**MATHEMATICS EARLY STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: | WEEK: 1 | STRAND: Statistics and Probability | **SUB-STRAND: Data** | **WORKING MATHEMATICALLY: Mae1-WM, Mae-3WM** |
| OUTCOMES: Mae-17SP | | **Represents data and interprets data displays made from objects** | | |
| **CONTENT:** | | **Organise groups into simple data displays and interpret the displays**   * Group objects according to characteristics to form a simple data display * Compare the sizes of groups of objects by counting (Reasoning)   **Answer yes/no questions to collect information (ACMSP011)**   * Pose questions about situations using everyday language. (Communicating) | | |
| ASSESSMENT FOR LEARNING (PRE-ASSESSMENT) | | * Pre Assessment: Ask students to identify the month of their birthday | | |
| WARM UP / DRILL | | * Sing the months of the year song to the tune and actions of The Macarena (Tooty Ta) * Students are asked to organise themselves into groups with others who celebrate their birthday in the same month. * Recite the months of the year. | | |
| TENS ACTIVITYNEWMAN’S PROBLEMINVESTIGATION | | Five students have their birthday in January. How many students have their birthdays in the other months? | | |
| QUALITY TEACHING ELEMENTS | | **INTELLECTUALQUALITY** | **QUALITY LEARNINGENVIRONMENT** | **SIGNIFICANCE** |
| * Deepknowledge * Deepunderstanding * Problematicknowledge * Higher-orderthinking * Metalanguage * Substantivecommunication | * Explicit quality criteria * Engagement * High expectations * Social support * Students’ self-regulation * Student direction | * Background knowledge * Cultural knowledge * Knowledge integration * Inclusivity * Connectedness * Narrative |
| RESOURCES | | Metalanguage signs and environmental print: Birthday chart for reference, candles (one per student), cardboard labelled with months of the year, Unifix blocks | | |

**TEACHING AND LEARNING EXPERIENCES**

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| WHOLE CLASS INSTRUCTIONMODELLED ACTIVITIES | GUIDED &INDEPENDENT ACTIVITIES | |
| Explicitly communicate lesson outcomes and work quality.  * Teach and review the names of the months and the correct order * Define and reinforce language used in the unit eg information, data month, year, largest, smallest, compared to, collect, display, same, equal, unequal, tally marks * Class discussion on knowledge of tally marks | LEARNING SEQUENCEPre Foundation Skills | * Review the terms used for this unit. * Ensure students know when their birthday occurs. * Students sit in a circle and whole class recites the months of the year. Student to stand when their birthday month is called out. |
| LEARNING SEQUENCEES1 | Whole class instruction and modelled activities   * Make a tally mark under each birthday month for each child. Discuss findings. * Correspond the tally marks to a candle. Students place their candle underneath the month of their birthday. * Tape candle to chart. Teacher to photograph chart for future reference. * Count and record each total. * Investigation: In small groups, discuss what you notice about the graph. * Students replicate their birthday month using Unifix blocks, Find a partner, compare and discuss. * Assessment: Data worksheet: Students complete activity where they are required to answer questions about the birthday chart. |
| LEARNING SEQUENCEExtensionS1 | * Convert the findings to make a column graph. |
| **EVALUATION &REFLECTION** | * Would the students be able to complete the statement: “Most children in our class have their birthday in …..”? * Students are able to discuss what they have learnt about the birthdays in our class.   **Student Engagement: Achievement of Outcomes:**  **Resources: Follow Up:** |

* All assessment tasks should be written in **red** and planning should be based around developing the skills to complete that task.
* Assessment rubrics or marking scale should be considered.