**MATHEMATICS STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: | WEEK: 5 | STRAND: Measurement and Geometry | **SUB-STRAND: Time 2** | **WORKING MATHEMATICALLY:**  **MA1-1WM, MA1-2WM, MA1-3WM** |
| OUTCOMES: MA1-13MG | | **Describes, compares and orders durations of events, and reads half- and quarter-hour time** | | |
| **CONTENT:** | | **Describe duration using months, weeks, days and hours**   * Use a calendar to calculate the number of months, weeks and days until an upcoming event. * Recognise that some cultures use informal units of time, e.g. the use of tidal change in Aboriginal communities (Reasoning) | | |
| ASSESSMENT FOR LEARNING (PRE-ASSESSMENT) | | * Ask students to name the days of the week. Which days are on the weekend? How many days in a week? * Name months of the year in order. How many months in a year? | | |
| WARM UP / DRILL | | * Days of the week song * Flashcards for days of the week and months of the year. * Look at the class calendar and discuss today’s events (if any) and any upcoming events that week or month. Add anything else relevant to the calendar. Check the following month for events. How many days, weeks or months between events? | | |
| TENS ACTIVITYNEWMAN’S PROBLEMINVESTIGATION | | In 10 days’ time it will be my birthday. Today is the 15th October. What is the date of my birthday? | | |
| 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 | | Flash cards with days of the week, months of the year and seasons, calendar, calendar worksheet, season posters, season wheel worksheet, Months of the Year poem | | |

**TEACHING AND LEARNING EXPERIENCES**

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| WHOLE CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES | |
| Review and Teach – Revise the months of the year. Use a calendar to revise the number of months and the order they are in.  * Introduce the number of days in each month and learn the ‘Months of the Year’ poem. * Teach students how they can use their knuckles to help them remember the number of days in each month. E.g. Months on knuckles have 31 days and months in dips have 28/29 or 30 days. * View a calendar and show students that the days of the week are placed across the top. How many days in a week? How many weeks in a month? How many ‘Tuesdays’ are in this month? * Calculate the number of days between given dates on the calendar. * **Introduce the concept of ‘seasons’** * What are the seasons? * How many seasons do we have? * Match the months to the correct season. * Discuss how Aboriginal and Torres Strait Islanders have six seasons which relate to the weather and environmental changes.   <http://www.crackerjackeducation.com.au/subject/maths/> | LEARNING SEQUENCERemediationES1 | * Look at a class calendar and discuss days of the week in the current month. * Add class birthdays to the calendar. * Make a tree showing the four seasons. |
| LEARNING SEQUENCES1 | * Students are given a calendar page with events marked on it. They need to calculate the number of days and/ or weeks between (or up to) two specified events in that given month. * In small groups students work together to create a poster for one of the four seasons. * **Investigation:** What are the six seasons that Aboriginal and Torres Strait Islanders follow? Listen to ‘My Home in Kakadu’ <http://www.crackerjackeducation.com.au/subject/maths/> Complete a season wheel for the six seasons. * **Assessment** – Students complete a season wheel for our four seasons. |
| LEARNING SEQUENCEExtensionEarly S2 | * Students are given a calendar page with events marked on it. They need to calculate the number of days and/ or weeks between (or up to) two specified events across given months. * Research the ‘wet/dry’ seasons around Australia. |
| **EVALUATION & REFLECTION** | * Observe and question the students to determine whether they know the number of days in a week, weeks in a given month and months in a year. Can they tell you the names of the month? Do they recognise the four seasons. |

* 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.