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| STRAND: Number + Measurement SUBSTRAND: Mulitiplication (A) & Area (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):***  Rhythmic and skip count by twos, fives and tens from any starting point.  Use uniform informal units to measure and estimate areas and record areas by referring to the number and type of uniform informal unit used. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To skip count by 2’s*** | | | | | | ***What I’m Looking For (WILF):***  ***To skip count by 5’s*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To skip count by 10’s*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***To measure area using informal units.*** | | | | | | | |
| **Lesson Breakers**  **Buzz Off** | | | | | | **Lesson Breakers**  **Mexican Wave** | | | | | | | | **Lesson Breakers**  **Bang Bang** | | | | | | | | | **Lesson Breakers** | | | | | | | |
| **Introduction**  **Body Percussion**  Have groups come up with body percussion to assist with counting by 2’s. For example, clap, say 2, clap, say 4 etc. Others could include pat tummy, wink, and click fingers. | | | | | | **Introduction**  **Socks on the line**  Have cardboard cutouts of socks pegged onto a line (in pairs). Have students peg numeral cards on every fifth sock. Allow time to practice counting by 5’s. Have students write number sentences to match their drawing using words and numerals. | | | | | | | | **Introduction**  Skip counting by 5’s  [**https://www.youtube**](https://www.youtube)**.**  **com/watch?v=\_awKlEMyleA** | | | | | | | | | **Introduction**  **Handprint Detective**  The teacher presents the following story:  ‘This morning I found a handprint in the classroom. I have made copies of the handprint so that we can find who it belongs to.’  Possible questions include:  Can you work out if your hand is bigger, smaller or about the same area as the handprint?  Students superimpose their hand onto the handprint.  Students explain how they checked if their hand was a match, and if not, whether their hand is bigger or smaller than the handprint. | | | | | | | |
| **Body**  Display a hundreds chart. Students use the hundreds chart to skip count by 2s, 5s and 10s.  http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2010/numeracy/nn_numb/images/nn_numb_mudi_table01.jpg  Students colour their own hundreds chart following these steps.   * Colour all the numbers counting by twos in blue. * Colour all the numbers counting by fives in red. * Colour all the numbers counting by tens in green.   Students discuss:  What patterns can you see in your hundreds chart?  What numbers did you colour twice?  What numbers did you colour three times? | | | | | | Body  Students use a collection of counters to make equal groups, e.g. using 30 counters, make as many groups of 5 as they can.  Students use skip counting to determine the number of counters.  http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2010/numeracy/nn_numb/images/nn_numb_mudi_01_01.jpg  Repeat using other numbers. | | | | | | | | Body  Students use rhythmic or skip counting to find the total number of items that are arranged in the octopus.  Students illustrate and write number stories about their combinations using words and symbols.  http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2010/numeracy/nn_numb/images/nn_numb_mudi_01_02.jpg | | | | | | | | | **Body**  Cover and Count  Students select one type of object to cover a given shape or area eg envelopes, lids, leaves, tiles, sheets of newspaper. They estimate, then count, the number of objects used.  Possible questions include:  . Why are some objects better than others for covering?  . What can we do about the gaps?  . What can we do with the part left over?  This activity is repeated using areas of various sizes eg drink coasters, pin boards, desktops, and the classroom floor.  Investigation:  **Rugs**  The teacher shows the students a collection of 4 or 5 small rugs. The teacher then poses the problem:  ‘I want to use one of these rugs for my pet dog/cat. Which one will give my pet the largest area to lie on?’ Students estimate which rug has the largest area. In small groups, students select materials to cover the rugs to measure which one has the largest area. | | | | | | | |
| **Conclusion**  Rhythmic and skip counting may be used by a student to determine how many items are in a collection. Students who are still at the **perceptual** stage will need to items visible. When using rhythmic counting, this student models equal-sized groups and counts perceived items by ones, following a pattern with emphasis on rhythm e.g. “1, **2,** 3, **4,** 5, **6” without any obvious reference to the equal groups. If using skip counting, this student models equal-sized groups and counts groups of items following a pattern of multiples e.g. “3,6,9,12”** but this may be simply a shortcut method of counting by ones. A student enacts skip counting but does not recognise an overall picture of the pattern made up of composite units. | | | | | | **Conclusion**  Topmarks – IWB   * Mulitplication | | | | | | | | **Conclusion**  <http://www.snappymaths.com/>  multiplication/12510xtab/interactive  /mult2510/mult2510.htm | | | | | | | | | **Conclusion**  **Find a Bigger Area**  In pairs, students draw a shape on paper and are asked to find three areas that are bigger, smaller or about the same size. Students discuss how they compared the areas. The teacher models comparing by superimposing one shape over another. Students’ responses are listed in a table. | | | | | | | |
| **Resources**   * Hundreds chart * Red, green, blue pencils | | | | | | **Resources**   * Topmarks * Cardboard socks * String line * counters | | | | | | | | **Resources**   * Snappymaths * <https://www.youtube>.   com/watch?v=\_awKlEMyleA   * Illustrations and number sentences | | | | | | | | | **Resources**   * Paper * Scissors * Small rugs | | | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | |