



Our Lady Star of the Sea School

Ways to Help at Home

Counting Activities

During First Year

- ☐ Fast Fingers: Children answer questions using their fingers.
Eg: "Show me 3?" "Show me 8?" "Who can do it faster?"
- ☐ Practice counting up to 10 and backwards from 10.
- ☐ Read the numbers in the world around us.
Eg: letterboxes, number plates & junk mail prices.
- ☐ Use everyday happenings to discuss numbers
Eg: counting people, food etc.
- ☐ Cut up an old calendar so you have numbers to 31. Help your child to sort the numbers in the correct order. Count the numbers in forward and backwards order. Cover up some of the numbers and check if your child can tell what the numbers are.
- ☐ Learn the grouping to 5 "3 and ☐ make 5?"

During Second Year

- ☐ Count everyday objects. Eg: knives, folks etc. "There are four knives and four folks. How many together?"
- ☐ Halve and quarter fruit and name the piece. Count how many quarters in an apple when it is cut
- ☐ Play 'Grabba': Grab a handful of pegs/buttons. Guess how many you have before you count. Count how many pieces. "Who has the most?"
- ☐ Learn the grouping 10 e.g: "6 and ☐ make 10?"
- ☐ Use fingers to solve addition and subtraction problems to 10. Hide your fingers behind your back– "Can you still do it?"
- ☐ Make number story necklaces. Using beads or buttons.
Thread 5 beads of one colour and 8 or another on a piece of string. How many altogether?
- ☐ Measure your child against a doorframe. Make a record of your child's height. Re-measure on special occasions and compare differences.

During Third Year

- ❑ Skip count with your child in 10's to 100, 2's to 50, 5's to 100. Then count back from 100 or 50. Write the numbers down so your child can use them as a guide.
- ❑ Count 10¢, 20¢, 50¢ coins
- ❑ Group ice-block sticks or straws into bundles of 10's using rubber bands/pipe cleaners. Have some individual sticks for 1's. Count groups of 10's and 1's and see how many there are.
- ❑ Group objects into 10's and 1's. A handful of dried pasta can be great. Estimate how many 'bows' and 'tubes' then group and count
- ❑ Learn the grouping to 20 e.g: "12 and make 20?"
- ❑ Share equally fruit or lollies– 2 children get half each. "What is half of 20?"
- ❑ Make repeating patterns using buttons/beads in groups of 2, 5, and 10. Work out 4 lots of 5.
- ❑ Board games to encourage counting on from the last number. Eg: Snakes & Ladders, Ludo
- ❑ Skip count in 2's, 5's and 10's. Find what 4 lots of 2 make, or 8 lots of 5.
- ❑ Share equally fruit or lollies- Eg: 12 lollies between 2/3/4 children. "How many does each get?"
- ❑ Heads and Tails: Use 10¢ and 20¢ coins. Toss or spin 3 coins. Any coins that land heads up they keep. Any that lands tails put back in the pile. Players take turns and the first to make \$1 wins.
- ❑ License Plates: As you drive in the car or walk beside the road, write down the numbers you see of vehicle license plates. Add up each of the digits to get a total. The digits are $5+6+8+2=21$. "Who can spot the car with the highest total?" Add or subtract the digits to get as close as possible to zero. Eg: license plate has the digits 3726, you might say " $7+2-3-6=0$ "

Dice Games

During First Year

- ❑ Take That Number: Roll a die and take that number of pegs/buttons/lollies etc.
- ❑ Before & After: Players take turns to roll a die/dice and say what number comes before and after the number shown.

During Second Year

- ❑ Addition: Both players roll the dice and add the two numbers together. The first player to call out the correct answer wins.
- ❑ Up to Ten: Each player draws 4 circles and writes a different number in each circle. Use 4, 5, 6, 7, 8 or 9. Throw two die (dice). If the numbers thrown can be added to make one of the numbers in the circle, cover it up. The winner is the first to cover all circles.
- ❑ Bundles: Roll 2 dice and total them. Collect that many objects (Eg: iceblock sticks/chop sticks). When a player gets more than 10 objects, group them into bundles of 10's and 1's.
- ❑ Super Fingers– Write the word 'Super Fingers' on a piece of paper. Roll the dice and try to be the first to recall the facts. If you are the fastest cross the letters off one at a time.

Domino Games

During Second Year

- ❑ Concentration: Players take turns to flip over two dominoes. If the total number of spots on both tiles totals 12 the player removes them and takes another turn.
- ❑ Addition: Dominoes are placed face down in the middle. Players take turns to flip dominoes and players add three dominoes together. Fastest player who adds wins the dominoes.
- ❑ Subtraction: Dominoes are placed face down in the middle. Players take turns to flip three dominoes and subtract the last domino from the total. Lowest number wins the dominoes.

Card Games

During Second and Third Year

- ❑ Number Snap: Players turn over the top card from their face-down pile. They match cards and race to be the first to call "Snap!"
- ❑ Ordering Cards: Players put in number order their set of cards.
- ❑ Number Memory : Players take turns to flip over two cards. The player keeps them if they are the same number

- ❑ Number Memory/Make 10 Memory: Players take turns to flip over two cards. The player keeps them if the numbers match.
- ❑ Go Fish/Make 10 Fish: Players try to gather sets of four cards of the same rank by asking other players for cards they might have.
- ❑ Speed: Players race to add their hand cards on two piles. Players place a card before or after the given drawn card number.
- ❑ Tensies: Remove picture cards from a deck of cards. Deal 8 cards face up. Players look for pairs that total ten. When you find a pair deal a new card.
- ❑ Number Snap (doubles make 10): Players turn over the top card from their face-down pile. They match doubles cards that make the total 10 and race to be the first to call "Snap!"
- ❑ Number Memory (doubles make 10): Players take turns to flip over two cards. The player keeps them if they are the same number and make the total 10.

- ❑ Highest Addition: Players turn over 2 cards to total their value. Player with the highest total wins the cards.
- ❑ 21: Players are dealt 2 cards each. The player closest to 21 wins the cards.
- ❑ 31: Players are dealt 2 cards each. The player closest to 31 wins the cards. Picture cards worth 10, Ace is worth 11. Try to make 31 by picking up cards from the pack.
- ❑ I Spy Addition: Player finds 2 cards next to each other either horizontally, vertically or diagonally that add to the total.

During Years 4, 5 and 6

- ❑ Ask your child to help with the shopping by comparing the brands of the things you buy to find the best value for money.
- ❑ Help your child practise the facts they are trying to memorise at the moment - for example, forwards and backwards from 100, the 7 times tables or doubling and halving numbers up to 20.
- ❑ Ask your child to help prepare dinner and talk to them about any maths involved - for example, halves, quarters, litres, grams, temperatures, etc. and get them to do any measuring or weighing needed.

- ❑ Risk: Roll 2 dice and add the total. Players take as many times as they like before they pass the dice on...BUT...if the dice total is 7 they lose all their score for that turn. If they roll 12 they lose all points for that whole game. Any other total number is safe and adds to their score. Reach 99 to win.
- ❑ Teach your child one of the games you played when you were young.
- ❑ Show your child and talk with them about what the graphs and tables in the newspaper mean.
- ❑ Have a traditional games night at home where the whole family plays a board game like Monopoly, chess, backgammon or mah-jong
- ❑ Talk to your child about the maths you use every day and at work.
- ❑ Ask your child to figure out how much change you should get back from a purchase or how much discount if an item is on sale.
- ❑ Help your child learn to estimate things like how much things weigh, how long they are, the cost of the groceries, or how long it will take to travel to a certain place.
- ❑ Set up a reward system at home to encourage your child to remember what they need to do. Make the points large or small to match what they are learning at school, e.g. a child in year 5 might get 10,000 points for doing the dishes or 758 points for taking out the rubbish and a reward when they have 250,000 points.
- ❑ When you are driving or walking, play Launchpad with your child. Spot a number, then use it as a launch pad for seeing how many combinations you can make that number make. For example, there's a 12 on a letterbox, that's 3×4 , 2×6 , $10 + 2$, $100 - 88$, half of 24 etc.
- ❑ Get your child to make their own advertising pamphlet – cut out and sort images to go on it, make pretend money to spend
- ❑ Grow seeds or sprouts – measure the growth each week
- ❑ Fold and cut out paper dolls and other repeating shapes
- ❑ Trace over repeating patterns (e.g. kōwhaiwhai patterns)
- ❑ Go on a treasure hunt – make a map with clues and see who can get to the treasure first
- ❑ Dance to music and sing/clap to favourite songs – make up a dance sequence each – can you copy each other? Try making different types of patterns by drumming, clapping, stamping, dancing or drawing patterns that repeat
- ❑ Talk together and have fun with numbers and patterns
- ❑ Help your child to: find and connect numbers around your home and neighbourhood

- ☐ Play name the number that is 10 more or 10 less than before or after numbers they are working with at school
- ☐ Make patterns when counting in groups (skip counting) forwards and backwards, starting with different numbers (e.g., 13, 23, 33, 43..., ...43, 33, 23, 13)
- ☐ Find out the ages of family/whānau members and work out what year they were born in
- ☐ Take turns closing your eyes and describing how to get from the front gate to the kitchen, from the kitchen to their bedroom, from home to school
- ☐ Do timed activities. You hold the watch and they count how many times they can bounce a ball in a minute
- ☐ Play guess and check games (use different shaped jars) – how many beans, buttons, pegs in the container? Estimate and then count to check
- ☐ play card and board games that use guessing and checking
- ☐ Look at junk mail – which is the best value? Ask your child what they would buy if they had \$10/\$100/\$1,000 to spend
- ☐ Do complicated jigsaw puzzles
- ☐ Cook or bake – use measuring cups, spoons ($\frac{1}{2}$ and $\frac{1}{4}$ teaspoon) and scales
- ☐ Collect boxes – undo and see if you can make them up again or make it into something else
- ☐ Make paper darts and change the weight so that they fly differently, work out which is the best design
- ☐ Play mathematics “I Spy” – something that is $\frac{1}{2}$ a km away, something that has 5 parts etc
- ☐ Hide something from each other and draw a map or hide several clues – can you follow the map or the clues and find it?
- ☐ plan for a special event on a budget; e.g., afternoon tea for a grandparent, teacher or family friend
- ☐ Play outside games – cricket, basketball, mini-golf, soccer and milk bottle bowling
- ☐ Bake – follow a simple recipe (scones, pikelets)
- ☐ Use blocks that fit together to make a model. Draw what it looks like from each side and above. Then draw what they think it looks like from underneath. Once finished, check the underneath of the real object against the drawing
- ☐ Make water balloons and see how far you could throw them (outside!!) and how far the water splatters
- ☐ Collect the family and whānau birthdays and put in order – make a calendar to remind your child when the birthdays are

- ❑ Mix a drink for the family – measuring cordial, fruit and water
- ❑ Make kites using a variety of shapes and materials. How high can it go, how long can it fly for?
- ❑ Make a family/whānau tree or whakapapa – number of cousins, aunts and uncles, grandparents and their relationships to you plan out the holidays.
- ❑ Look at each day's fun time, kai time, TV time, helping time, family time and bedtime. Represent the time spent on each activity in different graphs
- ❑ Plan to make a craft like bead necklaces and friendship bracelets – calculate the cost of the materials, the length of stringing material and the time taken to create
- ❑ Plan and budget the family holiday (or a day trip) – look at the best transport method in terms of time and money, accommodation, and activities to do. Use the Internet for finding out information
- ❑ Guess how many times you use your cell phone a day/ week/month and predict the cost. Work out the best price, pre-paid versus a plan
- ❑ Play travel games – invent mathematics games to play walking with friends, travelling in the car, at the park
- ❑ Plan for a family event, like a dinner. What is the cheapest option – cooking at home or getting takeaways?
- ❑ Build a fort/ inside tent – plan, design, collect the materials and build.
- ❑ Times Snap: Remove the picture cards. Deal 2 cards to the players. The first player to call out the product of the 2 numbers (6x3) keeps the cards.