**MATHEMATICS EARLY STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: | WEEK: 3 | 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**   * Describe the positions of objects in relation to themselves using the terms 'left' and 'right' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png * Use the terms 'left' and 'right' when referring to familiar tasks, eg 'I hold my pencil in my right hand' (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | | |
| ASSESSMENT FOR LEARNING (PRE-ASSESSMENT) | | * **Pre-assessment:** Can students find objects on the left and objects located on the right in relation to themselves? | | |
| WARM UP / DRILL | | * **Dance:** Hokey Pokey   (Observation of students using correct positions ‘left’ and ‘right’) | | |
| 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 | | Music: Hokey Pokey, Left and Right Worksheets, Left and Right Bingo Boards, Templates for ‘Doggy Doggy Where’s my Bone?’, glue, scissors, counters, pencils | | |

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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.   * **Left and Right Bingo Boards**   Print bingo boards onto card.  Students place counters on colours that are called out by the teacher- matching their individual bingo board. When colours are covered, student calls ‘BINGO’.   * **Differentiation:**   Teacher may ask for only the left hand side of the board to be in play, or only the right hand side of the board to be in play. | LEARNING SEQUENCEPre Foundation Skills |  |
| LEARNING SEQUENCEES1 | * **Preparation:**   Print templates  Glue the path pieces together side by side to create a long path. Make it as a long as you like by printing additional pages.  *Note: Game pieces assembled and ready before lesson*   * **Directions:**   Each player chooses one dog playing piece and places it on any space along the path.  Place a bone on all the other spaces.  Stack the cards yellow side up.  Place the hands above the board to show “left” and “right.”  Player 1 picks a card and follows as it says.  If the player lands on a space with a bone, they take it. If there is no bone, then they do nothing.  Then player 2 has a turn.  The game continues this way until all the bones are cleared from the board. |
| LEARNING SEQUENCEExtensionS1 | * In pairs, students select a ‘special place’ near the classroom or in the school. They write instructions using left and right turns and include references to special features and landmarks to lead to their special place. Students swap instructions and then try to locate their partner’s special place. * Individually: Students must draw a simple map and they must mark on it how to arrive at their partner’s special place. |
| **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? |