**MATHEMATICS STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: 1 | WEEK: 12 | STRAND:Number and Algebra | **SUB-STRAND:**  Whole Numbers 2 | **WORKING MATHEMATICALLY:**  MA1-3WM & MA12WM |
| OUTCOMES: | | * MA1-1WM describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols * MA1-2WM uses objects, diagrams and technology to explore mathematical problems * MA1-3WM supports conclusions by explaining or demonstrating how answers were obtained * MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers | | |
| **CONTENT:** | | The following unit is incomplete. If you have taught or have any units that match this content please email to [lauren.dawson16@det.nsw.edu.au](mailto:lauren.dawson16@det.nsw.edu.au) (Glenmore Park Learning Alliance).  **Group,**[**partition**](http://syllabus.bos.nsw.edu.au/glossary/mat/partitioning/?ajax)**and rearrange collections of up to 1000 in hundreds, tens and ones to facilitate more efficient counting(ACMNA028)**   * apply an understanding of [place value](http://syllabus.bos.nsw.edu.au/glossary/mat/place-value/?ajax) and the role of zero to read, write and order three-digit numbers http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png * use place value to partition three-digit numbers, eg 326 as 3 groups of one hundred, 2 groups of ten and 6 ones * state the place value of digits in numbers of up to three digits, eg 'In the number 583, the "5" represents 500 or 5 hundreds' * partition three-digit numbers in non-standard forms, eg 326 can be 32 groups of ten and 6 ones | | |
| ASSESSMENT FOR LEARNING (PRE-ASSESSMENT) | |  | | |
| WARM UP / DRILL | |  | | |
| 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 | | Two large dice, numeral cards, hundreds chart, hundreds chart with missing values, before and after chart, three digit numeral cards. | | |

**TEACHING AND LEARNING EXPERIENCE**

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| WHOLE CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES | |
| **Explicit Teaching** | LEARNING SEQUENCERemediationES1LEARNING SEQUENCES1 |  |
| LEARNING SEQUENCEExtensionEarly S2 |  |
| EVALUATION & REFLECTION | Student engagement: Achievement of outcomes:  Resources: Follow up: |
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