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| STRAND: Number + Mesaurement SUBSTRAND: Whole Number (B) + Time (B) 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.  Compare and order the duration of events using the everyday language of time.  Sequence events in time. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To count forward to 30*** | | | | | | | ***What I’m Looking For (WILF):***  ***To count forward and backwards to 30*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To count forward and backwards to 30*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To compare and order time using everyday language of time*** | | | | | | | |
| **Lesson Breakers**  **Active count** | | | | | | | **Lesson Breakers**  **Bubbles** | | | | | | | | **Lesson Breakers**  **Beach Ball Maths 2** | | | | | | | | **Lesson Breakers**  Play the game “What’s the time Mr Wolf?” | | | | | | | |
| **Introduction**  **Numeral cards:**  Students order numeral cards from 0 to 20. The numbers 1 to 9 are turned face down and the numbers 0 and 10 are left face up for students to see. One student is selected to stand on 0 and step forward to a card of their choice.  Questions  Which card is the student standing on?  How do you know?  If I turned over the number before/after this number, what number should that be? | | | | | | | **Introduction**  **Number Lines:**  Students are given a numeral card in the range of 0-20. The teacher selects a student randomly to peg their number on a string hung across the room. Students discuss the placement. A second student is selected to peg their number on the string considering its placement in relation to the first number. This is repeated for all students, discussing where each number would go, before placement.  Questioning  What number comes before/after number 5?  What numbers go between 7 and 9?  Where do you think number 4 will go?  How do you know where the numbers go? | | | | | | | | **Introduction**  **Look and Say:**  Hold up dot pattern cards for approximately one second each. Students  state the number of dots that were shown on the card. This should be a  fast “drill” activity to encourage automatic responses in students rather  than the counting of dots. | | | | | | | | **Introduction**  Pose problem:  *Is it day time or night time?*  *How do you know?*  Explain that focus is measuring time and this lesson is about day time and night time.  Brainstorm and record students’ ideas of events that occur during the daytime. Discuss  Repeat for night time. | | | | | | | |
| **Body**  **Handful of teddies**  Organise students into pairs. The students take turns to pick up a handful  of teddy bears and estimate how many they have picked up. One student  then counts out the teddies to the other. The partner can check the count  and repeat the process.  Follow this with one of the partners placing his or her teddies in a row.  The second student then places a handful of teddies in a line, next to the  partner’s row. Encourage the students to compare the two rows of teddies  and determine who has the greater number of teddies. This activity could  be extended by having the students determine how many more teddies  are in one line than are in the other line. | | | | | | | **Body**  **Paper cup drop**  - Place a row of paper cups on the floor or on a table. Encourage the students to count the empty cups.  - Ask the students to drop one counter into each cup and to count the counters as they are dropped into the cups.  - Direct the students to empty the counters from the cups and count the group of counters. | | | | | | | | **Body**  **Egg game**  Provide each student with a base board (see blackline masters)  displaying an outline of an egg. Cut a second egg outline into  pieces to create a jigsaw. The first student rolls a die with a standard dot pattern and selects a piece of the “egg” jigsaw displaying a corresponding dot pattern. This piece is placed on top of the game board. Continue the game until all children have completed their egg. | | | | | | | | **Body**  Divide students into small groups and give each group 2 large sheets of paper. They must label their sheets ‘night’ and ‘day’ and cut out magazine pictures of activities. Then sort pictures and arrange and paste onto appropriate sheet  Groups present sheets to class  (all day sheets present first, etc)  To reinforce concept read story such as *Rosie’s Walk* or *Where the wild things are* | | | | | | | |
| **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**  Explain to class that focus is on time again and that they will be putting events in order and talking about how long it takes to do things. Discuss the first things students do in the day.  Talk about some of the things they do during the day, and then last things they do at night.  Have students sit in a circle on floor – show them a set of day sequencing cards and discuss events occurring on each card. Together sort from 1st event of day to last event. | | | | | | | |
| **Resources** | | | | | | | **Resources** | | | | | | | | Resources | | | | | | | | **Resources** | | | | | | | |
| **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | |