

MATHS AUSTRALIA

SAMPLE ACTIVITY PAGES



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WHY DOES IT WORK?

The reason Math-U-See is so successful is because it teaches using multi-sensory blocks. No, this doesn't mean multi-sensory in the way of writing out your numbers on a page instead of on a computer (as some maths programs claim the word).

This means your student gets to *touch and feel* the numbers, using specific indents on the blocks, as well as specific colours for each number. Using colour recognition to aid number recall is very important for students of all learning styles, including those with learning differences.

WHAT DOES MULTI-SENSORY MEAN?

“Multi-sensory” is a word that is fast becoming widely used throughout learning and education circles. Parents and teachers alike are crying out “Make it multi-sensory! Because then the students understand what's being taught!”

This means that you take something you are teaching your child and let them touch it and hold it. If you tell them what a cat is, go outside and find your neighbour's cat. Your child can touch the cat, stroke it's fur and feel what a cat is. Then they will know what a cat is, and whenever you say “cat,” their brain will associate it with the new experience of meeting the neighbour's cat.

The same is necessary with maths - something which your student has come across before (and therefore a foreign concept) - where maths and numbers needs to be seen and shown, touched and felt. Otherwise, its no wonder the squiggles on a piece of paper makes our kids so confused! Squiggles on a page doesn't mean anything UNTIL you show them, let them *touch and feel* the numbers before converting that knowledge into abstract understanding.

In the following pages, you'll find a variety of games and activities you can do with your student. These activities can be used separately to reinforce maths understanding, but if used with the Math-U-See Block Kit, your student will get MUCH more benefit from learning maths in a multi-sensory way - plus you'll have the blocks to continue teaching them addition, subtraction, multiplication and division using a hands-on approach!

Just ask us how.

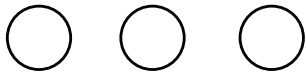
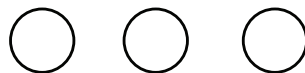
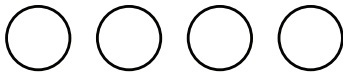
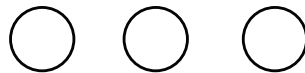
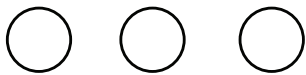
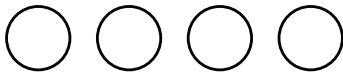
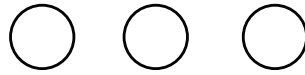
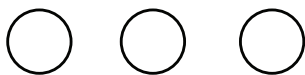
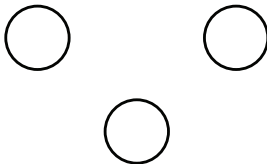
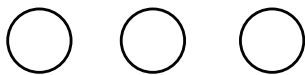
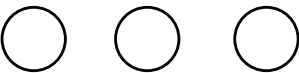
TEACHING PLACE VALUE:

Color the numbers *green* for the units house.

These next three double-sided pages of number cards need to be colored, cut out and laminated - if you like.

		0
1	2	3
4	5	6
7	8	9

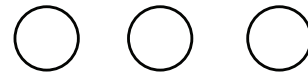
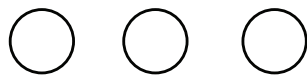
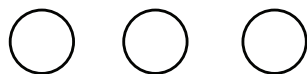
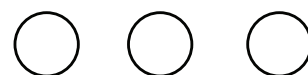
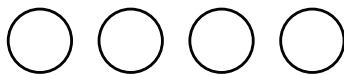
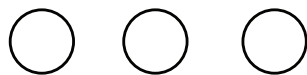
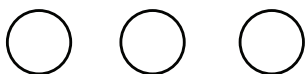
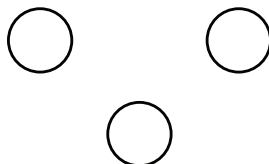
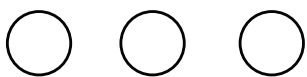
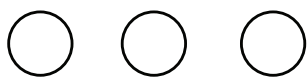
Each number pattern corresponds to the number on the front of the card. Match the dots to practice number recognition and counting.



Color the numbers *blue* for the tens house.

		0
1	2	3
4	5	6
7	8	9

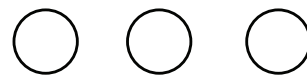
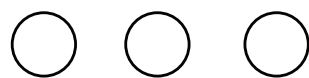
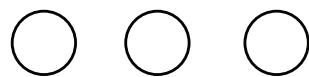
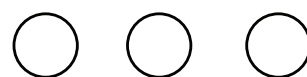
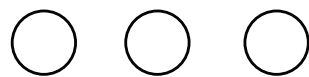
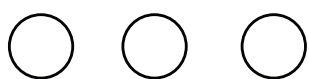
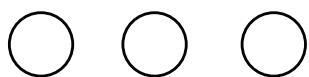
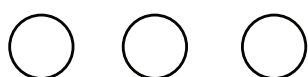
Each number pattern corresponds to the number on the front of the card. Match the dots to practice number recognition and counting.



Color the numbers *red* for the hundreds castle.

		0
1	2	3
4	5	6
7	8	9

Each number pattern corresponds to the number on the front of the card. Match the dots to practice number recognition and counting.



EXTRA LEARNING FUN:

Using the greens to represent units, the blue to represent tens, and the reds to represent hundreds, place the cards into three piles:

Pile 1 - green

Pile 2 - blue

Pile 3 - red

Shuffle each pile, and turn over a number on each.

Have your student read the name of each number, then write it and draw it on a separate page.

If you have our Math U See blocks, have them also build the number with the blocks. This extra step of using the blocks cements an understanding of number recognition and Place Value, setting your student up for a strong foundation in maths.

What's the missing number? Find the block that has the missing number and draw it in the blank. Then color the blocks (remember the correct color code for the blocks).

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 $2 + 1 = \underline{\hspace{2cm}}$

--	--	--

 $3 + 1 = \underline{\hspace{2cm}}$

--	--	--	--

 $4 + 1 = \underline{\hspace{2cm}}$

--	--	--	--	--

 $5 + 1 = \underline{\hspace{2cm}}$

--	--	--	--	--	--

 $6 + 1 = \underline{\hspace{2cm}}$

--	--	--	--	--	--	--

 $7 + 1 = \underline{\hspace{2cm}}$

--	--	--	--	--	--	--	--

 $8 + 1 = \underline{\hspace{2cm}}$

--	--	--	--	--	--	--	--	--

 $9 + 1 = \underline{\hspace{2cm}}$

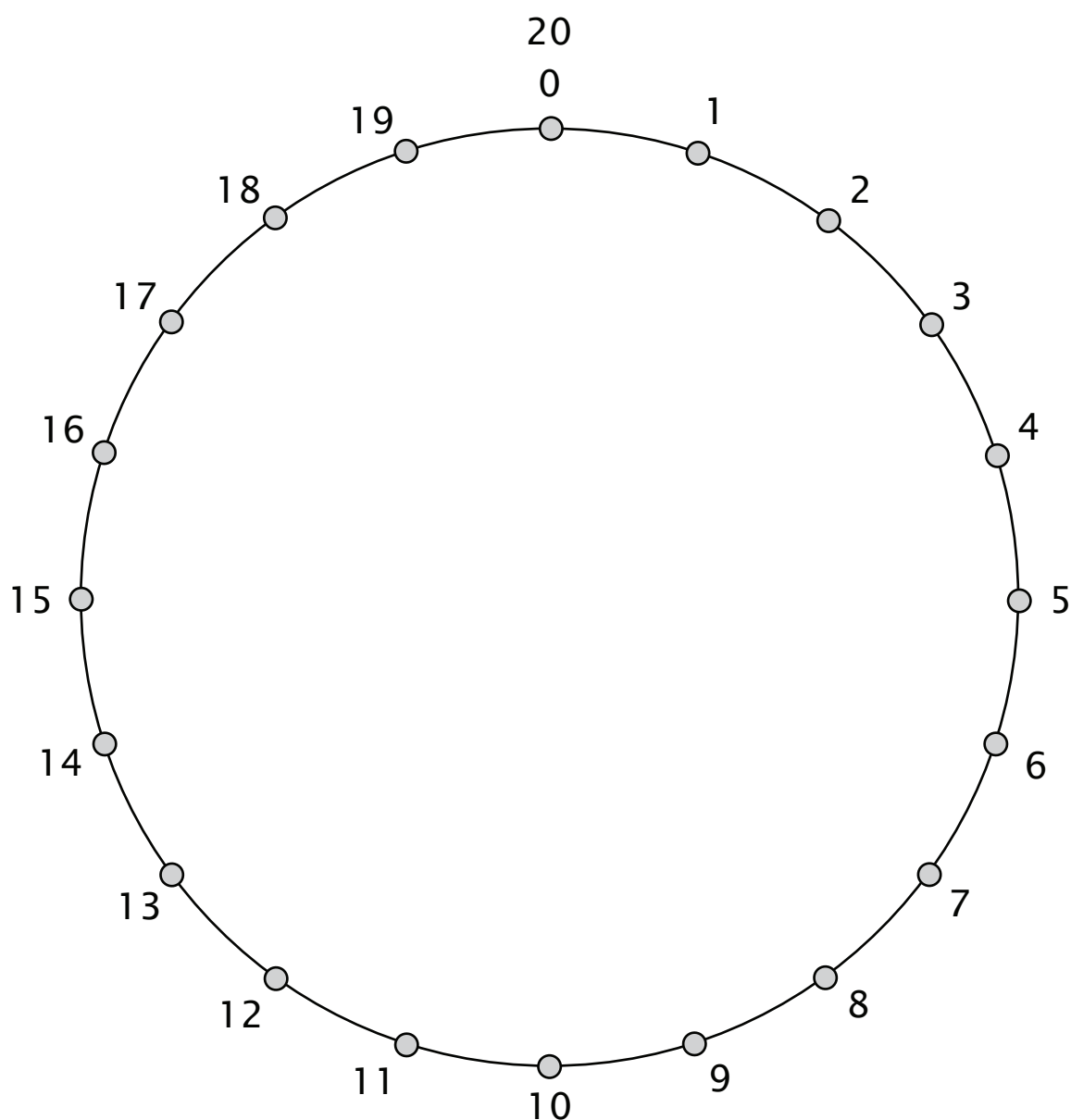
SKIP COUNT: BY TWO

Start at zero and draw a line to the two. Keep counting by twos and drawing the lines to make a design.

Next, start at zero again and count by fives. Draw the lines to make a different design.

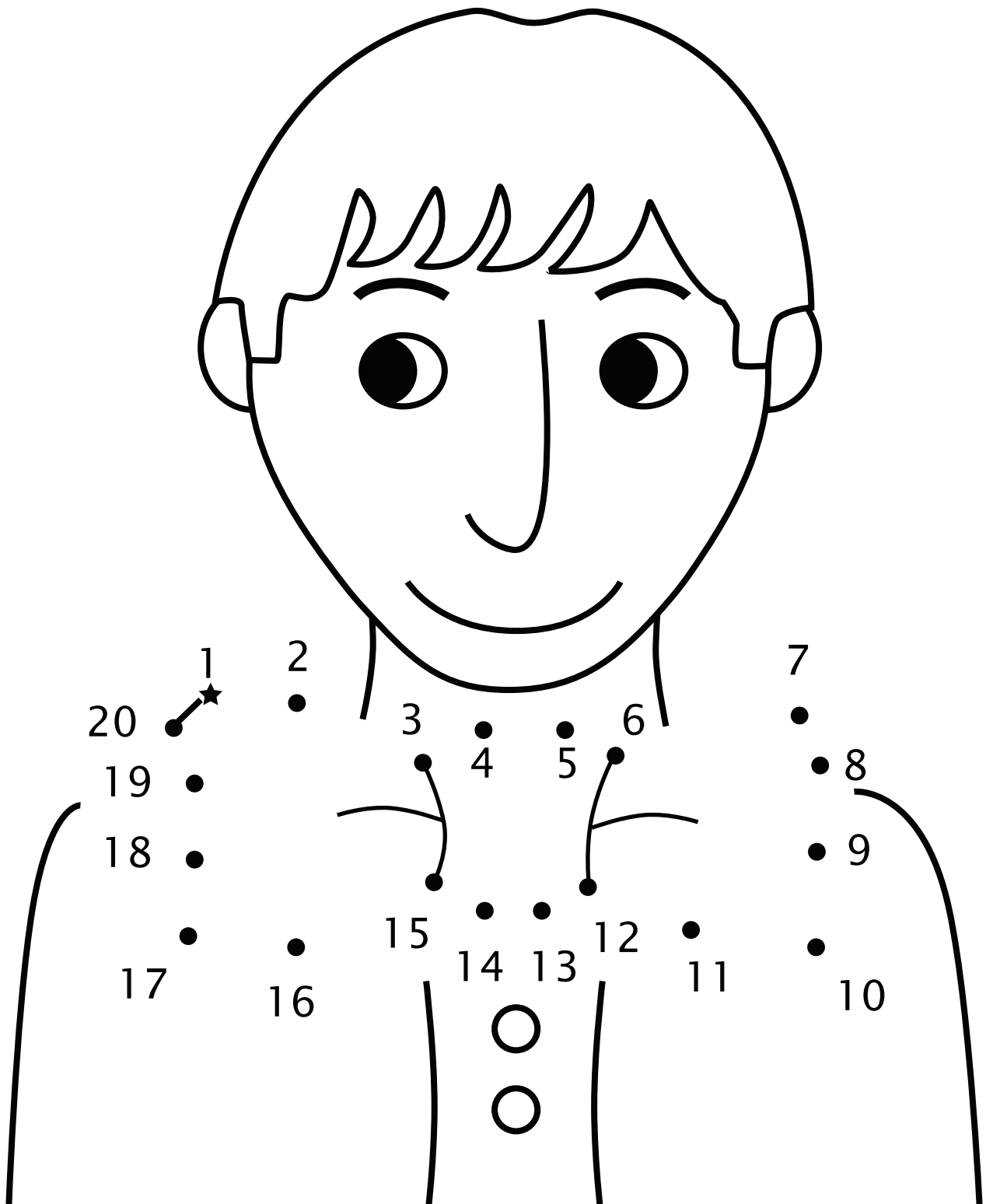
What happens if you start at zero and count by tens on the circle?

You may color your designs if you wish.

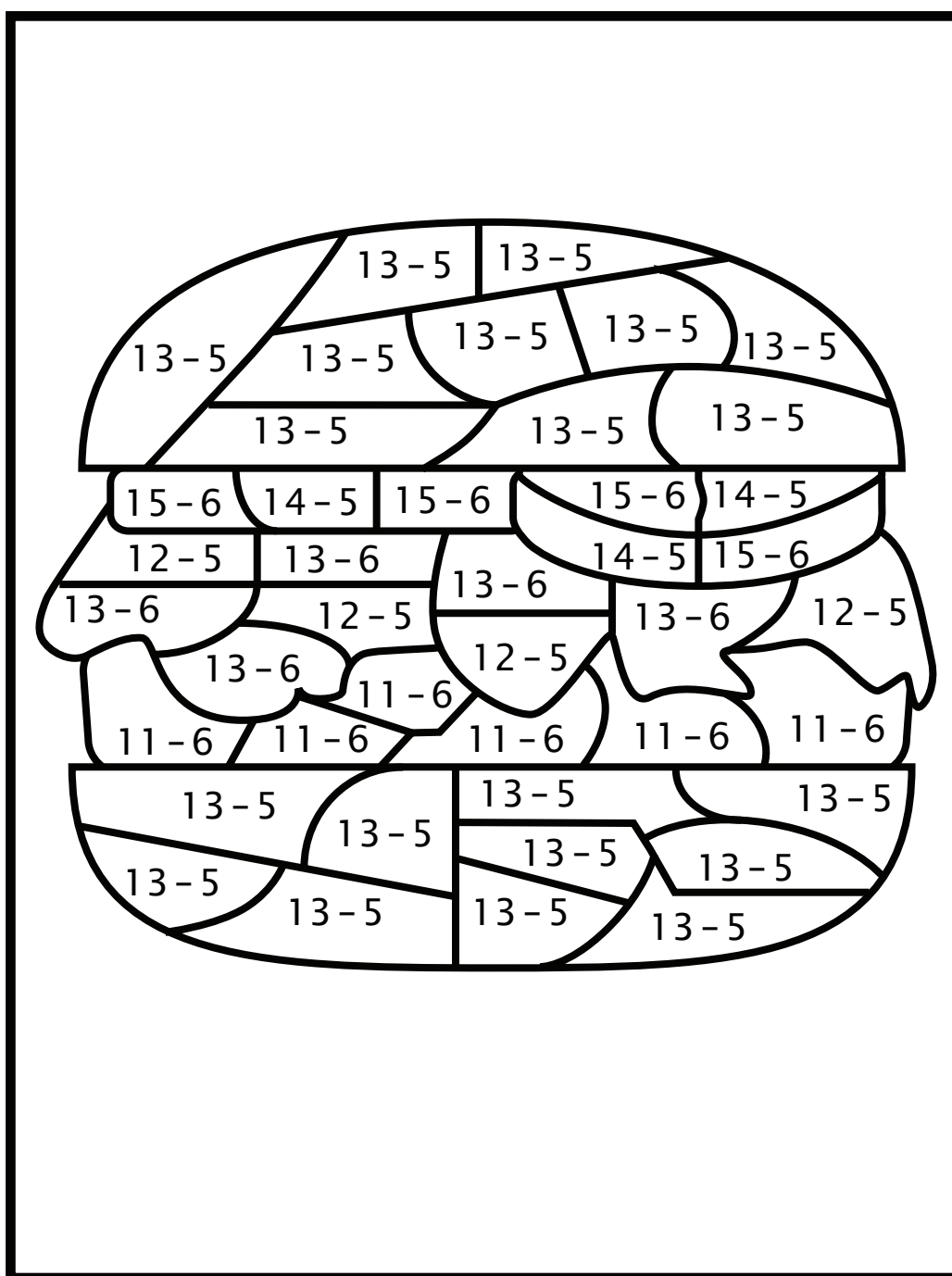


COUNTING TO TWENTY:

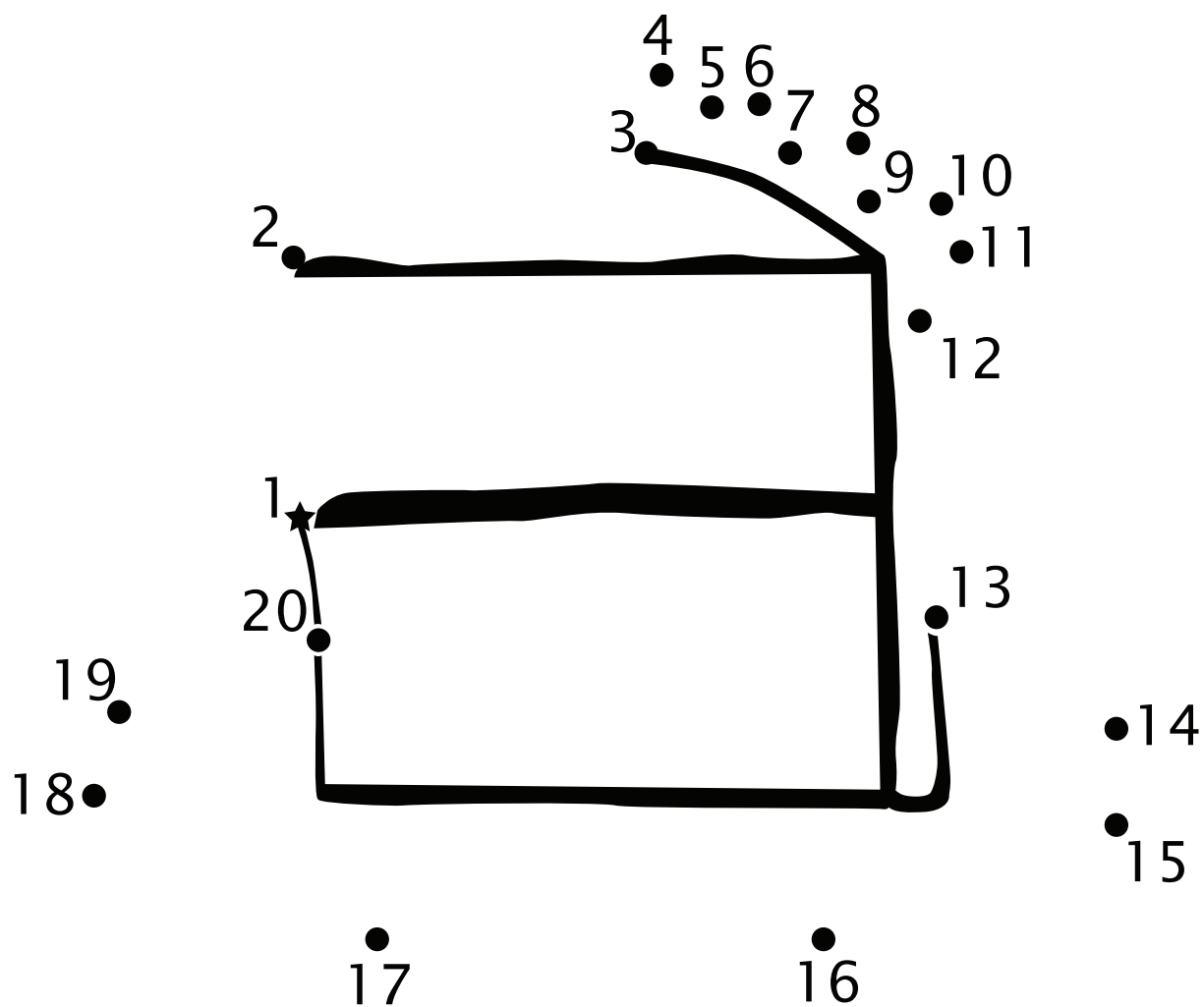
Dot-to-dot activities are a great way to practice counting. Start at 1 and connect the dots to find the picture.



If the answer is 9, color the space red.



Start at 1 and connect the dots to find the picture.





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