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| STRAND: Number + Measurement SUBSTRAND: Whole Number (B) & Time (B) STAGE: 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TERM: | 1 | | 2 | 3 | | 4 | | WEEK: | | 1 | 2 | | | | 3 | 4 | | 5 | | 6 | 7 | | | | 8 | | 9 | 10 | | 11 |
| AHC-ICON-Aboriginal Torres Strait Islander histories-300dpiAboriginal and Torres Strait Islander histories and cultures | | A-ICON-Asia Australias engagement with Asia-300dpiAsia and Australia’s engagement with Asia | | | S-ICON-Sustainability-300dpiSustainability | | CCT-ICON-critical creative thinking-300dpiCritical and creative thinking | | EU-ICON-ethical understanding-300dpiEthical understanding | | | | ICT-ICON-300dpiInformation and communication technology capability | | | | IU-ICON-intercultural understanding-300dpiIntercultural understanding | | L-ICON-literacy 300dpiLiteracy | | | N-ICON-numeracy-300dpiNumeracy\* | | | | PSC-ICON-personal social capability-300dpiPersonal and social capability | | | WE-work and enterprise-300dpiWork and enterprise | |
| ***What are we learning to do (WALT):***  To count forwards and backwards by ones from any starting point and partition two-digit numbers using place value.  Name and order months and seasons and use a calendar to identify the date and determine the number of days in each month.  Describe duration using months, weeks, days and hours. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To arrange numbers based on their place value.*** | | | | | | ***What I’m Looking For (WILF):***  ***To arrange numbers based on their place value.*** | | | | | | | | ***What I’m Looking For (WILF):***  ***Count forward and* *backwards***. | | | | | | | | | ***What I’m Looking For (WILF):***  ***To name and order the months and seasons.*** | | | | | | | |
| **Lesson Breakers**  **BEFORE AND AFTER DOMINOES** | | | | | | **Lesson Breakers**  **Maths Tag** | | | | | | | | **Lesson Breakers**  **Two Card Turnover** | | | | | | | | | **Lesson Breakers** | | | | | | | |
| **Introduction**  **Activity:**  Each student has a vertical number line from 1 down to 20 and places a peg on 1 and a peg on 20. Choose a student to pick a mystery number between 1 and 20. The rest of the students ask the chooser if a number they say is up or down from the mystery number. The students move their pegs to narrow the range of answers until the right number is found. | | | | | | **Introduction**  <http://www.snappymaths.com>  /counting/counting2/interactive  /countto100imm/countto  100imm.htm | | | | | | | | **Introduction**  [**http://nrich.maths.org/**](http://nrich.maths.org/)  **content/id/5572/JigSaw2.swf** | | | | | | | | | **Introduction**  Introduce the lesson as measurement of time  Review calendars that were completed in previous lesson.  Ask students about own birth month:   * what the weather is like in that month * what activities they are involved in then.   If students’ birth dates are equally spread across the year, split them into birthday ‘season’ groups. If not arrange the class into four groups | | | | | | | |
| **Body**  **Play Place Value Mat**  What You Do:   * Set the Stage. Explain that your child will be making a place mat and using plastic straws to show the “place value” for some three digit numbers. Have your child use a pencil and lined paper to create a list of ten different 3 digit numbers (ex. 145, 250, 781, etc.) * Make a “placemat.” Give your child a piece of construction paper and have her fold it into thirds. Using the ruler and a marker or crayon, she should then label the top of each column with these words from left to right: “Hundreds,” “Tens,” and “Ones.” * Build real numbers. Now have your child represent each number on the placemat using the plastic straws. For example, if the number is 258, they would place 2 straws in the "hundreds" column, 5 straws in the "tens" column, and 8 straws in the "ones" column. Have them count aloud as they lay down the straws in each column. For example, count by hundreds saying "One hundred, two hundred," Then by tens saying " 10, 20, 30, 40, 50." They can then count by ones saying "1, 2, 3, 4, 5, 6, 7, 8." They can end by saying the whole number out loud, with pride and satisfaction. Repeat this process for each number on the list! | | | | | | **Body**  **Playing the Numberline Game**  What You Do:   * Shuffle the number cards and place them face down in a stack. Have your child pick up the first card. * After she's looked at the card, ask her to name the number that comes before it. Then have her name the number that comes after it. If your child hesitates, you can rephrase the question by asking which number is 1 less (or 1 more) than the card she is holding. * Using the number line, have your child check to see if she has named the numbers correctly. If so, she keeps the card. She can start a "winnings" pile to keep all of the cards she's won. * Continue in the same manner until your child has looked at all of the cards. Ask her to count the cards in her “winnings” pile. * All done? Record the number of cards your child has won so that the next time you play the Number Line game she can try to beat her score! | | | | | | | | **Body**  **Wolfie Wolf**  What You Do:   * To set up the game, take out your 12 pieces of construction paper. On one side of each piece, write out the name of a number (one, two, three, and so on) in very large, clear block letters. On the back of each paper (held horizontally), write the  number itself—again in very large, very clear block letters. * Taking your numbers with you, stand at one end of an open space, and have the children stand at the far end—far enough to be a sprint away, but not so far that they can’t see your signs. * From this point forward, you are the "Wolf", and the children are your innocent "lambs".  Have them start the game by asking you, “Wolfie Wolf, what time is it?” * Hold up a written number, and have the kids take that number of steps forward.  When they’ve stopped, put down your sign and pretend to be inattentive or asleep. They’ll ask again, “Wolfie Wolf, what time is it?” and again you hold up a sign.  If they get too close, show a card with the numeral side out—that means they must take that many steps back. * Keep going for several more “steps,” forward and back, until your little lambies seem to be lulled.  Then when they ask “what time is it?”  give them a surprise.  Shout, “Time for Dinner!” and take off chasing them!  If you “catch” a child first, she can be “Wolfie” next time.  If she gets to your home base first, she wins—and you’re still the Wolfie! | | | | | | | | | **Body**  Discuss the characteristics of the seasons and the months to which they apply.  The class is divided into four groups, and allocated a season. Cut pictures from magazines that show aspects of the season.  *Tell students to search through magazines to find pictures that would show their season. Cut the pictures out and make a collage. On each edge of the collage, write the three months of that season.*  *As students work talk with them about:*   * *months in that season* * *weather typical of that season* * *clothing worn* * *activities – sports* * *food eaten etc* | | | | | | | |
| **Conclusion**  Activity – “Teen” Numbers  Seat the students in pairs. One partner shows 10 fingers. The other partner shows any number of fingers from one to nine, say six. The “ones” person says “six” and the other partner says “10”, and together they say “is sixteen”.  As a class, record teen numbers as equations on the board or modelling book, and get the students to read them out loud. For example 10 + 4 = 14 is on the board or modelling book. The students say “Ten and four is the same as (equals) 14.” | | | | | | **Conclusion**  Activity – “Teen” Numbers  In pairs, one student points to a number between 10 and 20 on the hundreds board and the other student reads the number. Then together they show that many fingers. Repeat with the roles reversed. | | | | | | | | **Conclusion**  Activity –”Teen” and “Ty” Bingo  Every student has a hundreds board and eight transparent counters. Each student places transparent counters on any eight “teen” and “ty” numbers of their choice. You show a succession of “teen” and “ty” numbers on the Slavonic abacus. If any student has a counter on the matching number, they remove that counter. The first player to remove all their counters wins. | | | | | | | | | **Conclusion**  **Topmark – IWB Activity**   * Time Games | | | | | | | |
| **Resources**   * Construction paper * Pencil * 20 plastic straws * Lined paper * Crayons or markers * Ruler | | | | | | **Resources**   * Number line template (showing numbers 20 through 40) * 18 Number cards (showing numbers 21 through 39) * Pencil and paper (optional) | | | | | | | | **Resources**   * Open space for running * Energetic students * 12 pieces of 12x18” construction paper * Thick black marker | | | | | | | | | **Resources**   * Magazines * Scissors * Glue | | | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | |