Parent support materials

Introduction

English

Maths

Queensland Government

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Contents

Introduction 1

English 2

Introduction 2

Reading 2

Handwriting 2

Resources 3

Reading introduction 3

Think while you read poster 5

Reading activities — fast and fun 7

Reading activity cards 9

Reading posters 13

Before reading 13

After reading 15

During reading: Reading strategies 17

Alphabet handwriting chart 19

Handwriting poster 21

Warm-up for handwriting 23

Maths 31

Introduction 31

Maths box 31

Suggested resources for your Maths box 31

Resources 32

Computation strategies 32

Analog clock face 39

Australian money 41

Nets of 3D objects 59

Mathsercise 73

Today's number 73

Number facts 74

Let's calculate 77

Everyday maths 80

Introduction

Welcome to Year 2 of the **Parent support materials**.

These Parent support materials include resources and practical ideas for supporting your student's learning@home.

The relevant year level Parent support materials can be printed (recommended in colour) and referring to when completing learning@home **two-week units of work**.

It contains:

- English resources
- Maths resources
- Helpful information.

The **Parent support materials** provide additional activities that can be used with the two-week units of learning provided by the Queensland Department of Education on the learning@home website. The Parent support materials could also be used as a standalone resource.

ENGLISH

Introduction

Welcome to the English section of the **Parent support materials**.

Reading

Students should be encouraged to read every day for about 20 minutes. Students can read to you, or you can read to your student. During reading time, select activities to support students to talk about what they have read.

Contact your school for ideas and information about the type and level of books suitable for your student if necessary.

Handwriting

Although handwriting is only a short part of the student's day, it is an important activity. Handwriting helps students focus on hand–eye coordination to form letters correctly in order to write neatly and clearly. The handwriting program consolidates the formation of letters (for example: exits and entries). This is followed by joining the letters to learn the cursive alphabet formation of letters.

Reading introduction

Question–answer relationship (QAR)

The question–answer relationship (QAR) strategy assists in improving reading comprehension skills by showing students the relationship between questions about the text and the answers. If students can understand the type of question, they will know where they can find information to answer questions about a text.

The strategy outlines where information to answer questions about a text can be found — *In the book* or *In your head*.

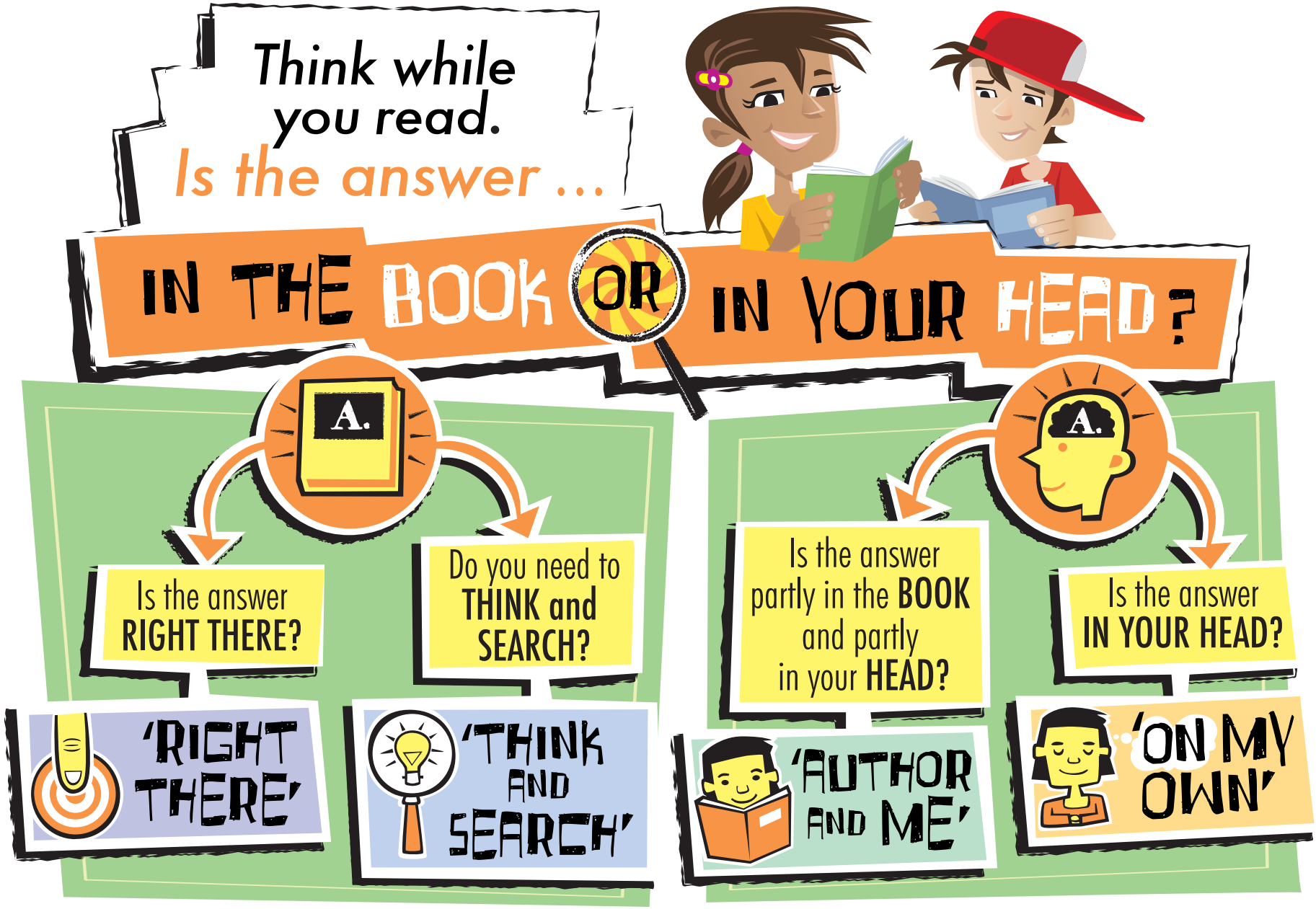
In the book questions (*Right there* and *Think and search*) are those whose answers are found in the book. These are literal questions and answers.

In your head questions (*Author and me* and *On my own*) are those whose answers are developed from the reader's own ideas and experiences. They are not directly found in the book. These are inferential questions and answers.

Reading activities

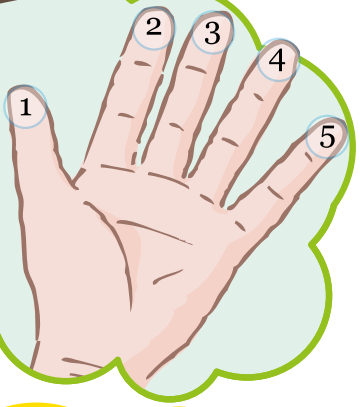
The reading activities are designed to help students develop reading skills and explore the language and ideas in the books they read. The reading activities for students to use as part of their daily reading program include:

- *Reading activities — fast and fun*
  This resource lists a range of quick activities that should take only five minutes or so to complete.
- *Reading activity cards*
  This resource gives suggestions for reading activities that take longer. For these activities, students may re-read the same book and complete the reading activity over two or three lessons.

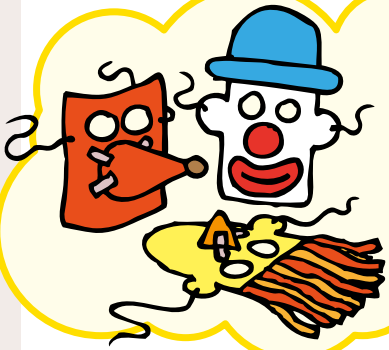


Reading activities – fast and fun

Retell the events in order.



Ask a question about the book.



Act out an event from the story.

Tell a fact you have learned.

I remember when ...

This reminds me of when ...

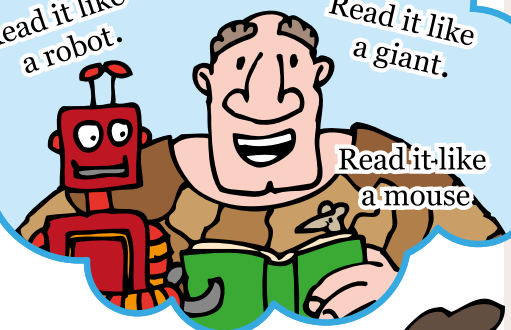
Make a personal connection.

Choose a sentence from the book.

Read it like a robot.

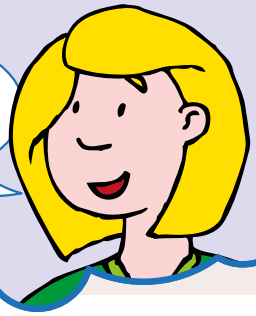
Read it like a giant.

Read it like a mouse.



What happens next?

If the story continued ...



Share your favourite page ... explain why.

DETE©

Reading activity cards

1. **Greeting cards (two reading sessions)**

   Resources: greeting cards

   Have students:

   - read the greetings in greeting cards
   - identify what is appealing about them (or not)
   - identify the rhyme or rhythm
   - write their own greetings to create their own greeting cards.

2. **Descriptive, clever noun groups**

   Resources: photo or magazine picture, sheet of paper, reusable adhesive, sticky notes

   Have students:

   - find a picture — it could be a photo or a magazine picture of a pet, a friend, a family member or an event
   - attach the picture to the centre of a piece of paper
   - write on sticky notes as many noun groups as possible to describe the picture, for example: curly, black fur; wagging tail
   - add the sticky notes around the picture
   - display this sheet.

3. **Puppetry performance (two reading sessions)**

   Resources: a range of rhyming texts; paper, felt pens, glue to make finger puppets

   Have students:

   - choose a favourite story
   - make finger puppet characters for the story
   - use the finger puppets to perform the story to an audience.

4. **Speech bubbles**

Resources: book with images, sticky notes with speech and thought bubbles drawn on them

Add sticky notes above the heads of characters on some pages of the book. Have students write what the character may be saying or thinking (approximations are fine). Concentrate on emotions, for example: I am happy.

5. **My favourite character**

Resources: book, sticky notes

Ask students to find their favourite character or picture in the book. Have students describe the features of the character, for example: short, curly tail; pink fluffy ears. If possible, have students write the descriptions on sticky notes and add them to a picture of that character (either in the book or one they have drawn themselves).

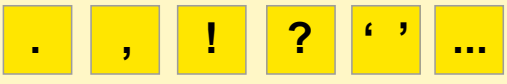
6. **What is the character doing?**

Resources: book, sticky notes

Look through the pictures and write any verbs (actions) on sticky notes that describe what the main character or characters are doing. Students can make up silly actions as well.

7. **Punctuation hunt**

Resources: book, punctuation cards or sticky notes



Read through some of the book with students. Make sure you exaggerate the use of punctuation OR try reading some sections without using the punctuation and see if students can pick what is missing.

Ask students to find an example of each of the punctuation examples in the book (if possible). Place the sticky note with the correct punctuation next to where it is found on the page. When complete, have students show you the punctuation found and read the sentence to you with correct use of punctuation.

8. **Draw it**

Resources: paper, coloured pencils

Have students draw a picture or series of pictures about the book. Discuss the pictures with students. Have the student retell the story to you.

9. **Connect it**

Resources: paper, coloured pencils

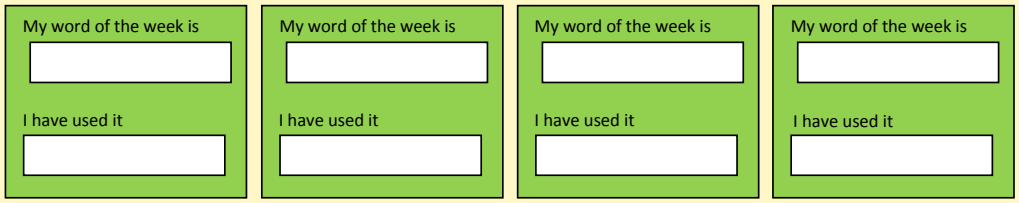
Have students draw a picture of a connection they have to the story read. Give students some prompts, for example: I remember when … This reminds me …

Have students talk to you about the picture and why it is similar to something that has occurred in the book.

10. **Word of the week**

Resources: Word of the week chart

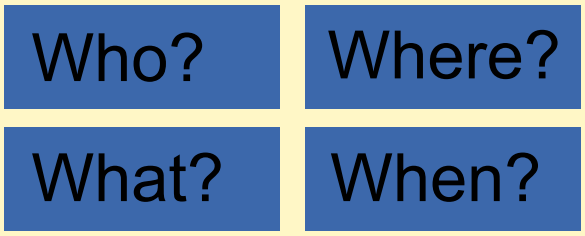
Students find their favourite word in the book and add it to a Word of the week chart.



11. **Ask me a question**

Resources: question cards

Create question cards with the words: 'Who?' "Where?' 'What?' 'When?'



Have students create questions for you or a partner about the book they have read.

See if the partner can answer the questions that students ask. You might need to model some examples for them first.

12. **Put it back together, Heather!**

Resources: Before the reading session, write or print out a verse of a favourite poem (4–5 lines long) and cut out each line of the poem.

Have students:

- reassemble the verse of the poem in the correct order
- read the verse aloud with expression.

13. **Listen to me**

Resources: book, recording software or recording device

Have students record their reading with as much expression as possible using a recording device or software (for example, Audacity), and play back to check for fluency.

14. **Story map**

Resources: paper, coloured pencils

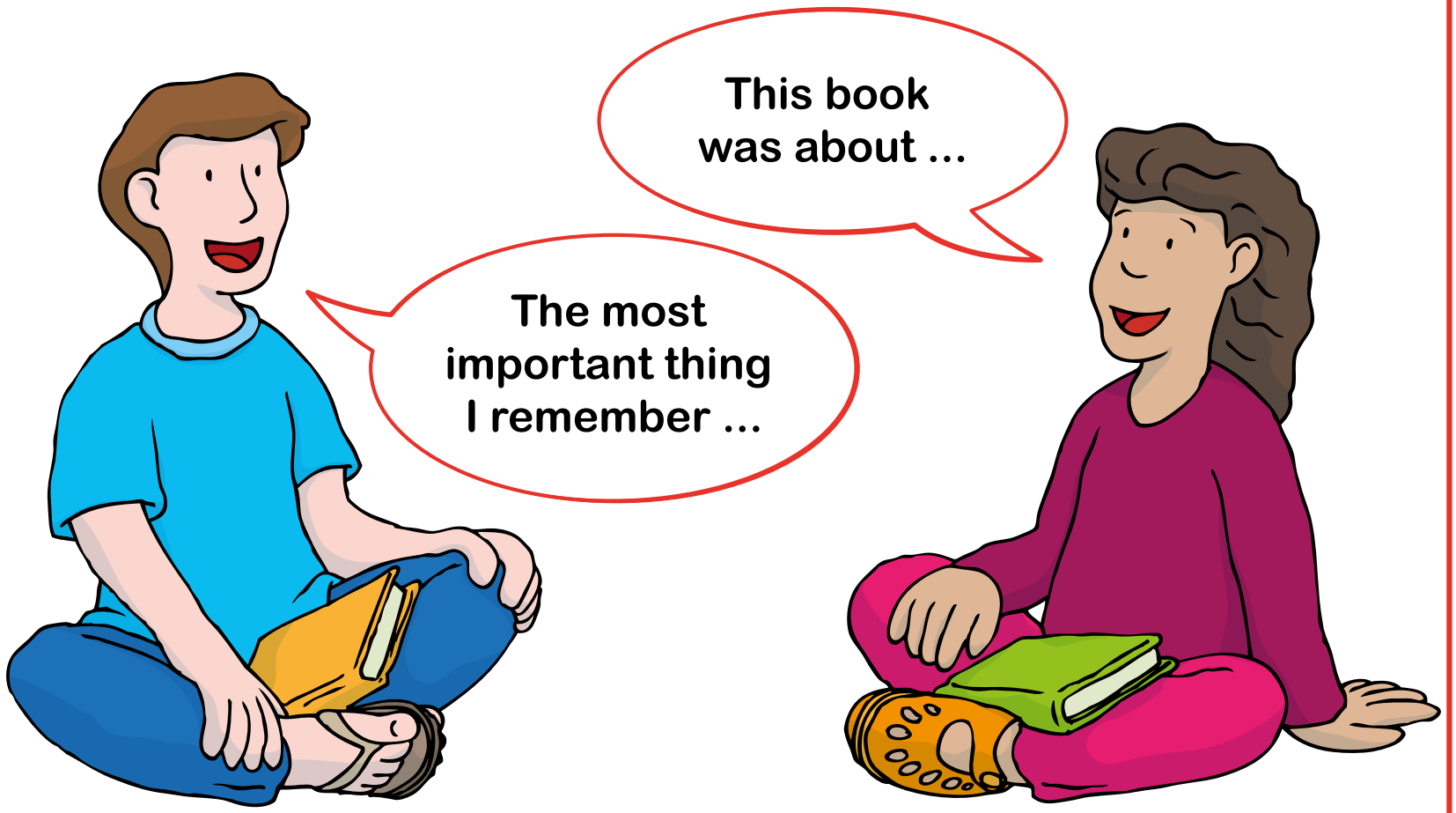
Have students draw the setting of the story and show some of the actions of the characters across that setting. Have students retell the story (or that section of the story) using their story map.

Before reading

Think about the following.
What do I already know?

After reading

Were my predictions correct?



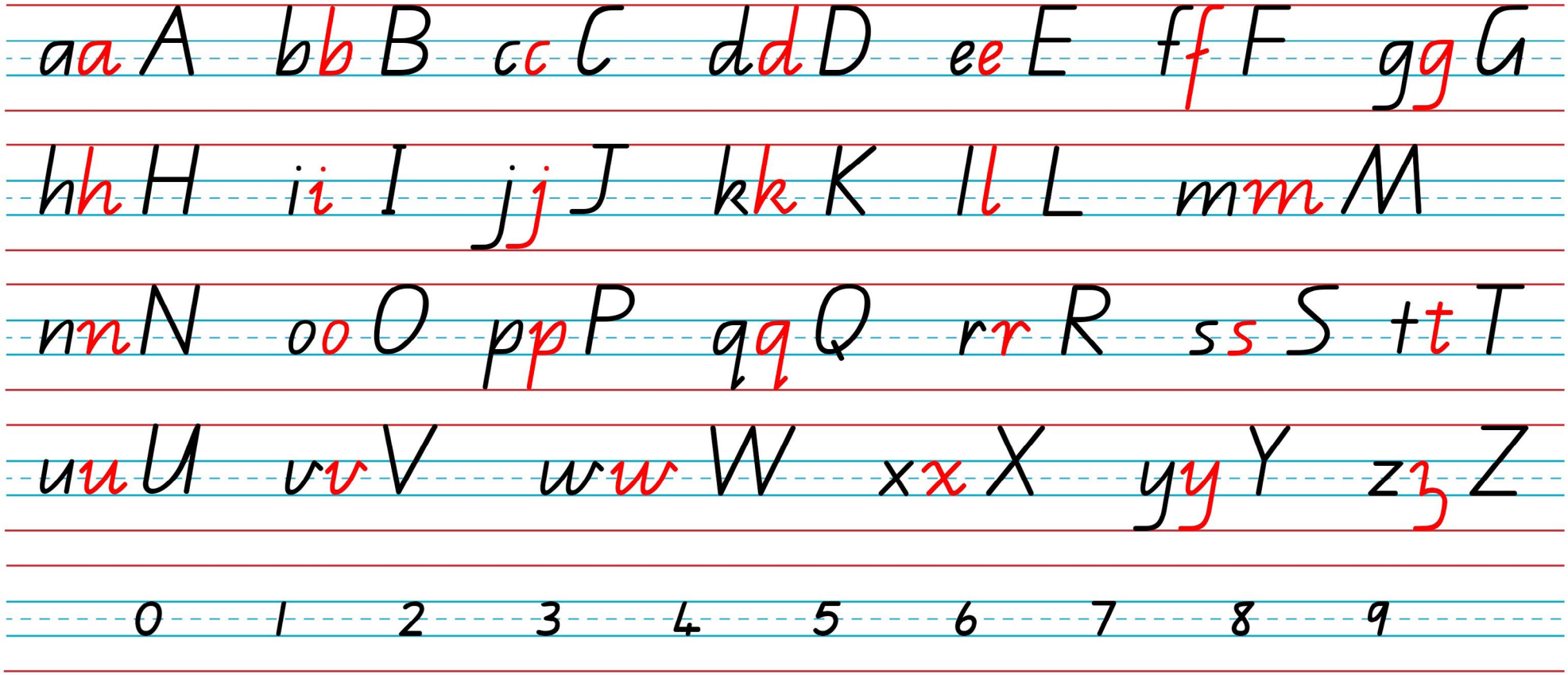
During reading: Reading strategies for unknown words and making meaning

This sheet provides prompts and questions that support the development of students' reading strategies.

Name of strategy	Say to students:	Ask the students:
Predicting *Focuses the reader on the plot to give clues about what the story is about*	• Look at the front cover of the book. • Read the title. • Look at the illustrations/pictures in the book.	• What do you think this story will be about? • What characters might there be in this story? • What do you think might happen? • What words would you expect to read in this story?
One-to-one correspondence *Pointing to each word while reading*	• Point to each word as you read.	• Did the words match what you read? • Were there enough words? • Did you run out of words?
Identifying known words	• Point to the word _____ and then read it.	• Do you think it looks like the word _____?
Sounds in words	• Look at the first letter in the word. • Say the first sound of the word. • Look for other letters you know in the word. • Look for a small word inside the big word, for example: 'at' in 'cat'.	• What is the first letter in this word? • What sound does this letter make? • What other letters can you see in this word? • What sound could that letter make in the word? • Does it have a small word you know in the bigger word?

Name of strategy	Say to students:	Ask the students:
Reading on *Reading on to the end of the sentence to gain context clues*	• Leave the unknown word and keep reading to the end of the sentence. • Go back to the unknown word and have another go.	• What do you think the word might be now? • What would make sense?
Re-reading *Going back and reading some of the text again*	• You almost got that right. There was something that didn't make sense (sound right) on this page. • Point to the difficult word/s. • Look at the letters you know in the word/s. • Read that again and think about what else would make sense.	• Does _____ make sense? • What's wrong with what you read? • Can we say it that way? • Does that look right? • See if you can find what was wrong.
Self-correcting *Where the reader corrects an error in their reading themselves*	• You made a mistake on this page. • I like the way you found out what was wrong all by yourself.	• Can you find it? • How did you know it was wrong? • Were you right?
Confirming *Checking that predictions at word level and story level are accurate*	• Retell what has happened in the story. • Predict what might happen next.	• What do you think the word might be? • Do the letters and sounds match the word you read? • Were your predictions correct? • Do your predictions match what you read?

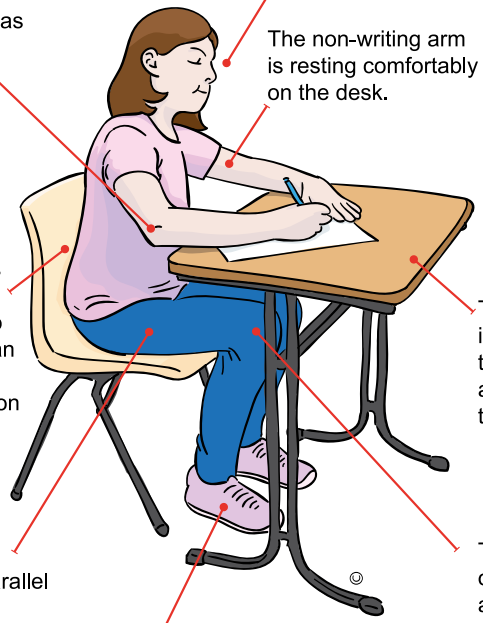
Alphabet handwriting chart



This chart is a useful tool to show where letters should be placed on handwriting lines. Consider displaying this for easy reference.

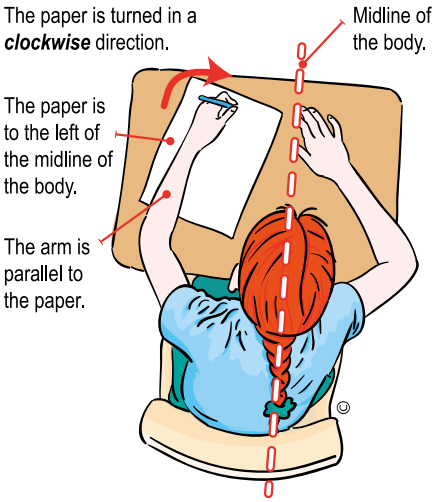
Handwriting poster

Posture

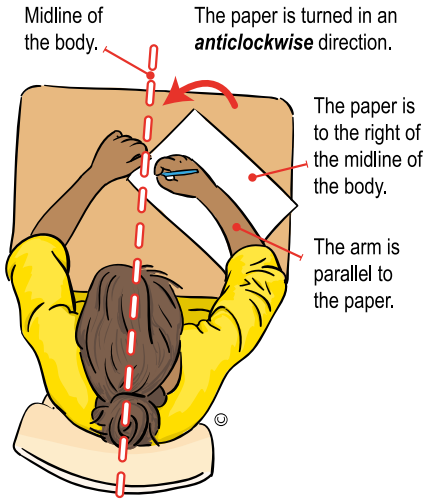


Paper position

Left hand paper position.

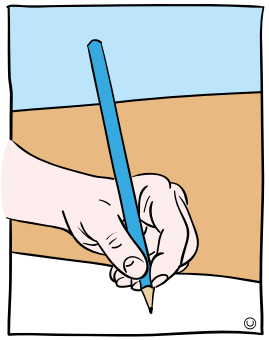


Right hand paper position.

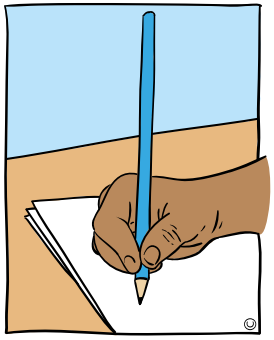


Pencil grip

Left hand grip.



Right hand grip.

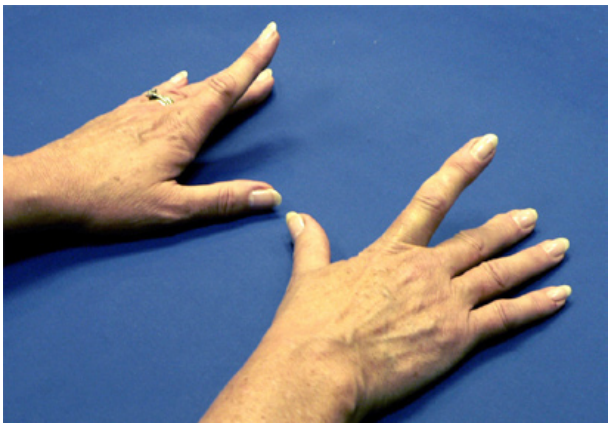


The pencil is held between the thumb tip and the index finger.
The pencil rests near the first joint on the middle finger.

Warm-up for handwriting

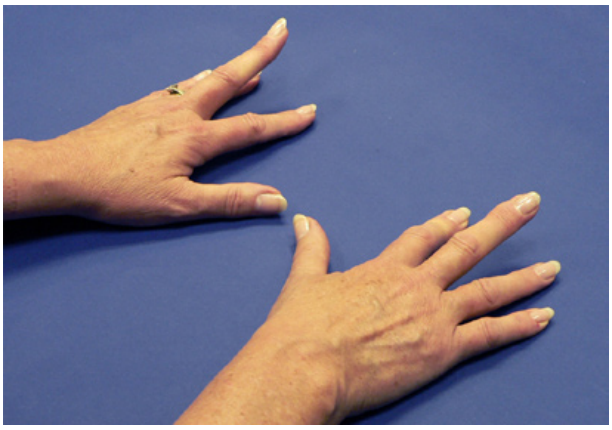
Finger lifts

Place both your hands and forearms flat on the table.



Keeping your wrists on the table, lift a finger up for a moment and then put it back down.

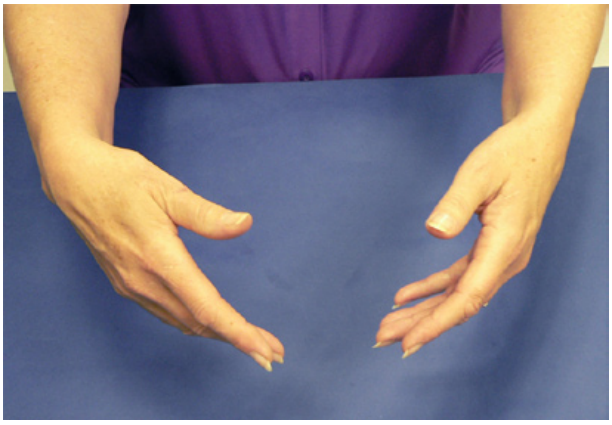
Lift each finger in turn.



Repeat 10 times.

Shake it out

Hold your hands out in front of you.



Now, shake your fingers as hard as you can for a few seconds. Try to shake them right off your hand!

Now, relax.

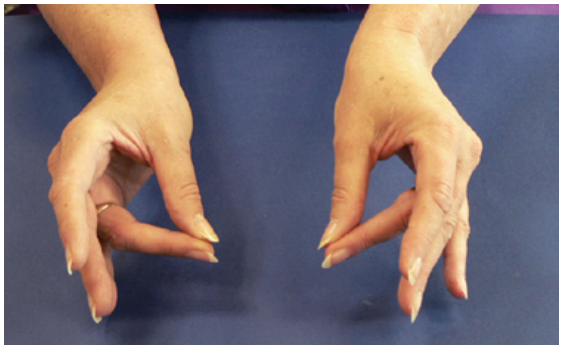
Repeat five times.

Finger pinch

Bring your thumb together with the tip of your first finger,

then your second,

third



and fourth.

Repeat five times.

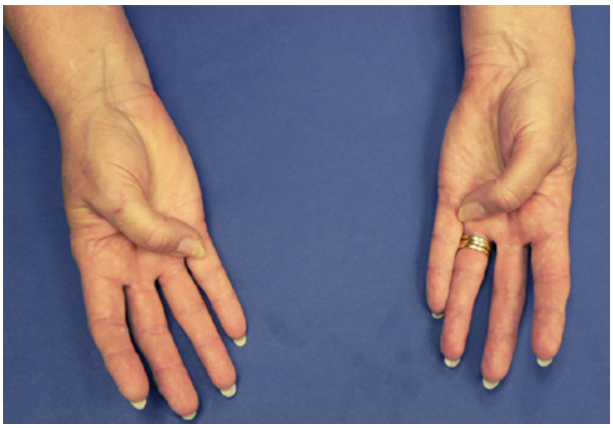
Variation

1 Try with one hand at a time.

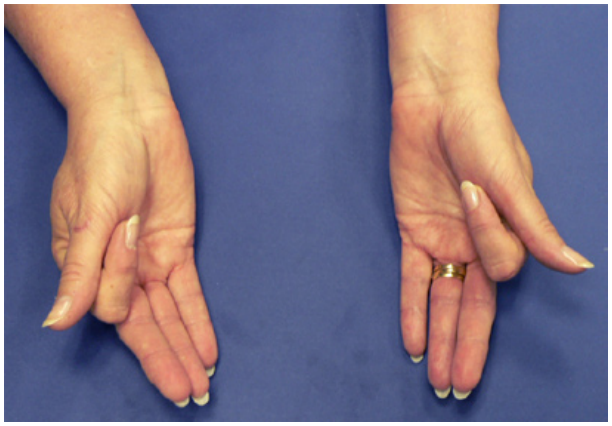
2 Try with your eyes closed.

Palm taps

Put your hands on the table palms up.

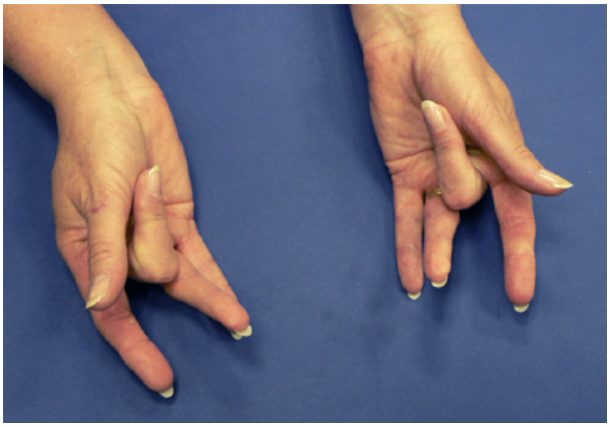


Bend your thumb in to gently tap the palm of your hand.



Now bend the next finger

and the next.

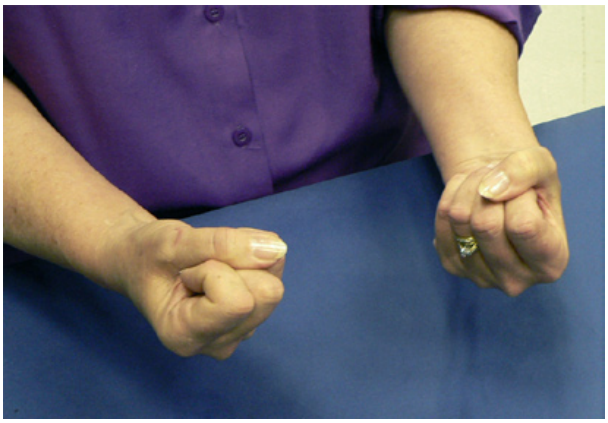


Continue with the next two fingers.

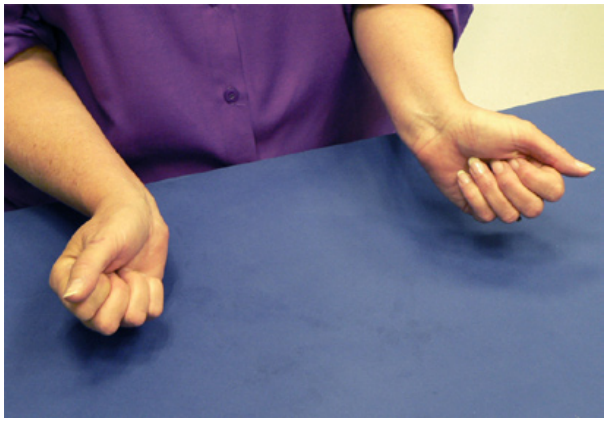
Repeat 10 times.

Circles from the wrist

Tuck your elbows down by the side of your body and hold your forearms straight out in front of you.



Make fists with your hands and then rotate your wrists in a circular motion,

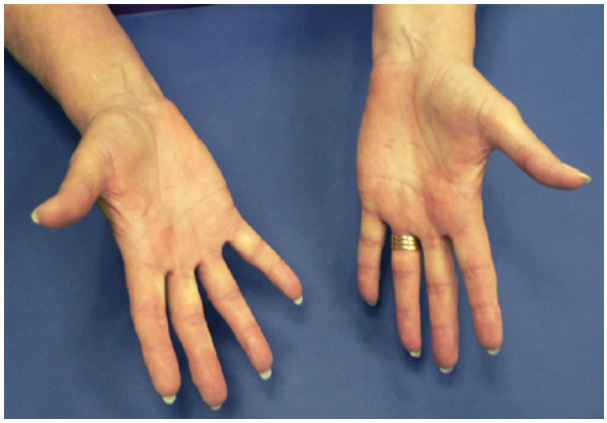


first one way and then back the other way.

Repeat 10 times.

Clench and release

Make fists with your hands. Squeeze tight,

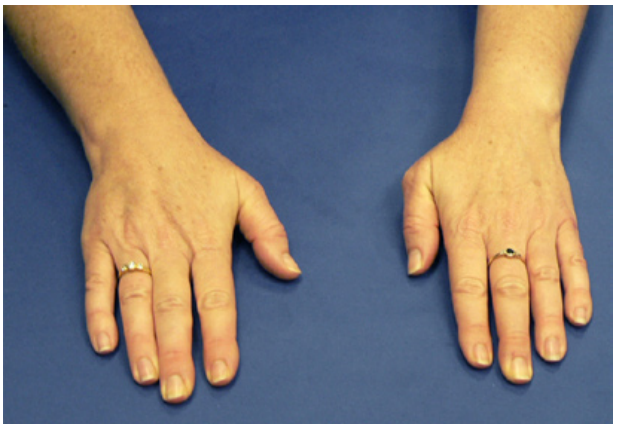


then release. Repeat

10 times.

Caterpillars

Put your hands flat on the table.

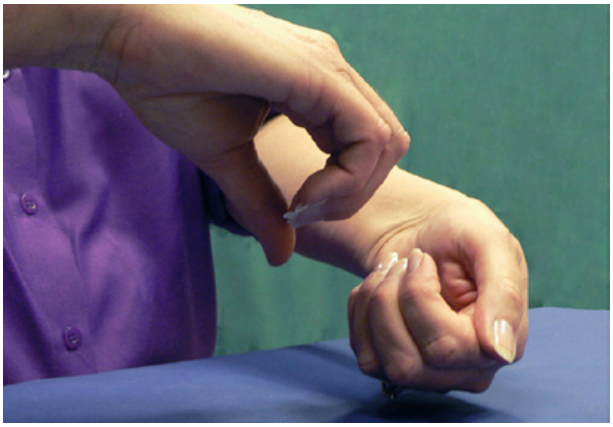


Use your fingertips to pull the rest of your hands along, arching them like a caterpillar.

Then stretch back out again.

Monkey grip

Join your hands



in monkey grip

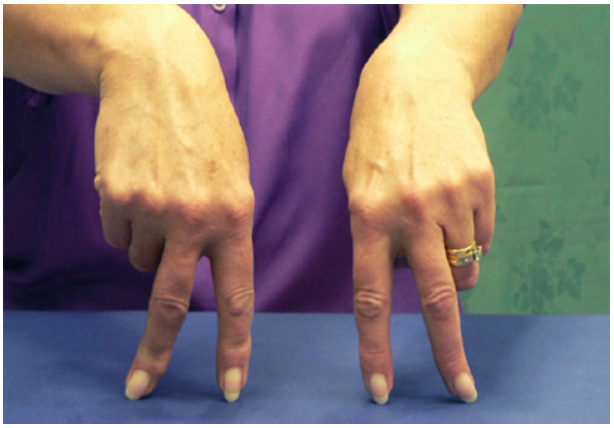
and try to pull your hands apart.

Pull for a count of five.

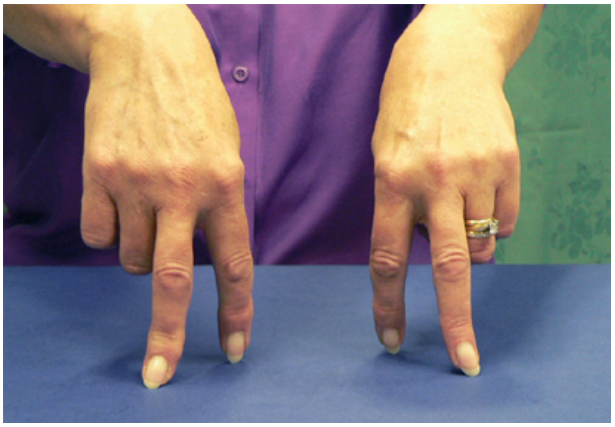
Repeat five times.

People walking

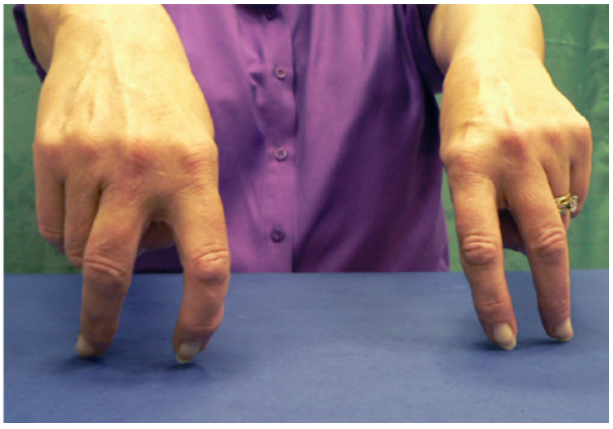
Pretend your fingers are people.



Walk them across the table



and back.



Repeat five times.

MATHS

Introduction

Welcome to the Maths section of the **Parent support materials**.

Maths box

You may like to build a **Maths box** (for example: a plastic storage container with a lid, or a cupboard). In the early years of school, hands on materials can be helpful for supporting mathematical understanding.

Suggested resources for your Maths box

Assorted containers of varying shapes and heights (for example: lids, spoons, cups, scoops, jugs, cylinders, yoghurt containers)

Balance scales / bathroom scales / kitchen scales

Beads for threading and counting

Calculators

Calendar samples

Chalk

Collection of materials (for example: toys, blocks, counters, bundling sticks, buttons, paperclips, ice-cream sticks, plastic animals)

Collection of notes and coins (play money)

Dice (six-sided) — dots

Camera (digital, mobile phone, or tablet device)

Dominoes or domino cards

Funnel

Linking cubes

Magazines/catalogues

Straws/pipe-cleaners

Modelling materials (playdough, Plasticine)

Packs of playing cards

Pegs

Play equipment (sand, water, collage, paint)

Ribbons, string, shoelaces, wool

Sticky notes

Timing devices — timers, stopwatch, clocks (analog and digital)

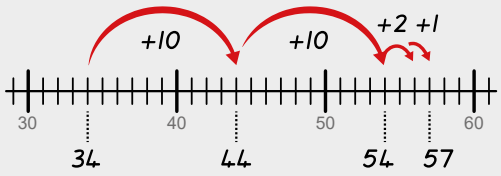
Computation strategies

Jump

- start from a given number
- partition the other number
- add or subtract the parts

Example:

$34 + 23 = ?$



Split

- partition both numbers
- add or subtract the place value parts
- combine the added parts to make the sum

Example:

$46 + 35 = ?$

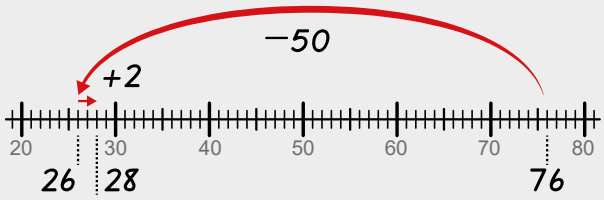
$40 + 30 = 70$
$6 + 5 = 11$
$70 + 11 = 81$

Compensate

- adjust one number
- add or subtract the parts adjust
- the sum or difference

Example:

$76 - 48 = ?$



Compensate strategy — Addition

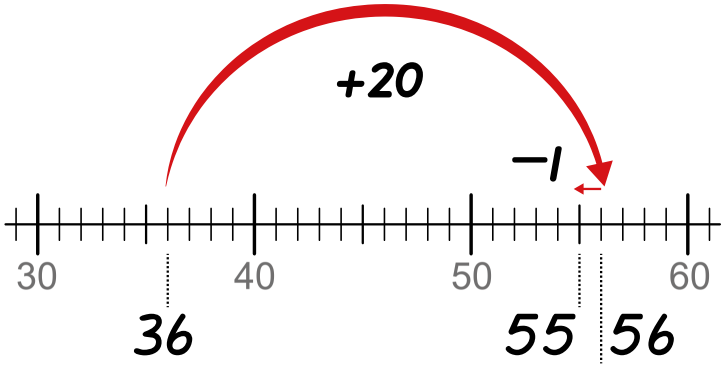
Scan

$36 + 19 = ?$

Think

Start with 36
19 is close to 20
add 36 and 20, equals 56
take away 1 is 55
36 add 19 is 55

Do



Compensate strategy — Subtraction

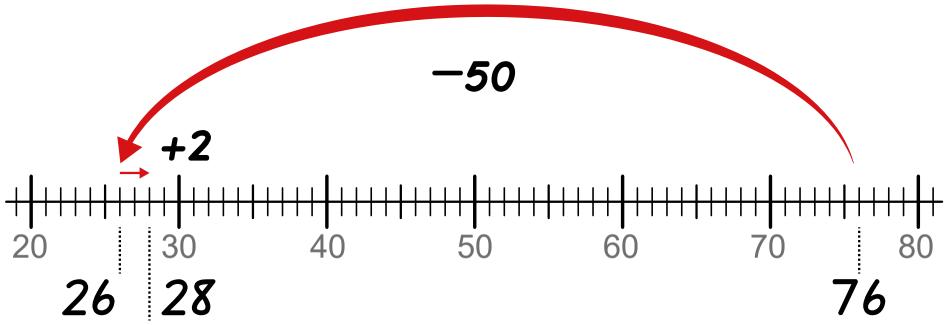
Scan

$$76 - 48 = ?$$

Think

Start with 76
48 is closer to 50
76 take away 50 is 26
add 2 is 28
76 take away 48 is 28

Do



Jump strategy — Addition

Scan

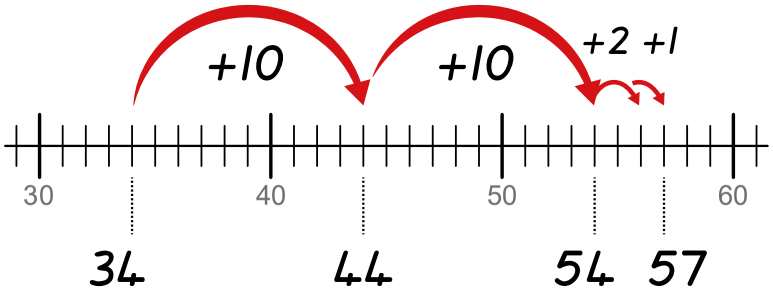
$34 + 23 = ?$

Think

Start at **34**
jump 10 **44**
jump 10 **54**
then,
jump 2 **56**
jump 1 **57**
34 add 23 is 57

Do

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99



Jump strategy — Subtraction

Scan

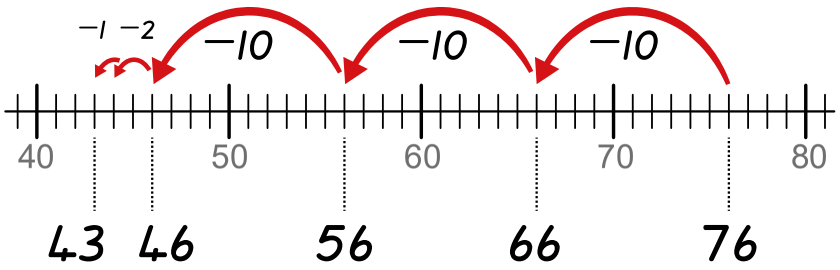
$76 - 33 = ?$

Think

Start at **76**
jump back 10 **66**
jump back 10 **56**
jump back 10 **46**
then,
jump back 2 **44**
jump back 1 **43**
76 take away 33 is 43

Do

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99



Split strategy — Addition

Scan

$46 + 35 = ?$

Think

Break up 46 and 35 into tens and ones
add the tens, 4 tens and 3 tens is 7 tens
add the ones, 6 ones and 5 ones is 11 ones
11 ones is 1 ten and 1 one
then add 7 tens 1 ten and 1 one is 81
46 add 35 is 81

Do

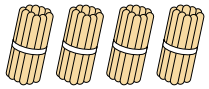
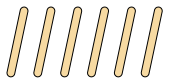
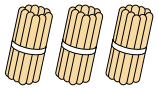
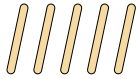
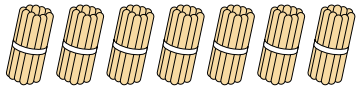
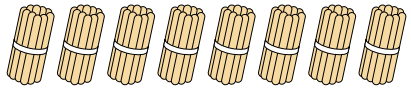
$46 + 35$

$40 + 6 \quad 30 + 5$

$40 + 30 = 70$

$6 + 5 = 11$

$70 + 11 = 81$

Tens	Ones
	
	
	
	

add

Split strategy — Subtraction

Scan

$75 - 33 = ?$

Think

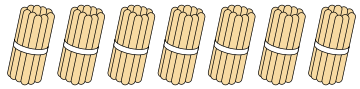
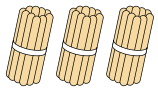
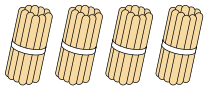
Break up 75 and 33 into tens and ones
take away the tens, 7 tens take 3 tens is 4 tens
take away the ones, 5 ones take 3 ones is 2 ones
then add 4 tens and 2 ones
75 take away 33 is 42

Do

40

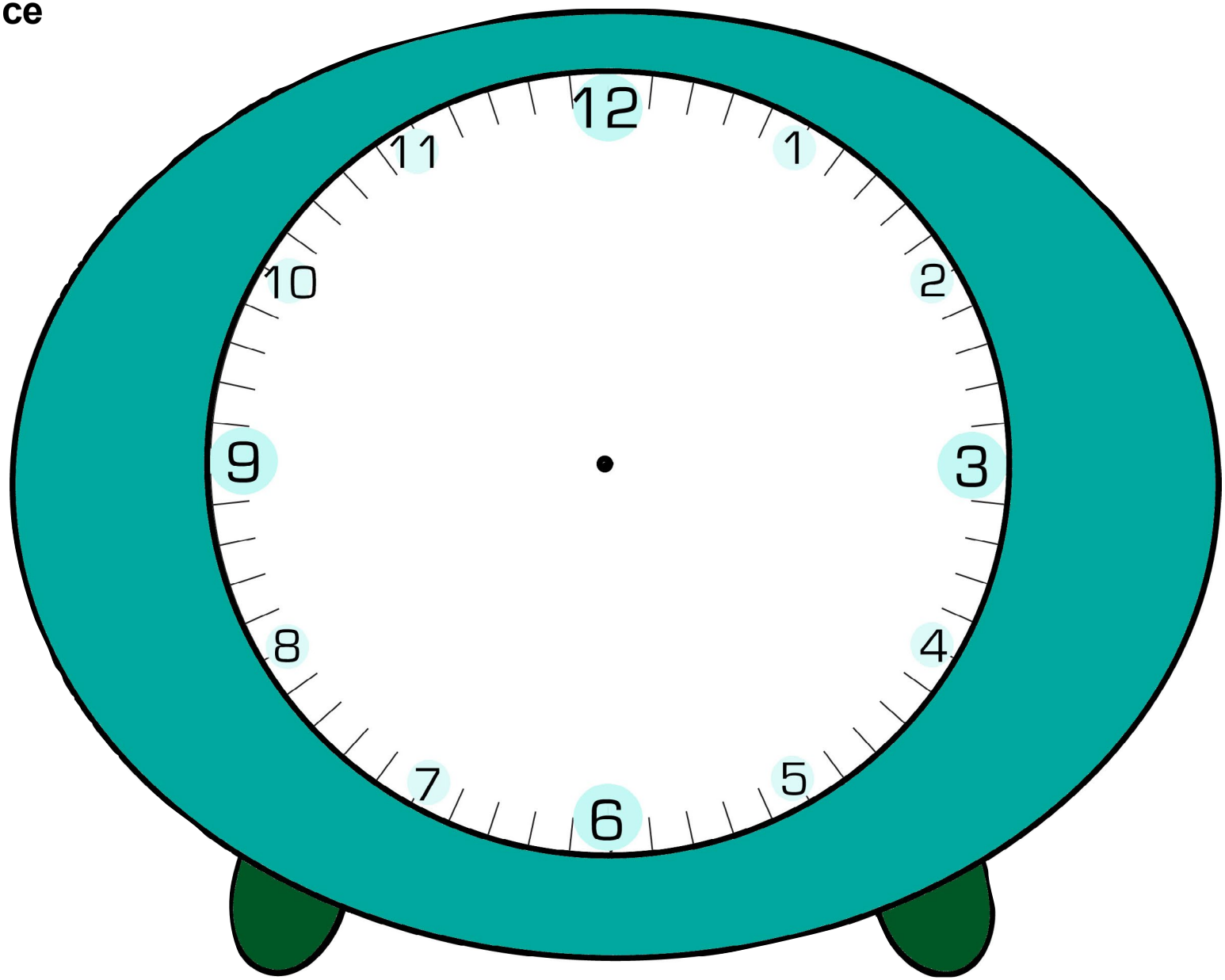
$75 - 33 = 42$

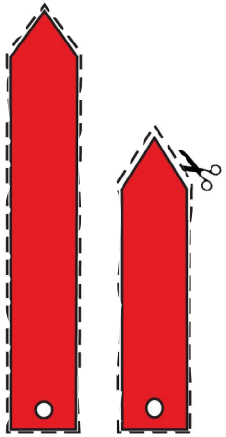
2

Tens	Ones
	
	
	

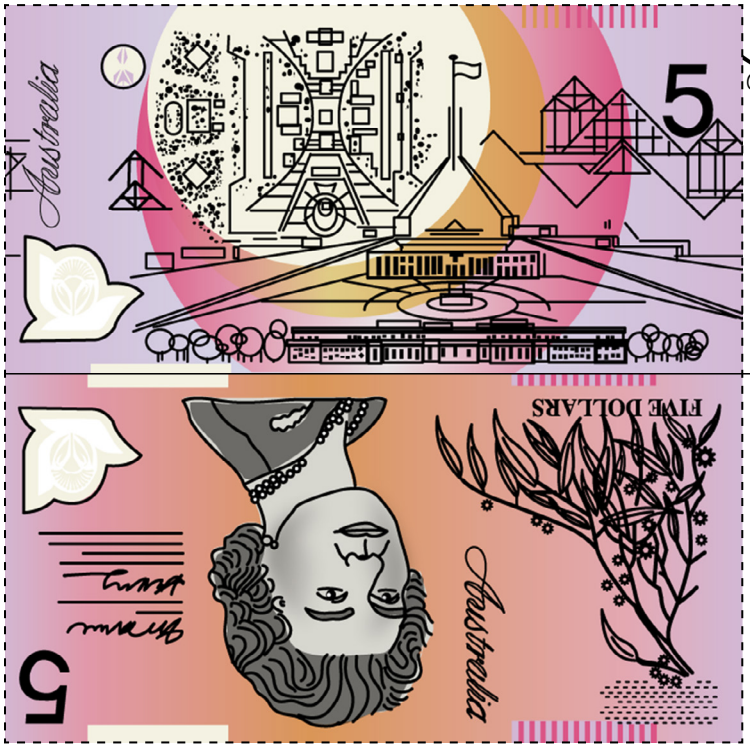
take away

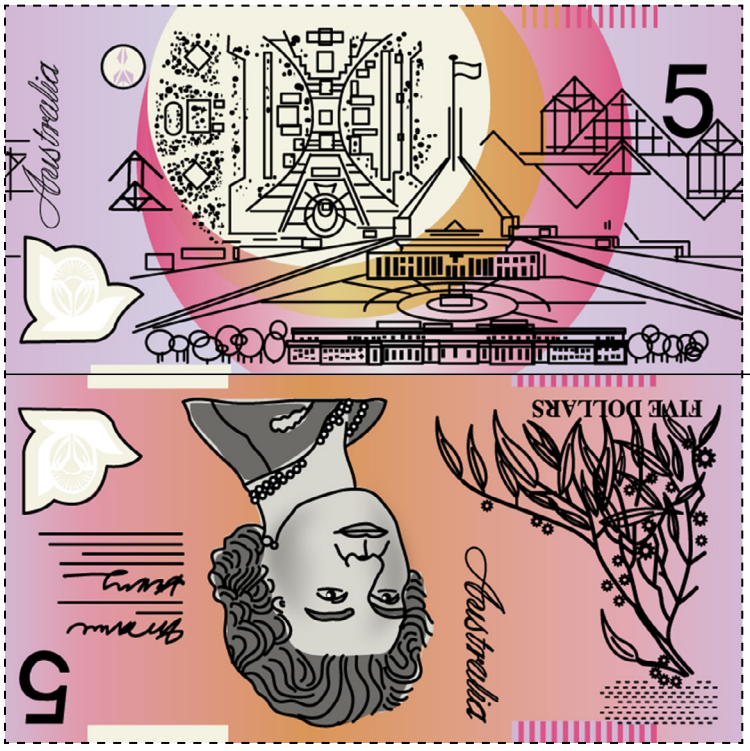
Analog clock face





Australian money





i.

fold

fold

i.

fold

fold

i.

fold

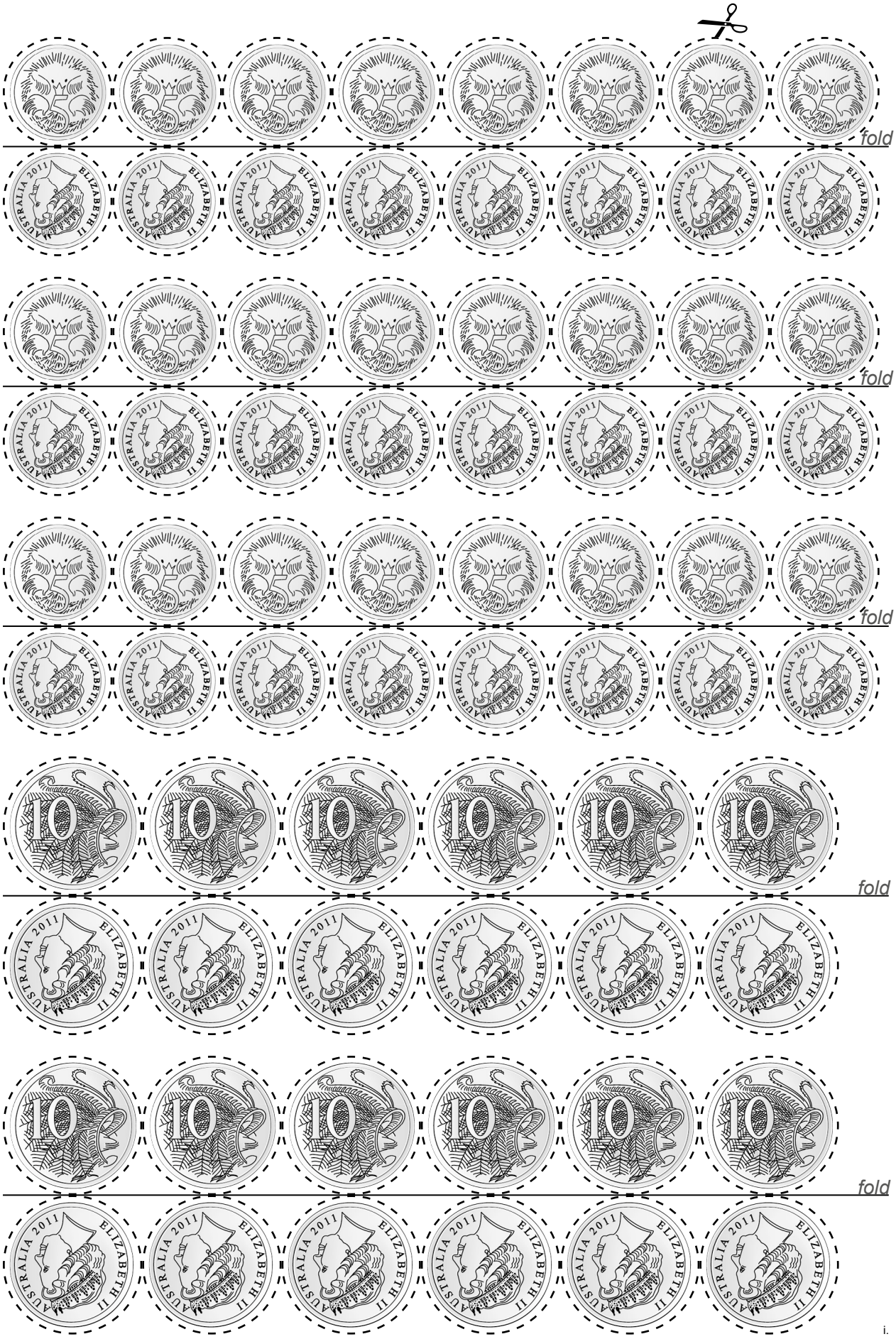
fold

i.

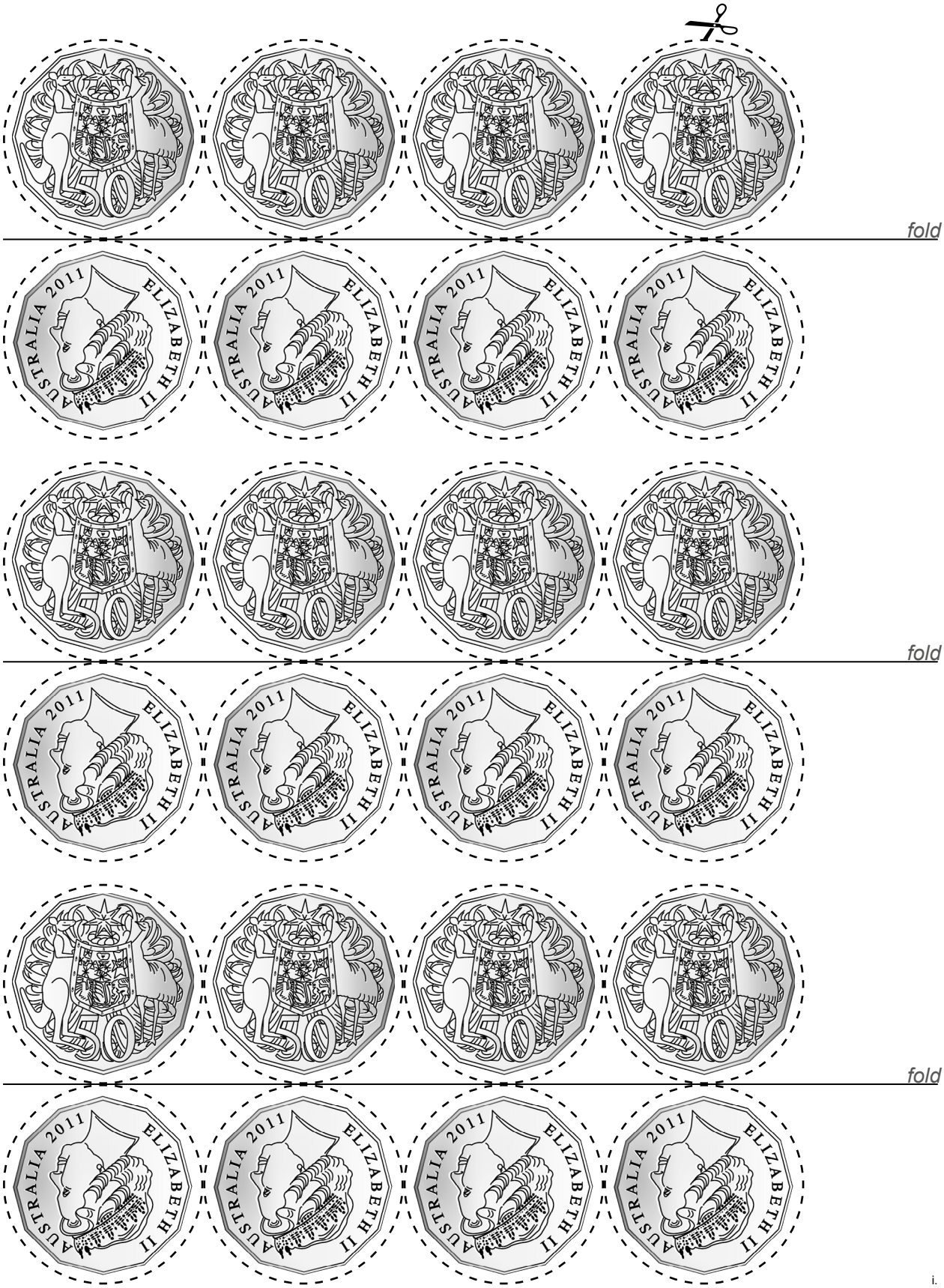
fold

fold

i.



i.



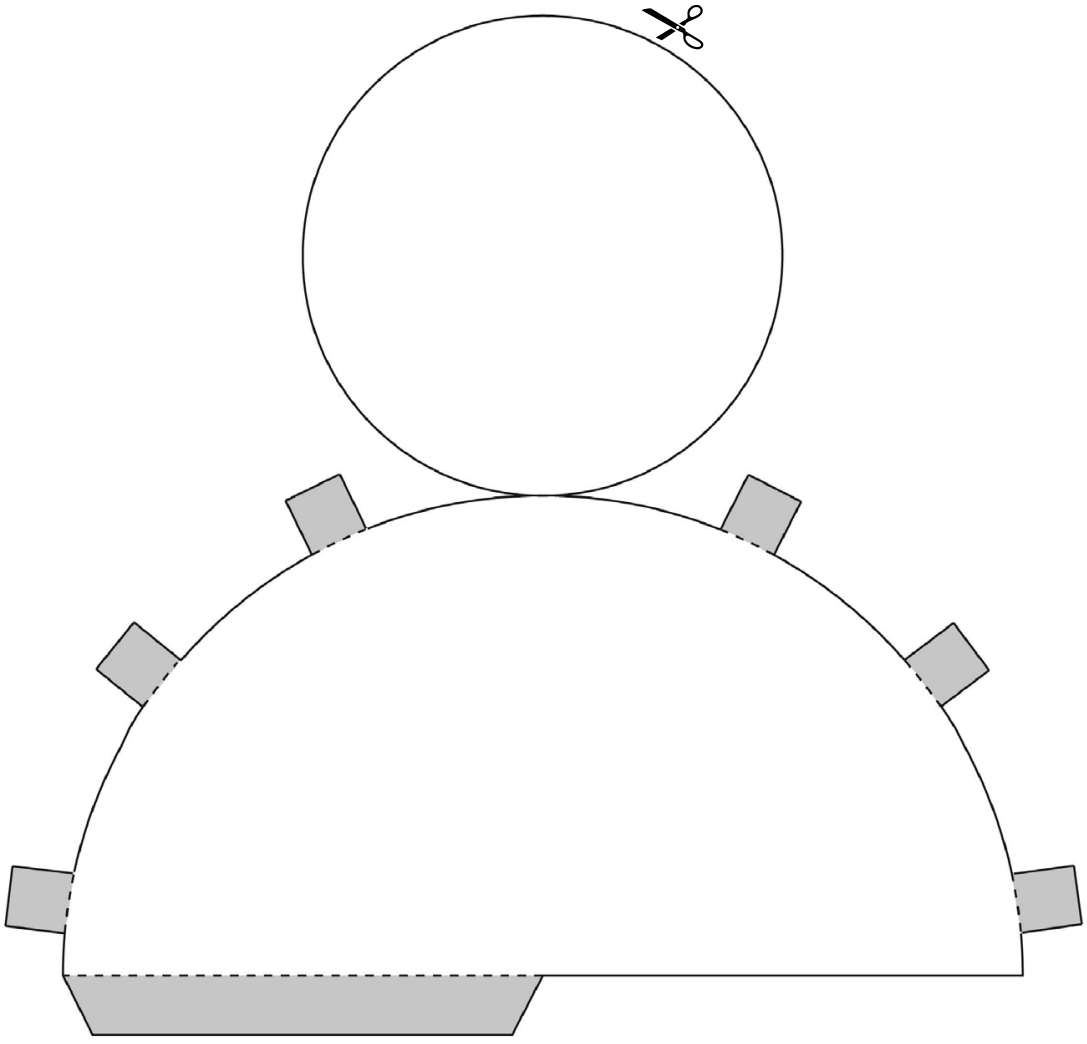
i.

i.

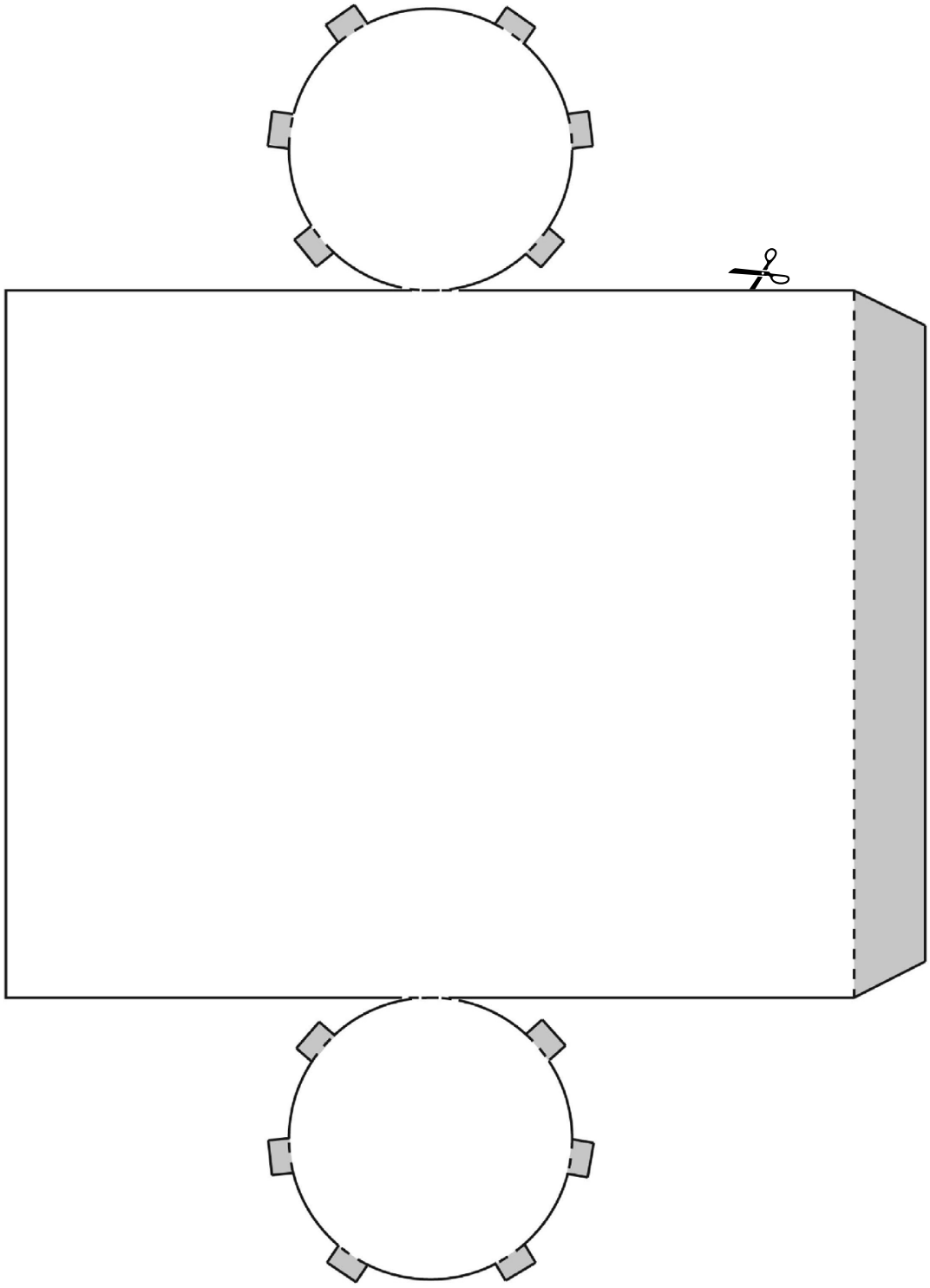
i. Australian currency coin designs used with permission of the Royal Australian Mint.
Images of Australian currency notes meet the Reserve Bank of Australia guidelines.

Nets of 3D objects

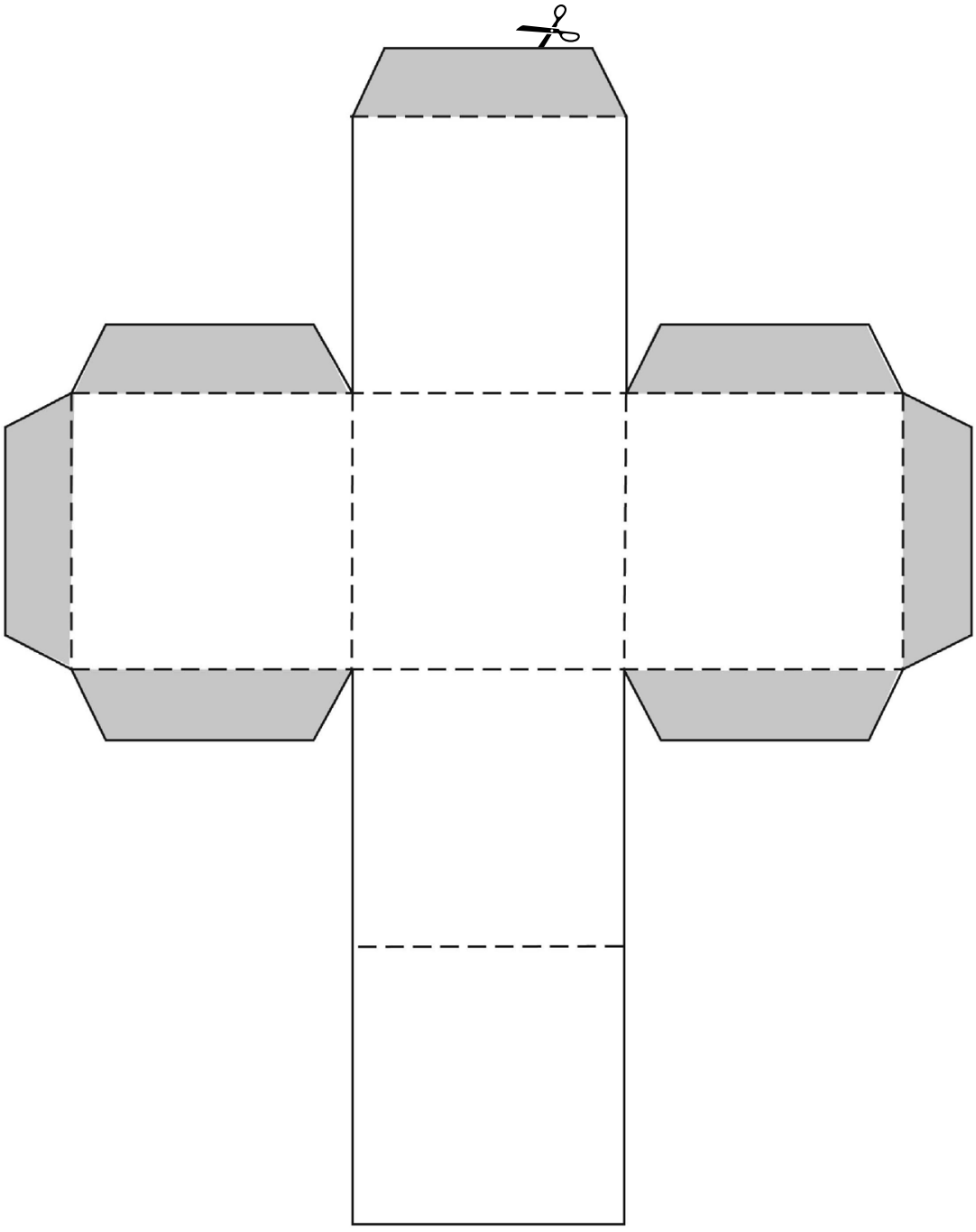
Cone



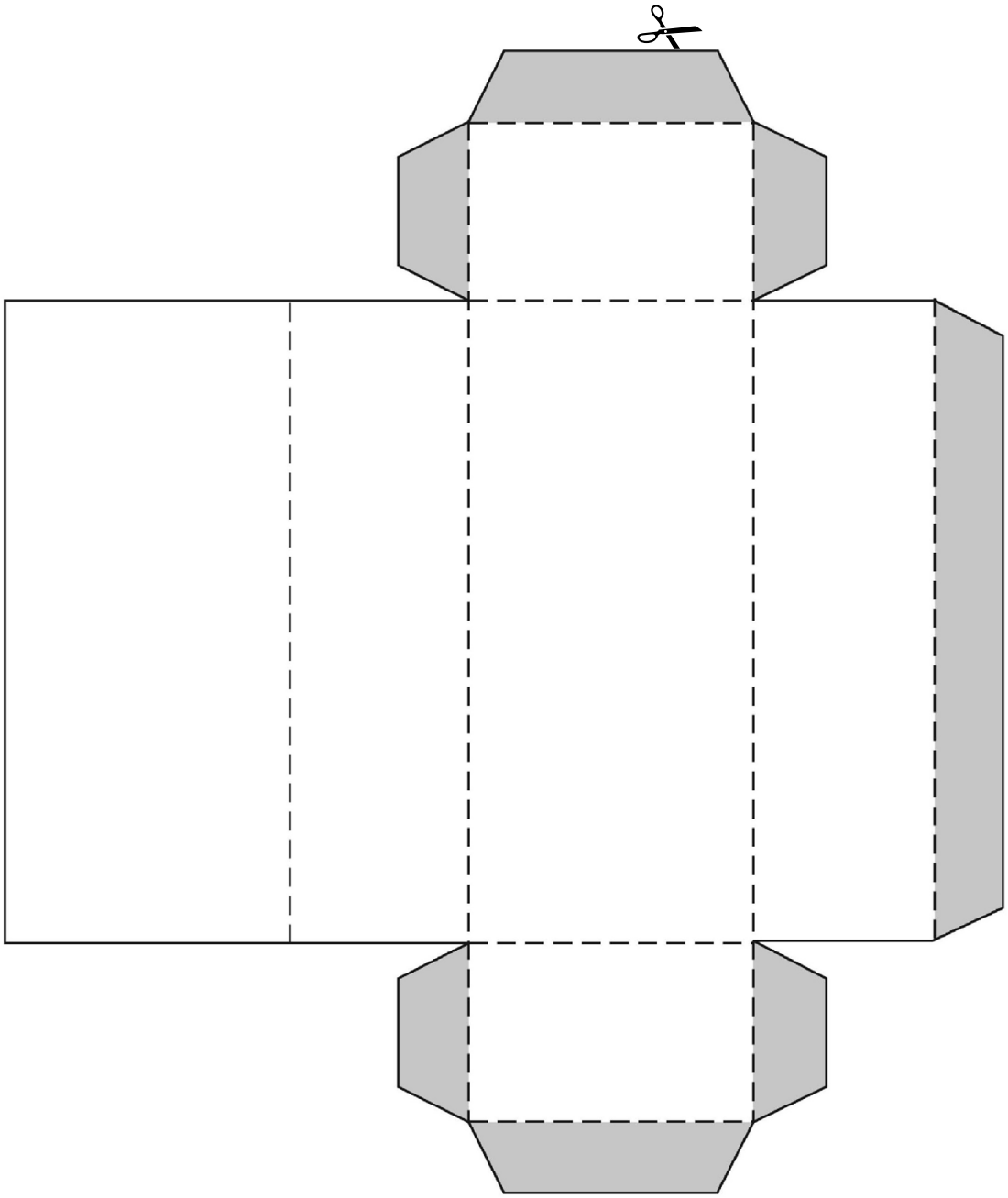
Cylinder



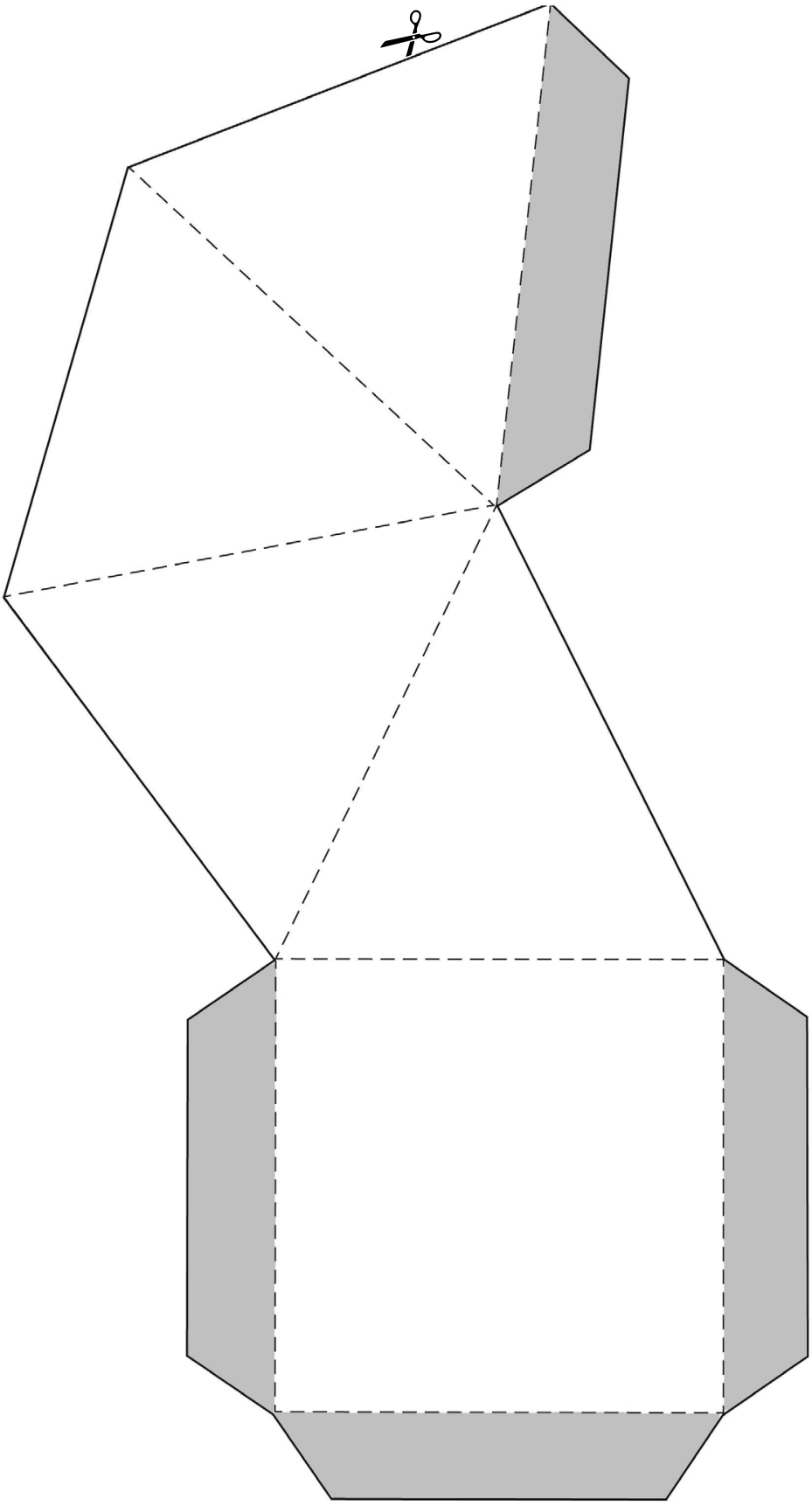
Cube



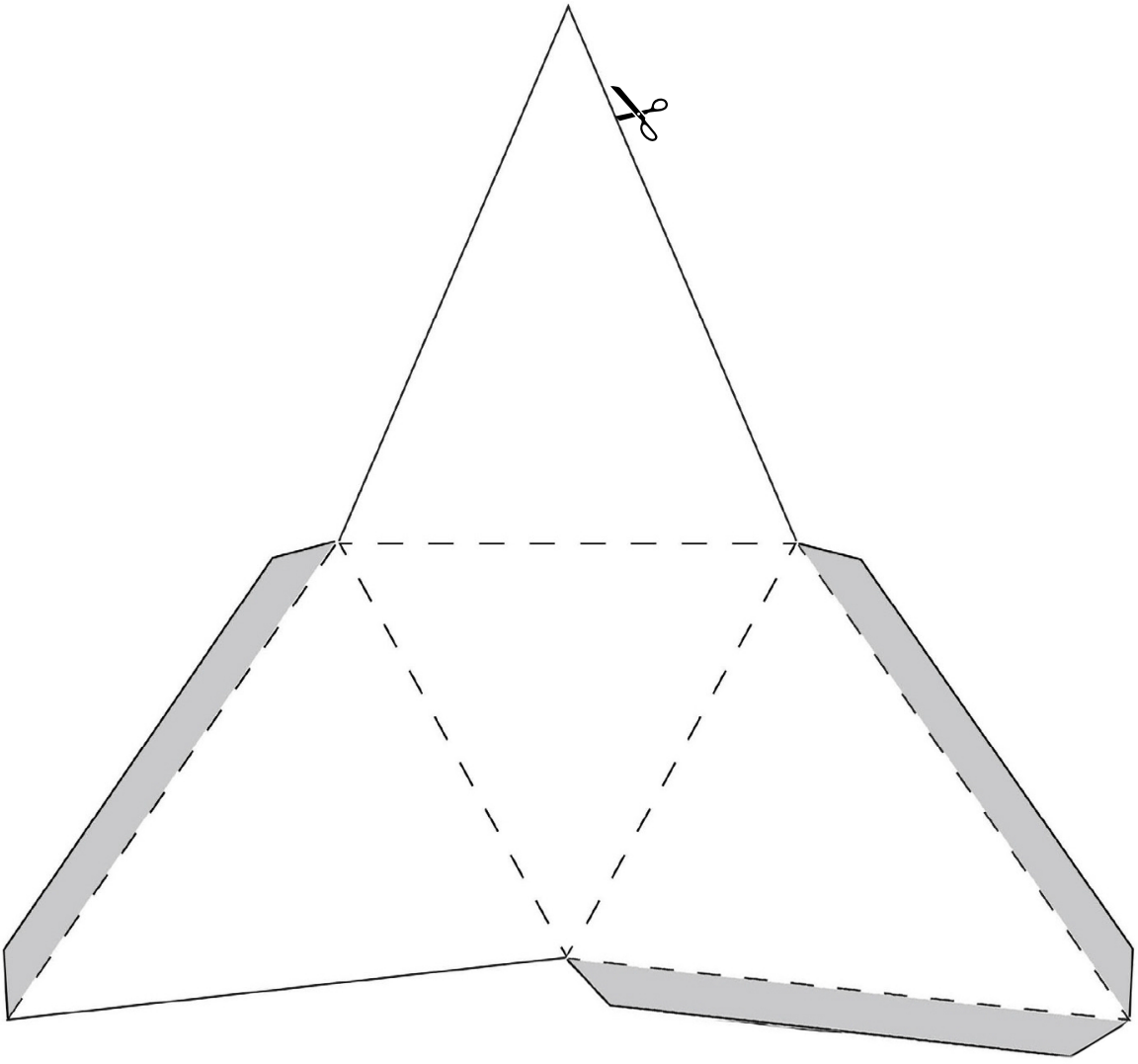
Rectangular prism



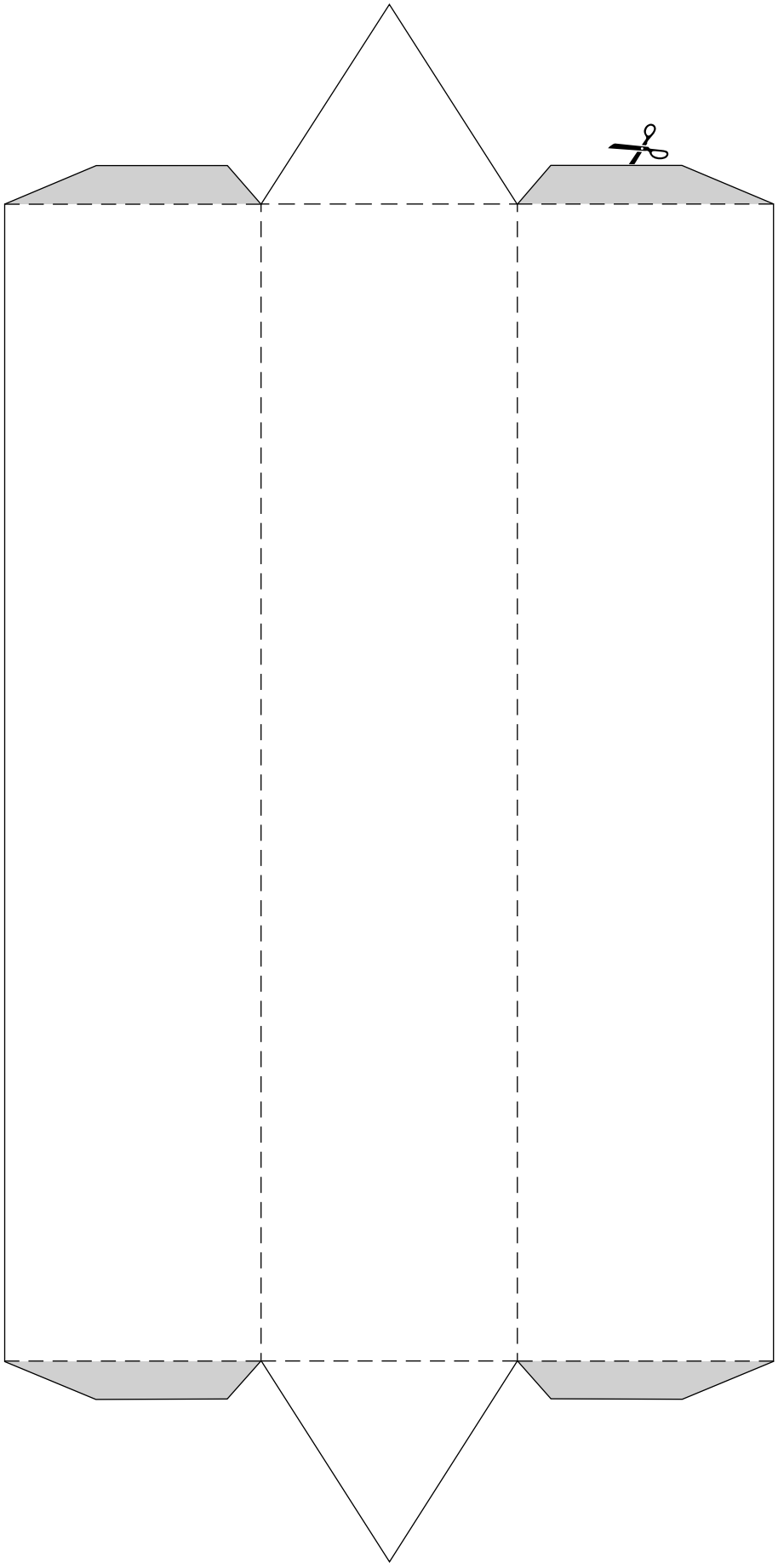
Square-based pyramid



Triangular-based pyramid



Triangular prism



Mathsercise is a group of activities designed to support your students' knowledge of the number facts, number computation and content that underpins their understanding of mathematics.

The activities are organised into four sections:

- Today's number
- Number facts
- Let's calculate
- Everyday maths.

Doing the same activity multiple times will help the students work towards being flexible and confident mathematics learners.

It may be useful to keep a separate Mathsercise book for students to use with these activities.

Today's number

With **Today's number**, students may choose a number or several numbers and then answer some of the activities.

Number of the day

Have students select and record a number (number can be from 10–100), for example:

25

Choose some activities from the following options:

Activities	Examples
Write in words	twenty-five
Show in hundreds, tens and ones	2 tens 5 ones
Add ten more	35
Show ten less	15
Add 100 more	125
Count back two	23
Write number before and after	24, 26
Represent today's number	use MAB blocks

Let's count

Start at the number of the day (for example: 125).

Decide on a way to count, for example, count forwards and backwards in:

- ones
- twos
- fives (if a multiple of 5)
- tens
- one hundreds.

Number facts

To develop understanding of **Number facts**, students need opportunities to:

- practise facts so that they can recall facts with fluency
- look for number patterns
- learn related facs together.

When learning number facts students can nominate:

- facts I know well
- Facts I do no know
- Facts I can work out.

Visual models can be used to help students learn number facts and thoroughly develop knowledge.

Double dice

(an activity for one player)

What students need

- 2 dice (regular 6-sided)

What to do

- Have the player roll both dice.

- The player writes an addition problem using the numbers rolled.
- The player represents the problem using materials, for example: counters.
- The player writes the answer to the addition problem for example: 4 + 2 = 6

Addition bingo

(a game for two or more players)

What you need

- Game board (sample shown)

What to do

- Have the students:
  - draw a three-by-three grid
  - write in nine numbers between 0 and 18.
- Ask a series of addition number facts. Choose facts for which students have demonstrated familiar strategies (for example: 7 add 5).
- Players calculate the answer to the fact and cross out (or cover with a counter) that number on their grid, if it appears.
- The winner is the irst player to cross out the all nine numbers.

Addition go fish!

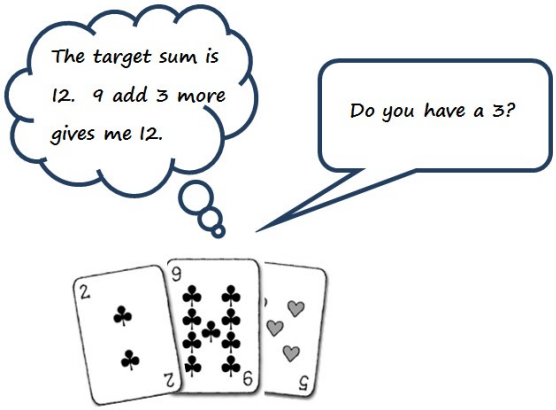
(a game for two or more players)

What you need

- Pack of playing cards (remove all kings, queens, jacks and jokers)

What to do

- Decide on a ‘target sum’, for example: 12.
- Deal ive cards to each player and place the remaining cards in a draw pile.
- Players scan their cards for any pair that adds to the ‘target sum’, for example: 7 and 5. Pairs that add to the ‘target sum’ are placed face up beside that player.
- Players take turns asking for a card that will give them the ‘target sum’.



- If the other player:
  - has the requested card, he/she must surrender that card
  - does not have the requested card they call ‘Go fish!’, and the requesting player picks up a card from the draw pile.
- The winner is the first player to successfully use up all their cards (that is, form pairs that make the ‘target sum’) .

Odd one out

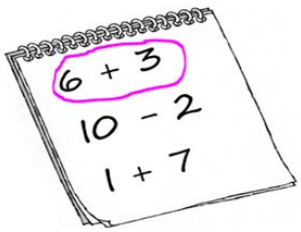
(a game for two players)

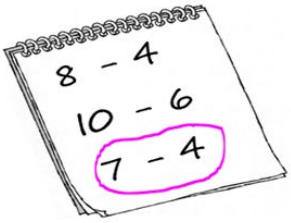
What you need

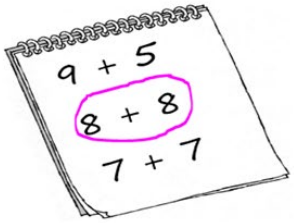
- Paper and pencil, or whiteboard and marker

What to do

- Players take turns writing sets of three addition and/or subtraction facts for their partner. Two of the facts in each set must have the same sum, for example: 7 + 2 and 4 + 5. The third fact will have a different sum.
- Partners need to find and explain the ‘odd one out’. If they are successful, they earn a point.
- The winner is the player who earns a target number of points or until a time limit is reached.





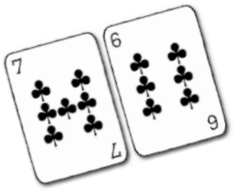


Highest sum wins

(a game for two or more players)

What you need

- Pack of playing cards



What to do

- Remove picture cards from a deck of playing cards.
- Shuffle cards and place facedown in a pile.
- Each player takes two cards from the pile and places these face up.
- Players add their two cards and announce the sum.
- The player with the greatest sum keeps the cards. In the event that two players have the same sum, they each draw a further two cards to determine the winner of that round.
- The other players place their cards in a discard pile.
- Play continues until all cards in the pile have been used.
- The winner is the player with the most cards wins the game.

Subtraction lotto

(a game for two or more players)

What you need

- Draw a three-by-two grid and write in six numbers between 0 and 9.

What to do

- Ask a series of subtraction number facts. Choose facts for which students have demonstrated familiar strategies (for example: two less than seven).
- Students calculate the answer to the fact and cross out (or cover with a counter) that number on their grid, if it appears.
- The winner is the first player to cross out all six numbers.

Let's calculate

In the **Let's calculate** section, students develop computational fluency. When teaching for understanding, students can begin by using materials and visual representations and move along to symbolic representations.

The use of materials is appropriate for assisting all students in their mathematical development. The use of materials will change as students become increasingly proficient.

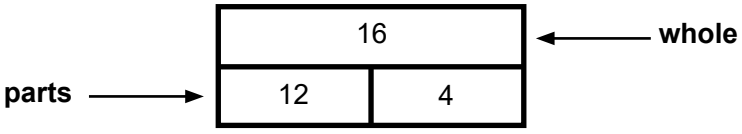
Addition and subtraction stories

Present, model and record addition and subtraction situations, for example:

- There were 12 children playing soccer on the oval. Four more children joined the game. Now there are 16 children.

Have the students:

- identify situations as an addition or subtraction
- act out, draw and use materials to represent the situation
- record the situation using a part–part–whole model and a number sentence, for example: 12 + 4 = 16



Present a related subtraction situation, for example:

- *There were 16 children playing soccer on the oval but 4 children had to leave. This left 12 children playing soccer.*
- Have the students act out, draw and use materials to represent this situation and record the situation using a part–part–whole model or number sentence.

Using concrete materials to model addition and subtraction

(an activity for one player)

What you need

- Concrete materials for each student

What to do

- Present stories, for example:
  - *There were 9 fish swimming and 3 fish hiding. There were 12 fish in the tank. (Addition)*
  - *There were 12 fish in the tank. Three had swum away to hide. Nine were left out in the open. (Subtraction)*

Have the students:

- model the story with materials
- represent the situation pictorially
- write a number sentence, using numbers and symbols.

Solving word problems

Present addition and subtraction word problems involving two-digit numbers. Include bridging for addition once this has been introduced. Do not include bridging for subtraction.

Example word problems

Joe planted 35 seedlings on Saturday and 21 seedlings on Sunday. How many seedlings did he plant altogether?

Hannah bought a box of 25 doughnuts. She gave 12 to her sister. How many doughnuts did Hannah have left?

Ask students to:

- use the SCAN–THINK–DO strategy
- attempt a mental calculation first
- represent both numbers with base-10 modelling materials to confirm the sum
- record the strategy using an informal written method.

Everyday maths

In **Everyday maths** students can be asked any practical mathematical questions that will help them in everyday life.

Time

Have the students use a calendar (for the current year) to:

- identify today, tomorrow, yesterday, day after, day before, next week, last week
- order months of the year
- identify which season we are in
- identify day, date and month
- find how many days in June
- find how many days until … (pick a date, for example: a birthday or holiday).

Duration of time

Have the students make comparisons of durations of time, for example:

- short/long time, shorter/shortest time, longer/longest time
- fast/slow
- activities that take a month, a week, a day, an hour
- use a clock (analog and digital)
- ask about o'clock and half-past, quarter to/past times.

Length

Have the students make comparisons of objects and distances, for example:

- longer/shorter, longest/shortest
- wider/narrower, widest/narrowest
- thicker/thinner, thickest/thinnest
- taller/shorter, tallest/shortest.

Capacity

Have the students make comparisons of objects/containers that:

- are full/empty
- hold more than/hold less than
- hold as much as
- hold the most/hold the least.

Location

Have the students follow directions by moving:

- forwards/backwards/sideways
- left/right
- clockwise/anticlockwise
- half turn / quarter turn.

Area

Have the students make comparisons of shapes that:

- cover more / cover less
- have a larger area / smaller area
- have a larger surface / smaller surface.

Mass

Have the students make comparisons of objects that:

- weigh more / weigh less
- weigh the same
- are heavier than / lighter than
- are heaviest/lightest.

Money

Have the students use collections of money to:

- identify Australian coins and their value
- describe features of coins
- count collections of coins (5c, 10c, $1, $2)
- identify familiar coin combinations.