**MATHEMATICS STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: | WEEK: 1 and 2 | STRAND: Number and Algebra | **SUB-STRAND:**  Multiplication and Division 1 | **WORKING MATHEMATICALLY:**  MA1-6NA |
| OUTCOMES: | | **\*Describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols** | | |
| **CONTENT:** | | **Skip count by twos, fives and tens starting from zero (ACMNA012)**  \* Count by twos, fives and tens using rhythmic counting and skip counting from zero.  \* Use patterns on hundreds chart to assist in counting by twos, fives or tens (communicating) | | |
| ASSESSMENT FOR LEARNING (PRE-ASSESSMENT) | | Anecdotal notes following counting games, and group work to identify those who can skip count. | | |
| WARM UP / DRILL | | \*Call out a number and have the students form groups of that number and sit as a group. Any students left standing nominate the next number.  \* Skip count daily using IWB hundreds chart.  \* Count out objects being handed out by twos. | | |
| TENS ACTIVITYNEWMAN’S PROBLEMINVESTIGATION | | What is the quickest way to count this jar of lollies? Is there more than one method? | | |
| QUALITY TEACHING ELEMENTS | | **INTELLECTUAL QUALITY** | **QUALITY LEARNING ENVIRONMENT** | **SIGNIFICANCE** |
| * Deep knowledge * Deep understanding * Problematic knowledge * Higher-order thinking * Metalanguage * Substantive communication | * Explicit quality criteria * Engagement * High expectations * Social support * Students’ self-regulation * Student direction | * Background knowledge * Cultural knowledge * Knowledge integration * Inclusivity * Connectedness * Narrative |
| RESOURCES | | Individual hundreds charts, IWB hundreds chart, collections of a variety of objects such as counters, teddies, paddle pop sticks.  I Pads or a camera. Painting equipment, | | |

**TEACHING AND LEARNING EXPERIENCES**

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| WHOLE CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES | |
| **Reasoning**   * Discuss why it is quicker to skip count objects. * Verbalise how they counted. * Children should see a group as a countable unit.   **Model stressed and rhythmic counting**   * Count showing that the first number in each pair can be said silently and the second can be voiced. * Children can be chosen daily to count the class by twos when in line.   + Use body percussion to skip count   **Patterning**   * Using IWB show the patterns made when counting by two’s, fives and tens on 100s chart * Encourage children to count using stressed and skip counting by twos, fives and tens. | LEARNING SEQUENCERemediationES1 | * Children use the hundreds chart to count by ones. Then introduce the stressed method of counting for every second number.   + Instruct children to place two objects in four cups. They are encouraged to count them by twos. This can be extended as required. * Use body percussion. Tap their heads for first count and clap hands for second. * Use a double circle facing each other. Inside circle stress counts and outside circle takes sideways steps. On accented count children clap hands with their partner. |
| LEARNING SEQUENCES1 | Counting by twos. <http://www.youtube.com/watch?v=8wwydguSKOU> counting by 2 song Collect or draw items commonly found in pairs eg eyes or socks  * + These can be displayed in the classroom and referred to at regular intervals. * Model the method of counting these by twos * **Counting by fives.** * Make a chart of handprints to be used as basis to count by fives   + Using a hundreds chart colour the pattern made when counting by fives, twos or tens * **Counting by tens** * Children take photos of groups of ten objects. These are printed and used as a counting tool * Use counters on ten frames as a basis to count by tens.   **Assessmen**t: Children can effectively count a pile of counters by twos ,fives and tens.  **Investigation**: What is the quickest method of counting a large group of counters. |
| LEARNING SEQUENCEExtensionLate stage 1 | **Extension**   * Using a hundreds chart count by tens off the decade. * Using a hundreds chart colour patterns for multiples of other numbers eg 3. 4 ,7 etc * In pairs ask one child to make a pattern using coloured cubes. The other continues pattern and states what are the multiples eg. It is counting by fours. This can be extended. |
| **EVALUATION & REFLECTION** | * Children need to be able to skip count when determining the total of objects. They need this knowledge so their multiplication and division strategies will not be limited. |

* 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.