**MATHEMATICS EARLY STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: | WEEK: 2 | STRAND:Measurement and Geometry | **SUB-STRAND:**  Position | **WORKING MATHEMATICALLY:**  MAe-1WM |
| OUTCOMES: MAe-16MG | | **Describes position and gives and follows simple directions using everyday language** | | |
| **CONTENT:** | | **Describe position and movement**  \* give and follow simple directions to position an object or themselves http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png  \* direct simple computer-controlled toys and equipment to follow a path (Communicating) CT | | |
| ASSESSMENT FOR LEARNING (PRE-ASSESSMENT) | | * **Pre-assessment:** Can student/sdirect the teacher or partner (individually) to a designated object or spot in the room using only correct terminology. | | |
| WARM UP / DRILL | | * <http://more.starfall.com/m/math/geometry-3D/load.htm> * Activity invites students to move one object to a designated position. | | |
| TENS ACTIVITYNEWMAN’S PROBLEMINVESTIGATION | |  | | |
| 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 | | Smartboard, chalk, square, triangle, circles (art) | | |

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| WHOLE CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES | |
| Explicitly Teach:Review positional terminology from previous lesson and make a quick list of all the words students can come up with.Explicitly communicate lesson outcomes and work quality. Explicitly communicate expectations of working in partners / small groups.  Explicitly communicate expectations of working with resources and equipment.   * **Directions/Follow a Path**   Draw a chalk maze on the concrete. Walk students through the maze and let them observe. Allow students time to think of the directions taken to get through the maze.  Students find a partner and take turns to give clear directions using positional language to follow the maze.  Encourage students to discuss the pathways and movements. More language can be drawn out of the games by having the leader call out the movements for the players to follow. | LEARNING SEQUENCEPre Foundation Skills |  |
| LEARNING SEQUENCEES1 | * Students follow spoken directions to complete simple artwork.   *Example:*  *Pick up coloured square.*  *Place one eye up the top on the left.*  *Place one eye up the top on the right.*  *Place the yellow triangle under the eyes (point of triangle facing down)*   * Discuss the implications of not being able to follow instructions OR instructions not being correct. |
| LEARNING SEQUENCEExtensionS1 |  |
| **EVALUATION & REFLECTION** | Did the students engage in the lesson?  How well did the resources work?  Are all students able to follow and understand positional language?  Were methods of delivery effective?  Do the students understand what they have learned? |