

# TERM 1 : WEEK 4

## Mathematics Lessons

### LESSON 1

#### Review:

Ask your child what they remember about the last lesson. Ask them to write the sum '3 + ... = 4' on their whiteboards with the answer. *[Answer: 1]*

#### Lesson Setup:

Today we will learn about the number **six**. Before the lesson, take a handful of sticks and make a pile in front of you.

#### Resources needed:

- Pile of sticks
- Pile of counters
- Whiteboard and marker

#### New words:

*sixth* - When you cut something into six pieces and each piece is the same size, each piece is a sixth. When you group a number of items into six groups and each group has the same number of items, each group is a sixth.

#### The Lesson:

Pick up six sticks from the pile, counting them one by one and placing them side by side on the table. Ask your child if they can remember how to halve something? They would need to make two equal groups of sticks. Ask your child to halve the six sticks and then count how many sticks are in each group. *[Answer: three]*. Recite together: "Half of six is three". Ask your child if the number six is an odd or even number and why? *[Answer: even, because you can halve the number into two equal groups]*

Now ask your child if they can make a triangle from the sticks in one group? *[Answer: yes, a triangle has three sides]* And the other group? *[Answer: yes]* Ask your child how many sides do two triangles have? *[Answer: six sides]*

Put the six sticks together again. Take one stick away and move it to the other side of the table. Ask your child how many sticks have you taken away and how many are now left? *[Answer: one taken away, five left]*. Repeat this by taking one more stick away each time and asking the same questions of your child, until you have only one stick left.

#### Exercises:

- Count out six counters, counting them one by one, placing them in a row on the table. Now count them backwards from six to one.
- Using the counters, show how much you must add to two counters to get six. *[Answer: four]*
- Using the counters, show how many are left if you take five counters away from six. *[Answer: one]*
- What is double three? *[They can use the counters if needed. Answer: six]*

## LESSON 2

### Review:

Ask your child what they remember about the last lesson. Ask them how much is left if I take four counters away from six? *[Answer: two counters]*

### Lesson Setup:

Today we will learn to recognise the number six's symbol. How do we read and write the number six?

### Resources needed:

- Number cards
- Whiteboard and marker
- One jumbo die
- Domino set

### The Lesson:

Explain that the number six can be represented by six dots on the die or on the domino. Remember that dice only have six sides, so when you roll one die, the highest number you can roll is a six. Likewise the highest number shown on one side of a domino is also six. Ask your child to find the die face that shows the number six.

Explain that we can also write the number six in any of the following ways:  
*[write the examples below on the whiteboard]*

6 VI

Ask your child to describe what differences they see in the two examples.

The Roman Numeral example at the end shows that the number six is written with the symbol five or 'V' followed by the symbol for 'one' or 'I'. Because the one is written after the five, it represents the number that is one more than five. What is one more than five? *[Answer: six]*

### Exercises:

- Shuffle the number cards and then spread them out on the table. Identify all the number sixes.
- Throw a die at least 5 times and identify the number.
- Using a different colour whiteboard marker, trace the two symbols written earlier on the whiteboard.
- Write the first number six symbol correctly five times on the whiteboard. If you are outside, draw the number six symbol in the sand a few times.

## LESSON 3

### Review:

Ask your child what they remember about the last lesson. Ask them to write a number six symbol on their whiteboard. Then take a handful of number cards and spread them out. Ask your child to find all the number sixes.

### Lesson Setup:

Today we will learn about the number **seven**. Before the lesson, take a handful of sticks and make a pile in front of you.

### Resources needed:

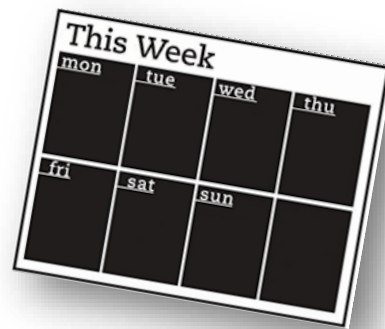
- Pile of sticks
- Pile of counters
- Whiteboard and marker

### New words:

*week* – One week consists of seven days

*seventh* - When you cut something into seven pieces and each piece is the same size, each piece is a seventh.

When you group a number of items into seven groups and each group has the same number of items, each group is a seventh.



### The Lesson:

Pick up seven sticks from the pile, counting them one by one and placing them next to one another on the table.

Explain that there are seven days in every week. Point to each stick one at a time and recite the seven days of the week with your child: "Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday".

Now ask your child to point to each stick from left to right and count the sticks from ONE to SEVEN. Then ask them to count the seven sticks backwards from right to left from SEVEN to ONE.

Take one stick away from the seven, and move it to the other side of the table. Ask your child how many sticks have you taken away and how many are now left? How would they say that as a sum? [*Answer: one taken away, six left,  $7 - 1 = 6$* ]. Repeat this by taking one more stick away each time and asking the same questions of your child, until you have only one stick left.

Put all seven sticks together again. Ask your child to see if they can halve the sticks. Why or why not? [*Answer: no, there is always one stick left over, seven is an odd number*]

### Exercises:

- Count out seven counters, and then show how much  $2 + 5$  is. [*Answer: seven*]
- Using the counters, show how many are left if I take four counters away from seven. [*Answer: three*]
- What is seven minus one? [*They can use the counters if needed. Answer: six*]

## LESSON 4

### Review:

Ask your child what they remember about the last lesson. Ask them how much is left if I take five counters away from seven? *[Answer: two]*

### Lesson Setup:

Today we will learn to recognise the number seven's symbol. How do we read and write the number seven?

### Resources needed:

- Number cards
- Whiteboard and marker
- Domino set
- Two jumbo dice



### The Lesson:

Explain that there are only six sides of a die, so the number seven has to be represented by two dice, for example one showing the six dot face and the other showing the one dot face, because six plus one equals seven. Using two dice, ask your child to find the die faces that show the number seven. What other combinations of dice can you use to show the number seven? *[child can show six dots and one dot, five dots and two dots, or four dots and three dots]*

Likewise each domino side also only shows up to six dots, so seven is represented by a domino showing for example six dots on one side and one dot on the other side. Ask child to examine the dominoes and find all the combinations that shows the number seven. *[Answer: six-one, five-two, four-three]*

Explain that we can also write the number seven in any of the following ways:  
*[write the examples below on the whiteboard]*

7      7      VII

Ask your child to describe what differences they see in the three examples.

### Exercises:

- Shuffle the number cards and then spread them out on the table. Identify all the number sevens.
- Using a different colour whiteboard marker, trace the three symbols written earlier on the whiteboard.
- Write the first number seven symbol correctly five times on the whiteboard. If you are outside, draw the number seven symbol in the sand a few times.

## LESSON 5

### Review:

Ask your child what they remember about the last lesson. Ask them to write a number seven symbol on their whiteboard. Then take a handful of number cards and spread them out. Ask your child to find all the number sevens.

### Lesson Setup:

We will learn today about how we can write addition and subtraction sums using the numbers six and seven.

### Resources needed:

- Set of counters
- Number cards
- 'Plus', 'minus' and 'equals to' cards
- Whiteboard and marker

### The Lesson:

On the table place six counters. Add one more counter. Ask your child how many do you now have? *[Answer: seven]* Write the sum on the board:  **$6 + 1 = 7$** .

Now take three counters away from the seven. Ask your child how many are left? *[Answer: four]* Ask your child to show you the sum using the cards. *[Child should set out cards showing  $7 - 3 = 4$ ]*

Add two counters to the four counters. Ask child how many do you have? *[Answer: six]* Ask child to write that sum on the whiteboard. *[Answer:  $4 + 2 = 6$ ]*

Ask child if they can group the six counters into pairs? Remember, a pair is two items. How many pairs are there in six? *[Answer: three]* What would you call each of these three groups? *[Answer: a third]*. Ask your child If three pairs of children were walking down the street, with one child up ahead leading them, how many children would there be altogether? *[child can use counters to help them, Answer: seven]*

### Exercises:

- Fill in the answer for this sum on the whiteboard:  $3 + 3 = \dots$  *[Answer: 6]*
- Use counters to show: What do we add to 2 counters to get 7 counters? *[child should put two counters on the left and seven counters on the right, and then add five counters to the left-hand pile to have two sets of seven counters]*
- Fill in the answer for this sum on the whiteboard:  $7 - 6 = \dots$  *[Answer: 1]*
- Use number cards to show: What do we get when we add 1 to 5? *[Answer:  $5 + 1 = 6$ ]*