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| STRAND: Number + Measurement SUBSTRAND: Whole Number (A) & Time (A) 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  *To count forwards and backwards by ones* | | | | | | ***What I’m Looking For (WILF):***  *To count forwards and backwards by ones* | | | | | | | | ***What I’m Looking For (WILF):***  *To count forwards and backwards by ones* | | | | | | | | | ***What I’m Looking For (WILF):***  *Naming and ordering the months of the year and understand how a calendar works****.*** | | | | | | | |
| **Lesson Breakers**  Circle counting. Eg. Buzz Off. | | | | | | **Lesson Breakers**  Zap *-* | | | | | | | | **Lesson Breakers**  Number after Bingo | | | | | | | | | **Lesson Breakers**  Months Clapping Game | | | | | | | |
| **Introduction**  Counting by ones, twos, fives, tens (on and off the decade / forwards and backwards) | | | | | | **Introduction**  <https://www.youtube.com/watch>?  v=omkDLmfvetk | | | | | | | | **Introduction**  **Forwards/Backwards Bingo** – Have pre-made cards with focus numbers or blank bingo cards for children to write in focus numbers. Numbers are chosen/drawn by teacher/students. Students will then cross off the number before or after the number called i.e. 37 called either 36 or 38 is crossed off. | | | | | | | | | **Introduction**  Introduce the lesson as measurement of time.  Discuss and display the months of the year in the correct order.  List student names under their birth months for following Worksheet. | | | | | | | |
| **Body**  **Ordering fitness Fun**   * Organise students into 5 or 6 relay lines.  Each relay line has an ice cream container with the numeral cards 1-10 or 10-20 in them.  At the other end of the court place the empty number line. * When the teacher says go. The first student in the line closes their eyes and picks a numeral card out of the container.  They run to the other end of the court and place the number in the correct place on the number line.  Then the run back and tag the next person in line.  This continues until all the numbers are placed on the number line. * When all the numbers have been removed from the container, the whole team runs in a line to the end of the court to check that the sequence is in the right order.  When they are satisfied it’s correct they sit around the number line in a circle. * The session can be finished by students talking about how they knew that they had put the number in the correct place. *”How can the shading help to work out where number 6 would go, without having to count?”* For example I knew that 5 went there because it’s at the end of the shaded box.   diagram. | | | | | | **Body**  **Celebrity head**   * Display a number line showing numbers from 1 to 100 so that all the students in the class can see it. Place movable marker tabs at either end of the strip. * One student wears a headpiece to which a numeral card is attached. Ensure that the student does not see the number on the numeral card. * Ask the student to have the class help to identify the “secret number”. The class, however, can respond only with a yes or no reply to each question. * In response to the answers, the selected student then moves the tabs along the number line to indicate the range within which the “secret number” lies. * Continue the process until the student is able to identify the number.   *Questioning*   * How many in my tens/units/hundreds column? * Is my number smaller than/larger than? * Is my number between ……..? | | | | | | | | **Body**  **Scrambled Eggs**  What You Do:   * Using markers, write a different number from 1 to 9 in each section of the egg carton (three numbers must be written twice. * Give your child two game tokens (pennies, plastic chip, or beans). Tell her that together you are going to play a math game to practice your numbers. * Have her fold a piece of paper in half vertically to create two columns on the paper. Have her write the numbers 1 to 10 in a vertical column on the left side. * To play the game, your child should place two game tokens in the carton, close the lid and shake the carton to scramble those number “eggs”! * Next, have you child open the carton to see which sections of the carton the tokens landed in. The two sections will be labeled with two numbers. Using these two numbers she will then create a two digit number. For example, if the tokens land in sections 2 and 5, she can create either 25 or 52, and should write that number on the paper. * Play continues until she has created and recorded ten two-digit numbers on the left column of her paper. * In the right column, have her list the ten two-digit numbers in the correct numerical sequence. * [http://00.edu-cdn.com/files/316801_316900/316886/-scrambled-egg-math--slideshowmainimage.jpg](http://www.education.com/download/activity/17296/scrambled_egg_first_grade_math.pdf)With practice games like this, kids build their confidence in recognizing numbers that they may consider big and daunting. As your child gains more proficiency, you can also try adding three tokens to practice sequencing from 100 to 999. No need to rush, though—“reinforcement” is the name, and aim, of the game! | | | | | | | | | **Body**  Introduce the lesson as measurement of time  Discuss and order the months of the year on a string line.  Talk about special days in the year (eg. birthdays, Christmas, Easter)  Expose students to a selection of calendars.  Find out what students know about calendars.  Discuss the features of calendars with students.  Continue discussion about the features of a calendar with students.  Model how to locate Christmas day.  Ask students:   * What month do we need to look at? * Does anyone know what date Christmas is on? etc.   Show students how to find the date and day Christmas falls on.  Teach and practise: The days in the month rhyme with students.  Students choose a month to complete their worksheet (maybe try to have all 12 months completed by different students. | | | | | | | |
| **Conclusion**  **Number Trains: Skip Counting Years 1-3**  Students use skip counting by twos, fives and tens. Numbers are represented as numerals only.  <http://tlf.drl.det.nsw.edu.au>  /learningobjects/Content/L23  22/imsanifest.xml.html | | | | | | **Conclusion**  Interactive activity – Topmarks  (Caterpillar Ordering, Rachel Rocket, Spooky Sequences) | | | | | | | | **Conclusion**  Interactive activity – Topmarks  (Caterpillar Ordering, Rachel Rocket, Spooky Sequences) | | | | | | | | | **Conclusion**  Teach and practise: The days in the month rhyme with students.  Students choose a month to complete their worksheet (maybe try to have all 12 months completed by different students. | | | | | | | |
| **Resources**   * Five sets of Numeral cards 1-20 * Five Ice cream containers * Empty numberline 1-20 * Outside space | | | | | | **Resources**   * <https://www.youtube.com/watch>?   v=omkDLmfvetk   * 1 to 100 number line * Numeral cards * Head piece * Interactive activity – Topmarks * (Caterpillar Ordering, Rachel Rocket, Spooky Sequences) | | | | | | | | **Resources**   * Plastic egg carton * Markers * 2 small plastic chips, lima beans or pennies for game tokens * Paper * Pencil | | | | | | | | | **Resources**   * blank calendar charts * regular calendar * Diary * string line * pegs * month labels | | | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | |

Months Clapping Game

This game works great for 2 to 6 students, if your class is larger than that, split them into smaller groups. Have students sit in a circle. Each student puts their left hand palm up and their right hand palm down resting on the hand of the student next to them. Start by saying “January” and clapping the hand of the student to your right. That student will say the next month as they clap the hand of the student next to them. Continue around the circle saying all of the months of the year in order. Repeat several times.

To add some challenge to the game, every time a student says “December”, the next student should try to move their hand before it can be clapped. If the student moves their hand before the student who said “December” can clap it, the student who said “December” is out and the circle gets smaller. Start from January again. If the student who says “December” is able to clap the hand of the next student, that next student is out.  Keep playing until there is only one student left.

You can use this quick and easy game to practice any sequential vocabulary such as the letters of the alphabet, days of the week and counting.