**MATHEMATICS STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM:  | WEEK: 1 | STRAND: Measurement and Geometry | **SUB-STRAND: Time 1** | **WORKING MATHEMATICALLY:**  |
| OUTCOMES: MA1-13MG | Describes, compares and orders durations of events, and reads half- and quarter-hour time |
| **CONTENT:**  | **Name and order months and seasons (ACMMG040)*** Name and order the seasons, and name the months for each season
* Describe the environmental characteristics of each season, eg 'Winter is cool and some trees lose their leaves' (Communicating)
* Recognise that in some cultures seasonal changes mark the passing of time, eg the flowering of plants and the migration Patterns of animals are used by many peoples, including Aboriginal people (Reasoning)
* Recognise that in countries in the northern hemisphere, the season is the opposite to that being experienced in Australia at that time (Reasoning)
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| ASSESSMENT FOR LEARNING(PRE-ASSESSMENT) |  |
| WARM UP / DRILL | * Students are given two sets of cards: First set of 12 cards with the names of the months of the year
* Second set of 4 cards with the names of the seasons and pictures that represent the seasons.
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| 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 | <http://www.youtube.com/watch?v=LawHWsIqa5s> <http://www.youtube.com/watch?v=4rAyb1aocbw>12 x Months cards, 4 x season cardsSeason book or blank paper for constructing a booklet. |

**TEACHING AND LEARNING EXPERIENCES**

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| WHOLE CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES |
| * Discussing the months that have passed this year, displaying clothing and characteristics of the weather and temperature.
* Watch video on animal migration so that they can see how animals and other cultures may be affected by seasons.
* <http://www.youtube.com/watch?v=LawHWsIqa5s>
* <http://www.youtube.com/watch?v=4rAyb1aocbw>
* The teacher selects a location in the northern hemisphere where seasons are clearly distinguishable, each month, students observe the weather being experienced at that time (or find photographs of the selected location to compare with photographs of the local environment – this could be turned into a month-to-month wall display). This will help the students to compare and contrast the differences in seasons in the local area compared to that being experienced in the northern hemisphere location.
 | LEARNING SEQUENCERemediationES1  |  |
| LEARNING SEQUENCES1 | * Students construct a ‘seasons’ book or poster using drawings, online images or from magazines. Individual/Groups - Students compile lists of words or sentences to go with each season.
* Students sort the names of the seasons in order, and compare with other groups.  Students match the months to the seasons, taking care to order the months correctly within each season. Students record the months in each season on the seasons book or poster.

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| LEARNING SEQUENCEExtension Early S2 |  |
| **EVALUATION & REFLECTION** |  |

* 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.