**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
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| **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 (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
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| 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
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| 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 SEQUENCEExtension Early S2 |   |
| EVALUATION & REFLECTION | Student engagement: Achievement of outcomes:Resources: Follow up: |
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