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| STRAND: Number SUBSTRAND: Whole Number (A) + Time (A) STAGE: Early 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):***  Count forwards to 30 from a given number.  Count backwards from a given number in the range 0 to 20.  Connect days of the week to familiar events and actions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | | **Tuesday** | | | | | | | **Wednesday** | | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To count forwards and backwards to 30.*** | | | | | | | ***What I’m Looking For (WILF):***  ***To count forwards and backwards to 30.*** | | | | | | | ***What I’m Looking For (WILF):***  ***To count forwards and backwards to 30.*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***To learn the days of the week and find out events that happen each day.*** | | | | | | | |
| **Lesson Breakers**  **Active count** | | | | | | | **Lesson Breakers**  **Bubbles** | | | | | | | **Lesson Breakers**  **Beach Ball Maths 2** | | | | | | | | | **Lesson Breakers** | | | | | | | |
| **Introduction**  **Collecting Numbers:**  Students collect numbers that relate to themselves eg phone numbers etc and find examples of where they see numbers in the environment. Make a class display showing examples of numbers brought in by students. Discuss what numbers are and what they represent. | | | | | | | **Introduction**  **Lilly Pads:**  Use numeral cards lined up in order to create lily pads. The students act as frogs and jump forwards and backwards as the teacher or a child calls out the progression. Could also jump on specific numbers, sequences of numbers, or the number just after or just before a given number as the teacher calls each number. | | | | | | | **Introduction**  **Peg Cards:**  Students are given a set of large numeral cards (eg 0 to 10). The cards are not in order. Students take turns to read the numeral on each card and attach the corresponding number of pegs. The cards are then ordered from 0 to 10 across the floor. Discuss the order and how the numbers are increasing by one each time. Discuss which numbers have more and which have less and where they fall in the order/sequence. | | | | | | | | | **Introduction**  **Daily Talk**  Every day talk about what day it is and what day it will be/was tomorrow/yesterday. Discuss what is regularly done on this day.  Eg Friday is sports day  Thursday is Library day  List the day and draw the activity next to it. | | | | | | | |
| **Body**  **Counting Cups**  What You Do:  - After you've decided on the counting objects, get 11 medium-sized paper cups. Write the numbers 0 through 10 on each cup. Then mix up the cups and give them to your child. Ask your child to place the cups in order from smallest to biggest.  - Give your child a collection of 55 objects. Tell her that the point of the game is to look at the number on each cup and put in the matching amount of objects. Be sure to remind your child to count out loud as she places each object in the cup. This helps to reinforce her counting skills and lets you assess her ability to count with one-to-one correspondence.  - When your child is finished, empty the cups one at a time and have her check that the number of objects matches the number on the cup.  - As your child develops accuracy and fluency working with 0 to 10, increase the numbers by increments of five, eventually working up to 30. It's not necessary to begin at 0 each time. Start in a place that's comfortable, and go as high as she can. As she gets better, pull the cups out in random order. See if she can do the game without the cups ascending. It makes things much trickier | | | | | | | **Body**  **Play Number Memory Match Up**!  What You Do:  - You and your child can work together to make the game cards. First make the ten numeral cards. Using markers, write the numerals from 1 – 10 on each card.  - Next, have your child help make the ten quantity cards. You can use small stickers or draw pictures to show the quantities. For example, place 5 stickers on an index card. - This is the quantity card to match the numeral card for the number 5.  - Once all of the game cards have been made it’s time to begin playing Number Memory! Mix up the cards thoroughly. Lay the cards on the floor or on a tabletop in rows. Make 4 rows with 5 cards in each row.  - Have your child turn over two cards. If the cards are a match (a card with the numeral 3 written on it and a card with a picture of 3 objects), she has a match and can keep the pair.  - If the cards are not a match, both cards must be turned over and returned to their original positions. Then the next player takes a turn.  - Keep playing until all of the matches have been found. | | | | | | | **Body**  **Play the Build a Monster Game!**  What You Do:  Start with a body. Draw any sort of shape but leave out the arms, legs, head, and face.  Roll one die. Ask your child to count the dots, then use the key to figure out which body part you draw for the number. (You might want to print or write out a copy of the key in large type and tape it to the table for easy reference.)  Roll the second die. Again, ask your child to count the dots. This is how many body parts you draw. For example, if you roll a six first and a four second, you'll draw four feet on your monster.  Now it's the next player's turn. Let him take a turn rolling the dice and then drawing his body part. The fun part about drawing a monster is that it can have several heads, arms, legs, and other parts.... Use your imaginiation!  The first one to get all 6 different body parts on her monster is the winner! Hang the monsters around the house, then play again to see how many different variations you can make. | | | | | | | | | **Body**  **Days of the Week**  Discuss the names of the days of the week and why we have names for them. Discuss things we do everyday and things we do on particular days.  Students identify and sequence events within a week. What day is it today?  What is special about today?  Discuss the term weekend. Why don’t we go to school for all 7 days of the week? Think/Pair/Share family routines. Favourite TV programs  **Daytime and Night time stories**  Students draw or paint a picture and finish a sentence on something they would do either at night time or day time.  Questioning: What are you doing? When is it happening? Why are you doing it at that time?  Picture sort activity –daytime and night time activities.  Questioning:  Why did you put that activity under that heading?  Could it go under the other heading as well? Why or why not? | | | | | | | |
| **Conclusion**  [**Washing Line**](file:///D:\learningobjects\wholenumber\wh_num_learnobj\washline_final.swf) **ES1**  Placing number cards on a washing line in numerical order. The game includes three washing lines: 1-10, 7– 6 and 15-24.  <http://www/curriculumsupport>.  education.nsw.gov.au/countmein/  **washingline_graphic**children.htm | | | | | | | **Conclusion**  **Number Trains 1-10** (TaLe Website)  Students practise whole number sequences using numerals, quantities (e.g. dots) and words. Thinking is focused on considering the number that comes before and after.  <http://tlf.drl.det.nsw.edu.au/>  learningobjects/content/L2317/  object/index.html | | | | | | | **Conclusion**  **Computer Learning Objects**  [**Numeral Track**](http://www.curriculumsupport.education.nsw.gov.au/countmein/children.htm) **Stages ES1- Stage 1**  Identifying the number before and after a given number. The game includes 11 number sets: 1-10, 4-13, 15-24, 26-35, 30-39, 37-46, 43-52, 51-60, 58-67, 72-81, 89-98.  <http://www.curriculumsupport>  .education.nsw.gov.au/countmein  **[numeraltrack_grapic](http://www.curriculumsupport.education.nsw.gov.au/countmein/children.htm)**/children.htm | | | | | | | | | **Conclusion**  **Role Playing**  Students can role-play day time and night time activities, e.g. going to school, going to bed. Group role play activities for yesterday, today and tomorrow. | | | | | | | |
| **Resources**  - 11 paper cups  - markers  - 55 small objects (like cotton balls, pennies, beans, pasta, jelly beans, screws, or anything else that's fun to touch) | | | | | | | **Resources**  - 20 index cards  - Stickers  - Colored markers | | | | | | | Resources  - 2 dice  - Crayons or markers  - Sheets of paper  Instructions  **Body Part Dice Key:**  1 - head  2 - eyes  3 - mouth  4 - nose  5 - arms/hands  6 - legs/feet | | | | | | | | | **Resources**   * Days of the week cards * Paper * Pencils, crayons, textas | | | | | | | |
| **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | |