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| STRAND: Number SUBSTRAND: Addition (A) + (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):***  Combine two or more groups of objects to model addition.  Record addition informally. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | | **Tuesday** | | | | | | | | | **Wednesday** | | | | | | | | **Thursday** | | | | | | |
| ***What I’m Looking For (WILF):***  ***To add two numbers together.*** | | | | | | | ***What I’m Looking For (WILF):***  ***To add two numbers together.*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***To add two numbers together.*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To add two numbers together.*** | | | | | | |
| **Lesson Breakers**  1,2,4,8 Game | | | | | | | **Lesson Breakers**  Show Me | | | | | | | | | **Lesson Breakers**  FORWARD COUNT /BACKWARD COUNT | | | | | | | | **Lesson Breakers**  Circle Addition | | | | | | |
| **Introduction**  Display 7 objects. Count them.  Class also to count.   * What happens when you take something away? (open-ended) * If you take something away will you have as much / more / less?   (closed) | | | | | | | **Introduction**  **Windows**  Construct cardboard window frames covered with cellophane paper. Show a numeral card and ask the students to make a row using that number of teddy bears. Ask the students to place their window frame after a nominated group of teddies. For example, with ten teddies, ask the students to show three teddies outside the window. (Students place the frame after the third teddy.) Instruct the students to look through the window and state how many teddies are inside the window. | | | | | | | | | **Introduction**  **Bucket count on**  Drop a small collection of blocks one by one, into a bucket. Ask students to count aloud as each block is added to the container. After dropping the blocks, show the students the contents of the bucket. Then hold the bucket above the eye level of the students. Ask the students to state how many blocks would be in the bucket if one more block was added. Repeat the question, changing the number of blocks to be added to two and three blocks. Encourage the students to count on from the number of blocks already in the bucket to find the total. | | | | | | | | **Introduction**  **Combinations to Ten**  Students are given a container of 10 counters that are all one colour on one side and a different colour on the reverse.  In pairs, students shake the container and roll the counters onto the floor. Students sort the counters into colour groups, depending on which side the counters land. Students should be encouraged to organise the groups so they can see ‘how many’ at a quick glance eg  Students determine how many counters are, for example, red and how many are yellow. Students use drawings and numerals to record their results. | | | | | | |
| **Body**  **Rabbit Ears**  The teacher models making ‘rabbit ears’ by putting their fists at the sides of their head, saying a number less than 10 and raising that number of fingers.  Students are asked to:   * raise two fingers on one hand and three fingers on the other hand. How many fingers are raised altogether? * show six rabbit ears. How many fingers have been raised on each hand to make six altogether? * raise two fingers on one hand. How many fingers need to be raised on the other hand to make four altogether?   Students should be encouraged to raise their fingers while their hands are still at the side of their heads. Then they can check if they have the correct number by looking at and counting their fingers.  Some students may be selected to model and explain their solution eg ‘I made 6 with 5 fingers on one hand and 1 more.’ (Adapted from CMIT) | | | | | | | **Body**  **Addition Posting Box**  Students silently count while the teacher drops a collection of blocks into a box one at a time. Students record the total number of blocks, compare and discuss their totals with others. The teacher adds more blocks slowly (2 or 3). The students count silently and record the new total.  Possible questions include:  How did you find the total number of blocks?  What number comes next?  Did someone else use a different way?  Students should be encouraged to hold the starting number in their head and count forwards from that number to determine the total. (Adapted from CMIT) | | | | | | | | | **Body**  **Addition and Subtraction with Blocks**  One student stands out the front holding ten fingers in the air. Roll a dice and place the corresponding number of blocks on the fingers of the student.  As the addition process takes place model counting forward to get the total. Encourage students to keep the first number in their head when adding the second number thrown on the dice.  Complete the same activity but with a student starting with ten blocks and doing subtraction. Model the process of taking from the group. | | | | | | | | **Body**  **Domino Count**  Students are given a set of dominoes and are asked to count how many dots are on each side of a domino and then how many dots there are altogether. Students are encouraged to:   * Work out how many dots there are on each side without counting one at a time * Discuss different strategies they could use to work out how many there are altogether.   The teacher could ask the students to imagine a domino with four dots on one side and one dot on the other. They then discuss with students how many dots there are and strategies that can be used to find out.  The teacher could also pose the problem:  ‘There are six dots altogether on my domino. How many dots could there be on each side?’  Students record and discuss the possible answers. Some students may require materials such as counters to assist them in solving the problem.  Possible questions include:   * is there a quicker way to find the answer than counting by ones from one? * is there a quicker or easier way to add? * is that the only possible answer? | | | | | | |
| **Conclusion**  Continue with a farm theme.  E.g.: if we collect 6 eggs, and we dropped / ate 2, how many eggs are left?  Model informing Recording:  6 eggs, 2 get broken. That leaves 4.   * Problem solving – Teacher directed   E.g.: The farmer took 10 sheep to the sale-yards. He sold 5 sheep. How many are there now? Or how many are left?  Repeat lesson several times, varying the theme.  Singing games:  E.g.: Five little speckled frogs, Alison’s camel; 10 little children / Indians. | | | | | | | **Conclusion**  Games with dice, cards, counters, dominoes, paddle pop sticks.  Eg: children take turns to throw dot die. Add up their score. Person with highest score wins.  Refer to: Count me in too. | | | | | | | | | **Conclusion**  Party time.   * Sarah invited 8 children to her birthday party.   She had 6 cups. How many more did she need?  There are 8 cups and 5 straws, how many straws does she need?   * Dice games. Divide the class into 2 teams. Each 2 players in turn throws a dice. They work out the difference. Then the 2 players from the other team throw theirs. They total the difference after 10 throws. The team with the biggest score wins. Compare totals with teacher’s assistance. | | | | | | | | **Conclusion**  **Computer Learning Objects**  **[Butterfly ten frame](http://www.curriculumsupport.education.nsw.gov.au/countmein/children.htm)**[**Butterfly Ten Frame**](http://www.curriculumsupport.education.nsw.gov.au/countmein/children.htm) Early Stage 1 & Stage 1  <http://www.curriculumsupport>.  education.nsw.gov.au/countmein/  children.htm | | | | | | |
| **Resources**   * Objects/bears/shapes * counters | | | | | | | **Resources**   * cardboard window with cellophane * teddy bears * counters/blocks * box * dice, cards, counters, dominoes, paddle pop sticks. | | | | | | | | | **Resources**   * blocks * bucket * dice | | | | | | | | **Resources**   * counters   <http://www.curriculumsupport>.  education.nsw.gov.au/countmein/  children.htm   * dominos | | | | | | |
| **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | |