

Week 5 - Package 1 - Kindergarten Mathematics - Go fish: relationships

Things you need

Have these things available so your child can complete this task.

Ideal

- [Go fish: relationships video](#)
- A packet of playing cards (Ace to 10)

Back up

- Create your own playing cards at home

Why is this activity important?

Having strong knowledge of relationships between numbers is a critical part of developing number sense. It later enables students to work flexibly with numbers and operations.

Before you start

It is important to vary your language as you play this game, asking about the same idea in different ways. For example:

- 1 more than can also be expressed as “the number after”.
- 1 less than can also be expressed as “the number before”.

Give your child time to think and support them in working out unfamiliar number relationships. For example:

- “Let’s see if we can work this out together...you have 4. One less than 4 is the same as the number before so we can count back to work out what that number is. We can start counting at any number, so let’s start at 4. (Show 4 fingers) Here’s 4. If I take 1 away, 1 less than 4, how many fingers are left?” (show 3 fingers and give thinking time to your child, letting them say 3. If needed, calmly repeat your thinking aloud).

What your child needs to know and do

You can easily adapt this task to suit the skills of your child.

What to do next

Watch the [Go fish: relationships](#) video.

How to play:

- Each player gets 7 cards. The rest of the cards are placed in a pile in the middle.
- Players try to make pairs that are 1 more, 1 less, 2 more, or 2 less.
- Once they can't make any more pairs, they can take turns to ask their opponent.
 - If their opponent has a card of that number they must give it to the asking player.
 - If they don't, they say 'Go Fish' and the player gets a card from the central pile of cards.
- Play continues until one player has no more cards left in their hand. They are the winner!

Options for your child

Activity too hard?

Change the aim of the game to match 1 more or 1 less only.

Activity too easy?

Change the aim of the game again, looking to match 'triples' by asking for the number between 2 other numbers.

Follow-up questions to ask your child

- Is there another way we could play this game? Let's make up some new rules together

Week 5 - Package 2 - Kindergarten Mathematics - Dice patterns A (1-4)

Things you need

Have these things available so your child can complete this task.

Ideal

- [Dice patterns A \(1-4\)](#) video
- a pencil
- some paper

Back up

- Show your child the faces of a dice you have at home

Why is this activity important?

Spatial structures like dice patterns are critical mathematical representations that children need to be able to make meaning from.

Before you start

Your child can interact with this task on their own if needed. If you are with them, observe what they know and gently guide them to respond to the video only as needed.

What to do next

Watch the [Dice patterns A \(1-4\)](#) video.

Allow your child to interact with the video and record their thinking.

Options for your child

Activity too easy?

Ask your child to draw different ways of representing the same dice pattern.

Follow-up questions to ask your child

- If you imagine 4 of something (for example) in your mind, what do you see? How do you see it?
- Let's go on a 4 hunt (for example) next time we are going out. Let's see how many times we can see the number 4 and how many collections of 4 things we can find!

Extension/Additional activity

Play [Guess my number](#).

Week 5 - Package 3 - Kindergarten Mathematics - Dice patterns B (5 and 6)

Things you need

Have these things available so your child can complete this task.

Ideal

- [Dice patterns B \(5 and 6\) video](#)
- a pencil
- some paper

Back up

- Show your child the faces of a dice you have at home

Why is this activity important?

Spatial structures like dice patterns are critical mathematical representations that children need to be able to make meaning from.

Before you start

Your child can interact with this task on their own if needed. If you are with them, observe what they know and gently guide them to respond to the video only as needed.

What to do next

Watch the [Dice patterns B \(5 and 6\) video](#).

Allow your child to interact with the video and record their thinking.

Options for your child

Activity too easy?

Ask your child to draw different ways of representing the same dice pattern.

Follow-up questions to ask your child

- If you imagine 4 of something (for example) in your mind, what do you see? How do you see it?
- Let's go on a 4 hunt (for example) next time we are going out. Let's see how many times we can see the number 4, and, how many collections of 4 things we can find!

Extension/Additional activity

Explore [subitising dice patterns 1-6](#). Then, make up your own version of this activity at home.

Week 5 - Package 4 - Kindergarten Mathematics - Paddlepop sticks 1

Things you need

Have these things available so your child can complete this task.

Ideal

- [Paddlepop sticks video](#)
- 20 paper/plastic cups
- paddlepop sticks (more than 25)

Back up

- 20 containers
- sticks, pencils or something that can be used instead of paddlepop sticks (more than 25)

Why is this activity important?

This number talk will help your child to notice some very important patterns of our number system:

- We regroup and rename quantities every time we get to a collection of 10 ones (and we call it 1 ten).
- We ungroup and rename to help us count backwards.

Before you start

Counting with understanding is something that needs to be continually reinforced and practised with your child. You should connect the counting word to the items as you count them both forwards and backwards.

What your child needs to know and do

Watch the number talk.

What to do next

After watching the number talk, you might want to recreate the cup 10-frames and practise counting a collection of paddlepop sticks. Make sure that you count both forwards and backwards.

If you don't have cups and paddlepop sticks, watching the number talk is already a very powerful learning experience.

Options for your child

Activity too hard?

Rewatch the video and focus on collections which are less than twenty for now.

Activity too easy?

Increase the number range beyond 24 (but keep it to only tens and ones).

Follow-up questions to ask your child

- What was something that you found interesting/challenging?
- Did you find grouping easier to do than ungrouping? Why do you think that is?
- Is there a part where you get stuck? What's a strategy to help you overcome this?

Extension/Additional activity

Repeat this activity with lots of different collections. Make sure that your child takes their time and counts with understanding.

Week 5 - Package 5 - Kindergarten Mathematics - Capture ten

(From Cathy Fostnot and Antonia Cameron)

Things you need

Have these things available so your child can complete this task.

Ideal

- [Capture ten video](#)
- Playing cards (Ace-10)
- A marker
- A gameboard (you can print the provided one or create your own)

Back up

- Create your own playing cards at home

Why is this activity important?

Looking for combinations to ten underpins our number system. This game will help your child develop fluency in looking at combinations to ten, finding landmark numbers and renaming collections using place value.

Before you start

- Take out the picture cards from your deck of cards
- Print or create the gameboard.

What your child needs to know and do

Have an understanding of numbers up to ten and an awareness that numbers go beyond to ten. They should also know that collections can be combined to make larger collections.

What to do next

Watch the [Capture ten](#) video.

How to play

Shuffle your cards (using Ace - 10).

Turn over 2 cards.

Work out: Can you capture a ten? If you can, record your cards in the appropriate column before you put them at the bottom of the pile. Then, have another turn.

If you can't capture a ten, put your cards at the bottom of the pile and take 2 more cards.

Options for your child

Activity too hard?

Use concrete materials to make the collections, combine them and if possible, make and group ten and see how many are left over.

Activity too easy?

If this game is easy for your child, that's okay. Building fluency will also be very useful.

Follow-up questions to ask your child

- Why is it useful to find the ten when combining collections
- What's the number word for ten and 3 more? (with different collections)

Extension/Additional activity

Play this game many times and if possible, create an opportunity where your child can teach the game to someone else.

Activity sheet 1:

Capture ten gameboard

$10 + 1$ ten +1	$10 + 2$ ten +2	$10 + 3$ ten +3	$10 + 4$ ten +4	$10 + 5$ ten +5	$10 + 6$ ten +6	$10 + 7$ ten +7	$10 + 8$ ten +8	$10 + 9$ ten +9