<table>
<thead>
<tr>
<th>Lesson Focus</th>
<th>Learning Area / Strand</th>
<th>Year Level</th>
<th>Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths - numbers 1-20</td>
<td>Number and Algebra: Number and place value</td>
<td>Prep</td>
<td></td>
</tr>
</tbody>
</table>

**Prior knowledge of learners**
- Students have some knowledge of the numbers 0-20 and their representations and are able to sequence the majority of these numbers correctly.

**Lesson objective/s**
By the end of this lesson, students should be able to:
- Identify, record and match the various representation of the numerals 11-20 (or 0-10)
- Sequence numbers 11-20 (0-10)

**Links to Curriculum (Identify relevant Strands and Content Descriptors)**
- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)
- Subitise small collections of objects (ACMNA003)
- Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)

**Evidence of learning**
- Students will successfully complete the rotational activities
- Students will be able to verbalise their strategies (eg finger pointing, eye gaze etc) as applicable

**Classroom Management Strategies**
Outlining the lesson outcomes, giving clear instructions, stating behavioural expectations
Use of body language encouraging, waiting & scanning, parallel acknowledgement, proximity (all as necessary)
Watch Billy, Riley, Peter, Alex & Chayse R for participation. Watch Peter & Billy for straying from the learning area

**Resources**
Roll it/write it/show it activity sheet, dice, pencil (whiteboard, marker, eraser), Need TA or Teacher
Match numbers & representations to 20 (0-10) *Conclude fist 10 is more difficult to support*
Magnetic number & tray sequence to 20 (0-10) *Put on circle will need following tags, (5) word & pair of* Number puzzles 11-20 (0-10) *Work in (modelled how to play first)*

**Differentiation strategies**
Students will be divided into four ability groups
- Extension: Ruby, Taiye, Lacey P, Indy, Lacey H, Gabriel (not Gabriel/Taite)
- Group 1: Amlty/Chayse M, Peter/Lily,
- Group 2: Macy/Caylen, Riley/Charlotte, Bradley/ Beckett
- Support: Billy (1:1), Alex/Zahla, Emma/Chayse R (pairs) Need to move with these (2)

**Lesson Introduction**
- Introducing the topic
- Engagement of the learners
  - Settle students on carpet & gain their attention with 1, 2, 3, eyes on me or ‘everybody looking, looking, looking…’ and explain rotations and who is taking each activity (eg MT, PST, TA, Parent helper)
  - Remind students of behaviour expectations/focus where necessary eg taking turns, talking nicely to our friends

**Lesson Body**
- Delivering the content through specific strategies
  - Direct students to their groups
  - Assist students as necessary
  - Take notes on students’ abilities using the data checklist to ensure understanding and make opportunities for incidental teaching where applicable
  - Give 2 minute warning before the end of the activity
  - Regain student attention (as above) and direct students to pack up
  - Direct students to the next rotational activity

**Lesson Conclusion**
- Concluding activities
- Summarizing the lesson
  - Give 2 minute warning before the end of the activity
  - Regain attention and direct students to pack away
  - Ask students for verbal feedback on activities
  - Transition Students to lunch

**Evaluation / Reflection**
Was noisy + busy nature, (5) enjoyed it but groups (partic lower) are impacted by collaborative (or lack of) skill. Need Parent Helper or TA helper spent time going between 2 groups. Pairing (5) worked well with higher ability but in support 1 person had to stay. So be aware of pairing岛屿
Interesting to see mostly table ended up writing/helping each other every time.