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| STRAND: Number SUBSTRAND: Data (A) + Position (A) STAGE: Stage 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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):***  Plan methods for data collection  Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs (one-to one correspondence)  Interpret and compare data displays.  Create and interpret simple grid maps to show position and pathways.  Use a grid reference on a simple map to describe and locate position.  Draw and describe simple maps and paths. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | | **Tuesday** | | | | | | **Wednesday** | | | | | | | | | **Thursday** | | | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To collect data and organise it into graphs or tables*** | | | | | | | ***What I’m Looking For (WILF):***  ***To collect data and organise it into graphs or tables*** | | | | | | ***What I’m Looking For (WILF):***  ***To collect data and organise it into graphs or tables.*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***To follow simple positional instructions and create simple maps.*** | | | | | | | | | |
| **Lesson Breakers** | | | | | | | **Lesson Breakers** | | | | | | **Lesson Breakers** | | | | | | | | | **Lesson Breakers** | | | | | | | | | |
| **Introduction**  Conduct a whole class survey on the students favourite colour/fruit etc  Record the information on a table using a tally mark. Emphasise the meaning/importance of the fifth tally mark.  Pose questions that the students can interpret  1. Which colour/fruit was the favourite?  2. Which was the least?  3. How many altogether?  From the whole class survey, discuss the language of it. For example; tally marks, table, data, survey. | | | | | | | **Introduction**  **Combination Dice**  Students roll two dice 30 times, add the two numbers and keep a tally of the results. The data is transferred to a column graph and the students interpret the data.  *Which number came up most/least often?*  *Did any two numbers come up the same number of times? What were they?* | | | | | | **Introduction**   |  | | --- | | Students make a human column graph  according to their age. | |  | | | | | | | | | | **Introduction**  **Positional Concentration**  Students shuffle a pack of cards or part of a pack and place the cards face down in rows. In pairs, students take turns in instructing the other student, using the language of position, which cards to turn over eg turn over the fifth card in the second row. The aim of the game is to turn over two cards  that match. If the two cards turned over match, then the student who gave the instruction wins the cards and has another turn. If the two cards do not match they are turned back over in the same position and the other player has a turn.  The winner is the student who has the most cards when all the cards have been matched. | | | | | | | | | |
| **Body**  Tell students that 3 students ride a  bike, 6 students walk, 11 students  come in a car, 4 students catch the  bus and 1 student catches the train.  Students record this data in a table  using tally marks. A table with some  of the headings can be provided.  As a class, look at how a table/graph could be  used to record the results. | | | | | | | **Body**   |  | | --- | | Favourites. Each student is given a  toothpick. The students place the  toothpicks in a row against their  favourite thing. The toothpicks are  placed in lines and then regrouped  to make counting easier.  E.g Favourite Vegetable  Broccoli IIIIIIIIIIII  Carrots IIIIII  Zucchini IIIIIIIIIIIIIII | |  | | | | | | | **Body**   |  | | --- | | Playground Games. Have students  collect data from the other students  on their favourite playground games,  chosen from a list which may include:  chasings, elastics, handball, soccer.  Students record the information in a  table using tally marks and then draw  column graphs on grid paper to  represent this information. Discuss if  you could display the information in  another type of graph and what are  the advantages and disadvantages. | | | | | | | | | | **Body**   |  | | --- | | **Construct a Simple Map/Plan**  Students construct a simple map/plan  of their bedroom, classroom or  playground. Students plot coordinates  on the map/plan and include a key.  Possible questions include:  ❚ can you construct a simple map or  plan using coordinates?  ❚ does your key allow you to locate  specific objects?  ❚ can you draw a path from one point to  another on your map/plan?  ❚ can you describe how to get from one  point to another?  ❚ can you use directions to follow a  route on your map?  ❚ can you describe the location of an  object in relation to another using more  than one descriptor?  ❚ can you describe the position of ……….. using coordinates?  *Extension:* Students create a plan of a  room of their choice using drawing tools  on the computer. | | Orienteering activity - follow directions to  find hidden treasure | |  | | | | | | | | | | |
| **Conclusion**  http://www.studyladder.com.au/ learn/mathematics/activity/3269 | | | | | | | **Conclusion**  http://www.turtlediary.com/grade-2-games/math-games/graph-and-tally.html | | | | | | **Conclusion**  Topmarks – Grapher or Bar Charts | | | | | | | | | **Conclusion**  **Classroom Grids**  **Part A**  Students arrange desks in rows and columns. Each line (column) of desks is given a name or colour. Each desk in the line is given a number, starting with 1 at the front, from left to right. Students give a grid position for each class member. This could lead to games in which students are identified by their grid position and where students are assigned to seats according to grid position. | | | | | | | | | |
| **Resources**   * Smartboard or paper * <http://www.studyladder.com.au/>learn/mathematics/activity/3269 * Graph paper | | | | | | | **Resources**   * <http://www.turtlediary.com/grade-2-games/math-games/graph-and-tally.html> * Tooth picks * Dice * Recording paper | | | | | | **Resources**   * <http://www.topmarks.co.uk/maths-games/7-11-years/data-handling> * Tally recording paper | | | | | | | | | **Resources**   * Grid paper * Paper * Packs of cards | | | | | | | | | |
| **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | | | |