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| STRAND: Number SUBSTRAND: Addition (A) + (B) 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):***  Model addition using concrete materials and recognise and recall combinations of numbers that add to numbers up to 20.  Use and record a range of mental strategies for addition of one- and two-digit numbers  Use the equals sign to record equivalent number sentences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  *To use the Friends of Ten strategy when doing addition* | | | | | | ***What I’m Looking For (WILF):***  *To use counting on as an addition strategy* | | | | | | | | ***What I’m Looking For (WILF):***  *To use the mental strategy – Jump strategy to solve addition sums on a numberline*. | | | | | | | | | ***What I’m Looking For (WILF):***  *To use the mental strategy – Commutative property to solve addition sums*. | | | | | | | |
| **Lesson Breakers**  **Rabbits’ ears**  Instruct the students to make two fists and rest them on their heads, so that their hands are out of their direct line of sight. Ask the students to raise a given number of fingers on each hand and to add them together. Students may bring their hands down to confirm the answer. | | | | | | **Lesson Breakers**  **Variation of Rabbits’ Ears - Doubles**  Instruct the students to use two hands to demonstrate double numbers from 1 to 5. For example, “Show me double four. How many altogether?” In this example the students would raise four fingers on each hand and call out the answer. Students may bring their hands down to count and confirm the total. | | | | | | | | **Lesson Breakers**  **Friend of Ten**  Instruct the students to use two hands to demonstrate how many more would be needed to make ten. For example, “The number I am thinking of is 4. Show me how many more I would need to make 10. What is your answer?” In this example the students would raise six fingers and call out the answer. Students may bring their hands down to count and confirm the total. | | | | | | | | | **Lesson Breakers** | | | | | | | |
| **Introduction**  **The halo**  Have five (or more) students stand in front of the board. Draw a halo on the board above each head. Three of our 'angels' have fallen from grace! Three students sit down. What do I have to do to the halos to show how many angels I have left?  Show with reverse counters (diff. colours on each side). One new angel is born! One student comes up to the board. What do we need to do to the halos to show the number of angels now?  Show with reverse counters.  Year 2 Variation: How many more Angles would you need to make 20? | | | | | | **Introduction**  **Dice challenge**  Students stand in a circle. One stands behind another. 2, 3, or 4 dice are rolled depending on ability. First to call out answer wins. | | | | | | | | **Introduction**  **Dice challenge**  Students stand in a circle. One stands behind another. 2, 3, or 4 dice are rolled depending on ability. First to call out answer wins. | | | | | | | | | **Introduction**  **Bowling Addition**  What You Do:  Cut wide bands out of the paper for each soda bottle, and number each one with different point values from 1 to 10.  Wrap one strip of paper around each bottle, and have your child tape it down for you.  Arrange the bottles in a triangular shape at the end of a long hallway or uncarpeted room, with one pin in the front, two behind it, three behind those and so on.  Divide a page in the notepad into columns, one for each player. Write each person's name at the top of the column so that you can keep score of everybody's points.  Now play! Take turns rolling the ball towards the pins and see how many you can knock over in one try! Count up the numbers on each pin that gets knocked over and recruit your child to help you keep score so he can practice his addition. Whoever gets the most points wins! Make some victory snacks to enjoy together when the game is over.  If you want to make the game a little more challenging, try filling the bottles with a small amount of sand so they're harder to knock over! | | | | | | | |
| **Body**  **Friends of ten**   * Construct two sets of numeral cards in the range of one to ten. * For this activity it is necessary to attach string or shoelaces to the numeral cards so they can be worn around the students’ necks. * It is also more manageable if each set of cards is a different colour. * Distribute one set of numeral cards to ten students. * These students leave the room or turn away from the remaining students. * Distribute the other set of numeral cards to the remaining students. * Ask the students in the first group to return to the class (or turn around) and find a partner who is wearing a card which, when added to their own card, will equal ten. * *Variation- use a pack of cards for the activity* * *Variation - Friends of 20 for year 2* | | | | | | **Body**  **Counting-on Cards**  The teacher prepares a set of numeral cards (a selection of numbers ranging from 20 to 50) and a set of dot cards (1 to 10). Each set is shuffled and placed face down in separate piles. In small groups, one student turns over the top card in each pile  eg Students add the numbers represented on the cards together, and state the answer. The first student to give the correct answer turns over the next two cards.  *Variation:* Students are asked to subtract the number on the dot card from the number on the numeral card. | | | | | | | | **Body**  **Number Line Addition**   * Demonstrate to students how to use a number line and give students opportunities to explain or demonstrate how an answer was obtained for addition problems * eg showing how the answer to 15 + 8 was obtained using a jump strategy on an empty number line. * Allow the students the chance to try and use the numberline to themselves to solve addition problems. | | | | | | | | | **Body**  **Commutative Property of Addition**  Use a variety of materials including unifix cubes, counters and number line to model the commutative property of addition. | | | | | | | |
| **Conclusion**  **Addition and Subtraction Facts to 10 (or 20)**  Give students 10 (or 20) two-toned counters ie they are a different colour on each side. Students are shown a ten-frame with some counters on it  *Possible questions include:*  *how many counters are on the ten-frame?*  *how many squares are full/empty?*  Students are asked to imagine three counters jumping off the ten-frame.  *Possible questions include:*  *how many counters are left on the ten-frame?*  *how did you work that out?*  *how many squares are full/empty?*  *Do you see a pattern?*  The three counters are then moved off the ten-frame for students to check their answer. This activity encourages students to visualise numbers. It should be repeated with other counter combinations. | | | | | | **Conclusion**  **The Number partner**  Learn how to break up numbers into pairs of smaller numbers, eg 15 = 9 + 6. Work through examples of whole number pairs and sample questions. Apply these principles to solve additions or subtractions. Use a partitioning tool to break up numbers under 30. Recognise number patterns; use the strategy of counting on.  [**http://tlf.dlr.det.nsw.edu.au/learning**](http://tlf.dlr.det.nsw.edu.au/learning)  **objects/Content/L103/imsmanifest**  **.xlm.html** | | | | | | | | **Conclusion**  Topmarks – IWB   * Addition | | | | | | | | | **Conclusion**  Topmarks – IWB   * Dart board addition | | | | | | | |
| **Resources**   * Numerals cards 1 to 10 (of different colours) * Coloured counters * Ten frames | | | | | | **Resources**   * Numeral cards 20 to 50 * Dot cards 1 to 10 * Website   [**http://tlf.dlr.det.nsw.edu.au/learning**](http://tlf.dlr.det.nsw.edu.au/learning)  **objects/Content/L103/imsmanifest**  **.xlm.html** | | | | | | | | **Resources**   * Dice * Numberlines * Topmarks – IWB   Addition | | | | | | | | | **Resources**   * Topmarks – IWB   Dart board addition   * Unifix cubes * Empty soda bottles | | | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | |