

Week 3 - Package 1 - Kindergarten Mathematics - The counting game

Things you need

Have these things available so your child can complete these tasks.

Ideal

- [The counting game](#)
- A collection of 24 items (for example pasta, counters, pegs or blocks)
- A marker
- A piece of paper

Back up

- Read the instructions about how to play the game below

Why is this activity important?

This task is designed to offer your child multiple opportunities to explore important aspects of counting.

Before you start

Make sure you have the required resources ready. Check that the videos are working and audio settings are correct for your child.

What your child needs to know and do

This task is easily adaptable and your child can bring to it whatever they know about numbers and counting.

What to do next

View: [The counting game](#)

How to play:

- Use 24 as a target number.
- Take it in turns to count on by saying the next 1, 2 or 3 number words in the sequence, placing items into a central pile as they are counted.
- Players collect a point if they say the target number.
- A new target number is chosen and players play again.
- Try playing forward and backward.

Options for your child

Activity too hard?

Change the target number to 12, for example.

Activity too easy?

Try counting backwards. You can also change the target number and play without counters.

Follow-up questions to ask your child

- What would happen if I had said....instead of ...? (Identify a point time, when playing the game, to ask this question.)
- How could we change the game to make it more/less challenging?

Extension/Additional activity

Go outside into your garden or to a park, if you can. Find different things to count. Try counting forwards and backwards.

Week 3 - Package 2 - Kindergarten Mathematics - Building towers

Things you need

Have these things available so your child can complete the tasks.

Ideal

- [Building towers](#)
- A collection of blocks like LEGO bricks or building blocks
- A marker
- Some paper

Back up

- Read the instructions about how to play the game below

Why are these activities important?

This task is designed to offer your child multiple opportunities to explore important aspects of counting and number sense.

Before you start

Make sure you have the required resources ready. Check that the videos are working and the audio settings are correct for your child.

What your child needs to know and do

This task is easily adaptable and your child can bring to it whatever they know about numbers and counting.

What to do next

View: [Building Towers](#)

Instructions:

- Choose 4 numbers to build as your towers (for example, 5, 7, 11 and 3)
- Take turns to roll a dice and use the number of bricks to build up your towers.
- Towers can be built up in any way you choose.
- Take turns to build up your towers until one player gets the exact roll to complete the last tower.
- You can also play this in reverse.
- Talk about how many you have, how many more you need, what strategies you used, etc.

Options for your child

Activity too hard?

Watch the videos again. Your child may simply need another opportunity to think about these mathematical ideas.

Activity too easy?

Change the size of the towers.

Follow-up questions to ask your child

- If you were to play the game again tomorrow, what is one thing you would do differently?
- Why?

Extension/Additional activity

Draw a picture in your mathematics workbook that shows the towers you built in order of shortest to tallest.

Week 3 - Package 3 - Kindergarten Mathematics - Pinch a ten

Things you need

Have these things available so your child can complete the tasks.

Ideal

- [Pinch a ten](#)
- A collection of about 30 things like counters or dried beans.
- A pencil and paper, or a book
- Numeral cards (showing 1-6. We show you how to make these in the video)

Back up

- If you have Uno or playing cards, you can use them to replace the numeral cards.

Why is this activity important?

Developing number sense means children can talk about the relationship between numbers. This game helps children think about important relationships like more, less, between. It also builds skills in estimating and recording mathematical ideas.

Before you start

This game was developed by Marilyn Burns. Make sure you have the required resources ready. Check that the videos are working and the audio settings are correct for your child.

What your child needs to know and do

This task is easily adaptable and your child can bring to it whatever they know about numbers and counting.

What to do next

View: [Pinch a ten.](#)

Instructions

- Take a pinch of dried beans (or counters) and determine how many you have in your collection. Is it: less than 10? 10? more than 10?
- Complete the chart.
- Use what you know about numbers and counting to help you decide whether you have more than 10, less than 10, or exactly 10.

Options for your child

Activity too hard?

Watch the videos again. Your child may simply need another opportunity to think about these mathematical ideas.

Activity too easy?

Try pinching a different quantity, like 24 for example.

Follow-up questions to ask your child

- How did you work out how many you pinched?

Extension/Additional activity

Choose a task from the [ABC TV education program student booklet.](#)

Week 3 - Package 4 - Kindergarten Mathematics - Long creatures

Things you need

Have these things available so your child can complete the tasks.

Ideal

- Find out about [Long creatures](#) from NRICH maths
- cardboard (cut into thin strips)
- craft materials
- pencils or markers
- some paper

Why are these activities important?

This task gives your child an opportunity to explore length and use everyday language to describe mathematical situations.

Before you start

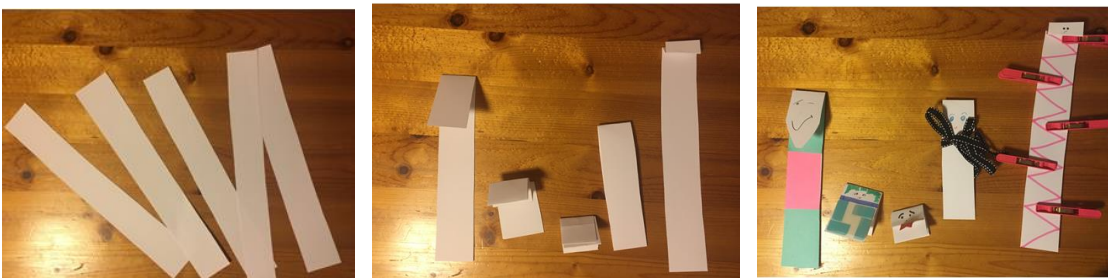
Make sure you have the required resources ready. This task come from NRICH maths.

What your child needs to know and do

Your child might need some help with making their creatures. They might also need some support in measuring things accurately.

What to do next

- Fold the strips into different lengths.
- Decorate your cardboard strips to help them come to life!
- Order your creatures from the shortest to tallest (for example).
- Draw your creatures in your mathematics workbook.

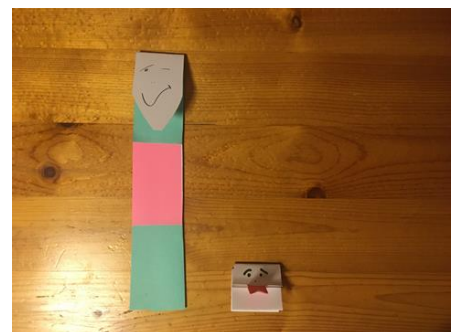


Follow-up questions to ask your child

- Do you agree with this way of ordering from tallest to shortest.
- Explain why or why not?

Extension/Additional activity

- Choose your shortest creature and one of your longer creatures.
- How many short creatures are needed to be the same height as the taller creature?
- Draw a picture to show you measuring how tall the creature is that you just measured.



Week 3 - Package 5 - Kindergarten Mathematics - Number busting

Things you need

Have these things available so your child can complete the tasks.

Ideal

- [Number busting](#) video
- Paper and some pencils
- A collection of objects (like blocks or dried beans)

Why are these activities important?

Developing number sense means children can talk about how numbers can be made up of smaller numbers (part-part-whole) . This task also supports students in describing other important mathematical relationships like how many more are needed to have 10.

Before you start

Make sure you have the required resources ready. Check that the videos are working and the audio settings are correct for your child.

What your child needs to know and do

Your child might need some help drawing a ten-frame. You can help them by drawing their attention to the structure of the ten-frame.

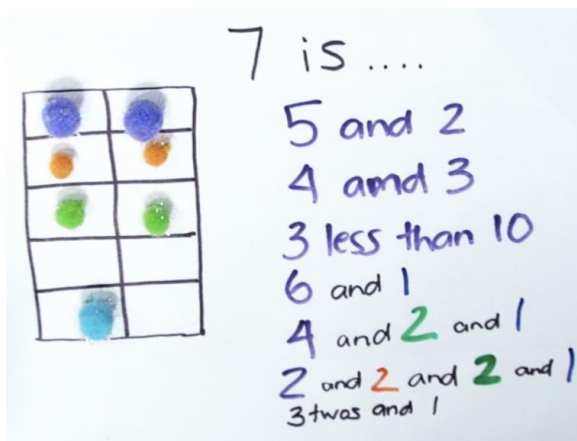
What to do next

View: [Number busting](#)

Instructions:

- Choose a number such as 7.
- Get the amount of items for that number. (for example pasta pieces, counters or pencils)

- Organise your items.
- Describe your collection.
- What other ways you can organise your items?
- Describe your other ways.
- You may like to use a mathematical structure such as a ten-frame to help you.



Options for your child

Activity too hard?

Watch the videos again. Your child may simply need another opportunity to think about these mathematical ideas.

Follow-up questions to ask your child

- Were you surprised by all the different ways to make your number?
- What did your structure help you notice? (for example ten frame, dice pattern)

Extension/Additional activity

Try the same activity using different equipment

