**MATHEMATICS STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: | WEEK: 2 | 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:** | | **Use a calendar to identify the date and determine the number of days in each month (ACMMG041)**   * Identify a day and date using a conventional calendar * Identify personally or culturally significant days (Communicating) * Identify the different uses of calendars in various communities (Communicating) | | |
| ASSESSMENT FOR LEARNING (PRE-ASSESSMENT) | | * Listing important days and date of the year via either a story or a chronological list of important days. | | |
| WARM UP / DRILL | | * Each day, students sitting on the floor will need to access and observe Starfall’s calendar and discuss the correct day and date. <http://www.starfall.com/> | | |
| 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 | | Calendar - <http://www.starfall.com/>  A3 and/or A4 paper.  Coloured pencils  One or more wall calendars for viewing. | | |

**TEACHING AND LEARNING EXPERIENCES**

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| WHOLE CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES | |
| * With teacher guidance, the class constructs a calendar for each month of the year using paper, cardboard or an interactive whiteboard. A variety of calendars could be used to show possible layouts, including calendars with Monday in the left-most column and those with Sunday in the left-most column. Teachers guide students to consider and determine the layout of their class calendar. * As a reminder, students are to access the following website which shows a basic calendar and requires students to drag the day of the week and date onto the calendar. It also acts as a good reminder of month and how many days there are in that month. <http://www.starfall.com/> | LEARNING SEQUENCERemediationES1 |  |
| LEARNING SEQUENCES1 | * Investigation: Groups are formed, and students are asked to survey each other for important dates such as birthdays, or religious or cultural dates significant to them. Representatives from each group will present to the rest of class so all groups can mark on their calendars. * How many days/weeks/months. Students are asked to write how many days/weeks/months until certain events. They will then need to tell the day and date for certain problems given a number of days from now (ie. Today is Tuesday 10/10/13, in 15 days it will be my birthday, what day and date would that be?) |
| LEARNING SEQUENCEExtensionEarly 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.