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| STRAND: Number + Measurement SUBSTRAND: Fraction (B) + Mass (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):***  Compare two objects based on mass using a pan balance.  Place objects on either side of a pan balance to obtain a level balance.  Recognise, describe and represent one-half as one of two equal parts of whole objects, shapes and collections.  Use fraction notation ½ . | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | |
| **Monday** | | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | | | **Thursday** | | | | | | | | | |
| ***What I’m Looking For (WILF):***  ***Identifying and describing a half*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***Representing a ½*** | | | | | | | | | | ***What I’m Looking For (WILF):***  ***Finding half of a collection*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***To compare the mass of two objects*** | | | | | | |
| **Lesson Breakers** | | | | | | | | | **Lesson Breakers** | | | | | | | | | | **Lesson Breakers** | | | | | | | | | **Lesson Breakers** | | | | | | |
| **Introduction**  Review terms and language of half.  Using food e.g. how to half an apple, orange, licorice stick, sandwich, etc. | | | | | | | | | **Introduction**  Review terms and language of half.  Identify 2D shapes and pictures cut in half. | | | | | | | | | | **Introduction**  Matching labels of equal or unequal groups to pictures divided into 2 parts.  Identifying pictures of collections that are equally divided in halves. | | | | | | | | | **Introduction**  Discuss what students understand as “heavy” and “light”. Can they name something that they think is very heaving? Can they name something that they think is very light? | | | | | | |
| **Body**  **Whole Class Instruction and Modelled Activities**   * IWB – Display shapes of circle and square and have children show on the board where half would be and then colour. * Using paper shapes of circle and square the children fold and colour half of the shape. * Using pictures of objects that are symmetrical children fold and colour in half. * Both activities are glued into their book or onto an A4 piece of paper. * Investigation: Find things in the classroom that could be halved equally. * Assessment – Teacher observation and marking of their produced work. | | | | | | | | | **Body**  **Whole Class Instruction and Modelled Activities**   * 2D paper shapes children fold to show half, less, more. Continue to discover other ways to fold the shapes. * iPads – make the nominated shape then display the nominated size of less, half, more. * Assessment – Worksheet – Children are given a circle shape to represent a pizza. Using coloured paper toppings they make their pizza but have decide it is going to be less, half, more decorated. They then have to complete the sentence adding the correct word. * I have \_\_\_\_\_\_\_\_\_\_\_ of a pizza. (less than half/ half/ more than half). * Children then sort their pizzas into 3 groups. Discuss results.   Using the S1 lesson for the pizza but using a different shape e.g. square or rectangle. – Year 2 extension, | | | | | | | | | | **Body**  Studyladder – View halving groups as a class. Discuss results.  iPads – Using drawing pad draw the number of objects nominated and circle half in pairs.  Go to other applications such as -Fractions, Decimals and Percentages Skill Builders  -Pizza Fractions 1  -Fractions by Braining Camp  Review class lesson on halving objects into 2 groups.  Assessment – Worksheet – Representing lessons previously taught to reflect the children’s knowledge on the topic of halves and half of objects. E.g. Signpost Maths Assessment Lower Primary page 59. Shows half of an object, half of a shape, half of a group and understanding of half, less or more.  To introduce bigger number of objects to half – Year2. | | | | | | | | | **Body**  Balancing objects in hands. Deciding if they are heavy or light. Each child chooses two objects for hefting. They make a prediction on which is the heavy or lighter. Children record their observations pictorially.   * Gather up a collection of classroom objects, whatever you have in your classroom is fine. The students will guess which objects will be heavy and which objects will be light in comparison to each other. The students will heft the items in order to work out which objects were heavier or lighter than the other. They can record this on a worksheet or in their books by writing heavier or lighter. * They can draw a picture of their “heavy” and “light” items. | | | | | | |
| **Conclusion**   * IWB – Display circle, square, triangle and rectangle and children discuss how and where they could be halved. Are there any other ways? * Using paper shapes children explore the possibilities. * iPads – Using the app of Drawing Pad or Geoboards children create a named shape and show half. | | | | | | | | | **Conclusion**   * Investigation – Finding things in the room that are representing less than half, half, more than half. | | | | | | | | | | **Conclusion**   * Studyladder – 10 questions on number of objects. | | | | | | | | | **Conclusion**  Provide students with lumps of plasticine/ playdough. Have students divide each lump onto two pieces of the same mass. Students check by using a balance. Each student rolls one piece into a sausage and the other into a ball. Ask students which one will be lighter/heavier? Students experiment with changing the shape of the plasticine and weighing. | | | | | | |
| **Resources**   * IWB – shapes * Paper with shapes * Scissors * Ipads – drawing app/ * Mathletics - fractions | | | | | | | | | **Resources**   * Shapes * Pizza shape/ circles | | | | | | | | | | **Resources**   * Pictures even halves/uneven halves * studyladder * signposts – lower primary p.59 | | | | | | | | | **Resources**   * variety of objects * balance arm * plasticine | | | | | | |
| **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | |