**AREA – EARLY STAGE ONE**

**OUTCOMES**

A student:

* MAe-1WM - describes mathematical situations using everyday language, actions, materials and informal recordings
* MAe-3WM - uses concrete materials and/or pictorial representations to support conclusions
* MAe-10MG - describes and compares areas using everyday language

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| CONTENT | plan |
| **Use direct comparison to decide which shape has a larger area and explain their reasoning using everyday language** |  |
| identify the attribute of 'area' as the measure of the amount of surface | 1 |
| cover surfaces completely with smaller shapes | 1 |
| make closed shapes and describe the area of each shape | 1 |
| use computer software to draw a closed shape, colouring in the area (Communicating) CT | 2 |
| use everyday language to describe area, eg surface, inside, outside http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 2 |
| use comparative language to describe area, eg bigger than, smaller than, the same as http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| ask questions about area in everyday situations, eg 'Which book cover is bigger?' (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.pngCT | 3 |
| compare two areas directly, eg superimposing or superpositioning two surfaces | 3 |
| demonstrate how one surface is bigger than another by comparing directly (Reasoning) CT | 4 |
| predict whether a surface will be larger or smaller than another surface and explain the reasons for this prediction (Communicating, Reasoning) CT | 4 |
| record area comparisons informally by drawing, tracing, or cutting and pasting, and by using [numerals](http://syllabus.bos.nsw.edu.au/glossary/mat/numeral/?ajax" \t "_blank" \o "Click for more information about 'numerals') and words http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 4 |