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| STRAND: Number + Measurement SUBSTRAND: Multiplication (A) + Area (A) 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):***  Investigate and model equal groups.  Identify the attribute of ‘area’ as a measure of the amount of surface.  Use comparative language to describe areas. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | | **Tuesday** | | | | | | | | | **Wednesday** | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To share objects into equal groups*** | | | | | | | ***What I’m Looking For (WILF):***  ***To share objects into equal groups*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***To share objects into equal groups*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To compare two different areas*** | | | | | | | |
| **Lesson Breakers** | | | | | | | **Lesson Breakers** | | | | | | | | | **Lesson Breakers** | | | | | | | | **Lesson Breakers** | | | | | | | |
| **Introduction**  **Groups of Children**  Students skip within a given area eg a netball court. The teacher calls out a number and students make groups of that number.  Possible questions include:   * do all groups have the same number of students? * how can we check this?   Each group checks the number of students in their group and a student is chosen to count the number of groups. Students line up in rows so the groups can be compared. | | | | | | | **Introduction**  **Sharing**  Students are shown a collection of up to 30 objects. They are asked to discuss what sharing means and to explain how they would share the objects. In small groups, students are asked to select a bag of objects that has been prepared by the teacher. Each bag contains a different number of objects. Students are asked to share the  objects between their groups equally and discuss whether it was possible.  Students record their solutions. | | | | | | | | | **Introduction**  **Ladybirds**  Instruct: Put group of spots (stickers/counters) on each wing of the ladybird.   * How many groups of spots? * Are they equal groups? * Make them equal groups * What did we do? | | | | | | | | **Introduction**  Pose question:  “How could I measure this book?” (hold up any book)  Explain that the focus for this lesson will be to measure area, and that we could measure the area of the book.  Have students suggest ways they could measure the area of the book.  Have students suggest ways they could measure the area of the book – discuss each suggestion. Guide discussion so that students realize that they could measure the area by covering the surface with units such as counters, multilink blocks etc. model covering the surface with blocks. | | | | | | | |
| **Body**  **Organising Equal Groups**  Present the students with 10 items eg counters.  *Can you put the counters into pairs?* Once the counters are in pairs *Can you make a pattern with the pairs?* Support the students to make 5 rows of 2. *can you tell me about each of the rows?* (They are the same/equal). *Is there another way to make equal rows?* (2 rows of 5)*What can you tell me about the counters? Can you make a pattern with the counters?* **Emphasis that each group contains the same number eg 2,3,4 etc.**  Repeat for 6 and 8. | | | | | | | **Body**  **Groups and Number Cards**  In groups of 3 or 4 students sit in a circle. Multiple copies of number cards 0-5 are placed in a pile face-down. Student A turns over a number card and all players take that number of counters from a pile. Student A then counts the total counters all players hold for that round. Other players say if they agree and record answers. Play continues until all players have had a turn. | | | | | | | | | **Body**  **Making Equal Groups**  Use a collecting of objects that are the same eg Teddy Counters, farm animals, dinosaurs etc.  Using 8 teddies. *Here are some teddies. Let’s see if we can get them into twos. Who can show me how you could put the teddies in twos? How can we check that the groups are the same?*  Some students will need to count the number of items in each group by 1 from 1, other students will be able to immediately reconise the number in a each group.  **Repeat for a variety of numbers eg 9 into groups of 3, 10 into groups of 5, 12 into groups of 4.** | | | | | | | | **Body**  Divide class into groups and provide each group with an A3 sheet, with the same size drawn on it. E.g. oval, square. Each group is to cover the area of the shape with a different material. The covering materials are to be glued onto the shapes.  Group 1- pasta  Group 2- paper squares  Group 3- paddle pop sticks  Group 4- feathers  When groups are finished have them cut out their covered shape carefully. | | | | | | | |
| **Conclusion**  Students are given 12 small plastic animals  (or other small objects)  Ask students:  *Can you arrange the animals into equal rows?*  *How many rows did you have?* | | | | | | | **Conclusion** | | | | | | | | | **Conclusion** | | | | | | | | **Conclusion**  Each group shows the class their shape and talks about whether they have covered the whole area and how easy / difficult the task was.  Ask the students whose shape has the biggest area. Then ask how they could find out.  If no one suggests it, show students how you could superimpose the shapes – they should have all the same area. | | | | | | | |
| **Resources**   * counters * plastic objects | | | | | | | **Resources**   * 0-5 numeral cards * 30 objects | | | | | | | | | **Resources**   * Ladybird pictures * Stickers * Teddy bears * Farm animals etc | | | | | | | | **Resources**   * Multilink cubes * Counters * Pasta * Paper squares * Paddle pop sticks * feathers | | | | | | | |
| **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | |