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| STRAND: Number SUBSTRAND: Patterns & Algebra (A) & Length (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):*** Recognise, continue, create and describe increasing and decreasing number patterns.Use uniform informal units to measure, compare and estimate lengths and compare and order shapes/objects based on length using uniform informal units. |
| ***Adjustment:*** | **Post Assessment Highlighted**  |
| **TEACHING AND LEARNING ACTIVITIES** | **REG** |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
| ***What I’m Looking For (WILF):*** ***To continue and describe number patterns that go up and down.*** | ***What I’m Looking For (WILF):*** ***To continue and describe number patterns that go up and down.*** | ***What I’m Looking For (WILF):*** ***To continue and describe number patterns that go up and down.*** | ***What I’m Looking For (WILF):*** ***To use informal units to measure and compare objects.***  |
| **Lesson Breakers****Count off** | **Lesson Breakers****Hang it on the line** | **Lesson Breakers****The Secret Number** | **Lesson Breakers**Find a friend taller then you.Find another friend shorter than you.Look for a friend about the same height. |
| **Introduction**Calculator Count: Students are given a mystery number (48). Students count forwards by 10’s from the mystery number using the constant function on their calculators. Students record their counting patterns on strips of coloured paper. Students also count back using the constant function on their calculators.Coloured Charts: Students use a number chart to colour numbers when counting up by 5’s. | **Introduction** Play ‘stand up, sit down’ game. The teacher misses out one number on purpose, e.g. 5, 10, 15, 25, 30 etc. When the children think that a number has been missed out they have to sit down as quickly as possible. The last person standing is out. | **Introduction**Skip Count: Ask children to skip count by 2’s, 5’s and 10’s referring to a 100s and 1000s number chart. To make it more challenging ask children to skip count backwards. | **Introduction**Compare lengths from the same starting point e.g., students choose two streamers of different lengths and paste them onto a sheet of paper. Look for and talk about objects that are longer, shorter, taller, wider, near and far in the classroom and outside.Estimate which is longer, a shoe or a pen etc. Check by laying side-by-side and end-to-end. |
| **Body****Frog Jump**: Set of number cards are placed face down in order. Teacher turns over cards e.g. 3, 6 and 9 and places the frog counter on number 9. Teacher explains that Freddie the Frog has jumped on some of the cards to make a number pattern. Ask questions; what numbers can you see? How many numbers is Freddie jumping over each time? What number will Freddie jump on next? How do you know? Etc. Repeat for other numbers; place numbers in descending order; remove the first few number cards to create a pattern that begins from a number other than Using the concepts from Frog Jump – do the same activity but rather than cards, use a number line.Using the concepts from Frog Jump – do the same activity but rather than cards, use a hundred chart. (work samples) | **Body**Using the hundred chart and various colours, students are to apply skills for multiples of 4’s, 6’s, 7’s, 8’s and 9’s. Use various colours to assist with counting forwards and backwards by multiples. Investigation: Using a blank hundreds chart, have students identify patterns of 4, 6,7,8,9 using different starting numbers. (Provide the starting numbers to assist with marking and accuracy) | **Body****Number patterns that increase**Display the number line. Students clip the pegs onto every second number on the number line. Students are to say the number that has the peg on it.Repeat for other number sequences.Do this for both increasing and decreasing numbers.Record the sequence 3, 6, 9, 12, 15 on the board and ask the students to work in pairs to continue the sequence and describe it. Repeat the activity for the following sequences: 30, 27, 24, 21, 18, ........ 1, 3, 6, 10, 15, .................. 1, 4, 7, 10, 13, .............1, 2, 4, 8, 16, .............. 1, 3, 7, 13, 21, ...............Have the students set similar tasks for their peers.Skip counting to 24 – Ask students how many ways can they skip count to 24. Have them represent this on a number line, a hundred chart, through pictures and numbers. | **Body****How Big is Your Foot** – Students draw an outline of their shoe and mark the length to be measured by using markers such as a green dot to start and red dot to stop. Students select an informal unit to measure the length of their shoe print. Students repeat the process using a different informal unit and discuss why different results were obtained. Teacher demonstrates how to record results.**Measuring Cartoon Characters** **-** In pairs, students are given large pictures of cartoon characters. They select and measure the length of different parts of the cartoon character e.g., the length of the leg. Students identify and mark the starting point of each length with a green dot and the finishing point with a red dot. Students select informal units such as toothpicks, pop sticks, and paper clips to measure, find a total by counting, and record their work. Students then choose a different informal unit to measure the same length and compare the result to that obtained using their first unit. |
| **Conclusion**Topmarks IWB - Snowflake Sequences | **Conclusion**<http://www.cheekymonkey>resources.co.uk/Sequencenew/SEQUENCE.htm | **Conclusion**[www.harcourtschool.com/activity/paul\_pattern](http://www.harcourtschool.com/activity/paul_pattern); [www.wnet.org.uk/resources/gordan/counting](http://www.wnet.org.uk/resources/gordan/counting); | **Conclusion****Body Parts –** In small groups, students use body parts as units of length. They record the results in a table and compare different students’ measures of the same dimension. Possible questions include:1. Were your measurements the same? Why not?
2. What could you use to measure more accurately?
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| **Resources*** Coloured strips of paper
* Calculators
* Number pattern sequence cards
* Counters
* Hundreds chart
* Topmarks website – snowflake sequences
 | **Resources*** **Blank hundreds chart**
* **Coloured pencils**

<http://www.cheekymonkey>resources.co.uk/Sequencenew/SEQUENCE.htm | **Resources*** Website

[www.harcourtschool.com/activity/paul\_pattern](http://www.harcourtschool.com/activity/paul_pattern); [www.wnet.org.uk/resources/gordan/counting](http://www.wnet.org.uk/resources/gordan/counting);* numberline
 | **Resources*** paper
* coloured pencils
* informal units e.g. toothpicks, popsticks, etc
* pictures of cartoon characters
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| **Reflection/Check In** | **Reflection/Check In** | **Reflection/Check In** | **Reflection/Check In** |