|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| STRAND: Number + Measurement SUBSTRAND: Multiplication (B) + Volume & Capacity (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 ‘capacity’ as a measure of the amount of substance a container can hold.  Use comparative language to describe capacities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | | **Tuesday** | | | | | | | | | **Wednesday** | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To make and show equal groups*** | | | | | | | ***What I’m Looking For (WILF):***  ***To make and show equal groups*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***To make and show equal groups*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To compare the capacity of different containers*** | | | | | | | |
| **Lesson Breakers**  **Buzz Off** | | | | | | | **Lesson Breakers**  **Bubbles** | | | | | | | | | **Lesson Breakers**  **Body Part Multiples** | | | | | | | | **Lesson Breakers** | | | | | | | |
| **Introduction**  **Train Carriages**  Construct train carriages from milk cartons. Instruct students to place equal numbers of toys into each carriage. Find out how many objects were in each group, and how many altogether | | | | | | | **Introduction**  **Pasting Rows**  Students cut & paste pictures or use a computer drawing programme to create arrays. They are asked to describe their array and use numerals/words to label its features.  Eg:  ★ ★ ★ ★ ★ ★  ★ ★ ★ ★ ★ ★  Students then share their array with a partner, explaining how many there are altogether and how many in each row. | | | | | | | | | **Introduction**  Teacher divides class into small groups, students are then 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 equally between their groups and discuss whether it is possible. | | | | | | | | **Introduction**  **Find a Partner**  Children are given different containers to compare. They need to find a container, with another child that holds about the same amount.  Children are asked to predict during this activity. Then check by pouring from one to the other. | | | | | | | |
| **Body**  **Farms**  In groups, students are given a place mat with three, four or five ovals on it to represent paddocks. They are also given a collection of plastic animals.  Student A rolls a die and all of the students place that number of animals in each paddock. Each student is asked to describe their farm and is encouraged to use numbers in their description.  Students record their findings. | | | | | | | **Body**  **Ten-frames**  Students make two groups of three counters. They are then asked to place the groups onto a ten-frame.  Possible questions include:  ❚ is there the same number of counters in each group?  ❚ how can you tell without counting?  ❚ how many counters are there altogether?  This activity is repeated using two groups of other numbers up to five.  *Variation:* Two ten-frames could be joined together to make two groups of numbers up to ten or four groups of numbers up to five.  Students could be given a 5 × 5 grid and asked to make groups up to five groups of five. | | | | | | | | | **Body**  **Mail Sort**  Pin a row of four envelopes to a board. Ensure the board allows students easy access as they will need to be able to reach the envelopes to complete this activity. Write a numeral, for example three, on the outside of each envelope in the row. Instruct students to cut out pictures from magazines which they will use to “post” into the envelopes. Students “post” the correct number of items into the envelopes according to the numeral written on the outside. | | | | | | | | **Body**   |  | | --- | | **Pouring and Packing**  In small groups, students are given a collection of different sized containers. Student A selects one of the containers and fills it with material such as pasta or blocks. The group is then asked to find containers in the collection that hold more or less than the chosen container.  Each student checks their prediction by pouring the pasta or packing the blocks from the first container into the selected container.  Students record their results. Students discuss:   * how could you tell if the second container holds more or less than the first container? * how did you predict whether the second container would hold more or less than the first container? * would you get different results if a different material was used? | |  | | | | | | | | |
| **Conclusion**  **Body Percussion**  Using body actions, accentuate the multiple count when finding the total number of specified groups. For example, to stress the count for multiples of three, direct the students to tap their heads for the first count, tap their shoulders for the second count and click their fingers for the third.  Then repeat the pattern while counting. | | | | | | | **Conclusion**  Make 3 or 4 echidnas from clay/plasticine. Provide students with a collection of toothpicks. Students are to share these between the echidnas equally. They are to check this using rhythmic counting. | | | | | | | | | **Conclusion**  Discuss with the students the number of groups and the total number of items posted. Model methods of counting multiples, such as rhythmic or skip counting. | | | | | | | | **Conclusion**  **Towers**  Build towers using multilink cubes - which take up the most space. | | | | | | | |
| **Resources**   * milk cartons * toys, blocks, cubes * oval mats * dice | | | | | | | **Resources**   * cut out pictures (to make arrays) * counters * ten frames * 5x5 grid * Clay/plasticine * toothpicks | | | | | | | | | **Resources**   * bag of objects * envelopes * magazines | | | | | | | | **Resources**   * different size containers * water * dry pasta or blocks * multilink cubes | | | | | | | |
| **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | |