**MATHEMATICS STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: | WEEK: 3 | STRAND: Measurement and Geometry | **SUB-STRAND:** Position 2 | **WORKING MATHEMATICALLY:**  MA1-1WM |
| OUTCOMES: MA1-16MG | | **Represents and describes the positions of objects in everyday situations and on maps** | | |
| **CONTENT:** | | **Interpret simple maps of familiar locations and identify the relative positions of key features**  \* Interpret simple maps by identifying objects in different locations.  \* Describe the positions of objects in models, photographs and drawings. | | |
| ASSESSMENT FOR LEARNING (PRE-ASSESSMENT) | | * Picture Talk- Describe the position of objects in photographs and drawings. * Read stories and poems to the class that involve position language. | | |
| WARM UP / DRILL | | * BARRIER GAME-\*Working with a partner one student gives directions to make a simple drawing using position words, eg Draw a house in the middle of the page. Put a door on the left and a window on the right. Put a chimney on the top of the roof. | | |
| 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 | | Photographs and drawings for picture talk, art paper, pencils, textas, lego blocks, small toys, junk materials, stories and poems related to position, photograph or map of school. | | |

**TEACHING AND LEARNING EXPERIENCES**

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| WHOLE CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES | |
| Explicitly communicate lesson outcomes and work quality.  * Model from a Photograph or Map   The teacher shows a map or aerial photograph of the school. Students make a simple model from the map or photograph using small toys, blocks and junk materials. Students discuss the position of objects in relation to other objects.  Have students plan a route that takes you from one location to another. Discuss various routes and similarities and differences between routes.   * Define and reinforce metalanguage used in the unit.   Position, describe, left, right, between, above, across, back, around, after, behind, below, beneath, beside, centre, close, far, forward, further, here, in front of, inside, last, into, low, middle, next to, turn, under, underneath, upside down, direction, route, sketch, backward. | LEARNING SEQUENCERemediationES1 | * Working in small groups, students design an obstacle course following simple instructions. Each group could create their own course and then explain / demonstrate it for the class. |
| LEARNING SEQUENCES1 | * Find My Special Place   In pairs, students select a “special place” near the classroom or in the school on a school map. Mark special place with an “X” on the map. Next children 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. |
| LEARNING SEQUENCEExtensionEarly S2 | * Extension- In pairs, students work on a computer and use simple shapes from a draw program to draw a simple map of their “special place”. A line tool could be used to trace the path. Have students discuss the position of objects in their map. |
| **EVALUATION & REFLECTION** | Did the children enjoy the activities? Were the outcomes achieved? Did I encourage students to visualise an area before planning a route? |

* 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.