**MATHEMATICS EARLY STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: | WEEK: 3 | STRAND: Statistics and Probability | **SUB-STRAND: Data** | **WORKING MATHEMATICALLY: Mae-3WM** |
| OUTCOMES: MAe-17SP | **Represents data and interpret data displays made from objects** |
| **CONTENT:**  | **Answer yes/no questions to collect information*** Collect information about themselves and their environment
* Pose and answer questions about situations using everyday language
 |
| ASSESSMENT FOR LEARNING(PRE-ASSESSMENT) | * Pre assessment

Ask students the names of their brothers and sistersIdentify colours |
| WARM UP / DRILL | * Teacher calls out a colour and students quickly point to something of the same colour in the classroom.
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| TENS ACTIVITYNEWMAN’S PROBLEMINVESTIGATION  | Mary has one brother and two sisters. How many children are there in Mary’s family? |
| 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, Colour charts to reinforce colour knowledge, Unifix blocks, counters, paper, pencils, scissors, glue, stencil of boy/girl shapes, round pieces of paper, hoops labelled with colours. |

**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 knowledge of colours
* Define and reinforce metalanguage

used in the unit* Class discussion on knowledge of family members.
* Check students are able to answer questions using correct replies
 | LEARNING SEQUENCEPre Foundation Skills | * Review the terms used for this unit.
* Ensure student know the number of brothers/sisters they have
* Ask questions to reinforce knowledge of yes/ no. eg Are you in Kindergarten? Am I your teacher? Is a dog purple? Does a fish live in water? etc
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| LEARNING SEQUENCEES1 | Whole class instruction and modelled activities* In groups, students talk about their brothers/sisters. Does everyone have the same number of brothers and sisters? Compare and report to class
* Give out random containers of Unifix blocks or counters. Students work with a partner to group according to colour. Report findings to class eg We had four red blocks, three yellow blocks and one green block
* Give students small cut out shapes of a boy or a girl according to their family members. Colour. Put them onto a piece of cardboard in rows under the title of boys/girls. Ensuring that they are matched up. Display.
* Compare the groups and discuss in pairs. Report findings to class eg we have more brothers than sisters etc
* Colour a round piece of paper using your favourite colour. Place into a labelled hoop.
* Investigation: In small groups, discuss and present findings.
* Assessment: Students complete activity where they answer questions about the charts.
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| LEARNING SEQUENCEExtension S1 | * Explain interpretations of information presented in data displays eg More children like red than brown.
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| **EVALUATION &REFLECTION** | **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.