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| STRAND: Number + Measurement SUBSTRAND: Patterns & Algebra (A) + (Length (A) STAGE: ES1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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):***  Sort and classify objects into groups.  Identify the attribute of ‘length’ as a measure of an object from end to end.  Compare lengths using direct comparison.  Use comparative language to describe lengths. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To sort and classify objects into groups.*** | | | | | | ***What I’m Looking For (WILF):***  ***To sort and classify objects into groups.*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To sort and classify objects into groups.*** | | | | | | | | ***What I’m Looking For (WILF):***  ***Compare and describe different lengths.*** | | | | | | | |
| **Lesson Breakers**  **Body Part Multiples** | | | | | | **Lesson Breakers**  **Swat the fly** | | | | | | | | **Lesson Breakers**  **Dot Patterns / Tens frame** | | | | | | | | **Lesson Breakers** | | | | | | | |
| **Introduction**  **Loud/whisper/loud count with rocking finger**  Teacher rocks finger to class who say ***one*** together loudly then rocks finger to self saying *two* softly then to class who say ***three*** loudly. Repeat with teacher lifting the door on a number flip chart when each ‘loud’ number is called out, thus producing 1,3,5,7,9, stopping at 9. Now, place transparent counters on a 100s chart overhead highlighting the numbers 1,3,5,7,9. Encourage informal descriptions of the highlighted numbers. Get class to continue the number pattern from 9 saying the soft and loud numbers themselves while the teacher continues to highlight the numbers with transparent counters. Stop at 31.  Now teacher models two actions, eg hand clap and touch shoulders. Students now read the highlighted numbers simultaneously with each action. Hand clap 1, touch shoulders 3, etc. | | | | | | **Introduction**  **King of the Circle**  Students sit in a circle and one stands in the middle (the king). The king invites a challenger into the middle to begin the game. The king rolls the die and it is a race between the two students in the middle of the circle to name the number of dots. The winner is the king and the loser sits back in the circle. The next person along in the circle is the new challenger. The game continues around the circle until the first player is reached again. | | | | | | | | **Introduction**  **Ten pegs**  Provide each student with ten clothes pegs and a length of cardboard displaying ten dots. Students take turns to roll a die and count the dots on the die. After counting the die pattern the student then takes a corresponding number of pegs and attaches them to the cardboard strip, matching each peg to a dot. Play continues until the students have attached pegs to all the dots on their strip of cardboard. They need to roll the exact number needed to finish. | | | | | | | | **Introduction**  Children collect leaves of different lengths and sizes.  - Glue them on to cardboard. Label the longest, shortest, thinnest, thickest, widest, narrowest.  - Glue leaves onto cardboard in order from the shortest to tallest, or from shortest to longest. | | | | | | | |
| **Body**  **Guided Play with concrete materials – sorting into groups.**  - Colour bear counters sort into colours & size. Use small hoops to sort bear into.  - Make paddocks with wooden blocks then sort specific farm animals into their paddocks.  Have students sort objects into colours.  Colour bear counters sort into colours.  Sort transport counter and match to coloured road.  Put Bears or other counters into matching coloured bowls.  Have students sort objects into colours eg bears, circle counters, fruit loops.  Sort objects into pairs.  IWB Pairing sock activity. - Follow work Sheet  Play with bag of coloured socks, match up and peg in pairs.Record the children’s sorting play on an iPad / camera. Later replay for children & record discussions & what they sorted & how they did it. | | | | | | **Body**  **Labelling Patterns**  Make a linear repeating pattern with objects or shapes such as the following.  Students describe the pattern and give it a name. If they label it as a square-circle pattern, ask: Can you give it a number name? If they suggest six pattern, extend the pattern so it can no longer be called a six pattern.  Ask students if they can think of a number name that doesn’t have to change when the pattern is extended. Ask them to explain why they choose the labels they do. A ~ 3 ~possible label for this pattern is a two pattern because the part of the pattern that repeats has two shapes.  Consider the following pattern:    If a student calls it a one-two pattern, ask if there could be any other name for it.  Calling it a three pattern leads to concepts of number combinations. | | | | | | | | **Body**  **Describing Repeating Patterns using Numbers**  The teacher makes a repeating pattern using multilink cubes  This pattern is called a ‘two’ pattern because the pattern repeats after every second cube.  Possible questions include:  How many cubes are in each group that repeats?  How many groups are in your pattern?  What is the total number of cubes in the pattern?  With teacher guidance, students record the pattern using drawings. They are encouraged to use numbers in their recording. | | | | | | | | **Body**  Investigations:   1. In small groups, children find four objects that are long and four that are short. Discuss findings with whole class. 2. Set the class a ‘long pace’ challenge. Children step out five long paces from a starting line and see who goes the furthest. Repeat with a different number of paces. 3. Children compare heights with a partner. Under the correct headings, draw/record who is tall and who is short.   **Assessment** – Students sort objects into long and short groups, or pictures of objects into tall and short groups. | | | | | | | |
| **Conclusion**  **Monster Choir ‘Making Patterns’ and ‘Missing Monsters’** (TaLe Website) Early Stage 1 - Stage 2  The Monster choir series of learning objects allows students to explore patterning using visual and auditory elements to create patterns, extend patterns <http://tlf.dlr.det.nsw.edu.au>  /learningobjects/content/  Monster ChoirL1056/imsmanifest.xml.htm | | | | | | **Conclusion**  **Body Patterns**  Students follow the teacher doing body percussion tapping body parts in a pattern. For example, a ‘two’ pattern might be to tap your head and then tap your shoulders. Students are invited to make up another ‘two’ pattern for the students to follow as a whole class. | | | | | | | | **Conclusion**  **Topmarks – IWB activity**  **Ordering**  [**http://www.topmarks.co**](http://www.topmarks.co)**.**  **uk/maths-games/5-7-years/ordering** | | | | | | | | **Conclusion**  Cut a streamer the same length as a desk. Check to make sure the streamer extends from one end to the other along the edge of the desk. Compare other desks. Repeat for the width of the desks. | | | | | | | |
| **Resources**   * Bears * Counters * Wooden block   <http://tlf.dlr.det.nsw.edu.au>  /learningobjects/content/  L1056/imsmanifest.xml.htm   * Coloured bowls | | | | | | **Resources**   * Objects / shapes | | | | | | | | **Resources**  <http://www.topmarks.co>.  uk/maths-games/5-7-years/ordering   * Pegs * Cardboard with 10 dots * Multilink cubes | | | | | | | | **Resources**   * Different sized leaves * Cardboard * Streamers cut to same length as a desk | | | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | |