

Jenny and Amanda brought books to school for a stall at the Spring Fair. Jenny brought three books and Amanda brought seven books. How many books did they bring altogether?

What words tell you what you need to do to solve the problem? (altogether)

Do you need to combine or separate to find the answer? (combine)

Put a group of three unifix cubes and a group of seven unifix cubes in front of the student.

Imagine these unifix cubes are the books in the problem. Count how many are in each group. (3 and 7) **What do you need to do next to solve the problem?** (combine the two groups into one group)

Count how many cubes you have altogether. (10)

I will read the problem again and then you tell me the answer.

Jenny and Amanda brought books to school for a stall at the Spring Fair. Jenny brought three books and Amanda brought seven books. How many books did they bring altogether? (10)

Read the problem to the student twice.

Martin has been asked to plant ten tomato plants in his garden. He planted four before he stopped for lunch. How many more does Martin need to plant to make ten?

What words tell you what you need to do to solve the problem? (how many more)

Put a group of ten counters and a ten frame in front of the student.

Imagine that these counters are the tomatoes in the problem. Put four counters in the squares on the top row of the ten frame. You need to work out how many more tomatoes Martin needs to plant. How can you work out the answer to this? (count the empty squares on the ten frame)

I will read the problem again and then you tell me the answer.

Martin has been asked to plant ten tomato plants in his garden. He planted four before he stopped for lunch. How many more does Martin need to plant? (6)

Place the ten frames and different mathematical objects, such as counters, unifix cubes, centicubes, MAB shorts and pop sticks on the table for the student to use.

I am going to read you problems and I want you to solve them using numbers that make ten or by working out how many more are needed to make ten.

Read the problems below to the student twice and do not provide assistance to answer the questions.

Fran has to do ten laps of the track as a warm up before training. She has done two laps. How many more laps does Fran need to do?

What words tell you what you need to do to solve this problem? (how many more)

Put a group of two objects and a ten frame in front of the student.

I will read you the problem again. Show me how to solve this problem using objects.

Fran has to do ten laps of the track as a warm up before training. She has done two laps. How many more laps does Fran need to do? (the student should place 2 objects onto the ten frame and count how many empty squares there are)

How many more laps does Fran need to do? (8)

On a rainy day Scott and Gary looked for snails. They both found five snails. How many did they find altogether?

What words tell you what you need to do to solve this problem? (altogether)
Do you need to combine or separate to solve this problem? (combine)

Put ten objects in front of the student.

I will read you the problem again. Show me how to solve this problem using these objects.

On a rainy day Scott and Gary looked for snails. They both found five snails. How many did they find altogether? (the student should combine two groups of five objects into one group of ten objects)

How many snails did they find altogether? (10)

Sandy needs to find ten daisies to make a daisy chain. She has found one daisy. How many more daisies does Sandy need to find?

What words tell you what you need to do to solve the problem? (how many more)

Put the objects and a ten frame in front of the student.

I will read you the problem again. Show me how to solve this problem using these objects. Sandy needs to find ten daisies to make a daisy chain. She has found one daisy. How many more daisies does Sandy need to find? (the student should place 1 object onto the ten frame and count how many empty squares there are)

How many more daisies does Sandy need to find? (9)

If the student is able to independently solve the problems in the lesson, ask them to create their own problems below.

Give the student six of one object and four of another.

I want you to create your own problem using these objects. You will then solve this problem. Think of a story where you need to combine six objects and four objects. Include a question about how many objects there are altogether and then solve the problem. I will write it for you.

Discuss with the student a possible problem and write it for them in the space below.

Problem:	**Answer:**

Give the student three objects.

I want you to create your own problem using these objects. You will then solve this problem. Think of a story where you have three objects and you need to have ten altogether. Include a question about how many more objects are needed to make ten. I will write it for you.

Discuss with the student a possible problem and write it for them in the space below.

Problem:	**Answer:**

Language for Students

Students need to hear, learn, understand, apply and use the terms in this list: **all together**, **count backwards**, **count forwards**, **joins**, **take away**.

Glossary for Supervisors

- **take away:** to separate an object or number from another

There is also a range of mathematical terminology and concepts used throughout this unit to provide further information and explanation for the supervisor only.

In Early Stage 1, students are encouraged to:

- describe mathematical situations, make choices about how to solve problems and explain the strategies used to answer problems.
- look at and explore their environments and use what they see to further their mathematical learning and understanding.
- participate in hands-on activities that involve manipulating materials.

Combining, Separating and Comparing

Supervisor Information

Materials you will need:

- multiple objects of the same type
- counters
- centicubes
- unifix cubes
- MAB shorts
- pop sticks

In this lesson the student will be learning to:

- answer problems in different ways.

Background Information

The student will need multiple objects of the same type to solve problems. Examples of objects include: pieces of fruit, cutlery, pencils, pens, art materials, flowers, sticks, rocks, shoes and pieces of clothing.

During this lesson, assist the student to draw objects if required to ensure they do not spend too much time on this step.

Supervisor Working with Student

Answers to problems can be given in different ways. You can say the answer, you can draw the answer, or you can write the answer as words or as numbers.

Today you are going to be practising the different ways to give the answer to a problem.

Find ten pencils, pop sticks, counters or unifix cubes.

Place the ten objects in front of the student.

Count how many objects are in this group.

Take away a group of six objects and place them in a separate group.

Point to the group of four objects.

Count how many objects you have now.

You had ten objects and you took six away. How many objects do you have now?

Well done! You have solved a problem and told me the answer.

Now you are going to draw each part of the same problem. Draw counters to show the ten objects that you used in the first box below. Assist the student if required.

Direct the student to draw the ten counters in the box that has the number 10 written under it. Write the name of the objects that the student is using next to the number under each box (for example, 10 shoes).

10 _____ 6 _____ 4 _____

You drew ten objects in the first box because you started with a group ten objects.

Next you took away six objects from the group of ten. Cross off six objects from the group of ten objects to show you have taken them away.

Now draw counters to show the group of six objects that you took away in the next box. Assist the student if required. Direct the student to draw the group of six objects in the box that has the number 6 written under it.

How many objects did you have after you took six objects away? Draw this group of objects. Assist the student if required.

Ask the student to draw counters to show the group of four objects in the box provided.

You have drawn this problem and the answer.

Find eight pencils, pop sticks, counters or unifix cubes.

Find eight objects of the same type with the student that are different to the ones used previously. Put these objects in front of the student.

Take away a group of five objects from this group and place them in a separate group.

Point to the group of three objects.

Count how many objects you have now.

You had eight objects and you took five away. How many objects do you have now?

You have told me the answer to the problem. Now you are going to draw the problem and the answer. Draw the eight objects that you started with in the first box below. Assist the student if required.

Direct the student to draw the group of eight objects in the box that has the number 8 written under it.

8 _____	5 _____	3 _____

You drew eight objects in the first box because you started with a group eight objects.

Next you took away five objects from the group of eight. Cross off five objects from the group of eight objects to show you have taken them away.

Now draw the group of five objects that you took away in the next box.

Direct the student to draw the group of five objects in the box that has the number 5 written under it.

How many objects did you have after you took five objects away? Draw this group of objects.

Direct the student to draw the group of three objects in the box provided.

You have drawn and told me the answer to a problem. You are now going to write the answers as words and numbers.

Put a group of two counters and a group of four counters in front of the student.

Count how many counters are in each of these groups.

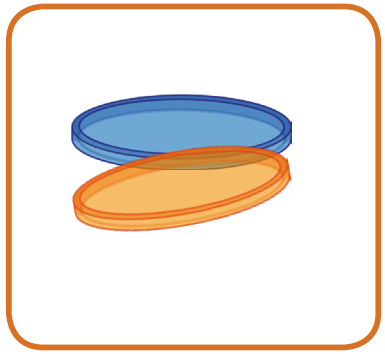
Join these two groups together to make one group.

You joined a group of two counters and a group of four counters. How many counters do you have now?

Point to the number two written as a word below. **This shows the number two written as a word. This is the group of two counters that you started with.**

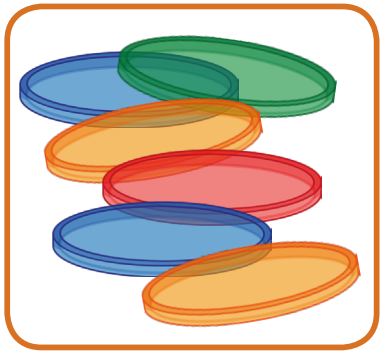
Point to the number four written as a word. **This is the number four written as a word. This shows the group of four counters.**

Point to the number six written as a word. **This is the number six written as a word. This shows the group of six counters made when you joined the groups.**



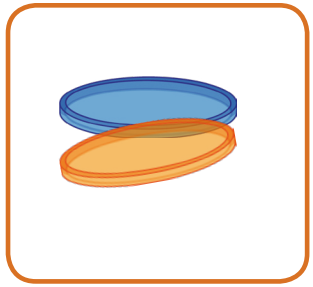
two counters

four counters



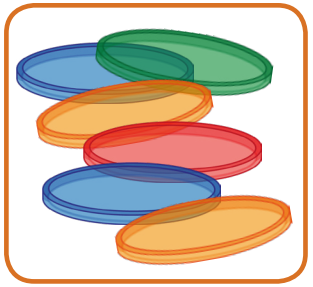
six counters

Change these numbers written as words into numbers. Write two, four and six as numbers on the lines provided below.



_____ counters

_____ counters



_____ counters

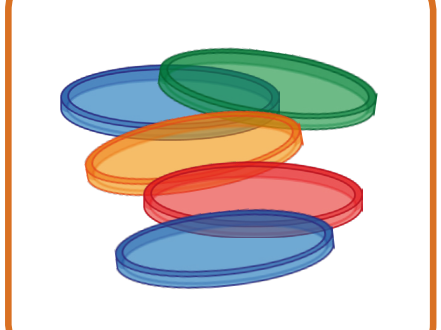
Now it is your turn to write numbers in words.

Put a group of seven counters in front of the student.

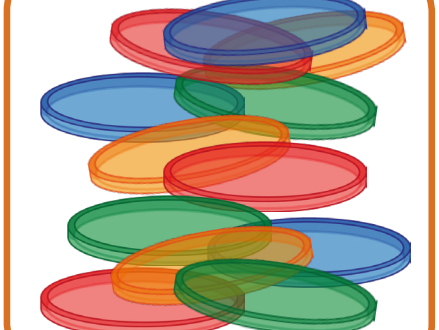
Count how many counters are in this group.

Write the number seven as a word under the first box.

_____ counters



_____ counters



_____ counters

Put a group of five counters in front of the student.

Count how many counters are in this group.

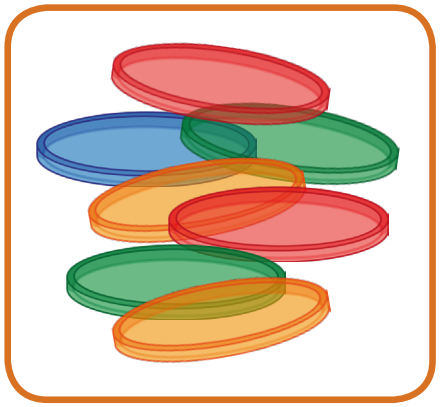
Write the number five as a word under the middle box.

Join the group of seven counters and the group of five counters to make one group. Count how many counters there are now.

Write the number twelve as a word under the last box above.

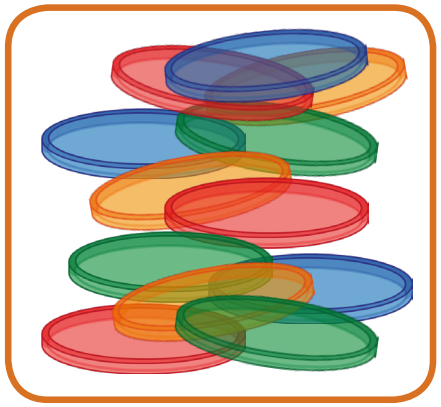
You joined a group of seven counters and a group of five counters. How many counters do you have now?

Change these numbers written as words into numbers. Write seven, five and twelve as numbers on the lines provided below.



_____ counters

_____ counters



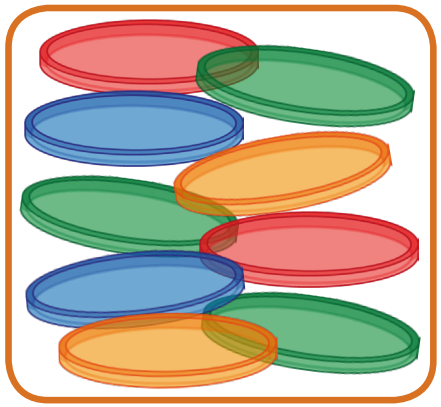
_____ counters

Let's practise writing an answer as words and numbers again.

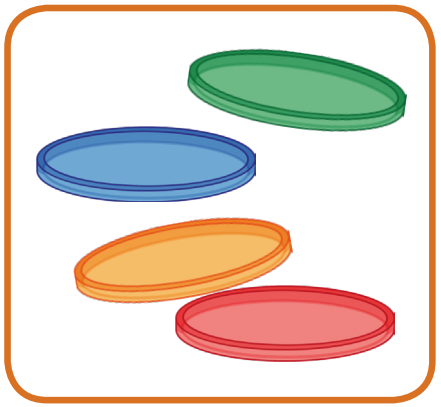
Put a group of nine counters in front of the student.

Count how many counters are in this group.

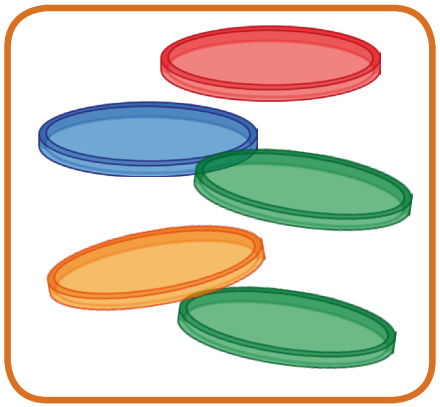
Write the number nine as a word below the first box.



_____ counters



_____ counters



_____ counters

Take away a group of four counters and place them in a separate group. Cross off four counters in the first box to show you have taken them away from the group of nine counters.

Write the number four as a word below the middle box.

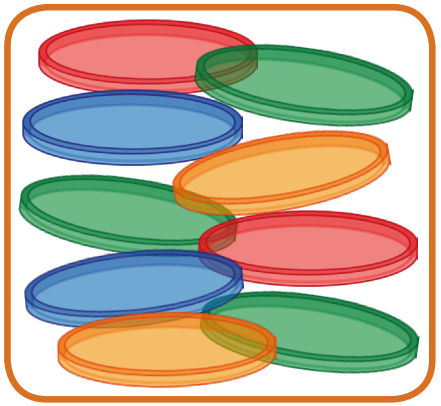
Point to the group of five counters.

Count how many objects you have now.

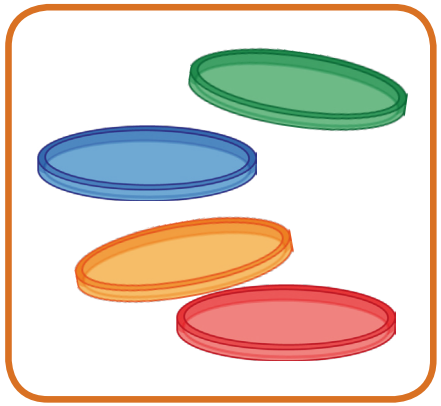
You had nine counters and you took four away. How many counters to you have now?

Write the number five as a word under the last box on the previous page.

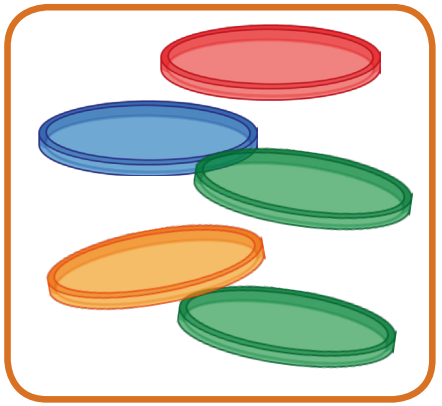
Change these numbers written as words into numbers. Write the numbers nine, four and five on the lines provided below.



_____ counters



_____ counters



_____ counters

You are now going to practise showing problems in different ways. You are going to show the answer by drawing, writing numbers as words or writing the numbers used in problems.

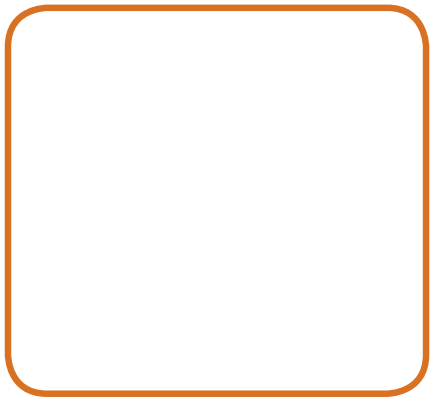
Place the number of counters listed below in front of the student and follow the instructions below for each problem.

Problem 1

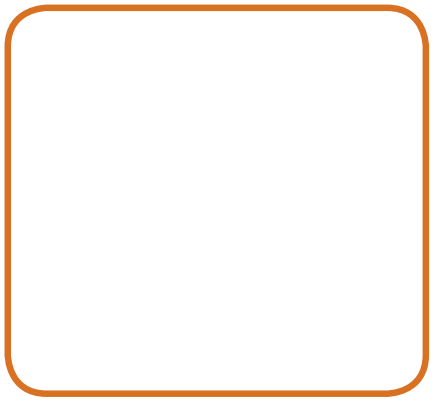
Place a group of seven counters and a group of three counters in front of the student.

Count how many counters are in each group. Draw each group in the boxes below.
Which box is for the group of seven counters? Which box is for the group of three counters?

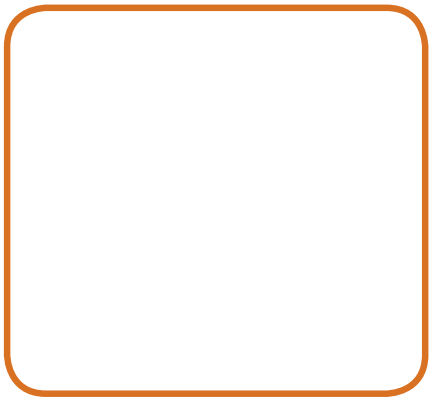
Join the group of seven counters and the group of three counters together. Count how many counters you have now. Draw the answer in the last box. Write how many counters there are under the box.



_____ counters



_____ counters

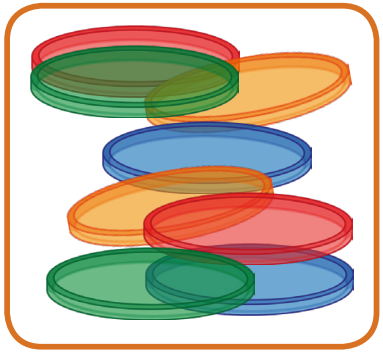


_____ counters

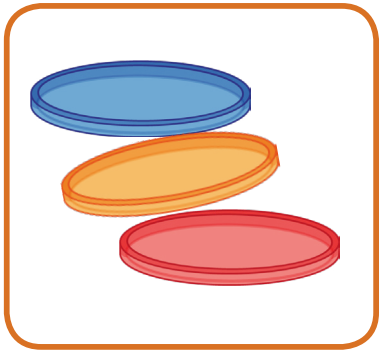
Problem 2

Place a group of eight counters in front of the student.

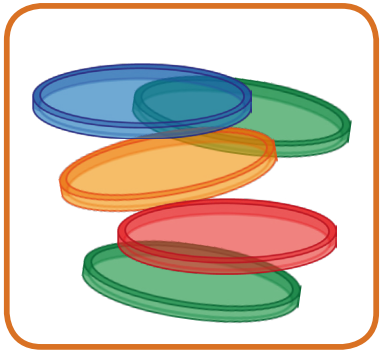
Count how many counters are in this group. Write this number of counters as a word below the first box. Take away a group of three counters. Write this number of counters as a word below the middle box. Point at the group of five counters. **Count how many counters you have now. Write this number of counters as a word below the last box.**



_____ counters



_____ counters

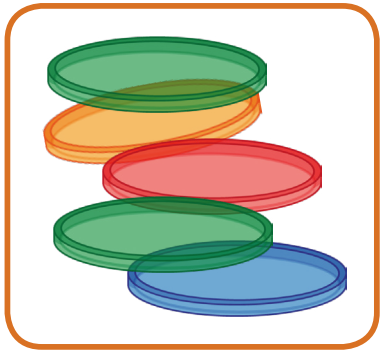


_____ counters

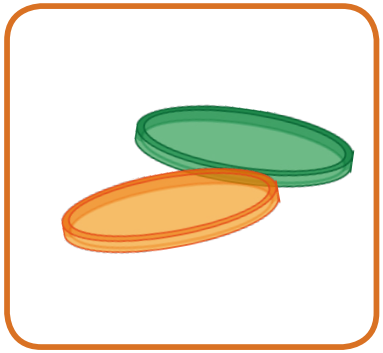
Problem 3

Place a group of five counters and a group of two counters in front of the student.

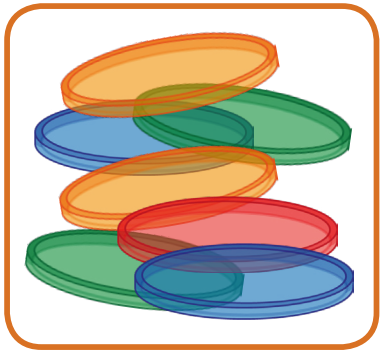
Count how many counters are in each group. Write the number of counters as a number below the first and middle boxes. Show the student where to write the number five and the number two. **Join the group of five counters and the group of two counters together. Count how many counters you have now. Write the number below the last box.**



_____ counters



_____ counters



_____ counters

Counting Forward

Supervisor Information

Materials you will need:

- plain pieces of paper
- counters
- **Lesson 2: Resource Sheet 1**

In this lesson the student will be learning to:

- count forwards by ones to add numbers.

Background Information

The student will be creating a row of numbers in this activity. This row of numbers can be created on the floor or a table. Cut out the numbers on **Lesson 2: Resource Sheet 1**. Alternatively, write the numbers on plain pieces of paper to make them a larger size.

Keep the numbers that you use in this lesson as they are needed in Lessons 3 and 4.

Watch and Learn

Watch the video for **Addition and Subtraction Unit 4**.

Supervisor Working with Student

Either place the numbers from **Lesson 2: Resource Sheet 1** in a pile, or write the numbers on paper and place them in a pile ready to use in this lesson.

Place the number one on the floor or table in front of the student. Put one counter on the piece of paper.

What is this number?

When you count forwards what is the next number after this one?

Place the number two next to the number one.

This is the number two. When you are counting forwards from one it is the next number. Place two counters under this number.

When you count forwards what is the next number after the number two?

Place the number three next to the number two.

What is this number?

This is the number three. When you are counting forwards from two it is the next number you come to.

You have counted one, then two and then three and this is called counting forwards by ones. When you count forwards by ones there is one more each time. Place three counters under the number three. Look at the counters under each number. They have gone up by one each time.

When you count forwards what is the next number after the number three?

Place the number four next to the number three.

This is the number four. When you are counting forwards from three it is the next number. Place four counters under this number.

When you count forwards what is the next number after the number four?

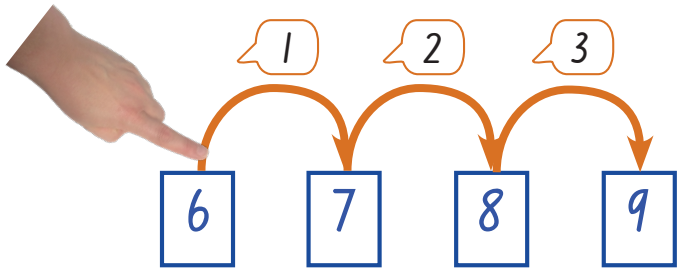
Repeat using the instructions above for the numbers five to ten.

Point to the row of numbers.

Count these numbers aloud.

You can count forwards by ones from other numbers. Find the number six. The student can walk along the numbers if they are on the floor or move their finger if the numbers are on a table.

Count forwards three numbers from six. To do this you will make three jumps along the row of numbers. Start at six and say the numbers one, two, three as you make the jumps. Show the student the example below if they need help with how to count forwards.



What number did you count forwards to? What number is three more than six?

Let's try another example.

Find the number one in your row of numbers.

Start at one and jump forwards seven numbers. Help the student to walk or move their finger forward seven times.

What number did you count forwards to? What number is seven more than one?

Find the number five in your row of numbers.

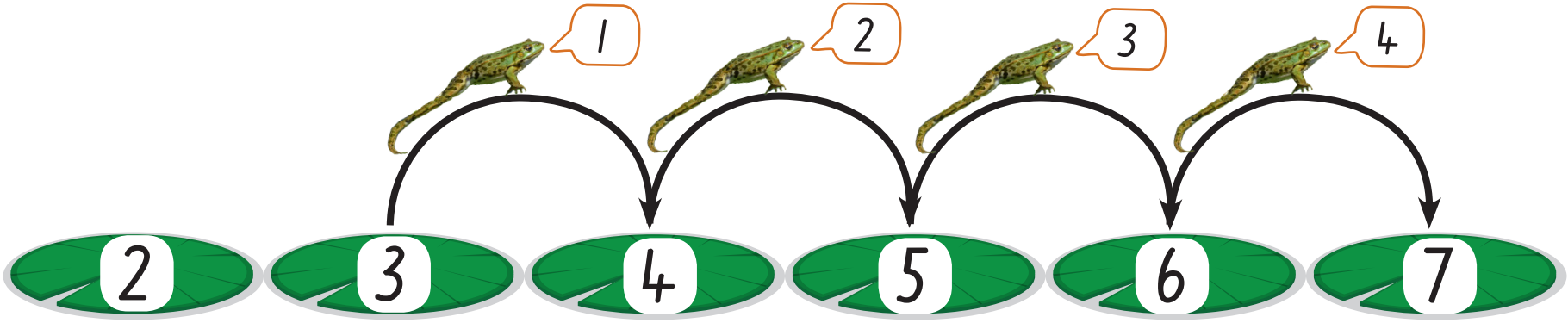
Start at five and jump forwards two numbers. Help the student to walk or move their finger forward two times.

What number did you count forwards to? What number is two more than five?

Now it is your turn to count forwards by ones. Choose a number in your row of numbers. Choose another number to jump forwards by. Jump forwards by ones to add the number. Tell me the numbers that you choose, count aloud and tell me the answer. The student should repeat these instructions for a minimum of three numbers. Ensure the number that the student chooses to start counting forwards from is less than 5, so that after the student counts forwards by another chosen number (e.g. 3), the answer is 10 or less.

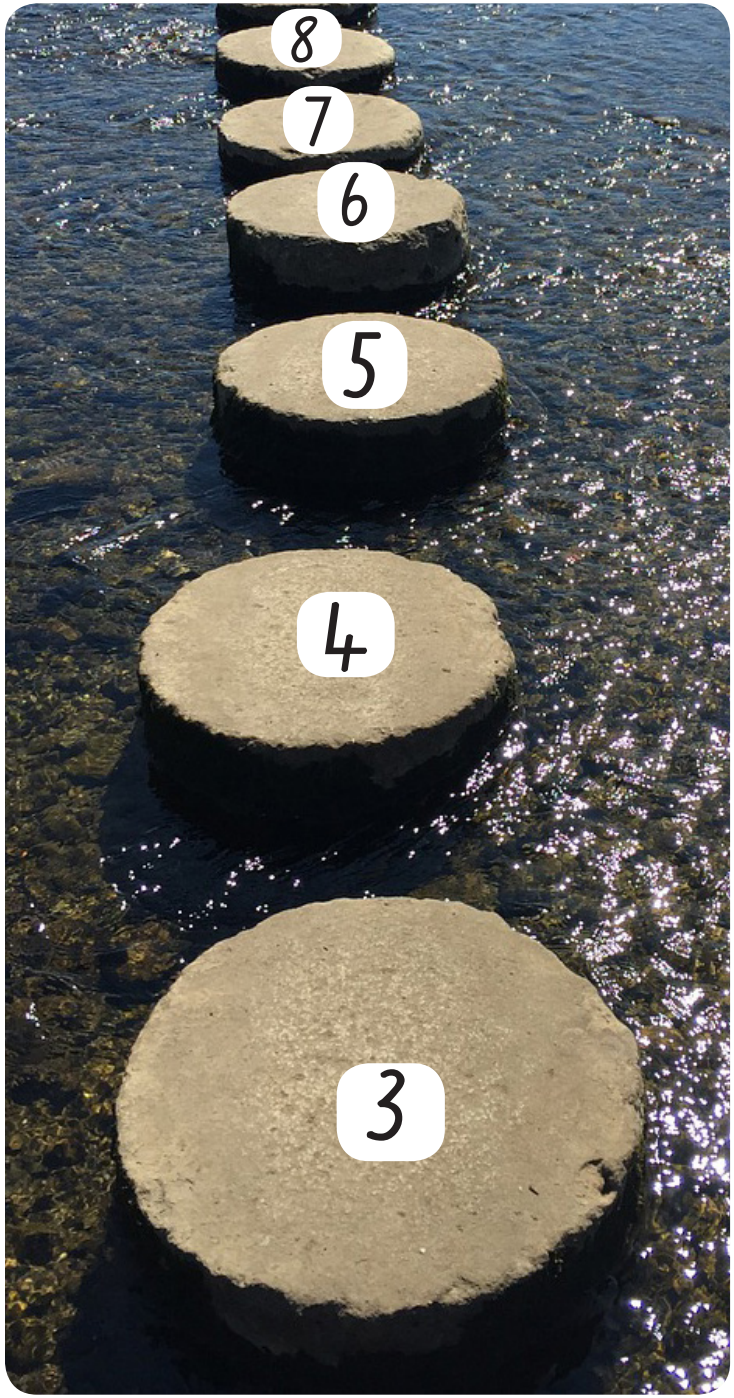
Solve the problems below by counting forwards by ones. The first one has been done for you.

Find the number three below. Count forwards four jumps to the number seven.



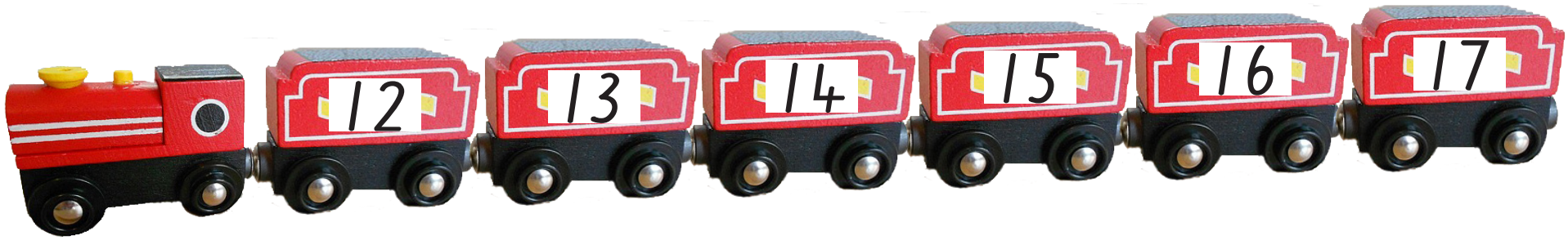
Find the number four below. Count forwards six jumps to the number ten.

Find the number three on the stepping stones.
Count forwards five jumps to the number eight.



Find the number nine below. Count forwards four jumps to the number thirteen.

Find the number twelve below. Count forwards five jumps to the number seventeen.



Lesson 2: Resource Sheet 1