**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)
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| ASSESSMENT FOR LEARNING(PRE-ASSESSMENT) | * Pre Assessment: Ask students to identify the month of their birthday
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| 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.
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| 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
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| 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.
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| 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.
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| LEARNING SEQUENCEExtension S1 | * Convert the findings to make a column graph.
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| **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.