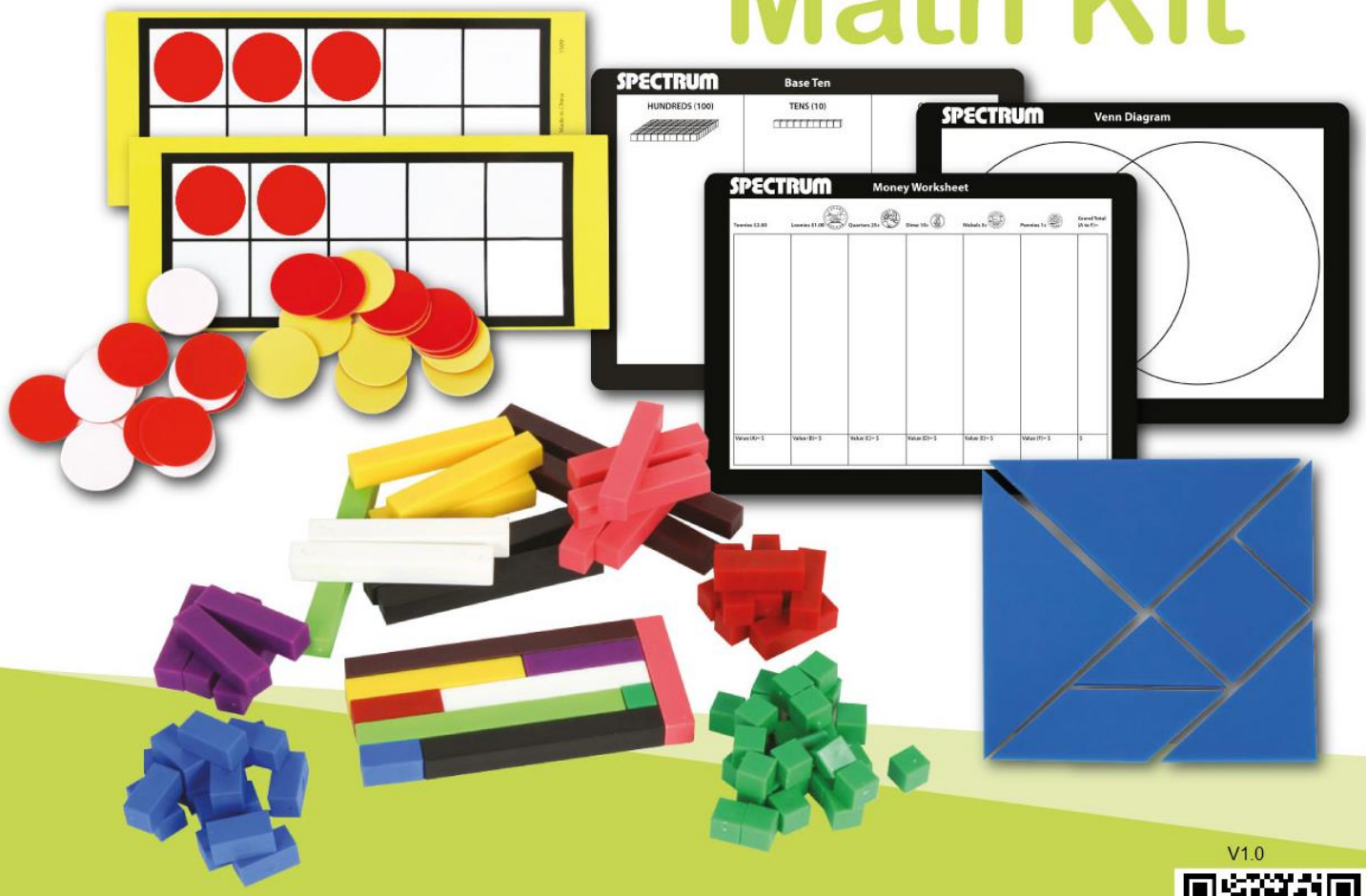
SPECTRUM EDUCATIONAL SUPPLIES Nasco

# Learn at Home

# PRIMARY

## Math Kit

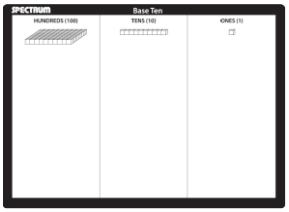


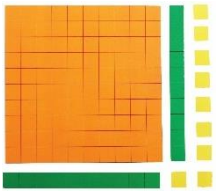

V1.0

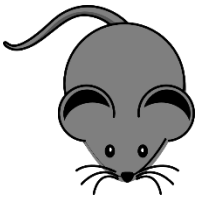
**Spectrum Educational Supplies Ltd.**
150 Pony Drive, Newmarket, Ontario,
Canada L3Y 7B6

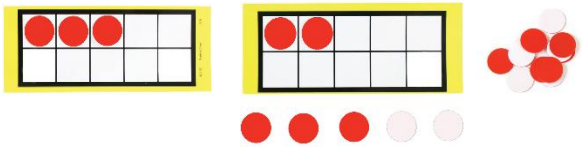
Free Hands on Tasks
Available to download in June, 2020


| Primary Tasks | $10 (5 pcs), $5 (5 pcs) and Coins (120 pcs) |
|---|---|
| 1 **The Value of Money** | What coin has the lowest value?<br><br>What coin has the highest value?<br><br>Can you order your money in a line that starts with the coin that has the lowest value to the coin that has the highest value? |
| 2 **Same but Different** | Can you find different ways to represent the same value in coins?<br><br>Can you come up with 2 ways? 3 ways? Or more? |
| 3 **How Much?** | Take a handful of coins.<br><br>How might you find out how much money you have? |
| 4 **Shopping** | You bought something with a $10 bill.<br><br>You get one bill and three coins back as change.<br><br>How much money might you have spent?<br><br>Can you find more than one possibility? |
| 5 **Coins in My Pocket** | You have 4 coins in your pocket.<br><br>How much money might you have?<br><br>What is the lowest amount of money you could have?<br><br>What is the highest amount of money you could have? |

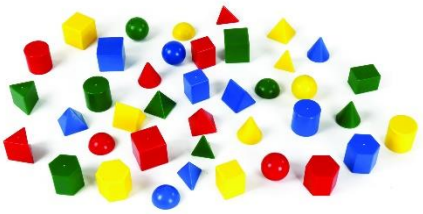


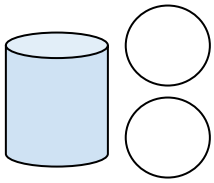
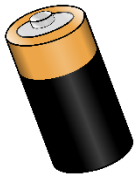


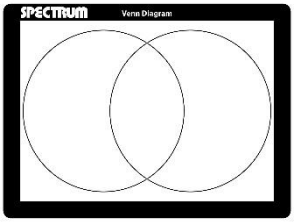
| Primary Tasks | Base Ten + Mat |
|---|---|
| 1 **Mouse House** | Build 2 different homes for a mouse with the base ten blocks.<br>  <br>Estimate the value of each home, then count the value of the home.<br>Which one has a greater value? How much greater? |
| 2 **Make it Match** | Choose ten base ten blocks (they can be different sizes).<br>How could you arrange the blocks into piles that all have the same value?<br>***Hint*** - you can trade blocks in for an equal value as needed (i.e., trade one ten block for ten ones). |
| 3 **Make a Picture** | Create a picture with some of your base-ten blocks.<br>What does it look like?<br>What is the total value represented in your picture?<br>How do you know? |
| 4 **Representing Numbers** | Choose a number between 25 and 35.<br>Represent your number using your base ten blocks<br>How many 10s rods did you use?<br>How many single blocks did you use?<br>Can you represent the number in any other way? |
| 5 **Roll and Trade** | Goal: To get to 50, with the least amount of blocks/cubes<br>Roll your 1 dice.<br>Take the one cubes to match the number you rolled (e.g., if you roll 5 on the dice, you take 5 one cubes)<br>Every time you can trade your single cubes for a ten rod make the trade.<br>Stop when you are close to or reach the number 50.<br>How many rolls did you take before you had to make a trade?<br>How many trades did you make before you got to 50 |

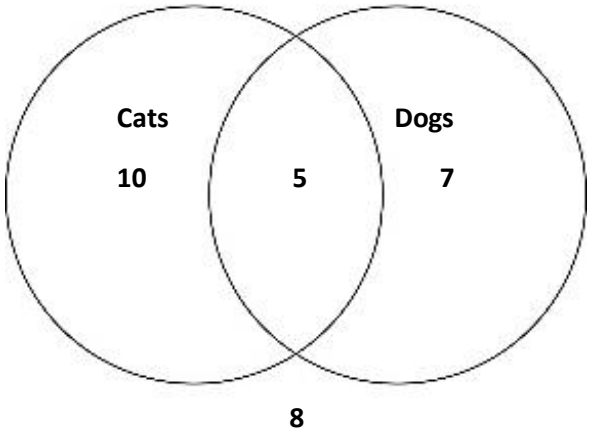


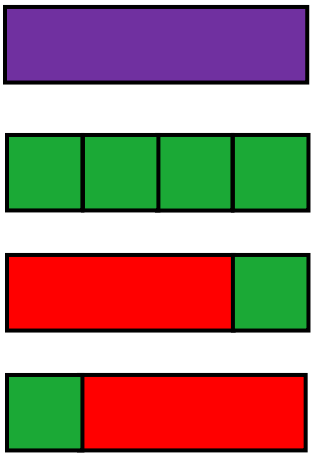
| Primary Tasks | 10 Frame (5 Frame with 50 counters) |
|---|---|
| 1 **Making Ten** | Using your two-sided counters - how many different ways can you make 10?<br><br>(e.g., 1 red, 9 red, etc.) |
| 2 **Grab and Count** | Grab a handful of colour tiles.<br><br>How many do you have?<br><br>Use the ten frames to help you count. |
| 3 **Doubles** | Use your ten frames to show two number where number one is double the other<br><br>Place your ten frames side by side so that you can compare the numbers<br><br>What do you notice? |
| 4 **Patterns in Ten Frames** | Line up your ten frames in a row<br><br>Use your two-colour counters to make an AAB pattern in your ten frames.<br><br>What do you notice?<br><br>How many white counters did you use?<br><br>How many red counters did you use? |
| 5 **Doubles - More or Less** | Use your ten frames and counters to solve the following problems:<br><br>6 + 6<br>6 + 7<br>6 + 8<br>6 + 5<br>6 + 10<br><br>How do they help you figure out the solution? |



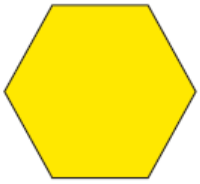
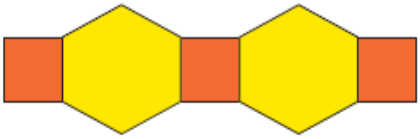
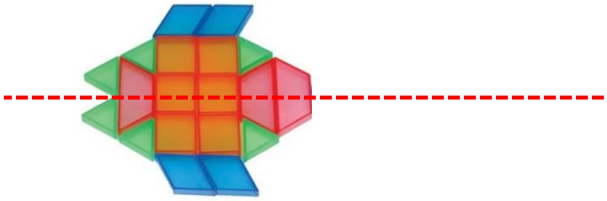
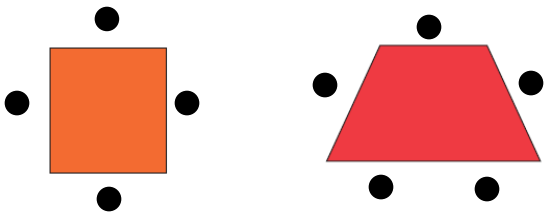
| Primary Tasks | Geometric Solids (10 pcs per set)<br>Assorted Colour- No colour choice |
|---|---|
| 1 **Shape Hunt** | Choose 5 different 3D figures from your package<br><br>Find one object for each 3D figure in your house or outside that has the same shape<br><br>How do you know it is the same? |
| 2 **Towers** | Build a tower with your 3D figures.<br><br>What 3D figures did you use to build your tower?<br><br>Which shapes did you not use and why? |
| 3 **Tracing Shapes** | Trace all of the faces of one of your 3D figures on a piece of paper.<br><br>What shapes did you make?<br><br>  |
| 4 **Mystery Figure** | Choose one 3D figure - but don't tell anyone what it is.<br><br>Can you come up with a list of clues so someone else could figure out your mystery figure? |
| 5 **I Spy** | Play "I Spy" with the figures.<br><br>(E.g. Can you spy a Cylinder? Can you spy a Sphere?)<br><br>   <br><br>How many guesses until you figure out which one? |




| Primary Tasks | Venn Diagram Mat |
|---|---|
| 1 **Sorting Figures** | Choose some geometric solids.<br>How could you organize them in the Venn diagram?<br>Could you do it another way? |
| 2 **Sorting Household Items** | When might you use sorting hoops like these?<br>Choose some objects from around the house and organize them in the Venn diagram.<br>How did you sort them? |
| 3 **Notice/Wonder** | **Notice/Wonder**<br>  <br><br>What do you notice?<br>What do you wonder? |
| 4 **Number Sort** | Use the numbers 1-10, and sort them into a Venn Diagram.<br>Describe how you sorted the numbers. |
| 5 **Tangram Sort** | Sort your tangrams or pattern blocks into a Venn Diagram.<br>Describe how you sorted them.<br>Could you sort them another way? |

| Primary Tasks | Deci-rods (Relational Rods) 80 pcs |
|---|---|
| 1 **Time to Play** | Play with the rods.<br><br>What do you notice about each rod?<br><br>Can you pick out the shortest rod in the pile?<br><br>Can you pick out the longest rod in your pile? |
| 2 **Making Rod Trains** | Choose one of the longer rods from your set.<br><br>Using a combination of rods, can you make another train that is the same length?<br><br>How many different trains can you make?<br><br>  |
| 3 **Finding Half** | How many ways can you use your rods to show half?<br><br>Did you find one way?<br>Did you find two different ways?<br>Did you find three different ways?<br>Did you find four different ways?<br>Did you find five different ways? |
| 4 **Building Challenge** | Find as many different ways to solve the following challenges.<br><br>One rod = Three rods<br>Two rods = Three rods<br>Four rods = Eight rods<br>One rod = Ten rods<br>Three rods = Six rods |
| 5 **Growing Patterns** | Use the rods to make a growing pattern.<br><br>How is your pattern growing? |

| Primary Tasks | Tangrams (7 pcs per set)<br>Assorted Colour- No colour choice |
|---|---|
| 1 **Making a Square** | Using all tangram pieces, can you make a square?<br>  |
| 2 **Make a Design** | Use your tangrams to make a design. What does your design remind you of?<br><br>Can you make a design that looks like an animal?<br>A structure?<br>A boat?<br>A house |
| 3 **How Do You Sort?** | How many different ways could you sort your tangrams pieces into two different categories?<br><br>Is there a way to sort your shapes into three different categories?<br><br>Explain your sorting rule |
| 4 **Making Figures** | Use 2 to 7 tangram pieces to make a shape.<br><br>Can you make the same shape in a different way? |
| 5 **Tangram Puzzle** | Using all 7 pieces can you make the animals below<br>  |

| Primary Tasks | Wooden Pattern Blocks (25 pcs) |
|---|---|
| 1 **Make a Hexagon** |  <br>Can you make a hexagon using two shapes?<br>Can you make a hexagon using three shapes?<br>Can you make a hexagon using 4 shapes?<br>Can you make a hexagon using 5 shapes?<br>Can you make a hexagon using 6 shapes? |
| 2 **Making Patterns** |  <br>Make a pattern using your pattern blocks.<br>Describe your pattern. |
| 3 **Symmetrical Pattern** | Can you create a design that is symmetrical?<br>  <br>How many lines of symmetry can you find in your design? |
| 4 **How Many Ways Can You Show Half?** | How many ways can you use your pattern blocks to show half?<br>Can you show half using two different pattern blocks?<br>Can you show half using 4 different pattern blocks?<br>Can you show half using 6 different pattern blocks? |
| 5 **Party Tables** | Imagine that you are in charge of arranging the tables for a special school lunch party.<br>How could you set up the tables so there are enough seats for 25 guests?<br>  <br>You can have tables separate or push them together. Record how you know when you have enough seats for all.<br>What if you used different shapes as the table, might you need less or more tables? |

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| Primary Tasks | 100's Board |
|---|---|
| 1 **Guess My Number** | Can be played at home or online with a partner. If you play this game at home you will need to put a barrier in between you and your partner.<br><br>Both partners choose a number on your 100 chart and mark it with a tile. Partners take turns asking yes or no questions to try and figure their partner's number without seeing it (they can use the prompts below for help when starting).<br><br>***You might ask:***<br>Is it higher than __?<br>Is it lower than __?<br>Is it between __ and __ ?<br>Is it on the top of the board?<br>Is it on the bottom of the board?<br><br>Players continue to ask questions until they have enough clues to correctly guess their partner's number. |
| 2 **Skip Counting** | Use the chart to help you count by 2s. By 10s. By 5s.<br><br>(e.g. 2s: 2, 4, 6…) |
| 3 **Add it up!** | Use your colour tiles to mark three numbers that add up to 25<br><br>Use your tiles to mark two number that add up to 38 |
| 4 **Finding Patterns** | Choose a number in the first row as your starting place and mark it with a Two-Colour counter or Coloured tile.<br><br>Choose one of the following numbers to add to your starting number to make a growing number pattern:<br><br>**2 3 4 5**<br><br>Continue to add your number over and over marking each spot as you count forward<br><br>When you have added your number all the way to the end of the board step back and take a look at your pattern? What do you notice? |
| 5 **10 More!!** | Choose a number between 1 and 9 to start. Mark your number with a counter.<br>Add ten to your number and mark your new spot<br>Add ten more and mark your new spot<br>Add ten more and mark your new spot<br>Where do you think you will land if you add another 10?<br>Check your answer.<br>What will happen if you keep adding 10 more to your number? |

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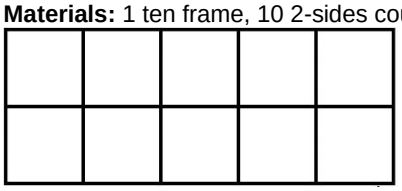
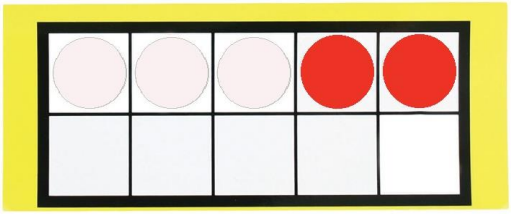
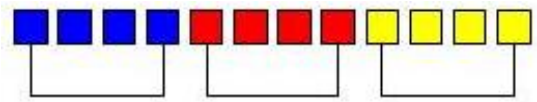
| Primary Tasks | Two-Colour Counters (50 pcs) |
|---|---|
| 1 **Ten Frame Flip** | **Materials:** 1 ten frame, 10 2-sides counters, dice<br>    <br>1. Put the counters in the ten-frame with the red side up<br>2. Roll your dice<br>3. The number you rolled tells you how many counters you need to flip. You must flip the exact number on the dice - even if it means reflipping one of your counters back to red.<br>4. Repeat until you get all 10 counters flipped to yellow. |
| 2 **Making Groups** | Choose a handful of counters.<br><br>How many counters do you have in total?<br><br>Can you organize your counters so that they are in equal groups?<br><br>How many groups did you make?<br><br>How many counters are in each group? |
| 3 **Add It Up** | What are all the different 2 number combinations to make 10, 20, 25?<br><br>How can you be sure you have them all? |
| 4 **Addition and Subtraction** | Use your two-colour counters and ten frames to represent any question for addition and subtraction.<br>  <br>How are they similar?<br>How are they different? |
| 5 **Equal Groups** | Use your two-colour counters to work through the following questions:<br><br>Can you share 5 into two equal groups?<br>Can you share 10 into two equal groups?<br>Can you share 13 into two equal groups?<br>Can you share 15 into two equal groups?<br>Can you share 18 into two equal groups?<br>Can you share 20 into two equal groups?<br><br>What do you wonder? What do you notice |

| Primary Tasks | Coloured Tiles (40 pcs) |
|---|---|
| 1 **Making Shapes** | How many different shapes can you make using 2 tiles?<br><br>How many different shapes can you make using 3 tiles?<br><br>Can you predict how many different shapes can you make using 4 tiles? |
| 2 **Make a Tile Train** | Make a train of tiles that is longer than 25 but shorter than 32.<br><br>Can you organize your tiles into train carts that are equal in size?<br><br>  <br><br>Why or why not? |
| 3 **Rectangles** | How many rectangles can you make using 12 tiles?<br><br>What is the perimeter of each rectangle?<br><br>What is the area of each rectangle? |
| 4 **More and Less** | Using your tiles, arrange them in two piles to visually show that 20 is 5 more than 15. |
| 5 **Unique Shapes** | How many unique shapes can you make using 5 tiles?<br><br>Colour doesn't matter.<br><br>The sides must be lined up. |

| Primary Tasks | Linking Cubes (50 pcs) |
|---|---|
| 1 **Measuring** | Find 3 items that are approximately the length of:<br>• 3 linking cubes<br>• 5 linking cubes<br>• 10 linking cubes<br>• 15 linking cubes |
| 2 **Fraction Find** | Can you show more than 2 fractions using 10 cubes (they can be different colours).<br><br>Name all the fractions?<br><br>Are all the fractions tenths? Explain. |
| 3 **Unique 3D Figures** | Make as many unique 3D shapes with 5 cubes (colour doesn't matter).<br>  <br><br>How many did you find?<br><br>How do you know you got all of them?<br><br>**Extensions:**<br>You can repeat with different numbers of cubes. (e.g., 4, 6, 7, etc.) |
| 4 **What is the Chance?** | Put linking cubes into 4 bags so that each of the following descriptions would be true.<br>  <br>Bag 1: I am certain I will pull out a blue cube.<br>Bag 2: It is likely, but not certain, that I will pull out a blue cube.<br>Bag 3: It is impossible for me to pull out a blue cube.<br>Bag 4: It is equally likely to pick out a yellow or red cube.<br><br>Tell why your bags will work for the descriptions. |
| 5 **Building Towers** | Make 10 different sized towers using linking cubes.<br><br>Choose 6 towers of the 10 to make a set that meets these criteria:<br>• The towers Increase in size.<br>• The towers decrease in size.<br>• That has one tower that is a lot bigger than the other 5 towers. |

| Primary Tasks | Math Symbol Dice x 2 pcs,<br>Dice (1-6 dots) x 2 pcs & Dice (Numbered 1-6) x 2 pcs |
|---|---|
| 1 **How Big? How Small?** |  <br><br>Roll 2 or 3 dice from dots or numbered dice.<br><br>Using all dice - what is the biggest number you can create?<br><br>What is the smallest number?<br><br>How do you know? |
| 2 **Make a Story** | Roll 2 dice (dots or numbered). Can you come up with a story using those two numbers? |
| 3 **Roll to 100** | Estimate how many rolls it will take to reach the sum of 100.<br><br>Roll 2 dice, add the numbers of the dice.<br><br>Roll again and add your new rolls to your previous sum. Continue rolling until you reach 100.<br><br>Was your estimate accurate? |
| 4 **Get Up and Move** | Roll two dice. Add the numbers together to find the sum.<br><br>The sum tells you how many repetitions to complete of a given exercise.<br><br>Choose from exercises below or make up your own.<br><br>Jumping Jacks<br>Sit ups<br>Giant Steps<br>Vertical jumps<br>Push ups<br>Burpees<br>Deep Breaths |
| 5 **Make 10** | **Players**: 2<br>Materials: 1 or 2 dice, scratch paper (for keeping score)<br><br>**Object:** Make a 10 from the number rolled<br><br>**One Die Version**: One die is rolled. Players try to be the first player to shout what number needs to be added to the number on the die to make a ten. The number needed to make ten becomes the player's score for that round. For example, if a 3 is rolled, players would shout 7, because 3 and 7 make 10. The first player to answer correctly earns 7 points.<br><br>**Two Die Version:** Two dice are rolled. Players must now add or subtract to make ten. For example, if two 6s are rolled, players would shout 2, because 6 + 6 = 12 and 12 - 2 =10.<br><br>Players can use the ten-frames for additional support. |