**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 sisters  Identify colours | | |
| WARM UP / DRILL | | * Teacher calls out a colour and students quickly point to something of the same colour in the classroom. | | |
| 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 |
| 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. |
| LEARNING SEQUENCEExtension S1 | * Explain interpretations of information presented in data displays eg More children like red than brown. |
| **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.