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| STRAND: Number + Measurement SUBSTRAND: Fractions (B) + Mass (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):***  Establish the concept of one-half  Record halves of objects using drawings  Identify the attribute of ‘mass’ as a measure of the amount of matter in an object  Compare masses directly by hefting  Use comparative language to describe masses and record comparisons of mass Informally | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To divide objects into two even halves*** | | | | | | ***What I’m Looking For (WILF):***  ***To divide objects into two even halves*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To divide objects into two even halves*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***To compare object based on if they are heavier or lighter*** | | | | | | | |
| **Lesson Breakers** | | | | | | **Lesson Breakers** | | | | | | | | **Lesson Breakers** | | | | | | | | | **Lesson Breakers** | | | | | | | |
| **Introduction**  **What is Half?**  Teacher makes laminated shapes with two of each shape. Teacher then cuts one of these shapes in half. Teacher models how the halves fit into the whole. Students put the shapes over the top of the whole shape. Which are a half of the shape?  Teacher then plays a circle game with a dice. Shapes are spread out into the centre of the circle. Teacher identifies a particular number as being the ‘number’. Each student rolls the dice and when it lands on a nominated number, the student can jump into the middle of the circle and start matching halves to wholes. Student tries to get all shapes covered before another student rolls the identified number. If a student is able to match all the halves before the number is rolled, they are the winner! If the nominated number is rolled again, that student who rolls the number swops with the previous student who is matching shapes. (think the chocolate game!) | | | | | | **Introduction**  **Environmental Walk**  • Walk around the playground to observe things that can/cannot be divided into halves.  • Discuss that natural objects that can be divided exactly into halves are harder to find than man-made objects.  • Students record halves of objects using drawings. | | | | | | | | **Introduction**   * Reinforce through **discussion** and drawings those parts of a fraction, ‘halves are the same as each other (equal)’. Emphasise this in terms that the students can understand: “It wouldn’t be fair if one half was bigger than the other half”. Also emphasise that when you split something in half, you make a fraction by taking a **whole and** turning it into two equal parts. * Students investigate and identify a variety of objects/ concrete materials that are whole and can then be divided into two equal parts. | | | | | | | | | **Introduction**   |  | | --- | | **Blindfold** Students take turns to be blindfolded. Teacher or another student places an object or container in each hand of the blindfolded student. Objects should be obviously light or obviously heavy objects, e.g. piece of string, paperclip, large stone, large bottle of liquid. Students state which hand is holding the heavier object or container. Students watching make a visual estimate of which is the heavier object. |  |  | | --- | |  | | | | | | | | |
| **Body**  Explain to class that a half is two equal parts. Provide students with concrete materials that can be divided equally in order for them to visually see how they can be divided evenly in half. Items such as oranges, play dough and simple 2D shapes such as squares and circle are ideal.  Demonstrate to students how to find half by cutting / dividing these objects as the students observe.  Fairy Bread: In pairs, students make fairy bread and discuss a ‘whole piece’. Students cut fairy bread into two equal parts and share with partner. | | | | | | **Body**  **Fair Shares**  Teacher cuts food correctly and incorrectly and students decide if it’s a fair share. Discuss that halves have to be equal and that something can be cut into two pieces and that these pieces may not be halves.  Teacher presents a variety of drawings of circles and rectangles with lines drawn on them dividing the shapes into two. Students decide whether the lines are dividing the shape in half or not.  Students explain the reason for dividing  an object a particular way. | | | | | | | | **Body**  Investigation: Provide students with play dough, roll different coloured play dough into balls or cylinders. Provide plastic knives, and encourage students to cut play dough shapes in half. Photograph as evidence. Get children to try and cut the same shape in a variety of different ways and discuss.  Assessment: Students are given three paper 2D shapes (circle, square and rectangle). Students to fold paper in half, then cut along the fold to make two equal parts. Glue onto another A4 sheet of paper/ cardboard. (Teacher to make notes whether cut was made on the fold, and if the end result indicated **two equal** parts.) | | | | | | | | | **Body**  **Guessing Game**  In pairs, students are given an ice-cream container and a collection of objects, each of different mass e.g. ping-pong ball, lump of plasticine and chalkboard duster. Student A selects one of the objects and places it in the ice cream container, and puts the lid on without the other students seeing which object has been chosen. By handling the container, and without referring to the original group of objects, Student B is asked to determine which object has been placed in the container. Students should be encouraged to ask each other why they think a particular object is in the container. | | | | | | | |
| **Conclusion**  **Fair / Unfair**  Display four rectangular pieces of paper. Invite students to the board to fold each piece of paper to make two equal parts that are fair. Question students, ‘*Why do you think that the parts are fair (correct) or unfair (incorrect)?’* | | | | | | **Conclusion**  Rainforest Maths & www.coolmath-games.com  IWB U-Tube: Halves. Count us in beach game (IWB) | | | | | | | | **Conclusion**  Students are given three paper squares and are asked to fold the paper squares into halves in at least two different ways. Students explain and justify how they know it is a half. | | | | | | | | | **Conclusion**  **Can I Pull it?** Given three large objects on the floor, students estimate which is heaviest or lightest. Check the masses by tying a cord around each object and trying to pull it across the floor. | | | | | | | |
| **Resources**   * Laminated shapes * Dice * Oranges * Plastic knives * Fairy bread * Rectangular pieces of paper | | | | | | **Resources**   * Circles & rectangles divided evenly and unevenly   Rainforest Maths & www.coolmath-games.com  IWB U-Tube: Halves. Count us in beach game (IWB) | | | | | | | | **Resources**   * Paper squares * Play dough * Plastic knives | | | | | | | | | **Resources**   * Blind fold * Heavy and light objects * Ice cream containers * Cord | | | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | |